

TORONTO CATHOLIC DISTRICT SCHOOL BOARD SPECIAL MEETING

PUBLIC SESSION

AGENDA
FEBRUARY 24, 2016

Angela Kennedy, Chair
Trustee Ward 11

Frank D'Amico, Vice Chair
Trustee Ward 6

Ann Andrachuk
Trustee Ward 2

Patricia Bottoni
Trustee Ward 4

Nancy Crawford
Trustee Ward 12

Jo-Ann Davis
Trustee Ward 9

Allison Gacad
Student Trustee

Michael Del Grande
Trustee Ward 7

Joseph Martino
Trustee Ward 1

Sal Piccininni
Trustee Ward 3

Barbara Poplawski
Trustee Ward 10

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

Karina Dubrovskaya
Student Trustee



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.*

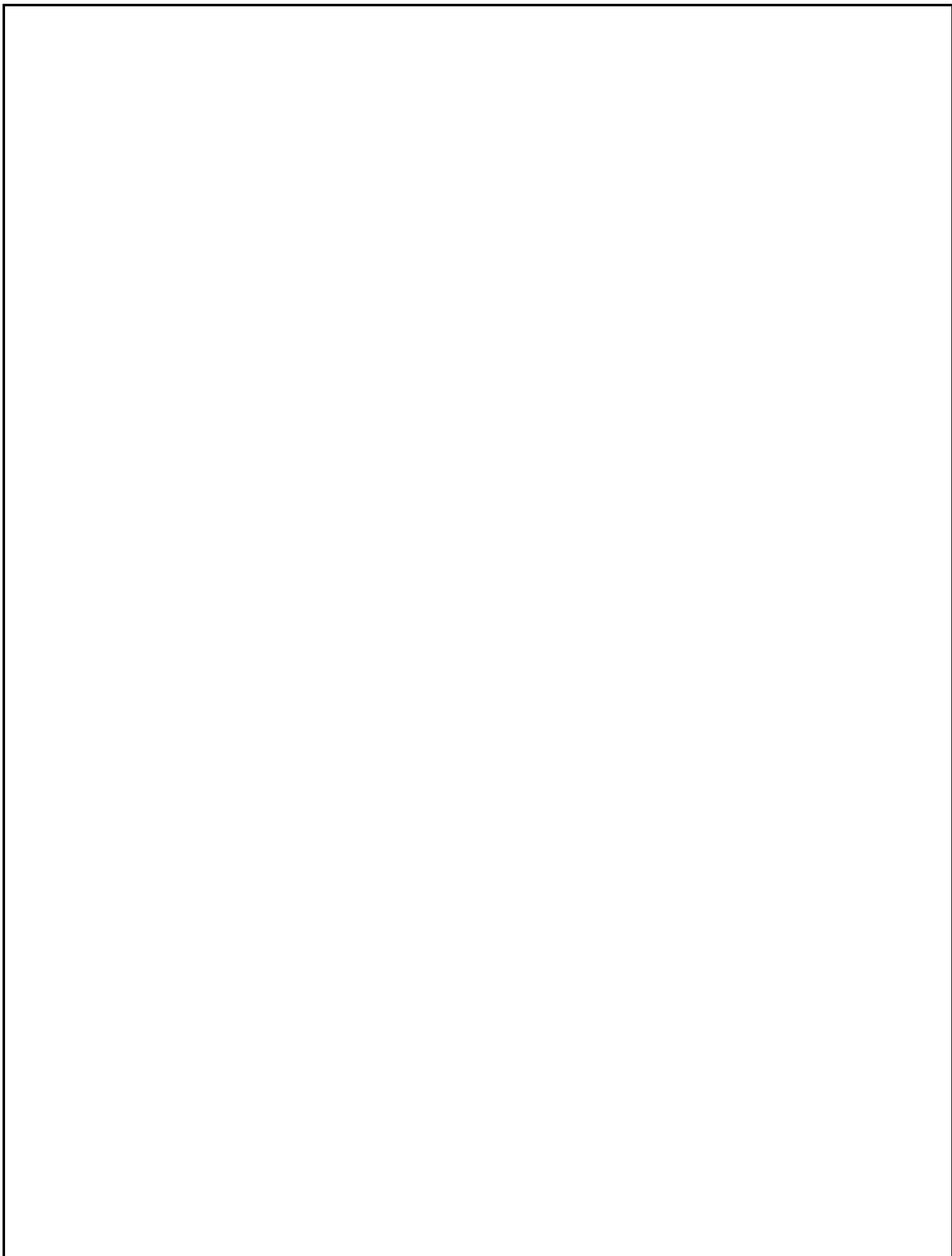
VISION

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

Recording Secretary: Lalita Fernandes 222-8282 extension 2293

Angela Gauthier
Director of Education

Angela Kennedy
Chair of the Board



OUR MISSION

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SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

Angela Kennedy, Chair

Frank D'Amico, Vice-Chair

Wednesday, February 24, 2016

7:00 P.M.

Pages

1. Call to Order
2. Memorials and Opening Prayer
3. Singing of O Canada A Capella
4. Roll Call & Apologies
5. Approval of the Agenda
6. Reports from Private Session
7. Declarations of Interest
8. Approval and Signing of Minutes of the Previous Meetings
9. Presentations
10. Delegations
11. Unfinished Business from Previous Meetings
12. Matters referred/deferred from Committees/Board
13. Reports For Information

14. Reports of Officials Requiring Action of the Board of Trustees
 - 14.a Liquor Permit for St. Cecilia School for June 9, 2016 1 - 2
 - 14.b Friends of Catholic Education Award Selection Criteria 3 - 7
 - 14.c Report regarding School Year Calendar 8 - 14
 - 14.d Capital Priorities 2016-2017: School Consolidation (Wards 2 & 9) 15 - 40
 - 14.e Report of the Governance and Policy Committee on Meta Policy (M.01) 41 - 61
 - 14.f Report of the Governance and Policy Committee on Accessibility Standards for Customer Service Policy (H.M.36) 62 - 72
 - 14.g Report Of The Governance And Policy Committee On Trustees Code of Conduct Policy (T.04) 73 - 92
 - 14.h Report Of The Governance And Policy Committee On Performance Appraisal: Director of Education Policy (H.C. 06) 93 - 109
 - 14.i Report of the Governance and Policy Committee on Catholic School Parent Councils Policy (S.10) 110 - 119
 - 14.j Report of the Governance and Policy Committee on Revised Facility Partnerships Policy (B.R.07) 120 - 140
 - 14.k Report of the Governance and Policy Committee on School Accommodation Review Policy (S.09) 141 - 190
15. Listing of Communications
16. Inquiries and Miscellaneous
17. Closing Prayer
18. Adjournment



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

WAIVER OF LIQUOR POLICY REQUEST FROM ST. CECILIA CATHOLIC SCHOOL

1 Timothy 5:23 (No longer drink only water, but use a little wine for the sake of your stomach and your frequent ailments.)

Created, Draft	First Tabling	Review
February 16, 2016	February 16, 2016	Click here to enter a date.
Trustee Barbara Poplawski, Ward 10		
RECOMMENDATION REPORT		

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G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and
Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

Request Board permission to serve alcohol at an event to be held at St. Cecilia Catholic School on Thursday, June 9th, 2016 from 4:00 to 8:00 p.m.

B. BACKGROUND

A request was received from the co-chairs at St. Cecilia CSPC, Olga Geryluk and Marisa Cicero (fully supported by St. Cecilia principal, Nick Biagini) that the Board waive its liquor policy to allow beer to be served in the beer tent during the annual fun fair. This event will be held on Thursday, June 9th, 2016 from 4:00 to 8:00 p.m.

C. PURPOSE

Request the Board waive its liquor policy for this event.

D. CONCLUSION

This report is presented for the information of the Board.



REPORT TO

SPECIAL BOARD

FRIENDS OF CATHOLIC EDUCATION AWARD SELECTION CRITERIA

Greater love has no one than this, that one lay down his life for his friends.
John 15:13

Created, Draft	First Tabling	Review
February 8, 2016	February 24, 2016	February 24, 2016
John W. Yan, Senior Coordinator, Communications, Public and Media Relations Mary Walker, Supervisor, Public Relations		
RECOMMENDATION REPORT		

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Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board annually honours the accomplishments of our alumni, staff and friends of Catholic education through two major awards: the TCDSB *Alumni Award* and the TCDSB *Award of Merit*.

Over several years, in reviewing criteria for these awards and during discussion about potential nominees, past and present members of the Nomination Committee have suggested that the current criteria for the two major awards do not necessarily permit recognition of individuals or organizations who are friends and well-known supporters of Catholic education, but not members of the Catholic faith.

At the December 10, 2015 Board Meeting, Trustees approved the creation of the *Friends of Catholic Education Award*. It was recognized that this would be the opportune time to officially acknowledge members of the TCDSB's "extended" family, as the Board currently celebrates the pastoral Year of the Family. This award highlights significant contributions to Catholic education by those outside our faith who share our common mission, vision and goals.

In addition, the new award aligns well with the *Enhancing Public Confidence* pillar of the Board's Multi-Year Strategic Plan through the goal to: "Build and maintain community partnerships".

B. PURPOSE

At the December 10, 2015 Board Meeting, Trustees approved the motion:

That a new award be created to recognize the extraordinary contributions of supporters of the work of our Board who may be non-Catholic and who represent our Catholic values. The award will be called Friends of Catholic Education Award.

Arising out of the motion, Trustees directed the Awards Nomination Committee to report back to the Board of Trustees with selection criteria for the Award.

The scope and range of criteria for the Award was initially discussed during the October 22nd meeting of the Awards Nomination Committee. Final draft criteria was circulated to all members of the Committee after its January 20, 2016 meeting to provide additional opportunities for feedback. This report outlines the proposed selection criteria for nominees of the Friends of Catholic Education Award as the result of this process.

C. SELECTION CRITERIA FOR FRIENDS OF CATHOLIC EDUCATION AWARD

The *Friends of Catholic Education Award* was created to acknowledge significant contributions to Catholic education made by members of the general public and/or organizations who have accomplished extraordinary service to Catholic Education but who may not be Catholic.

The Award will be presented annually to individuals or representatives of organizations, who meet the criteria, at the annual TCDSB Awards Night held the first Monday of Catholic Education Week. The recipients will be presented with a plaque by the Director of Education and Chair of the Board on behalf of the TCDSB.

Selection Criteria

- Pursuant to the Board's **Policy F.F. 01: Awards, Funds and Scholarships**, the *Friends of Catholic Education Award* granted by the TCDSB will be in harmony with our gospel values and our Catholic Graduate Expectations, and bestowed upon only those individuals who will bring pride to Catholic education.
- The Friends of Catholic Education Award is open to members of the general public or organizations.
- The contribution of the nominee(s) is/are consistent with the TCDSB's goals and actions as outlined in the Board's Multi-Year Strategic Plan (MYSP).
- Nominees must demonstrate significant contribution or support of the TCDSB's mission and vision as a Catholic School Board through actions that may include, but are not limited to the following key areas:
 - Overall engagement of students in learning to achieve the Ontario Catholic School Graduate Expectations
 - Numeracy and literacy, including digital literacy
 - The Arts - including music, drama, creative, visual and performing arts
 - Innovation and collaboration
 - Physical, emotional, intellectual, mental and spiritual needs of youth
 - Learning and/or career opportunities for students
 - Community partnerships and outreach
 - Professional learning

- Excellence and innovation in education
- Peace and justice and/or the common good
- Effectiveness of Board operations or Governance
- Building a sustainable Catholic school system

Selection Process:

1. Nominations will be received using the current process with notification via the Communications Department and nomination forms provided for universal access online via the Board's website.
2. Nominations for the *Friends of Catholic Education Award* will be reviewed by the TCDSB Nomination Committee based on the Award's selection criteria.
3. The selected nominee's name, together with a summary of their contributions, will be provided in a formal Recommendation Report to Board for the approval of Trustees.
4. Recipients will be sent a letter of invitation from the Director and Chair to receive the *Friends of Catholic Education Award* at the annual TCDSB Awards Night which takes place the first Monday of Catholic Education Week.

D. METRICS AND ACCOUNTABILITY

Like all awards granted under the auspices of the TCDSB and governed under the policy, there will be a clearly articulated purpose, accompanied by transparent selection criteria.

Prospective recipients are nominated through an open and transparent process administered by the Communications Department under the auspices of the Awards Nomination Committee.

Members of the Nomination Committee:

- Chair of the Board of Trustees
- Past Chair of the Board of Trustees
- The Director of Education
- Member of the Archdiocese of Toronto
- President and CEO, Angel Foundation for Learning
- Superintendent of 21C Learning

- Superintendent of Student Success
- Senior Manager, Archives and Records Management
- The Senior Coordinator, Communications, Public and Media Relations
- The Supervisor of Public Relations
- At least one alumnus of the TCDSB

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

Once approved, a comprehensive communications plan will be implemented using all communications modalities within the Communication's Department's inventory to promote awareness and stakeholder engagement with regards to the new award.

Due to the unique nature of the award, announcement of the inaugural recipient will be supported by a news release and other public profile opportunities as the media interest may be high. However, this will be balanced by equal treatment given to winners of the longstanding TCDSB *Alumni Award* and *Award of Merit*.

The 2016 *Annual TCDSB Awards Night* takes place on May 2nd, the first Monday of Catholic Education Week, when *The Friends of Catholic Education Award* will be presented with all of the other major awards and achievements.

F. STAFF RECOMMENDATION

Staff recommends that the selection criteria for the *Friends of Catholic Education Award* be approved.



REPORT TO

SPECIAL BOARD

SCHOOL YEAR CALENDAR 2016-2017

"Give instruction to a wise man, and he will be yet wiser: teach a just man, and he will increase in learning."

Created, Draft	First Tabling	Review
February 9, 2016	February 24, 2016	Click here to enter a date.
D. Koenig, Superintendent of Curriculum and Accountability N. D'Avella, Superintendent of Student Success		
RECOMMENDATION REPORT		

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G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

The school year calendar is prepared and submitted annually to the Ministry of Education, in accordance with the Education Act and Ont. Regulation 304, School Year Calendar, Professional Activity Days. Regulation 304 permits school boards to modify the school year holidays as determined by the Ministry. The deadline for submission of a modified school year calendar for 2016-2017, to the Minister of Education, is March 1, 2016.

B. PURPOSE

1. To provide information on what governs the development of the school year calendar.
2. To inform the Board of the school community survey results in regards to changing the Christmas Holidays for the 2016-2017 school year. This change will require the submission of a modified school year calendar to the Ministry by March 1, 2016.
3. To present the 2016-2017 school year calendar as determined in consultation with the Academic/Business Advisory Committee (AcBac) members.

C. BACKGROUND

1. Annually the Board establishes the school year calendar in accordance with the Education Act and Ont. Regulation 304.
2. In the Ministry school year calendar for 2016-2017 lists the dates of the Board designated holidays as December 19, 2015 to December 30, 2015. After discussions amongst senior staff it was decided to request that school principals consult with their Catholic School Parent Council and provide input in regards to their preference for these designated holidays. Three options were provided:

Option 1: December 19 to December 30, 2016 (return to school January 2, 2017)

Option 2: December 26 to January 6, 2017 (return to school January 9, 2017)

Option 3: December 21, 2016 to January 3, 2017 (return to school January 4, 2017)

3. The results of the survey were as follow:
Option 1 – 1.5% (3 schools)
Option 2 – 91.1% (185 schools)
Option 3 – 2.5% (5 schools)
Only 10 schools did not respond to the survey.
4. Following the results of the consultation with stakeholders and our coterminous board, the Toronto Catholic District School Board is proposing a modified school year calendar for 2016-2017 (Appendix A).
5. The request for a modified school year calendar for 2016-2017 is to be submitted to the Ministry of Education by March 1, 2016.
6. The TCDSB must approve a school year calendar that includes a minimum of 194 school days, of which no more than seven (7) will be professional activity (PA) days and at least 187 will be instructional days. There is an additional PA day that has been approved by the Ministry and reflected in a change to Ont. Regulation 304 (Appendix B). Three of the seven PA Days must be devoted to provincial education priorities as set out by the Ministry of Education.
7. In the 2016-2017 school year, there are a possible 194 instructional days from September 6, 2016 to June 30, 2017. Traditionally, the first day of school for students in the TCDSB has been the Tuesday following Labour Day. The requirement of 194 instructional days would be achieved if the first school day was Tuesday, September 6, 2016 and the last school day was Friday, June 30, 2017.
8. For the purposes of the 2016-2017 school year calendar, please note the following:
 - Two PA days at the elementary level are to be used for parent-teacher conferences.
 - Two PA days at the elementary level are to be used for assessment and completion of report cards.
 - Three PA days at the elementary level are to be used for Provincial Education Priorities of which one day will be devoted to Faith Development.

- Three PA days at the secondary level devoted to Provincial Education Priorities and supporting Article 19 of the Collective Agreement.
 - One PA day at the secondary level devoted to Faith Development.
 - The remaining three PA days at the secondary level will be devoted to system priorities, annual learning plans and local goals articulated in the School Learning Improvement Plan.
 - The remaining school days shall be instructional days.
9. Each school year calendar must be accompanied by a general outline of the activities to be conducted on PA days, as per Ministry Policy/Program Memorandum 151, *“Professional Activity Days Devoted to Provincial Education Priorities”* (PPM151). With the additional PA day as per the change to Ont. Regulation 304, the Ministry will be providing more information about the topics of Professional Activity Days devoted to provincial education priorities.
 10. The selection of the PA days for 2016-2017 school year has been in consultation with our AcBac Committee members.
 11. We have aligned our PA days with the TDSB to minimize any additional transportation costs.

D. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

Communication Plan:

To bring awareness to the TCDSB community and its stakeholders, the school year calendar for the 2016-2017 school year will be communicated in the following ways:

Methods to be used:

1. Information letter for distribution to parents, students and staff
2. Insert for school newsletters
3. TCDSB website
4. TCDSB website/portal
5. Email to principals, copy to CSPC chairs and CPIC reps, Education Council and Trustees

6. News release will be issued to announce Board's school year calendar for 2016-2017
7. Twitter
8. E-News subscribers
9. Director's Bulletin announcement
10. Trustee newsletters

Audiences:

Primary Audiences: TCDSB students and parents; CSPC Chairs/CPIC Representatives; TCDSB Staff

Secondary Audiences: Parishes, Other GTA Boards, Archdiocese of Toronto, Catholic Supporters and Media.

E. STAFF RECOMMENDATION

Staff recommends that the Board of Trustees approve the following:

- i) That the attached (Appendix A) school year calendar for the 2016-2017 school year be adopted;
- ii) that the communication plan outlined in this report be implemented; and
- iii) that Principals share the 2016-2017 school year calendar and the plans for professional activity days with their CSPC's and their school communities.

TCDSB SCHOOL YEAR CALENDAR 2016-2017

Number of school days	194
Number of Professional Activity Days	7
Labour Day	September 5, 2016
First Instructional Day	September 6, 2016
Thanksgiving Day	October 10, 2016
Christmas Break	December 26, 2016–January 6, 2017
Start of second semester for secondary schools	February 6, 2017
Family Day	February 20, 2017
Mid-Winter Break	March 13–17, 2017
Good Friday	April 14, 2017
Easter Monday	April 17, 2017
Victoria Day	May 22, 2017
Last day of classes for elementary students	June 29, 2017

Seven (7) Professional Activity (PA) Days for ELEMENTARY schools:

October 7, 2016	Provincial Education Priorities
November 18, 2016	Parent-Teacher Conferences
December 2, 2016	Provincial Education Priorities/Faith Development
January 20, 2017	Assessment, Evaluation and Reporting
February 17, 2017	Parent-Teacher Conferences
June 9, 2017	Assessment, Evaluation and Reporting
June 30, 2017	Provincial Education Priorities

***Seven (7) Professional Activity (PA) Days for SECONDARY schools:**

October 7, 2016
November 18, 2016
December 2, 2016
February 17, 2017
June 28, 29, 30, 2017

- Three PA days devoted to Provincial Education Priorities and supporting Article 19 of the Collective Agreement.
- One PA day devoted to Faith Development.
- The remaining three PA days will be devoted to system priorities, annual learning plans and local goals articulated in the School Learning Improvement Plans.

* After consultation with their LSSAC, secondary schools may choose to change one of the above PA days, provided there is no cost to the Board.

ONTARIO REGULATION 364/15

made under the

EDUCATION ACT

Made: November 16, 2015

Approved: November 25, 2015

Filed: November 30, 2015

Published on e-Laws: November 30, 2015

Printed in *The Ontario Gazette*: December 19, 2015

Amending Reg. 304 of R.R.O. 1990

(SCHOOL YEAR CALENDAR, PROFESSIONAL ACTIVITY DAYS)

1. (1) Paragraph 1 of subsection 2 (3.1) of Regulation 304 of the Revised Regulations of Ontario, 1990 is amended by striking out “two” at the beginning and substituting “three”.

(2) Paragraph 2 of subsection 2 (3.1) of the Regulation is amended by striking out “two” and substituting “three”.

2. The Regulation is amended by adding the following section:

5.1 Every board shall, as soon as practicable after November 30, 2015, update every school calendar for the 2015-2016 school year that was submitted under subsection 4 (1) or 5 (3), or approved and implemented under subsection 5 (1) or (2), to reflect the amendments made to subsection 2 (3.1) on that date requiring an additional professional activity day, and the board shall,

- (a) notify the Minister and the parents concerned of the updates to the school calendar as soon as possible; and
- (b) along with the notification to the Minister under clause (a), provide the Minister with a general outline of the activities to be conducted on the additional professional activity day.

3. Subsection 6 (1) of the Regulation is amended by striking out “submitted under section 4 or subsection 5 (3)” and substituting “submitted under subsection 4 (1) or 5 (3), updated under section 5.1”.

Commencement

4. This Regulation comes into force on the day it is filed.

Made by:

Pris par :

*La ministre de l'Éducation*LIZ SANDALS
Minister of Education

Date made: November 16, 2015.

Pris le : 16 novembre 2015.



REPORT TO

SPECIAL BOARD

CAPITAL PRIORITIES 2016-2017: SCHOOL CONSOLIDATION (WARDS 2 & 9)

*For every house is built by someone, but the builder of all things is God.
Hebrews 3:4*

Created, Draft	First Tabling	Review
February 11, 2016	February 25, 2016	
J. Volek, Sr. Coordinator, Planning Services M. Silva, Comptroller, Planning & Development Services M. Puccetti, Superintendent of Facilities		
RECOMMENDATION REPORT		

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Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

On December 16, 2015 the Ministry of Education issued *Memorandum 2015:B16: Request for School Consolidation Capital Projects and New Construction of Child Care*. The 2016 School Consolidation Capital (SCC) program is supported through the \$750 million in funding that was announced in 2014-15 as part of the School Board Efficiencies and Modernization (SBEM) initiative.

This report recommends that:

- a) Business cases for the following Capital projects will be submitted to the Ministry of Education by February 29, 2016 for School Consolidation funding:

Rank	School	Project
1	St. Raymond/St. Bruno	Replacement school/ Child Care
2	St. Leo/St. Louis	Replacement School/Child Care
3	St. Luke/Senhor Santo Cristo	Retrofit/Child Care
4	Holy Angels	Replacement School/Child Care

- b) Any proposed Capital Projects not approved for School Consolidation Funding by the Ministry of Education be included in the TCDSB submission in the upcoming Capital Priorities Funding opportunity in 2016.

B. BACKGROUND

1. On December 16, 2015 the Ministry of Education issued *Memorandum 2015:B16: Request for School Consolidation Capital Projects and New Construction of Child Care*. The 2016 School Consolidation Capital (SCC) program is supported through the \$750 million in funding that was announced in 2014-15 as part of the School Board Efficiencies and Modernization (SBEM) initiative.
2. Funding for Capital Priorities: School Consolidation projects will be allocated on a business case basis for projects that need to be completed by the 2019-20 school year. It is expected that boards will be submitting projects linked to School Accommodation Review decisions.

3. The Board of Trustees at the February 9, 2016 Corporate Services, Strategic Planning and Property Committee approved the following:

That the following TCDSB Capital Priorities Consolidation Criteria be approved to rank Capital Priorities Consolidation Projects to be submitted to the Ministry of Education for funding consideration by February 29, 2016:

1	Establishment of Community Hub	Yes=5 No=0
2	Reduction of pupil places	>600=5 500-599=4 400-499=3 300-399=2 200-299=1 <200=0
3	Impact on reducing a school board's operating costs	>\$800,000=5 \$6-799,000=4 \$4-599,000=3 \$2-\$399,000=2 <\$200,000=1
4	Reduction of Deferred Maintenance (5 year Ministry inspection)	>\$5M=5 \$4-4.9M=4 \$3-3.9M=3 \$2-2.9M=2 <\$2M=1
5	FCI > 65% (Ministry Comparable FCI)	>65%=5 <65%=0
6	Enrolment Projections in the area of the project	Increasing trendline=5 Stable =3 Decreasing=0
7	Catholic Service Factor	>80%=0 <80%=5

That a further report be considered at the Board meeting of February 18, 2016 dealing with the ranking of the projects outlined in Comment 10 above.

The report is attached as Appendix 'A'.

4. Ministry of Education staff have indicated that announcements regarding School Consolidation Capital Projects funding decisions will be made in Spring 2016. It is expected that there will be an additional opportunity to apply for Capital Priorities funding shortly after that for projects that fall in any of the following categories:

- a) Accommodation Pressure
- b) Facility Condition
- c) School Consolidation

5. As with previous Capital Priorities Grant programs, the Ministry of Education encourages collaborative capital project arrangements between school boards. As stated in the Memorandum:

The Ministry will review all joint use projects for funding consideration before evaluating any other School Consolidation projects. Joint use projects are more likely to receive capital funding and also have the opportunity to generate an increased amount of capital funding than individual projects.

6. Ministry of Education staff have provided further clarification on potential partnerships. Facility partnerships must be arranged on a cost recovery basis only. At this point, there is no dedicated funding from the Ministry of Education for operating and/or capital costs.

As none of the four potential capital projects at the present time have a confirmation of funding, no projects received points for Community Hubs or Joint Ventures.

7. Catholic Service Factor is determined by comparing the total number of TCDSB students and the total number of 'eligible students' who reside in an area. 'Eligible students' are defined as elementary aged children (with birth

dates) who are part of an English-Separate School Supporting household according to MPAC 2015 data.

In order to obtain the truest representation of eligible students in the area, 36.5% of MPAC records with missing birth dates were reallocated to ‘eligible students’. This percentage was calculated by utilizing the demographic trends from the City of Toronto 2011 Census data. The minimum proportion of total records with missing birth dates truly representing ‘eligible students’ is 10%, and the maximum proportion is 63%. The midpoint between the minimum and maximum (36.5%) was used as the most accurate representation of elementary aged children.

8. There have been three TCDSB School Accommodation Reviews:

Board Approval	Schools	Result
January 21, 2016	St. Raymond, St. Bruno	Consolidation of both schools into a replacement school on the St. Raymond site
January 21, 2016	St. Luke, Senhor Santo Cristo	Consolidation of both schools into a St. Luke retrofitted facility
February 9, 2016	Holy Angels, St. Leo, Our Lady of Sorrows, St. Mark, St. Louis	Replacement schools at Holy Angels and at St. Leo

9. Board staff met with the City of Toronto Children’s Services regarding the potential of child care construction at these proposed capital projects. City staff approved the child care projects in the following order: (1) Holy Angels (2) St. Leo (3) St. Raymond (4) St. Luke.

C. ACTION PLAN

10. Utilizing the TCDSB Capital Priorities Consolidation Criteria approved on February 9, 2016, business cases for the following Capital projects will be submitted to the Ministry of Education for School Consolidation funding:

Rank	School	Project
1	St. Raymond/St. Bruno	Replacement school/ Child Care
2	St. Leo/St. Louis	Replacement School/Child Care
3	St. Luke/Senhor Santo Cristo	Retrofit/Child Care
4	Holy Angels	Replacement School/Child Care

11.It is important to note that, although the Ministry of Education has requested that all school boards rank all Capital Projects, the Ministry in the past has provided Capital funding to projects of lower ranking in the submitted list.

12.If proposed capital projects are not awarded any funding under the School Consolidation Capital Program, school boards may apply again for funding at the next Capital Priorities funding opportunity expected to occur in the next few months.

D. STAFF RECOMMENDATION

This report recommends that:

1. Business cases for the following Capital projects will be submitted to the Ministry of Education by February 29, 2016 for School Consolidation funding:

Rank	School	Project
1	St. Raymond/St. Bruno	Replacement school/ Child Care
2	St. Leo/St. Louis	Replacement School/Child Care
3	St.Luke/Senhor Santo Cristo	Retrofit/Child Care
4	Holy Angels	Replacement School/Child Care

2. Any proposed Capital Projects not approved for School Consolidation Funding by the Ministry of Education be included in the TCDSB submission in the upcoming Capital Priorities Funding opportunity in 2016.



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

CAPITAL PRIORITIES 2016-2017:SCHOOL CONSOLIDATION: CRITERIA (WARDS 2 & 9)

*According to the grace of God given to me, like a skilled master builder I laid a foundation, and someone else is building on it. Each builder must choose with care how to build on it.
1 Corinthians 3:10*

Created, Draft	First Tabling	Review
January 19, 2016	February 11, 2016	
C. MacLean, Sr. Manager, Accountability & Reporting J. Volek, Sr. Coordinator, Planning M. Puccetti, Superintendent of Facilities M. Silva, Comptroller, Planning & Development Services		
RECOMMENDATION REPORT		

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Funding for Capital Priorities: School Consolidation projects will be allocated on a business case basis for projects that need to be completed by the 2019-20 school year. Boards must submit business cases by February 29, 2016.

This report recommends that:

1. That the following TCDSB Capital Priorities Consolidation Criteria be approved to rank Capital Priorities Consolidation Projects to be submitted to the Ministry of Education for funding consideration by February 29, 2016:

1	Establishment of Community Hub	Yes=5 No=0
2	Reduction of pupil places	>600=5 500-599=4 400-499=3 300-399=2 200-299=1 <200=0
3	Impact on reducing a school board's operating costs	>\$800,000=5 \$6-799,000=4 \$4-599,000=3 \$2-\$399,000=2 <\$200,000=1
4	Reduction of Deferred Maintenance (5 year Ministry inspection)	>\$5M=5 \$4-4.9M=4 \$3-3.9M=3 \$2-2.9M=2 <\$2M=1

5	FCI > 65% (Ministry Comparable FCI)	>65%=5 <65%=0
6	Enrolment Projections in the area of the project	Increasing trendline=5 Stable =3 Decreasing=0

2. That a further report be considered at the Board meeting of February 18, 2016 dealing with the ranking of the projects outlined in Comment 10 above.

B. PURPOSE

1. On December 16, 2015 the Ministry of Education issued *Memorandum 2015:B16: Request for School Consolidation Capital Projects and New Construction of Child Care*. The 2016 School Consolidation Capital (SCC) program is supported through the \$750 million in funding that was announced in 2014-15 as part of the School Board Efficiencies and Modernization (SBEM) initiative.
2. Child Care project submissions are included as part of the SCC program. There is a new investment of \$120 million over three years to support the construction of new child care spaces for children 0 to 3.8 years of age in new and expanded schools. The Memorandum is attached as Appendix 'A'.

C. BACKGROUND

3. The SCC investments are intended to help school boards adjust their cost structure in response to reduction in Ministry funding that currently supports underutilized space, and where needed, replace child care spaces that would be lost due to a school closure or address demand in a new school being built as part of a school consolidation project. Capital funding is available to school boards to support projects that address a board's excess capacity.
4. School Boards must submit their consolidation projects that need to be completed at the latest by the 2019-2020 school year by February 29, 2016. It is expected that boards will be submitting projects linked to School Accommodation Review decisions.

5. Eligible projects for funding consideration include:

- a) Consolidating two schools into one new facility
- b) Building an addition and/or undertaking a major renovation to an existing school to accommodate enrolment from other schools that a board has made a decision to close.
- c) Right-sizing existing schools by renovating existing excess space for other uses including community hubs.

6. Business cases should address the following:

- a) Improvement of facility utilization through reduction of unused space.
- b) Impact on reducing a school board's operating and renewal costs.
- c) Enrolment projections for schools in the area of the project.
- d) Existing renewal needs of schools that are part of the business case.
- e) Other benefits, such as improved programming, accessibility and/or energy efficiency
- f) Results of the accommodation review process

7. As with previous Capital Priorities Grant programs, the Ministry of Education encourages collaborative capital project arrangements between school boards. As stated in the memorandum:

The Ministry will review all joint use projects for funding consideration before evaluating any other School Consolidation projects. Joint use projects are more likely to receive capital funding and also have the opportunity to generate an increased amount of capital funding than individual projects.

8. School boards can submit a request for the inclusion of new child care construction. Stand-alone child care capital projects are not eligible. All requests require an affirmation letter signed by the City of Toronto Manager of Children's Services.

9. The Ministry will consider funding child care construction at a specific school if it is:

- a) An existing school that will be accommodating students from a closing school that currently contains child care spaces.
- b) A new school that is to be constructed and receives Ministry funding approval.
- c) An existing school that is to undergo a major addition/renovation that receives Ministry funding approval.
- d) An existing building that has been purchased for the purposes of student accommodation and receives Ministry funding approval.
- e) The school board has the support of the corresponding CMSM (Consolidated Municipal Services Manager), City of Toronto.

10. There have been three TCDSB School Accommodation Reviews:

Board Approval	Schools	Result
January 21, 2016	St. Raymond, St. Bruno	Consolidation of both schools into a replacement school on the St. Raymond site
January 21, 2016	St. Luke, Senhor Santo Cristo	Consolidation of both schools into a St. Luke retrofitted facility
February 9, 2016 (pending Board approval)	Holy Angels, St. Leo, Our Lady of Sorrows, St. Mark, St. Louis	Replacement schools at Holy Angels and at St. Leo

11. Board staff met with the City of Toronto Children's Services regarding the potential of child care construction at these proposed capital projects. City staff approved the child care projects in the following order: (1) Holy Angels (2) St. Leo (3) St. Raymond (4) St. Luke.

12. The Ministry requires that all projects submitted for funding be ranked by the individual boards. The proposed TCDSB Capital Consolidation Criteria are as follows:

1	Establishment of Community Hub	Yes=5 No=0
2	Reduction of pupil places	>600=5 500-599=4 400-499=3 300-399=2 200-299=1 <200=0
3	Impact on reducing a school board's operating costs	>\$800,000=5 \$6-799,000=4 \$4-599,000=3 \$2-\$399,000=2 <\$200,000=1
4	Reduction of Deferred Maintenance (5 year Ministry inspection)	>\$5M=5 \$4-4.9M=4 \$3-3.9M=3 \$2-2.9M=2 <\$2M=1
5	FCI > 65% (Ministry Comparable FCI)	>65%=5 <65%=0
6	Enrolment Projections in the area of the project	Increasing trendline=5 Stable =3 Decreasing=0

13. A further report will be submitted to the Board of Trustees utilizing these criteria to rank the consolidation Capital Projects to be submitted to the Ministry of Education for funding consideration by February 29, 2016.

D. STAFF RECOMMENDATION

1. That the following TCDSB Capital Priorities Consolidation Criteria be approved to rank Capital Priorities Consolidation Projects to be submitted to the Ministry of Education for funding consideration by February 29, 2016:

1	Establishment of Community Hub	Yes=5 No=0
2	Reduction of pupil places	>600=5 500-599=4 400-499=3 300-399=2 200-299=1 <200=0
3	Impact on reducing a school board's operating costs	>\$800,000=5 \$6-799,000=4 \$4-599,000=3 \$2- \$399,000=2 <\$200,000=1
4	Reduction of Deferred Maintenance (5 year Ministry inspection)	>\$5M=5 \$4-4.9M=4 \$3-3.9M=3 \$2-2.9M=2 <\$2M=1
5	FCI > 65% (Ministry Comparable FCI)	>65%=5 <65%=0
6	Enrolment Projections in the area of the project	Increasing trendline=5 Stable =3 Decreasing=0

2. That a further report be considered at the Board meeting of February 18, 2016 dealing with the ranking of the projects outlined in Comment 10 above.

Ministry of Education

Mowat Block
900 Bay Street
Toronto ON M7A 1L2

Ministère de l'Éducation

Édifice Mowat
900, rue Bay
Toronto ON M7A 1L2



2015: B16

MEMORANDUM TO: Directors of Education
Consolidated Municipal Service Managers (CMSMs)
District School Services Administration Boards (DSSABs)

FROM: Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Nancy Matthews
Assistant Deputy Minister
Early Years Division

DATE: December 16, 2015

SUBJECT: Request for School Consolidation Capital Projects and New
Construction of Child Care

We are writing to announce details of the 2016 School Consolidation Capital (SCC) program which is supported through the \$750 million in funding that was announced in the 2014-15 GSN release as part of the School Board Efficiencies and Modernization (SBEM) initiative.

As was first communicated in [2015:B11 Memorandum: Capital Funding for New Construction of Child Care](#), child care project submissions are included as part of the SCC program. The memo included the details of a new investment of \$120 million over three years to support the construction of new child care spaces for children 0 to 3.8 years of age in new and expanded schools. As communicated in the memo, future opportunities to apply for major capital funding to support new construction of child care would continue as part of the Capital Priorities and SCC programs.

The SCC investments are intended to help school boards adjust their cost structure in response to reductions in Ministry funding that currently supports underutilized space and where needed, replace child care spaces that would be lost due to a school closure or address demand in a new school being built as part of a school consolidation project.

The Ministry recognizes that for school boards to effectively and efficiently manage their excess capacity, they will need to, in some cases, adjust their capital footprint. Through the SCC program, capital funding will be available to school boards to support projects that address a board's excess capacity. This funding will be allocated on a business case basis for new schools, retrofits and additions that support consolidations.

School boards are requested to provide the Ministry with their consolidation projects that need to be completed at the latest by the 2019-20 school year. The Ministry will be reviewing the SCC submissions for funding consideration, as well as to understand the need for ongoing capital investments in the education sector.

Business Case Considerations

The Ministry will consider funding business cases under the SCC program that allow a board to reduce their excess capacity. Only projects that are identified as consolidating excess space will be eligible for funding. Eligible projects for funding consideration include the following:

- Consolidating two (or more) schools into one new facility.
- Building an addition and/or undertaking a major renovation to an existing school to accommodate enrolment from other schools that a board has made a decision to close.
- Right-sizing existing schools by renovating existing excess space for other uses including Community Hubs.

The SCC business cases will be reviewed by the Ministry with the focus being on the cost effectiveness of the proposed solutions. The business cases should address the following:

- Improvement of facility utilization through the reduction of unused space.
- Impact on reducing a school board's operating and renewal costs.
- Enrolment projections for schools in the area of the project.
- Existing renewal needs of schools that are part of the business case.
- Other benefits, such as improved programming, accessibility and/or energy efficiency.
- Results of the accommodation review process (where applicable).

We expect that school boards will be submitting projects for SCC funding that are linked to accommodation reviews decisions. Please note, projects related to accommodation reviews must have a final trustee decision by March 28, 2016 to be considered for SCC funding approval.

Submission of School Consolidation Capital Projects

Beginning January 15, 2016, school boards will be able to submit their requests for SCC funding through the School Facilities Inventory System (SFIS). Only a school board's eight highest priority projects expected to open no later than 2019-20 will be considered for SCC funding and will need to be supported with a completed business case. School boards are required to submit their SCC business cases by February 29, 2016. The Ministry will not accept business cases after this date.

School boards can save their work in progress within the SFIS Capital Priorities module, however, once school boards submit their business cases, their submissions will be locked from further editing. School boards will only be able to modify their business cases by requesting that their Capital Analyst unlock the submission.

The Ministry is aiming to make announcements regarding their SCC funding decisions in early Spring 2016 with an announcement of the next round of Capital Priorities to follow shortly thereafter.

Submission of Child Care Projects

As with the previous round of child care project submissions through the Capital Priorities program, school boards and CMSMs/DSSABs have an opportunity to submit child care projects through the SCC program. To date, 49 projects have been approved totaling \$80.1 million to support the new construction of 164 new child care rooms and 2,901 new child care spaces.

As part of the SCC program, school boards can submit a request for the inclusion of new child care construction. Note that stand-alone child care capital projects are not eligible as part of the SCC program.

Eligibility

The Ministry will consider funding the new construction of child care in schools, under the following conditions:

- 1) The target school is any of the following:
 - a) an existing school that will be accommodating students from a closing school that currently contains child care spaces,
 - b) a new school that is to be constructed and receives Ministry funding approval,
 - c) an existing school that is to undergo a major addition/renovation that receives Ministry funding approval, or
 - d) an existing building that has been purchased for the purposes of student accommodation and receives Ministry funding approval.

- 2) The school board has the support of the corresponding CMSM/DSSAB regarding the eligibility and viability requirements to build child care rooms and create spaces for ages 0 to 3.8 years in the identified school.
- 3) The child care spaces will not result in a child care operating pressure for the CMSM/DSSAB.

When considering long-term viability, CMSMs/DSSABs and school board planners must consider at least the next five years and use population projections as well as other local data to inform submission decisions.

Affirmation Letter

As part of your SCC submission, the Ministry will require an affirmation letter (see Appendix A for the template) signed by both the CMSM/DSSAB Manager of Children's Services and the school board Director of Education. The affirmation letter includes project details and confirms that the child care program meets all eligibility and viability requirements.

To be considered for funding, the affirmation letter must be submitted as part of the school board's SCC business case. A copy must also be provided to your school board's Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) (see Appendix B) and Capital Analyst (see Appendix C). The Ministry may request supporting documentation following a review of the affirmation letter.

Prioritization of Eligible Child Care Capital Projects

As communicated in 2015:B11 Memoranda, the Ministry of Education will use the following factors to prioritize projects under this policy should the number of eligible submissions surpass available funding:

- child care replacement due to school closure/accommodation review;
- age groupings (infant rooms are a priority);
- accommodation pressures/service gaps; and
- cost effectiveness and viability.

Joint Use Capital Projects

As with previous Capital Priorities Grant programs, the Ministry encourages school boards to consider collaborative capital project arrangements between school boards. The Ministry will review all joint use projects for funding consideration before evaluating any other SCC submissions. Joint use projects are more likely to receive capital funding and also have the opportunity to generate an increased amount of capital funding than individual projects. Please see Memorandum B2013:18, Initiative to Encourage Joint Use/Collaboration between School Boards on Capital Projects, for further details.

Community Hubs

As you are likely aware, in August 2015, the Premier's Community Hubs Framework Advisory Group released a report titled [*Community Hubs in Ontario: A Strategic Framework and Action Plan*](#). This action plan brought renewed focus to the discussion of strategies to support the formation of community hubs across the province. The ministry recognizes the value of joint community based planning across local agencies. To that end, the Ministry encourages school boards to seek out community organizations for possible partnership opportunities in their SCC submissions.

Proceeds of Disposition

School boards will not be required to allocate their Proceeds of Disposition (POD) towards new SCC projects. School boards are reminded, however, that projects that they wish to undertake on their own using POD will first need to be submitted to the Ministry through the Capital Priorities or SCC programs. Additionally, school boards have the option to identify POD as a funding source for a SCC project that addresses outstanding renewal needs. Please see Memorandum B2015:13, Proceeds of Disposition Policy, for further details.

Capital Analysis and Planning Template

The Capital Analysis and Planning Template (CAPT) is an essential tool for understanding school boards' capital financial position. An approved CAPT is necessary before the Ministry is able to sufficiently assess the existing capital activity of a school board. As a result, school boards will not be considered for SCC funding approval if the Ministry does not have an approved CAPT consistent with the board's 2014-15 Financial Statement.

Highlights/Summary Points

- School boards to submit School Consolidation Capital projects expected to open no later than the 2019-20 school year.
- School boards will be able to submit their business cases through SFIS beginning on January 15, 2016.
- The deadline for School Consolidation Capital submission is February 29, 2016.
- Business cases will be required only for a board's top 8 School Consolidation Capital projects.
- School boards may also request funding for the construction of new child care spaces as part of a board's School Consolidation Capital submission.

Ministry Contact

If you have any SCC program questions, or require additional information, please contact the Capital Analyst assigned to your school board or:

Paul Bloye, Manager, Capital Policy and Programs Branch at 416-325-8589 or at Paul.Bloye@ontario.ca, or

Mathew Thomas, Manager, Capital Policy and Programs Branch at 416-326-9920 or at Mathew.P.Thomas@ontario.ca.

If you have any child care program questions, or require additional information, please contact the local Early Years Regional Staff assigned to your school board or:

Laura Sparling, Manager, Full Day Kindergarten at 416-212-4004 or at Laura.Sparling@ontario.ca.

We look forward to working with you to identify your future Capital Priorities Consolidation projects.

Original signed by

Gabriel F. Sékaly Assistant Deputy Minister Financial Policy and Business Division	Nancy Matthews Assistant Deputy Minister Early Years Division
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Appendices:

Appendix A: Template – Affirmation Letter: Capital Funding for New Construction of Child Care – School Consolidation Capital

Appendix B: List of Ministry Early Years Regional Staff

Appendix C: List of Ministry Capital Analysts

cc: Superintendents of Business and Finance

Affirmation Letter: Capital Funding for New Construction of Child Care – School Consolidation Capital

School Board Name:

School Consolidation Capital Proposal:

Rank:

Current Scenario - Existing Schools

		Existing Licensed Child Care Capacity							
		Spaces				Rooms			
SFIS	School Name	Infant	Toddler	Pre-school	Total	Infant	Toddler	Pre-school	Total
					0				0
					0				0
					0				0
					0				0
					0				0
					0				0
TOTAL		0	0	0	0	0	0	0	0

Proposed Solution - Resulting Schools

			Child Care Rooms Being Requested					Opening Date	
		Postal Code	Rooms			Total			
School Name	School Address		Infant	Toddler	Pre-school	Rooms	Spaces	School	Child Care
		Spaces per room	10	15	24				
						0	0		
						0	0		
						0	0		
						0	0		
TOTAL			0	0	0	0	0		

This is to affirm that this Affirmation Letter has been jointly approved by the school board and Consolidated Municipal Service Manager (CMSM) or District School Services Administration Board (DSSAB) listed below. The school board has the support of the corresponding CMSM/DSSAB regarding the eligibility and viability requirements to build child care rooms and create spaces for ages 0 to 3.8 years in the identified schools and affirms that the new spaces will not result in an operating pressure for the CMSM/DSSAB.

Please Note: For this request to be considered for funding, this Affirmation Letter must be submitted as part of the school board's School Consolidation Capital business case. A copy must also be provided to your school board's Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) and Capital Analyst.

Name of CMSM/DSSAB

Manager of Children's Services (CMSM/DSSAB) Name

Manager of Children's Services (CMSM/DSSAB) Signature

Date

Director of Education (School Board) Name

Director of Education (School Board) Signature

Date

Over for Project
Details →

Please enter project description here.

APPENDIX 'A'

Appendix B: List of Ministry Early Years Regional Staff

London Regional Office		
<i>Education Officer (English-Language Boards)</i>	Sue Chanko	217 York Street, Suite 207 London, ON, N6A 5P9 Email: sue.chanko@ontario.ca Tel: 519-870-2187 Fax: 519-667-9769
<i>Education Officer (French-Language Boards)</i>	Azza Hamdi	900 Bay Street, Mowat Block, 24 th Floor Toronto, ON, M7A 1L2 Email: azza.hamdi@ontario.ca Tel: 416-325-8303 Fax: 416-314-7836
<i>Child Care Advisor</i>	Karen Calligan	217 York Street, Suite 207 London, ON, N6A 5P9 Email: karen.calligan@ontario.ca Tel: 226-919-5832 Fax: 519-667-9769
Toronto and Area Regional Office		
<i>Education Officer (English-Language Boards)</i>	Dolores Cascone	3300 Bloor Street West Suite 3610 – Centre Tower Toronto, ON, M8X 2X3 Email: dolores.cascone@ontario.ca Tel: 416-314-6300 Fax: 416-325-4153
<i>Education Officer (French-Language Boards)</i>	Azza Hamdi	900 Bay Street, Mowat Block, 24 th Floor Toronto, ON, M7A 1L2 Email: azza.hamdi@ontario.ca Tel: 416-325-8303 Fax: 416-325-4153
<i>Child Care Advisor</i>	Isilda Kucherenko	3300 Bloor Street West Suite 3610 – Centre Tower Toronto, ON, M8X 2X3 Email: isilda.kucherenko@ontario.ca Tel: 416-325-3244 Fax: 416-325-4153

Barrie Regional Office		
<i>Education Officer</i>	Ana Marie Prokopich	20 Bell Farm Road, Unit #9 Barrie, ON, L4M 6E4 Email: anamarie.prokopich@ontario.ca Tel: 705-725-7260 Fax: 705-725-7635
<i>Child Care Advisor</i>	Maria Saunders	20 Bell Farm Road, Unit #9 Barrie, ON, L4M 6E4 Email: maria.saunders@ontario.ca Tel: 705-725-7629 Fax: 705-725-7635
Ottawa Regional Office		
<i>Education Officer</i>	Nathalie Daoust	1580 Merivale Road, Suite 504 Nepean, ON K2G 4B5 Email: nathalie.daoust@ontario.ca Tel: 613-225-4103 Fax: 613-851-2723
<i>Child Care Advisor</i>	Rachelle Blanchette	c/o Ministry of Children and Youth Services 11 Beechgrove Lane Kingston, ON K7M 9A6 Email: rachelle.blanchette@ontario.ca Tel: 613-536-7331 Fax: 613-536-7272
Sudbury/North Bay Regional Office		
<i>Education Officer</i>	Renée Brouillette	447 McKeown Ave, Suite 211 North Bay, ON, P1B 9S9 Email: renee.brouillette@ontario.ca Tel: 705-497-6893 Fax: 705-497-6896
<i>Child Care Advisor</i>	Lina Davidson	199 Larch Street, Suite 1103 Sudbury ON, P3E 5P9 Email: lina.davidson@ontario.ca Tel: 705-564-4282 Fax: 705-561-7207

Thunder Bay Regional Office		
<i>Education Officer</i>	Heather Exley	615 South James Street, 1st Floor Thunder Bay, ON, P7E 6P9 Email: heather.exley@ontario.ca Tel: 807-474-2993 Fax: 807-474-2999
<i>Child Care Advisor</i>	Kelly Massaro-Joblin	615 South James Street, 1st Floor Thunder Bay ON, P7E 6P9 Email: kelly.massaro-joblin@ontario.ca Tel: 807-474-2982 Fax: 807-474-2999

APPENDIX 'A'

Appendix C: Board Assignments for Capital Analysts

DSB	District School Board	Capital Analyst	Email	Phone
1	DSB Ontario North East	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
2	Algoma DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
3	Rainbow DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
4	Near North DSB	Mathew Thomas	Mathew.P.Thomas@ontario.ca	416-326-9920
5.1	Keewatin-Patricia DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
5.2	Rainy River DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
6.1	Lakehead DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
6.2	Superior Greenstone DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
7	Bluewater DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
8	Avon Maitland DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
9	Greater Essex County DSB	Michael Wasyluk	Michael.Wasyluk@ontario.ca	416-326-9924
10	Lambton Kent DSB	Michael Wasyluk	Michael.Wasyluk@ontario.ca	416-326-9924
11	Thames Valley DSB	Michael Wasyluk	Michael.Wasyluk@ontario.ca	416-326-9924
12	Toronto DSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
13	Durham DSB	Catherine Roy	Catherine.Roy@ontario.ca	416-326-9445
14	Kawartha Pine Ridge DSB	Catherine Roy	Catherine.Roy@ontario.ca	416-326-9445
15	Trillium Lakelands DSB	Catherine Roy	Catherine.Roy@ontario.ca	416-326-9445
16	York Region DSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
17	Simcoe County DSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
18	Upper Grand DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
19	Peel DSB	Diamond Tsui	Diamond.Tsui@ontario.ca	416-325-2017
20	Halton DSB	Diamond Tsui	Diamond.Tsui@ontario.ca	416-325-2017
21	Hamilton-Wentworth DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
22	DSB Niagara	Michael Wasyluk	Michael.Wasyluk@ontario.ca	416-326-9924
23	Grand Erie DSB	Michael Wasyluk	Michael.Wasyluk@ontario.ca	416-326-9924
24	Waterloo Region DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
25	Ottawa-Carleton DSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
26	Upper Canada DSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
27	Limestone DSB	Catherine Roy	Catherine.Roy@ontario.ca	416-326-9445
28	Renfrew County DSB	Catherine Roy	Catherine.Roy@ontario.ca	416-326-9445
29	Hastings & Prince Edward DSB	Catherine Roy	Catherine.Roy@ontario.ca	416-326-9445
30.1	Northeastern CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
30.2	Nipissing-Parry Sound CDSB	Mathew Thomas	Mathew.P.Thomas@ontario.ca	416-326-9920
31	Huron Superior CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
32	Sudbury CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
33.1	Northwest CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297

DSB	District School Board	Capital Analyst	Email	Phone
33.2	Kenora CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
34.1	Thunder Bay CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
34.2	Superior North CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
35	Bruce-Grey CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
36	Huron Perth CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
37	Windsor-Essex CDSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
38	London DCSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
39	St. Clair CDSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
40	Toronto CDSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
41	Peterborough VNCCDSB	Catherine Roy	Catherine.Roy@ontario.ca	416-326-9445
42	York CDSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
43	Dufferin Peel CDSB	Diamond Tsui	Diamond.Tsui@ontario.ca	416-325-2017
44	Simcoe Muskoka CDSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
45	Durham CDSB	Catherine Roy	Catherine.Roy@ontario.ca	416-326-9445
46	Halton CDSB	Diamond Tsui	Diamond.Tsui@ontario.ca	416-325-2017
47	Hamilton-Wentworth CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
48	Wellington CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
49	Waterloo CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
50	Niagara CDSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
51	Brant Haldimand Norfolk CDSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
52	CDSB of Eastern Ontario	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
53	Ottawa CSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
54	Renfrew County CDSB	Catherine Roy	Catherine.Roy@ontario.ca	416-326-9445
55	Algonquin & Lakeshore CDSB	Catherine Roy	Catherine.Roy@ontario.ca	416-326-9445
56	CSP du Nord-Est	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
57	CSP du Grand Nord de l'Ontario	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
58	CS Viamonde	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
59	CÉP de l'Est de l'Ontario	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
60.1	CSCD des Grandes Rivières	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
60.2	CSC Franco-Nord	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
61	CSC du Nouvel-Ontario	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
62	CSDC des Aurores boréales	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
63	CSC Providence	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
64	CSDC Centre Sud	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
65	CSDC de l'Est ontarien	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
66	CÉC du Centre-Est	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018



REPORT TO

SPECIAL BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON META POLICY (M.01)

“For this is the love of God, that we keep his commandments. And his commandments are not burdensome.”

1 John 5:3

Created, Draft	First Tabling	Review
January 27, 2016	February 24, 2016	
Maria Rizzo, Chair, Governance and Policy Committee Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
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.



Members of the Committee:

Maria Rizzo, Chair
 Nancy Crawford, Vice Chair
 Jo-Ann Davis, Trustee Ward 9
 Angela Kennedy, Ex-Officio
 Frank D'Amico, Ex-Officio

A. COMMITTEE RECOMMENDATIONS

That the Board approve the revised M.01 Meta Policy with the following amendments:

1. That the financial and legal impact be removed from the Policy and be contained in the report that accompanies the policy.
2. That numbers 4 and 5 listed under “The recommended draft policy and associated regulations” be removed.
3. That the definition of Policy Purpose be “explains the reason for the existence of the policy”
4. Under Regulation 1 add Students to the list of those who can identify a policy issue.
5. Under Regulation 1(b) to add the words “within 30 days of receipt, where practicable” at the end.
6. Under Policy Development Process (2) add “to include comparisons of practices and policies in other jurisdictions, where possible.

B. ORIGIN

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. EXECUTIVE SUMMARY

The Governance and Policy Committee reviewed the policy at the January 27, 2016 committee meeting. Trustees wanted to ensure that while considered by staff in policy reports, financial and legal impact sections were to be removed as standing sections of future policies. Trustees also requested that students be added to the list of who may initiate or identify policy issues. Other amendments included a thirty day timeline from receipt to response for the Director, where practicable; considering practices and policies of other jurisdictions when bringing forward reports; changing “should” to “shall” regarding a link to the reports to be posted on the website and changing the definition of Policy Purpose to “Explains the reason for the existence of the policy.” The policy as amended was passed unanimously.

D. APPENDICES

1. Appendix A: Revised Meta Policy (M.01)
2. Appendix B: Report to Governance Committee on Meta Policy (M.01)

E. MOTIONS

That the Board approve the revised policy, M.01 Meta Policy with the following amendments:

1. That the financial and legal impact be removed from the Policy and be contained in the report that accompanies the policy.
2. That numbers 4 and 5 listed under “The recommended draft policy and associated regulations” be removed.
3. That the definition of Policy Purpose be “explains the reason for the existence of the policy”
4. Under Regulation 1 add Students to the list of those who can identify a policy issue.
5. Under Regulation 1(b) to add the words “within 30 days of receipt, where practicable” at the end.
6. Under Policy Development Process (2) add “to include comparisons of practices and policies in other jurisdictions, where possible.



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

Date Approved: February 17, 1983	Date of Next Review: February 2020	Dates of Amendments: February 18, 2016- Board March 20, 2012-Board January 26, 2012- Board
Cross References:		

Purpose:

The purpose of this policy is to guide the development, review, revision and implementation of all policies, guidelines and procedures of the Toronto Catholic District School Board.

Scope and Responsibility:

This policy applies to all policies, guidelines and procedures of the Toronto Catholic District School Board. The Board of Trustees is responsible for development of policy and the Director of Education is responsible for the implementation of policy.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Achieving Excellence in Governance

Providing Stewardship of Resources

Inspiring and Motivating Employees



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

Policy:

The Toronto Catholic District School Board shall adopt a process of policy development, implementation, reporting and review which will provide for thoroughness and consistency in approach, formulation and format.

Resultant policies:

1. reflect the aims of the Toronto Catholic District School Board;
2. are clear with regard to purpose and specific objectives;
3. are broad enough to admit discretionary action in meeting day-to-day situations yet be specific enough to provide clear guidance, and
4. include provision for monitoring, evaluation, review, reporting and communication.

Regulations:

1. Identification of policy issues / Potential New Policy

Policy issues may be initiated or identified by the following:

- a) Ontario Ministry of Education,
 - b) trustees,
 - c) Toronto Catholic District School Board students,**
 - d) Toronto Catholic District School Board supporters,
 - e) Toronto Catholic District School Board employees,
 - f) municipal authorities,
 - g) organizations and associations,
 - h) Catholic institutions, or
 - i) as a result of regular risk and opportunity environmental scans completed by staff
- by submitting policy concerns to the office of the Director of Education and Secretary or the Board of Trustees directly.



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

The Director of Education shall submit a report for those policy issues brought to the attention of the Director to the appropriate Board committee(s) with the rationale and recommendation(s) concerning the plan to develop a policy in the area of concern.

The Director shall ensure that the initiator of the issue and the Board are informed of the process used, status of policy request, rationale, timelines, and outline of possible future action **within thirty days of receipt, where practicable.**

2. Policy Development Process

Upon the approval of the Board to develop a new policy, the Director shall formulate a policy recommendation report for Board approval.

The following are suggested report elements for consideration:

- 1) scope
- 2) rationale for policy development
- 3) research and feasibility studies, **including practices and policies in other jurisdictions.**
- 4) critical impacts (e.g. other policies impacted, operational, cost, legal,)
- 5) policy precedents
- 6) policy alternatives
- 7) recommended Policy
- 8) recommended engagement and communication
- 9) Reference to which Multi Year Strategic Plan or other goals are being supported
- 10) plan for implementation
- 11) policy owner
- 12) timelines for implementation completion



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

The recommended draft policy and associated regulations shall:

- 1) reflect Board aims,
- 2) outline policy objectives,
- 3) outline any allowable discretionary action,
- 4) outline policy evaluation procedures and metrics to be reported on to determine level of effectiveness, and
- 5) outline ongoing policy review and Board reporting timelines.

3. Policy Refinement and Approval

The appropriate Board committee(s) may provide input regarding the draft policy.

The appropriate Board committee(s) shall submit the policy, with or without modification, with a recommendation for Board approval or rescinding.

If adopted by the Board of Trustees, with or without modification, the policy shall be the official policy of the Toronto Catholic District School Board.

4. Implementation of Approved Policy

Subsequent to Board approval, the Director shall:

- a) code the policy and distribute it for inclusion in all copies of the Policy Register in circulation;
- b) notify all constituent groups of the policy (as indicated in communication standards);
- c) deal with the specifics of implementation at the suitable organizational level(s), including making sure that there is organizational capacity and capability
- d) confirm who is responsible for implementation, and related timelines.



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

- e) confirm the proposed metrics to be reported to the Board of Trustees in order to demonstrate that the policy is being implemented, and its level of effectiveness in advancing the Multi Year Strategic Plan and/or other priority goals identified in the policy objective(s), for subsequent approval by the Board.

5. Ongoing Policy Review and Reporting

- a) Minimum review timelines for each policy are to be identified (and included in the policy document itself), and staff are to ensure that policies are brought forward for review by the relevant Committee in a timely fashion. At least 10 percent of Board policies should be reviewed annually.
- b) The date of the last Committee review is to be captured in the policy.
- c) The date of the last staff Report to Board on policy implementation and effectiveness metrics is to be captured in the policy. A link to the Report **will** be provided on the TCDSB website. Metrics for measuring the effectiveness of each policy should be reported on at least annually if no other timeline is indicated.
- d) Each policy is to be linked to a Multi Year Strategic Plan or other priority goal in order to support the prioritization of policy reviews, as needed.
- e) Each reviewed policy shall be submitted to the appropriate Board committee(s), in approved format and suitably rewritten or revised, if required, for its consideration.



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

- f) The appropriate Board committee(s) shall submit the policy, with or without modification, with a recommendation for Board approval or rescinding.
- g) The approved policy shall be implemented in accordance with regulation 4 of this policy.

APPENDIX A



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

Definitions:

Cross References

Includes any direct linkages to statutory and regulatory legislation and by-laws of the Federal, Provincial, and Municipal Governments and their associated bodies, as well as any related Board policies and procedures.

Definitions

Specific meanings for any terms within the policy that require further explanation or represent professional terms which would not normally be used by stakeholders.

Global Definitions

'May' is used as an enabling term to describe a discretionary action.

'Should' is used to describe a recommendation that is encouraged, but not mandated.

'Must/Will/Shall' is used to describe a requirement, a mandatory action.

Meta Policy

The overarching and foundational framework that shall govern the development of all Board policies, guidelines and procedures.

Policy

A position approved and adopted by the Board that provides the framework for the development of a course of action.

Policy Guideline

A general recommended action, approved and adopted by the Board, that will be taken in a given situation. A framework for the development of operational policy procedures, if required.



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

Policy Purpose

Explains the reason for the existence of the policy.

Policy Regulations

A specific or prescribed course of action, emanating from Board policy, that must be taken by staff in a given situation and be standard operational practice.

A standard operational practice or set of practices developed by Staff, approved by the Director of Education, to support the implementation of a policy.

Policy Statement

States the 'intent' of the policy.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

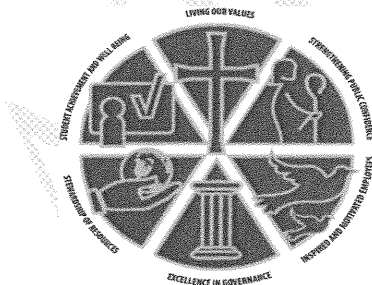
The Governance and Policy standing Committee of the Board will manage and monitor policy development and report to the Board as necessary in order to sure this policy is complied with.

GOVERNANCE AND POLICY COMMITTEE

“For this is the love of God, that we keep his commandments. And his commandments are not burdensome.”
1 John 5:3

RECOMMENDATION REPORT

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.



Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

This report recommends revisions to Meta Policy M.01.

B. PURPOSE

This Recommendation Report is on the Order Paper of Governance and Policy Committee due to a recommended policy revision.

C. BACKGROUND

1. The Meta Policy was originally created in February 1983 and last amended by the Board of Trustees in March 2012, providing a framework by which all subsequent policy revision was to be guided.
2. On January 31, 2013, the Board adopted a framework for policy review that consisted of the following action: REVISE the policy because: the policy and regulation statements need to be re-written to accurately reflect the TCDSB Multi-Year Strategic Plan and conform with the meta policy template.
3. The policy was to be reviewed in 2013, but has yet to be reviewed.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The current Meta Policy M.01 is not in the current meta policy template.
2. A side-by-side of the current policy and the proposed policy is attached as APPENDIX A.
3. A "Purpose" section is added to state: "The purpose of this policy is to guide the development, review, revision and implementation of all policies, guidelines and procedures of the Toronto Catholic District School Board."
4. A comprehensive "Definitions" section is added to clarify components of all policies.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored through policy development.

2. Further reports to Board regarding recommended changes or updates to the policy will be brought as deemed necessary.

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

1. Staff will post the approved updated policy to the TCDSB policy register.

G. STAFF RECOMMENDATION

That the Board revise Meta Policy (M.01) as amended and proposed in Appendix A.

APPENDIX B

CURRENT POLICY

TCDSB Policy Register

Meta Policy M.01

Date Approved: March 20, 2012-Board	Policy Review Cycle: 2013	Dates of Amendment: January 26, 2012- board February 17, 1983
Cross Reference:		

PROPOSED POLICY

TCDSB Policy Register

Date Approved: February 17, 1983	Policy Review Cycle: 2021	Dates of Amendment: TBD 2015/16 March 20, 2012-Board January 26, 2012- board
Cross Reference:		

Purpose:

The purpose of this policy is to guide the development, review, revision and implementation of all policies, guidelines and procedures of the Toronto Catholic District School Board.

Scope and Responsibility:

This policy applies to all policies, guidelines and procedures of the Toronto Catholic District School Board. The Board of Trustees is responsible for development of policy and the Director of Education is responsible for the implementation of policy.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Achieving Excellence in Governance

Providing Stewardship of Resources

Inspiring and Motivating Employees

<p>The Toronto Catholic District School Board shall adopt a process of policy development, implementation, reporting and review which will provide for thoroughness and consistency in approach, formulation and format.</p>	<p>Financial Impact: All policies will separately address potential financial impact.</p> <p>Legal Impact: All policies will separately address potential legal impact.</p>
<p>Policy:</p> <p>The Toronto Catholic District School Board shall adopt a process of policy development, implementation, reporting and review which will provide for thoroughness and consistency in approach, formulation and format.</p>	<p>Policy:</p> <p>The Toronto Catholic District School Board shall adopt a process of policy development, implementation, reporting and review which will provide for thoroughness and consistency in approach, formulation and format.</p>
<p>Resultant policies:</p> <ol style="list-style-type: none"> 1. reflect the aims of the Toronto Catholic District School Board, 2. are clear with regard to purpose and specific objectives, 3. are broad enough to admit discretionary action in meeting day-to-day situations yet be specific enough to provide clear guidance, and 4. include provision for monitoring, evaluation, review, reporting and communication. 	<p>Resultant policies:</p> <ol style="list-style-type: none"> 1. reflect the aims of the Toronto Catholic District School Board; 2. are clear with regard to purpose and specific objectives; 3. are broad enough to admit discretionary action in meeting day-to-day situations yet be specific enough to provide clear guidance, and 4. include provision for monitoring, evaluation, review, reporting and communication.
<p>Regulations:</p> <p>1. Identification of policy issues / Potential New Policy</p> <p>(a) Policy issues may be initiated or identified by the following:</p> <ol style="list-style-type: none"> (1) Ontario Ministry of Education, (2) trustees, (3) Toronto Catholic District School Board supporters, (4) Toronto Catholic District School Board employees, (5) municipal authorities, (6) organizations and associations, (7) Catholic institutions (8) As a result of regular risk and opportunity 	<p>Regulations</p> <p>1. Identification of policy issues / Potential New Policy</p> <p>(a) Policy issues may be initiated or identified by the following:</p> <ol style="list-style-type: none"> (1) Ontario Ministry of Education, (2) trustees, (3) Toronto Catholic District School Board supporters, (4) Toronto Catholic District School Board employees, (5) municipal authorities, (6) organizations and associations, (7) Catholic institutions (8) As a result of regular risk and opportunity environmental

environmental scans completed by staff.

by submitting policy concerns to the office of the Director of Education and Secretary or the Board of Trustees directly.

The Director of Education shall submit a report for those policy issues brought to the attention of the Director to the appropriate Board committee(s) with the rationale and recommendation(s) concerning the plan to develop a policy in the area of concern.

- (b) The Director shall ensure that the initiator of the issue and the Board are informed of the process used, status of policy request, rationale, timelines, and outline of possible future action.

2. Policy Development Process

Upon the approval of the Board to develop a new policy, the Director shall formulate a policy recommendation report for Board approval.

The following are suggested report elements for consideration:

- (1) scope
- (2) rationale for policy development
- (3) research and feasibility studies
- (4) critical impacts (e.g. other policies impacted, operational, cost, legal,)
- (5) policy precedents
- (6) policy alternatives
- (7) recommended Policy
- (8) recommended engagement and communication
- (9) Reference to which Multi Year Strategic Plan or other goals are being supported
- (10) plan for implementation
- (11) policy owner
- (12) timelines for implementation completion.

The recommended draft policy and associated regulations shall:

- (1) reflect Board aims,

scans completed by staff.

by submitting policy concerns to the office of the Director of Education and Secretary or the Board of Trustees directly.

The Director of Education shall submit a report for those policy issues brought to the attention of the Director to the appropriate Board committee(s) with the rationale and recommendation(s) concerning the plan to develop a policy in the area of concern.

- (b) The Director shall ensure that the initiator of the issue and the Board are informed of the process used, status of policy request, rationale, timelines, and outline of possible future action.

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- (10) plan for implementation
- (11) policy owner
- (12) timelines for implementation completion.

The recommended draft policy and associated regulations shall:

- (1) reflect Board aims,

- (2) outline policy objectives,
- (3) outline any allowable discretionary action,
- (4) account for financial and operational implications,
- (5) account for legal implications,
- (6) outline policy evaluation procedures and metrics to be reported on to determine level of effectiveness
- (7) Outline ongoing policy review and Board reporting timelines.

- (2) outline policy objectives,
- (3) outline any allowable discretionary action,
- (4) account for financial and operational implications,
- (5) account for legal implications,
- (6) outline policy evaluation procedures and metrics to be reported on to determine level of effectiveness
- (7) Outline ongoing policy review and Board reporting timelines.

3. Policy Refinement and Approval

- (a) The appropriate Board committee(s) may provide input regarding the draft policy.
- (b) The appropriate Board committee(s) shall submit the policy, with or without modification, with a recommendation for Board approval or rescinding.

3. Policy Refinement and Approval

- (a) The appropriate Board committee(s) may provide input regarding the draft policy.
- (b) The appropriate Board committee(s) shall submit the policy, with or without modification, with a recommendation for Board approval or rescinding.

If adopted by the Board of Trustees, with or without modification, the policy shall be the official policy of the Toronto Catholic District School Board.

If adopted by the Board of Trustees, with or without modification, the policy shall be the official policy of the Toronto Catholic District School Board.

4. Implementation of Approved Policy

Subsequent to Board approval, the Director shall:

- (a) code the policy and distribute it for inclusion in all copies of the Policy Register in circulation;
- (b) notify all constituent groups of the policy (as indicated in communication standards);
- (c) deal with the specifics of implementation at the suitable organizational level(s), including making sure that there is organizational capacity and capability.
- (d) confirm who is responsible for implementation, and related timelines.

4. Implementation of Approved Policy

Subsequent to Board approval, the Director shall:

- (a) code the policy and distribute it for inclusion in all copies of the Policy Register in circulation;
- (b) notify all constituent groups of the policy (as indicated in communication standards);
- (c) deal with the specifics of implementation at the suitable organizational level(s), including making sure that there is organizational capacity and capability.
- (d) confirm who is responsible for implementation, and related timelines.

(e) Confirm the proposed metrics to be reported to the Board of Trustees in order to demonstrate that the policy is being implemented, and its level of effectiveness in advancing the Multi Year Strategic Plan and/or other priority goals identified in the policy objective(s), for subsequent approval by the Board.

5. Ongoing Policy Review and Reporting

(a) Minimum review timelines for each policy are to be identified (and included in the policy document itself), and staff are to ensure that policies are brought forward for review by the relevant Committee in a timely fashion. At least 10 percent of Board policies should be reviewed annually.

(b) The date of the last Committee review is to be captured in the policy.

(c) The date of the last staff Report to Board on policy implementation and effectiveness metrics is to be captured in the policy. A link to the Report should be provided on the TCDSB website. Metrics for measuring the effectiveness of each policy should be reported on at least annually if no other timeline is indicated.

(d) Each policy is to be linked to a Multi Year Strategic Plan or other priority goal in order to support the prioritization of policy reviews, as needed.

(e) Each reviewed policy shall be submitted to the appropriate Board committee(s), in approved format and suitably rewritten or revised, if required, for its consideration.

(f) The appropriate Board committee(s) shall submit the policy, with or without modification, with a recommendation for Board approval or rescinding.

(g) The approved policy shall be implemented in accordance with regulation 4 of this Meta Policy: Blueprint for Policy Development, Implementation & Reporting.

(e) Confirm the proposed metrics to be reported to the Board of Trustees in order to demonstrate that the policy is being implemented, and its level of effectiveness in advancing the Multi Year Strategic Plan and/or other priority goals identified in the policy objective(s), for subsequent approval by the Board.

5. Ongoing Policy Review and Reporting

(a) Minimum review timelines for each policy are to be identified (and included in the policy document itself), and staff are to ensure that policies are brought forward for review by the relevant Committee in a timely fashion. At least 10 percent of Board policies should be reviewed annually.

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(f) The appropriate Board committee(s) shall submit the policy, with or without modification, with a recommendation for Board approval or rescinding.

(g) The approved policy shall be implemented in accordance with regulation 4 of this Meta Policy: Blueprint for Policy Development, Implementation & Reporting.

Definitions:**Cross References**

Includes any direct linkages to statutory and regulatory legislation and by-laws of the Federal, Provincial, and Municipal Governments and their associated bodies, as well as any related Board policies and procedures.

Definitions

Specific meanings for any terms within the policy that require further explanation or represent professional terms which would not normally be used by stakeholders.

Global Definitions

'*May*' is used as an enabling term to describe a discretionary action.

'*Should*' is used to describe a recommendation that is encouraged, but not mandated.

'*Must/Will/Shall*' is used to describe a requirement, a mandatory action.

Meta Policy

The overarching and foundational framework that shall govern the development of all Board policies, guidelines and procedures.

Policy

A position approved and adopted by the Board that provides the framework for the development of a course of action.

Policy Guideline

A general recommended action, approved and adopted by the Board, that will be taken in a given situation. A framework for the development of operational policy procedures, if required.

Policy Purpose

Clarifies the background or scope of the policy.

Policy Regulations

A specific or prescribed course of action, emanating from Board policy, that must be taken by staff in a given situation and be standard operational practice.

A standard operational practice or set of practices developed by Staff, approved by the Director of Education, to support the implementation of a policy.

Policy Statement

States the 'intent' of the policy.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

1. The Governance and Policy standing Committee of the Board will manage and monitor policy development and report to the Board as necessary in order to sure this policy is complied with.



REPORT TO

SPECIAL BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE POLICY (H.M.36)

*Each one must give as he has decided in his heart, not reluctantly or under compulsion, for God loves a cheerful giver.
2 Corinthians 9:7*

Created, Draft	First Tabling	Review
January 27, 2016	February 24, 2016	
Maria Rizzo, Chair, Governance and Policy Committee Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
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.



Members of the Committee:

Maria Rizzo, Chair
 Nancy Crawford, Vice Chair
 Jo-Ann Davis, Trustee Ward 9
 Angela Kennedy, Ex-Officio
 Frank D'Amico, Ex-Officio

A. COMMITTEE RECOMMENDATIONS

That the Board approve revised Accessibility Standards for Customer Service Policy (H.M.36) and new Appendix—“Accessibility Best Practices—Process for assessing requests respecting accessibility for students with disabilities.”

B. ORIGIN

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. EXECUTIVE SUMMARY

The Governance and Policy Committee reviewed the policy at the January 27, 2016 committee meeting. The policy as amended and the new appendix were passed unanimously.

D. APPENDICES

1. Appendix A: Report to Governance Committee on Accessibility Standards for Customer Service Policy (H.M.36) including revised H.M.36 and new Appendix: “Accessibility- Best Practices” (Appendix B).

E. MOTIONS

1. That the Board approve the “Accessibility Best Practices Guideline- Process for Assessing Requests Respecting Accessibility for Students with Disabilities” provided in APPENDIX A be appended to the Accessibility Standards for Customer Service Policy (H.M. 36)
2. That the Board approve the updated Accessibility Standards for Customer Service Policy (H.M. 36) provided in APPENDIX B be adopted in meta policy format.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE POLICY (H.M. 36)

Each one must give as he has decided in his heart, not reluctantly or under compulsion, for God loves a cheerful giver. (2 Corinthians 9:7)

Created, Draft	First Tabling	Review
November 30, 2015	December 7, 2015	

Caitlin Kavanagh, Manager, Employee Relations & Policy Development

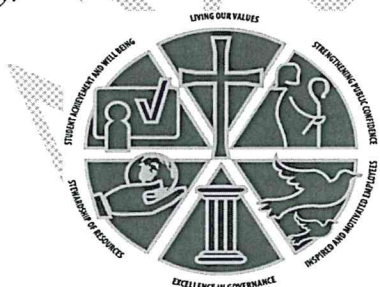
RECOMMENDATION REPORT

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Mission:

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G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

In order to set out a clear internal process for meeting accessibility needs of our students, staff recommends that the document “Accessibility Best Practices—Process for assessing requests respecting accessibility for students with disabilities” found in APPENDIX A be appended to Accessibility Standards for Customer Service Policy (H.M. 36). An update of the policy in meta format is also recommended in APPENDIX B.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends an addition of an appendix to a policy and a policy update and revision.

C. BACKGROUND

1. The Accessibility Standards for Customer Service policy (H.M. 36) was approved on March 31, 2010 and is due for a policy review.
2. The “Accessibility Best Practices” document can assist in effectively communicating that the Board is committed to respecting human rights and providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Accessibility Standards for Customer Service policy (H.M. 36) aligns with the Accessibility Standards for Customer Service regulation (O. Reg. 429/07) made under the *Accessibility for Ontarians with Disabilities Act, 2005* (“AODA”).
2. The Ontario *Human Rights Code* (“the Code”) guarantees everyone the right to equal treatment with respect to services, goods and facilities, without discrimination because of [...] disability. This applies to school boards which

have a duty to accommodate the *Code* related needs of individuals to ensure that school board property is free of barriers.

3. Appending the “Accessibility Best Practices” document and the proposed updates to the policy do not expand any obligation of the Board, but rather highlight the steps the Board will take in order to ensure it remains in compliance with applicable legislation.
4. The “Accessibility Best Practices” document also provides clear instructions for parents/guardians and others to access schools in accordance with the *Code*.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored through policy development and departments responsible for the policy and procedures therein.
2. Further reports to Board regarding recommended changes or updates to the policy or its appendices will be brought as necessary.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. With the policy updated and the “Accessibility Best Practices” document appended, all relevant stakeholders will have increased awareness of their role in the process and must ensure the best practices are followed.
2. The “Accessibility Best Practices” document will also be posted on relevant pages of the Board’s website for ease of access and reference.
3. Communication of all internal accessibility request processes is essential to increase awareness for the TCDSB community.

G. STAFF RECOMMENDATION

Staff recommends the following:

1. That the “Accessibility Best Practices Guideline- Process for Assessing Requests Respecting Accessibility for Students with Disabilities” provided in

APPENDIX A be appended to the Accessibility Standards for Customer Service Policy (H.M. 36)

2. That the updated Accessibility Standards for Customer Service Policy (H.M. 36) provided in APPENDIX B be adopted in meta policy format.

APPENDIX A

ACCESSIBILITY - BEST PRACTICES

Process for assessing requests respecting accessibility for students with disabilities

Introduction

Accommodating students' accessibility needs

The Ontario *Human Rights Code* guarantees everyone the right to equal treatment, and it applies to schools. Where a student requires accessibility accommodation as a result of a disability, a school board has the duty to accommodate the *Code* related needs of students, to make sure that school board property is free of barriers for people identified by *Code* grounds.

The duty to accommodate involves giving serious attention to requests or needs that are already known or may be suspected. Both the school board and the student and/or their parents or guardians, have a shared responsibility to cooperate in the process, each to the best of their ability. This might involve providing relevant medical or other personal information. A school board has a duty to keep this information private.

Even when an appropriate accessibility accommodation is identified, it may not always be possible to provide without resulting in undue hardship in terms of cost or health and safety. When the best possible accommodation would cause undue hardship, there is still a duty to put in interim or next-best solutions. Whatever steps are decided on, the school board need to put the accessibility accommodation in place as quickly as possible.

Accessibility accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The school board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

Purpose

The purpose of this Best Practice is to:

- Ensure that all TCDSB ("School Board") employees, students and parents are aware of their rights and responsibilities under the Ontario *Human Rights Code* with respect to accessibility accommodation;
- Set out in writing the School Board's best practice for addressing accessibility accommodation requests and the responsibilities of each of the parties to the process.

Application

This Best Practice applies to accessibility accommodation requests for all students or prospective students of the School Board. It applies to all School Board locations.

This Best Practice does **not** apply to accommodations provided as part of special education programs and services for exceptional students under **Identification and Placement of Exceptional Pupils**, O.Reg. 181/98, made under the *Education Act*, RSO 1990, c E.2.

Requests for Accessibility Accommodation

Requests for accessibility accommodation should be made to the school principal.

Requests should, whenever possible, be made in writing. The accommodation request should indicate:

- The reason why accommodation is required, including enough information to confirm the existence of a need for accommodation; and
- The specific accessibility needs related to the student's disability

The School Board also encourages students and/or parents to suggest how accessibility may be improved. In addition, we encourage you to provide reports, letters, and/or other documents from doctors or other health care professionals relating to the disability and the impairments or restrictions which give rise to the need for accommodation, and which could be of assistance in implementing appropriate accessibility changes.

When the school principal receives a request, the school will send a letter or email confirming that the request has been received. The request will be considered in as expeditious a manner as possible. The request will be addressed and the appropriate accommodation will be provided in a way that respects the dignity of the student. Amongst the things considered in assessing the request are:

- The student's disability and the arising impairment or restrictions
- The medical evidence provided, and/or, depending on the circumstances, additional medical evidence obtained with the permission of the student and/or parents or guardians;
- The accessibility accommodations requested;
- Other possible accommodations that may address the student's impairment or restrictions;

- Whether the accessibility accommodations would cause undue hardship to the School Board, taking into account cost, outside sources of funding, and health and safety.

Throughout the process the School Board follows in assessing the request, the school principal will maintain carriage of the process on behalf of the School Board, and will generally be the person who contacts you and who you should contact if you have any information to provide or if you have any questions, concerns or input into the process.

The school principal will, where appropriate, escalate any issues concerning accessibility to the following School Board personnel:

- The Superintendent of Human Resources
- The Superintendent of Special Education
- The Superintendent of Facilities
- Legal Counsel

Once the request has been assessed, the principal will contact the student and/or parent or guardian in writing or by email to advise of the decision with respect to the request. Depending on the circumstances, the decision may be to:

- Accommodate the student in the way requested
- Accommodate the student in a different way that will still meet her or his disability needs
- Implement the appropriate accessibility accommodation at a later time, if immediate accommodation would result in undue hardship
- Implement an interim accommodation until a permanent accommodation can be put in place
- Deny the request

If the decision is to accommodate the student other than in the way requested, written reasons will also be provided explaining the decision.

Joint Responsibility

Accommodation is a two-way street. In other words, it is a process that requires mutual cooperation. The school will need the help of the student and/or parent or guardian to implement appropriate accessibility accommodations for the student's disability. This may include:

- Meeting with the school to discuss the impairments or restrictions the disability raises
- Taking part in discussions on possible accessibility changes and solutions
- Cooperating with the School Board in obtaining information from doctors and other health care professionals necessary to implement appropriate accessibility accommodations
- Cooperating with any outside professionals the School Board may retain to assess or implement accessibility accommodations, including building contractors, designers, and consultants

Likewise, the school will participate in the accommodation process in accordance with the principles of dignity, individualization and inclusion. We will work cooperatively, and in a spirit of respect, with all partners in the accommodation process. This may include:

- Accepting the accommodation request in good faith, unless there are legitimate reasons for doing otherwise
- Ensuring that the student or parent/guardian are provided with regular updates on the accommodation request
- Taking an active role in ensuring that alternative approaches and possible solutions are investigated
- Getting expert opinion or advice where appropriate
- Respecting confidentiality and privacy, and only sharing information with individuals directly involved in the accommodation process
- Limiting requests for information to what is reasonably related to the accommodation
- Dealing with the accessibility accommodation request in a timely way



REPORT TO

SPECIAL BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON TRUSTEES CODE OF CONDUCT POLICY (T.04)

*But as he who called you is holy, you also be holy in all your conduct.
1 Peter 1:15*

Created, Draft	First Tabling	Review
February 16, 2016	February 24, 2016	
Maria Rizzo, Chair, Governance and Policy Committee Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
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.



Members of the Committee:

Maria Rizzo, Chair
 Nancy Crawford, Vice Chair
 Jo-Ann Davis, Trustee Ward 9
 Angela Kennedy, Ex-Officio
 Frank D'Amico, Ex-Officio

A. COMMITTEE RECOMMENDATIONS

That the Board revise the Trustees Code of Conduct (T.04) as amended and proposed in Appendix A with the exception of Evaluation and Metrics to read “There will be a review by Trustees of this policy every two years to ensure understanding, awareness and effectiveness.”

B. ORIGIN

This Recommendation Report is on the Order Paper of the Special Board as it recommends a policy revision.

C. EXECUTIVE SUMMARY

The Governance and Policy Committee reviewed the policy revisions at the February 16, 2016 committee meeting. The policy as amended was passed unanimously.

D. APPENDICES

1. Appendix A: Report to Governance Committee on Trustees Code of Conduct (T.04).

E. MOTIONS

That the Board revise the Trustees Code of Conduct (T.04) as amended and proposed in Appendix A with the exception of Evaluation and Metrics to read “There will be a review by Trustees of this policy every two years to ensure understanding, awareness and effectiveness.”



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

TRUSTEES CODE OF CONDUCT (T.04) POLICY REVIEW

May integrity and uprightness preserve me, for I wait for you. (Psalm 25:21)

Created, Draft	First Tabling	Review
January 25, 2016	February 16, 2016	

Caitlin Kavanagh, Sr. Manager of Employee Relations & Policy Development

RECOMMENDATION REPORT

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G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

This report recommends updates to the Trustees Code of Conduct (T.04).

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as the Trustees Code of conduct was due for a review as of April 2015.

C. BACKGROUND

1. The Trustees Code of Conduct was originally created in September 29, 2010 and last amended by the Board of Trustees on April 4, 2012.
2. The current policy indicates that it will be “reformatted into the TCDSB Meta Policy template for September 2013.” This is not reflected on the policy register.
3. On January 31, 2013, the Board adopted a framework for policy review that consisted of the following action: REVISE the policy because: the policy and regulation statements need to be re-written to accurately reflect the TCDSB Multi-Year Strategic Plan and conform with the meta policy template.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The current Trustees Code of Conduct is not in the current meta policy template.
2. A side-by-side of the current policy and the proposed policy is attached as APPENDIX A.
3. A “Purpose” section added states: “The purpose of this policy is to provide trustees and student trustees with direction and guidelines for their conduct and role in Board Governance as a member of the Toronto Catholic District School Board.”

4. A “Scope and Responsibility” section added states: “This policy applies to all trustees and student trustees of the Toronto Catholic District School Board who are responsible for ensuring compliance with this policy.”
5. A “Legal Impact” section added states: “Without limiting the generality of the foregoing, a trustee would compromise himself/herself in the discharge of their duties by failing to declare a conflict of interest as required pursuant to the Municipal Conflict of Interest Act, by contravening any other law, by disclosing confidential business, personnel or student information, and by misappropriating Board resources.”
6. A “Definitions” section includes the following definition of Trustee: “A person elected or acclaimed to the office of trustee of the Board pursuant to the provisions of the Municipal Elections Act or appointed to the office of trustee pursuant to the provisions of the Education Act.”
7. An “Evaluation and Metrics” section added states “The effectiveness of the policy will be determined by measuring the following: “(1) Determinations that Trustees have breached this Code of Conduct and (2) Sanctions on Trustees for a breach of this Code of Conduct.”

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored through policy development.
2. Further reports to Board regarding recommended changes or updates to the policy will be brought as deemed necessary.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

Staff will post the approved updated policy to the TCDSB policy register.

G. STAFF RECOMMENDATION

That the Board revise the Trustees Code of Conduct (T.04) as amended and proposed in Appendix A.

CURRENT POLICY**TCDSB Policy Register**

Trustees Code of Conduct T.04

Date Approved: April 4, 2012 - Board	Policy Review Cycle: April, 2015	Dates of Amendment: September 29, 2010
Cross Reference: Municipal Conflict of Interest Act, R.S.O. 1990, CHAPTER M.50		

This policy was passed in its current format by the Board of Trustees on April 4, 2012. The policy will be reformatted into the TCDSB Meta Policy template for September 2013.

PROPOSED POLICY**TCDSB Policy Register**

Trustees Code of Conduct T.04

Date Approved: September 29, 2010	Policy Review Cycle: TBD 2019	Dates of Amendment: April 4, 2012 TBD 2016
Cross Reference: Municipal Conflict of Interest Act, R.S.O. 1990, CHAPTER M.50 Education Act T.01 Conflict of Interest: Trustees Municipal Freedom of Information and Protection of Privacy Act Criminal Code Appendix A- Municipal Conflict of Interest Act		

Purpose:

The purpose of this policy is to provide trustees and student trustees with direction and guidelines for their conduct and role in Board Governance as a member of the Toronto Catholic District School Board.

Scope and Responsibility:

This policy applies to all trustees and student trustees of the Toronto Catholic District School Board who are responsible for ensuring compliance with this policy.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Achieving Excellence in Governance

Providing Stewardship of Resources

Inspiring and Motivating Employees

Financial Impact:

Not applicable.

Legal Impact:

Without limiting the generality of the foregoing, a trustee would compromise himself/herself in the discharge of their duties by failing to declare a conflict of interest as required pursuant to the Municipal Conflict of Interest Act, by contravening any other law, by disclosing confidential business, personnel or student information, and by misappropriating Board resources.

Policy**Deliberate with Many Voices: Act with One**

"Act Justly, Love tenderly and walk humbly with your God". (Micah: 8)

Toronto Catholic District School Board trustees represent all the citizens in the Catholic community in the City of Toronto and are responsible to the electorate through the democratic process. Fellow citizens have entrusted trustees through the electoral process with the education of all students in the community they serve as their advocates. The public is entitled to expect the highest standard from the school trustees that it elects.

Catholic trustees, as representatives of the Catholic community must ensure that the mission of Catholic education, as part of the broader mission of the Church is fulfilled. Because of this unique and distinctive mission, Catholic school trustees honour a set of additional expectations that have been set for them by the Church and by the Catholic community. The vocational call to trusteeship is to serve.

Regulations:

1. Faith, Community and Culture

Each Toronto Catholic District School Board Trustee ("Trustee") shall, within the duties prescribed in the Education Act, its Regulations and other applicable legislation and reflecting a ministry within the Church:

Policy:**Deliberate with Many Voices: Act with One**

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Each Toronto Catholic District School Board Trustee ("Trustee") shall, within the duties prescribed in the Education Act, its Regulations and other applicable legislation and reflecting a ministry within the Church:

- (a) appreciate that Catholic schools are an expression of the teaching mission of the Church;
- (b) provide an example to the Catholic Community that reflects the teaching of the Church;
- (c) facilitate the best possible Catholic education according to the programs approved by the provincial Minister of Education and supported by the Canadian Conference of Catholic Bishops;
- (d) recognize and rigorously defend the constitutional right of Catholic education and the democratic and corporate authority of the Board;
- (e) respect the confidentiality of the Board;
- (f) ensure the affairs of the Board are conducted with openness, justice and compassion;
- (g) work to improve personal knowledge of current Catholic educational research and practices;
- (h) affirm a strong sense of Christian Catholic Community; and
- (i) provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic Education in Canada.
- (j) Share in the distribution of Board workload including preparing, attending and participating in meetings, committee or other assignments as appointed.

2. Integrity and Dignity of Office

Trustees occupy positions of public trust and confidence. They are expected to discharge their duties and responsibilities in a professional and ethical manner, consistent with Gospel Values, the teachings of the Catholic church, the Education Act and Regulations, the Municipal Freedom of Information and Protection of Privacy Act and Regulations, the Municipal Conflict of Interest Act, the Board's By-Laws and Policies and any other Act or Regulation that may be applicable to the Trustee's duties. Trustees are compelled to act on or report breaches, fraud, and/or conflicts to which they witness or come to their attention.

3. Civil Behaviour

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3. Civil Behaviour

Trustees share in the responsibility for creating a positive environment that is safe, harmonious, comfortable, inclusive and respectful. As stewards of the system, Trustees are held to a high standard of conduct and should serve as role models of exemplary behaviour reflective of the values articulated in the Ontario Catholic School Graduate expectations.

Among other things, Trustees should:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability; and
- respect the rights of others.

In performing their duties as trustees, and in all matters of communication including email, telephone and face-to-face meetings with staff, parents and other stakeholders, appropriate language and professionalism are expected. Trustees must adhere to all pertinent Board policies.

Subject to the duty of a Trustee under section 218.1(e) of the Education Act to uphold the implementation of any Board resolution after it is passed by the Board, a Trustee may comment on, or disagree with, a decision taken by the Board.

Any Trustee who fails or refuses to comply with the rules of the Board, uses offensive language, disobeys the decisions of the Chair or the Board on points of order, or makes any disorderly noise or disturbance may be ordered by the Chair to leave for the remainder of the meeting, and in the case of a refusal to do so, may, on the order of the Chair, be removed from the room where such meeting is taking place and/or the Board Office. Such a removal will be recorded in the Minutes of the meeting.

Section 207(3) of the Education Act addresses the exclusion of persons from board meetings. It provides: “The presiding officer may expel or

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exclude from any meeting any person who has been guilty of improper conduct at the meeting.”

4. Complying with Legislation

All Trustees will comply with the letter and spirit of all laws of Canada and the Province of Ontario and any contractual obligations of the Board in conducting the business of the Board.

The Trustees acknowledge they may only act on behalf of the Board through resolution and may not act individually or purport to represent the interests of the Board without the knowledge and consent of the Board of Trustees shown through resolution.

Trustees’ shall ensure that all information they communicate in the course of their duties is accurate and complete.

It is every Trustee's responsibility to familiarize themselves with their duties and any requirements of them as prescribed by the Education Act, the Municipal Freedom of Information and Protection of Privacy Act, the Municipal Conflict of Interest Act and any other Act or Regulation that may be applicable to the Trustee's duties from time-to-time, and/or Ministry of Education requirements and the Board's By-Laws, Policies and General Administrative Procedures.

All Trustees are expected to comply with the following duties of board members as set out in section 218.1 of the Education Act (as amended from time to time):

"A member of a board shall,

(a) carry out his or her responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1;

(b) attend and participate in meetings of the board, including

the Chair, be removed from the room where such meeting is taking place and/or the Board Office. Such a removal will be recorded in the Minutes of the meeting.

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"A member of a board shall,

a) carry out his or her responsibilities in a manner that

meetings of board committees of which he or she is a member;

- (c) consult with parents, students and supporters of the board on the board's multi-year plan under clause 169.1(1)(f);
- (d) use appropriate communication protocols to bring concerns of parents, students and supporters of the board to the attention of the board;
- (e) uphold the implementation of any board resolution after it is passed by the board;
- (f) entrust the day-to-day operations and management of the board to its staff through the Board's Director of Education;
- (g) maintain focus on student achievement and well-being through the development of policies; and
- (h) comply with the Board's code of conduct."

5. Upholding Decisions

As a corporate body of Trustees:

- (a) accept that authority rests with the Board and that they have no individual authority other than that delegated by the Board;
- (b) uphold the implementation of any Board resolution after it is passed by the Board;
- (c) comply with Board policies and procedures; and
- (d) refrain from speaking on behalf of the Board unless authorized to do so.

6. Avoidance of Personal Advantage and Conflict of Interest

All Trustees are expected to comply with the provisions of the

assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1;

- b) attend and participate in meetings of the board, including meetings of board committees of which he or she is a member;
- c) consult with parents, students and supporters of the board on the board's multi-year plan under clause 169.1(1)(f);
- d) use appropriate communication protocols to bring concerns of parents, students and supporters of the board to the attention of the board;
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6. Avoidance of Personal Advantage and Conflict of Interest

All Trustees are expected to comply with the provisions of the

Municipal Conflict of Interest Act, attached as Appendix A, which requires that Trustees declare and disclose the general nature of the interest for all direct and indirect pecuniary conflicts of interest and abstain from making a decision.

Trustees are not permitted to vote on or discuss matters in which they have a direct or indirect pecuniary interest. The direct or indirect pecuniary interest of a parent, spouse or child is deemed to be the interest of the Trustee. Subsection 3(1) of the Act provides:

“For the purpose of this Act, the pecuniary interest, direct or indirect, of a spouse...or any child of the member shall, if known to the member, be deemed to be also the pecuniary interest of the member.”

Any direct or indirect financial interest on the part of the Trustee may raise a conflict of interest. A direct conflict of interest will arise where the Trustee himself or herself stands to benefit or suffer financially by a decision of the Board.

Where a Trustee, either on his or her own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, or any other conflict of interest in any matter and is present at a meeting of the Board at which the matter is the subject of consideration, the Trustee shall:

- (a) prior to any consideration of the matter of the meeting, disclose the interest and the general nature thereof;
- (b) not take part in the discussion of, or vote on any question in respect of the matter;
- (c) not discuss the issue with any other person;
- (d) not attempt in any way whether before, during or after the meeting to influence the voting on such question; and
- (e) leave the meeting or the part of the meeting during which the matter is under consideration.

Where the interest of the Trustee has not been disclosed by reason of the Trustee's absence from the meeting, the Trustee shall disclose the interest and otherwise comply with the above requirements of the first meeting of the Board attended by the Trustee after the meeting referred

Municipal Conflict of Interest Act, attached as Appendix A, which requires that Trustees declare and disclose the general nature of the interest for all direct and indirect pecuniary conflicts of interest and abstain from making a decision.

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Where the interest of the Trustee has not been disclosed by reason of the Trustee's absence from the meeting, the Trustee shall disclose the

to above.

When the meeting is open to the public, every declaration of interest shall be recorded in the minutes of the Board meeting. When the meeting is not open to the public, every declaration of interest shall be recorded in the minutes of the next meeting of the Board that is open to the public.

It is an expectation of the Board that Trustees will not only comply with the requirements of the Municipal Conflict of Interest Act, but also avoid conflicts of interest as defined by this Code of Conduct.

Every Trustee is responsible and accountable for exercising good judgement and avoiding situations that might present a conflict of interest or the appearance of a conflict of interest, and where a conflict of interest might exist each Trustee has an affirmative duty to disclose such conflict when it becomes apparent.

No Trustee shall use his or her position, authority or influence for personal, financial or material gain or personal business purposes or for the personal, financial or material gain or business purposes of a relative, friend and/or business associate. Every Trustee shall uphold and enhance all Board business operations by:

- (a) maintaining an unimpeachable standard of integrity in all their relationships, both inside and outside the Board;
- (b) fostering the highest standard of professional competence amongst those for whom they are responsible;
- (c) complying with and being seen to comply the letter and spirit of:
 - The laws of Canada and the Province of Ontario,
 - Contractual obligations applicable to the Board; and
- (d) rejecting and denouncing any business practice that is improper or inappropriate or may appear to be improper or inappropriate.

A Trustee shall not use his or her position, authority or influence to give any person or organization special treatment that might, or might be perceived to, advance the interests of the Trustee, or the interests of a relative, friend and/or business associate of the Trustee.

A Trustee must not participate in any decision or recommendation in which he or she or a relative, friend or business associate may have a financial, commercial or business interest.

interest and otherwise comply with the above requirements of the first meeting of the Board attended by the Trustee after the meeting referred to above.

When the meeting is open to the public, every declaration of interest shall be recorded in the minutes of the Board meeting. When the meeting is not open to the public, every declaration of interest shall be recorded in the minutes of the next meeting of the Board that is open to the public.

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All Trustees shall disclose a conflict of interest and/or the general nature of the interest, to the Board of Trustees.

A Trustee shall not use his or her position, authority or influence to give any person or organization special treatment that might, or might be perceived to, advance the interests of the Trustee, or the interests of a relative, friend and/or business associate of the Trustee.

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All Trustees shall disclose a conflict of interest and/or the general nature of the interest, to the Board of Trustees.

7. Lobbying

A lobbyist is an individual, business or organization that is lobbying a member of the board. It is usually defined as direct or indirect efforts to solicit support and influence decisions on behalf of another party or an organization, often away from public scrutiny.

(a) “Consultant lobbyist” means a person who, for payment lobbies on behalf of a client and includes, but is not limited to government relations consultants, lawyers, accountants, or other professional advisors who provide lobbying services for their clients;

(b) “Corporate in house lobbyist” means an owner or employee of a company or corporation that carries on commercial activities for financial gain.

On occasion, lobbyists may attempt to communicate with Trustees for the purpose of influencing Trustees with respect to the procurement of goods and services and the awarding of contracts. Trustees may re-direct such inquiries to the Director of Education. Trustees must not communicate with a lobbyist during a procurement process and must not use their influence to gain nor advance the interests of any particular party during a procurement process.

Trustees shall be vigilant in their duty to serve public interest when

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faced with lobbying activity.

8. Respect for Confidentiality

All Trustees acknowledge that, as part of their duties to the Board they may be privy to private, confidential and/or legally privileged financial, business and/or commercial information belonging to the Board that may provide a financial, business, commercial or competitive advantage, and that they may be privy to private and confidential student and personnel information, and/or legal matters and opinions. Such information may include, but is not limited to, information relating to the Board's organizational structure, operations, business plans, technical projects, business costs, research data results, inventions, trade secrets or other work produced, developed by or for the Board.

Except as required by law, all Trustees and former Trustees agree not to use, directly or indirectly, for the Trustee's benefit or the benefit of any person, organization, firm, or other entity, the Board's proprietary or confidential information disclosed or entrusted to that Trustee, and Trustees recognize that such inappropriate use of confidential information for their benefit may constitute a breach of trust contrary to section 122 of the Criminal Code (Canada).

The confidentiality of personal/educational student and family information received in the course of duties must be respected, protected and kept confidential. Information received should not be discussed or reviewed in public or where another student, parent, employee or member of the school community or public could accidentally overhear or read such information.

Except as required by law, and in accordance with the Education Act and Municipal Freedom of Information and Protection of Privacy Act, all Trustees agree not to use or disclose the personal and/or educational information of students and their families that may come to the attention of a Trustee.

A Trustee's duty of confidentiality with respect to private and confidential financial, business and/or commercial information, personnel information, student information, and legal matters and opinions survives his or her term as Trustee.

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9. Board Resources

No Trustee shall use Board resources for personal gain including re-election campaign work. No Trustee shall permit relatives, friends and/or business associates to use Board resources for personal gain. Trustees recognize that such inappropriate use of Board resources, directly or indirectly, for their benefit may constitute a breach of trust contrary to section 122 of the Criminal Code (Canada).

All Trustees shall comply with Board Policies and General Administrative Procedures regarding the use of Board resources, including information technology resources.

10. Enforcement of Code of Conduct and the Municipal Conflict of Interest Act

In accordance with the provisions of section 218.3 of the Education Act, a breach of this Code of Conduct by a Trustee may be dealt by the following procedures:

A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may bring the alleged breach to the attention of the Board alternatively a Roman Catholic Elector and Eastern Right Catholics may petition to the Board of Trustees directly.

If an alleged breach is brought to the attention of the Board, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether there has been a breach.

If the Board determines that a Trustee has breached this Code of Conduct, the Board may impose one or more of the following sanctions; progressive approach to sanctions will be considered when dealing with

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Trustee issues including personal contact, clarification, redirection, request for an apology, reprimand, censure and or other sanctions as per board motion:

- (a) Censure of the Trustee.
- (b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.
- (c) Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board.
- (d) Removal of the Chair or Vice-Chair of the Board or Committee.

A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to the members of the public.

In appropriate circumstances, the Board may also resolve to disassociate the Board from any action or statement of a Trustee.

If a Board determines that a Trustee has breached this Code of Conduct, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board.

The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee.

The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.

If the Board revokes a determination that a Trustee has breached this Code of Conduct, any sanction imposed by the Board is also revoked.

If the Board confirms a determination that a Trustee has breached this Code of Conduct, the Board shall, within 14 days after the Trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the Board.

If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination about the alleged breach was made by the Board.

Despite subsection 207(1) of the Education Act which requires meetings of the Board to be open to the public, but subject to the requirements

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The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the

below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of this Code of Conduct is considered when the breach or alleged breach involves any of the following matters:

- (a) the security of the property of the Board;
- (b) the disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee or prospective employee of the Board or a student or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) A progressive approach to sanctions will be considered when dealing with Trustee issues including personal contact, clarification, redirection, request for an apology, reprimand, censure and or other sanctions as per board motion;
- (e) decisions in respect of negotiations with employees of the Board; or
- (f) litigation affecting the Board.

The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:

- (g) Make a determination that a Trustee has breached this Code of Conduct.
- (h) Impose a sanction on a Trustee for a breach of this Code of Conduct.
- (i) Confirm or revoke a determination regarding a Trustee's breach of this Code of Conduct.
- (j) Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Trustee's breach of this Code of Conduct.

A Trustee who is alleged to have breached this Code of Conduct shall not vote on any of the resolutions listed above.

When a resolution listed above is passed, the resolution shall be recorded in the Minutes of the meeting.

The Statutory Powers Procedure Act does not apply to any of the enforcement provisions under section 218.3 of the Education Act.

Nothing in this Code of Conduct prevents a Trustee's breach of the Municipal Conflict of Interest Act from being dealt with in accordance with that Act.

A trustee who is subject to a Board inquiry to determine whether the

Trustee's submissions are received.

If the Board revokes a determination that a Trustee has breached this Code of Conduct, any sanction imposed by the Board is also revoked.

If the Board confirms a determination that a Trustee has breached this Code of Conduct, the Board shall, within 14 days after the Trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the Board.

If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination about the alleged breach was made by the Board.

Despite subsection 207(1) of the Education Act which requires meetings of the Board to be open to the public, but subject to the requirements below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of this Code of Conduct is considered when the breach or alleged breach involves any of the following matters:

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The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:

trustee has breached the Code of Conduct has a right to retain and be represented by legal counsel throughout the process. Legal expenses will not be paid unless extraordinary circumstances are determined by Board motion.

The required vote on any resolutions of determination or sanctions will be made by a 2/3 majority of all Trustees on the Board not including the accused Trustee.

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- b) Impose a sanction on a Trustee for a breach of this Code of Conduct.
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When a resolution listed above is passed, the resolution shall be recorded in the Minutes of the meeting.

The Statutory Powers Procedure Act does not apply to any of the enforcement provisions under section 218.3 of the Education Act.

Nothing in this Code of Conduct prevents a Trustee's breach of the Municipal Conflict of Interest Act from being dealt with in accordance with that Act.

A trustee who is subject to a Board inquiry to determine whether the trustee has breached the Code of Conduct has a right to retain and be represented by legal counsel throughout the process. Legal expenses will not be paid unless extraordinary circumstances are determined by Board motion.

The required vote on any resolutions of determination or sanctions will be made by a 2/3 majority of all Trustees on the Board not including the accused Trustee.

11. Guidelines for Gifts and Hospitality

Moderate hospitality and gifts are an accepted courtesy of a business relationship. However, the recipients should not allow themselves to reach a position whereby they might be influenced in making a business

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Moderate hospitality and gifts are an accepted courtesy of a business relationship. However, the recipients should not allow themselves to reach a position whereby they might be influenced in making a

decision as a consequence of accepting such hospitality.

Trustees should not use their position for improper gain or benefit, nor under any circumstances accept gifts of more than \$25.00.

12. This document will be present and reviewed with newly elected Trustees and signed only as having been received and understood.

- Appendix A -Municipal Conflict of Interest Act

business decision as a consequence of accepting such hospitality.

Trustees should not use their position for improper gain or benefit, nor under any circumstances accept gifts of more than \$25.00.

12. This document will be present and reviewed with newly elected Trustees and signed only as having been received and understood.

Definitions:

Trustee

A person elected or acclaimed to the office of trustee of the Board pursuant to the provisions of the Municipal Elections Act or appointed to the office of trustee pursuant to the provisions of the Education Act.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

- 1. Determinations that Trustees have breached this Code of Conduct.**
- 2. Sanctions on Trustees for a breach of this Code of Conduct.**



REPORT TO

SPECIAL BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON PERFORMANCE APPRAISAL: DIRECTOR OF EDUCATION POLICY (H.C. 06)

*The heart of man plans his way, but the Lord establishes his steps.
Proverbs 16:9*

Created, Draft	First Tabling	Review
February 16, 2016	February 24, 2016	
Maria Rizzo, Chair, Governance and Policy Committee Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
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.



Members of the Committee:

Maria Rizzo, Chair
 Nancy Crawford, Vice Chair
 Jo-Ann Davis, Trustee Ward 9
 Angela Kennedy, Ex-Officio
 Frank D'Amico, Ex-Officio

A. COMMITTEE RECOMMENDATIONS

That the Board revise Performance Appraisal: Director of Education (H.C.06) as amended and found in APPENDIX A with the exception of “Scope and responsibility” to read “This Policy applies to the Director of Education and is managed by the elected Trustees. The Board of Trustees is responsible for this Policy”.

B. ORIGIN

This Recommendation Report is on the Order Paper of the Special Board as it recommends a policy revision.

C. EXECUTIVE SUMMARY

The Governance and Policy Committee reviewed the policy revisions at the February 16, 2016 committee meeting. The policy as amended was passed unanimously.

D. APPENDICES

1. Appendix A: Report to Governance Committee on Update to Performance Appraisal: Director of Education (H.C. 06).

E. MOTIONS

That the Board revise Performance Appraisal: Director of Education (H.C.06) as amended and found in APPENDIX A with the exception of “Scope and responsibility” to read “This Policy applies to the Director of Education and is managed by the elected Trustees. The Board of Trustees is responsible for this Policy”.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

UPDATE TO PERFORMANCE APPRAISAL: DIRECTOR OF EDUCATION (H.C.06)

And we know that for those who love God all things work together for good, for those who are called according to his purpose.

Romans 8:28

Created, Draft	First Tabling	Review
February 2, 2016	February 16, 2016	

Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development

RECOMMENDATION REPORT

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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

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report recommends minor revisions to the Performance Appraisal: Director of Education policy H.C. 06.

B. PURPOSE

This Recommendation Report is on the Order Paper of Governance and Policy Committee due to a recommended policy revision.

C. BACKGROUND

1. The Performance Appraisal: Director of Education policy was originally approved on October 4, 2006.
2. It was subsequently updated in May and September 2013.
3. As it is to be reviewed every two years, it was due for review in September 2015.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The current policy is in the updated meta policy template; however, the policy section and sub-section were mistitled and did not align with the policy number. Therefore, the policy section “Board of Trustees” has been changed to “Human Resources” and the sub-section has changed from “Director” to “Compensation.”
2. The proposed amended policy is attached as APPENDIX A.
3. Under “Scope and Responsibility,” a clarifying point is added: “This policy applies to the Director of Education and the elected trustees at the Toronto Catholic School Board.”
4. Staff do not recommend any further changes at this time.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored through policy development.

2. Further reports to Board regarding recommended changes or updates to the policy will be brought as deemed necessary.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

Staff will post the approved updated policy to the TCDSB policy register.

G. STAFF RECOMMENDATION

Staff recommends that the Board revise Performance Appraisal: Director of Education (H.C.06) as amended and found in APPENDIX A.

APPENDIX A



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: COMPENSATION

POLICY NAME: Performance Appraisal: Director of Education

POLICY NO: H.C.06

Date Approved: October 4, 2006	Date of Next Review: February 2018 (Biennial)	Dates of Amendments: May 2013 September 2013 February 2016
Cross References (internal): Multi-year Strategic Plan Director of Education's Term Employment Contract Trustee Code of Conduct Executive Search Committee Recommendation Report to Board, December, 2011 Cross References (external) including the Education Act and other Legislation: Education Act, Section 283 (2) and 283.1, Section 169.1		
Appendix A - TCDSB Performance Review Process for the Director of Education Appendix B - Director of Education Candidate Profile, 2011		

Purpose

The Board of Trustees and the Director of Education collaborate to provide each student at the Toronto Catholic District School Board with meaningful Catholic faith development experiences and exemplary education. This policy will establish a standardized, fair and transparent framework for the annual performance review process of the Director by the Board of Trustees. The process will measure the degree to which the director is fulfilling this mandate, and will provide a structured opportunity for the Director to receive feedback and identify concerns in a timely and supportive way to facilitate resolution.

Scope and Responsibility

This policy applies to the Director of Education and the elected trustees at the Toronto Catholic School Board. The Board of Trustees is responsible for this policy.

Alignment with MYSP

Living Our Values
Achieving Excellence in Governance
Fostering Student Achievement and Well Being



POLICY SECTION:	HUMAN RESOURCES
SUB-SECTION:	COMPENSATION
POLICY NAME:	Performance Appraisal: Director of Education
POLICY NO:	H.C.06

Financial Impact

No significant financial impact is anticipated with the legislated responsibility of the Board of Trustees to monitor and evaluate the performance of the Director of Education.

Legal Impact

Compliance with The Education Act, other related Provincial Acts and Legislation, the Board of Trustees' By-laws and the Director of Education's Term Employment Contract is required.

Policy

The Director of Education is responsible for implementing the Toronto Catholic District School Board's Vision, Mission and Multi-Year Strategic Plan. The Board of Trustees shall conduct an annual performance review of the Director through a fair process, providing constructive feedback in a manner that supports and strengthens the integrity of the roles performed by the Director and the Board.

Regulations

1. The Trustees and the Director of Education will jointly develop the content, process and the methods of data collection and review. The Performance Review is not intended to encompass every aspect of the Director's work, but to focus on the goals determined for the year under review. (Appendix A)
2. The Performance Review Process will be developmental in its nature, providing for a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.
3. The process by which the Director's performance is reviewed and the occurrence of the review will be made known to the public.
4. The content of the review surveys, the feedback to the Director, discussions with the Trustees and subsequent documentation will be held in confidence. The review surveys shall be based on the Director's areas of responsibility as outlined in the following sources:



POLICY SECTION: **HUMAN RESOURCES**

SUB-SECTION: **COMPENSATION**

POLICY NAME: **Performance Appraisal: Director of Education**

POLICY NO: **H.C.06**

- i. the Education Act;
 - ii. the Ontario Leadership Framework for Supervisory Officers-five leadership practices;
 - iii. the Candidate Profile from the recruitment of the Director of Education (Appendix A);
 - iv. the goals established jointly for the year based on the above and the Multi-Year Strategic Plan
5. Internal staff and external community reviewers are limited to twenty individuals, chosen randomly from selected groups
6. The results of each annual review are linked to any salary changes in compliance with the Director's Term Employment contract.
7. The Director will be provided with a written copy of his/her performance review and will be permitted an opportunity to respond to it. In the event there is any significant disagreement concerning the performance review arises between the Director and the Board, the Director will provide the Chair of the Board with a written response outlining the area(s) of disagreement. Upon receipt of the Director's response, the Chair would present this response to the Trustees in an effort to come to a reasonable resolution.
8. The Board of Trustees will approve a public motion confirming that the Director's performance review process has been completed in accordance with this policy.
9. Before the review occurring at the end of the second to last year of the Director's contract, the Chair will initiate separate succession planning discussions with the Board of Trustees and with the Director to determine preliminary interest in extending the Director's Term Employment Contract. This will provide direction on the requirement to initiate an executive search process in sufficient time. (Appendix B)



POLICY SECTION:	HUMAN RESOURCES
SUB-SECTION:	COMPENSATION
POLICY NAME:	Performance Appraisal: Director of Education
POLICY NO:	H.C.06

Definitions

Board of Trustees

The twelve elected officials charged with governing the TCDSB.

Chair of the Board

The Trustee elected by the Board of Trustees to serve as Chair of the Board for the year, shortened to The Chair.

Director of Education

The Chief Executive Officer and Secretary to the Board, shortened to The Director.

Term Employment Contract

The terms and conditions of the Director of Education's employment, shortened to Contract.

Metrics

The effectiveness of this Policy will be evaluated by the Board of Trustees after each performance review cycle in October of each year. The criteria will include ease of implementation and achievement of the Policy objectives.

Director of Education Performance Review

Guiding Principles

1. The Performance Review Process is developmental in nature, it is a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.
2. The process and its annual occurrence are transparent and available for public information. The process is well understood and communicated to stakeholders.
3. The content of the review surveys, the feedback to the Director and discussions with the Trustees are held in confidence and the documents are stored confidentially
4. The Process is conducted in a respectful and collaborative manner.
5. The Director and the Trustees jointly develop the content (the goals to be reviewed each year), the process and the methods of data collection and review.
6. The Director and the Trustees share information frequently and schedule at least two formal updates throughout the year.
7. Limited Number of Goals to be reviewed each year: The Performance Review will focus on a limited number of results-oriented goals determined for the year under review.
8. Evidence, both qualitative and quantitative, is to be observed by Trustees and internal and external reviewers throughout the year.

Performance Review Process

The Annual Performance Appraisal period is considered to be the calendar year from October 1 to September 30. The review cycle is conducted yearly, with the formal review activities occurring within the first two weeks of October. The following process will form the basis of the Director of Education's Performance Review:

First Week of October – Progress Report and Questionnaires

- Director will provide a progress report in a meeting with Trustees
- Questionnaire based on previously-established goals for the Director's performance is distributed to Trustees
- Questionnaires will be completed anonymously on the evening of distribution
- Different, parallel performance appraisal provided to selected staff members at various levels in the organization and community members (including external, prominent Catholic community leaders) for completion
- One week later, the Chair provides the Director with a copy of the different Questionnaires



Middle of October – Review of Questionnaire Results

- Chair summarizes the results of both sets of Questionnaires and presents results to the Trustees
- Chair meets with the Director to discuss the performance feedback
- Director presents Performance Goals for the upcoming year to Trustees and consensus about the nature of the performance Goals is sought



May – Ad Hoc Director Performance Appraisal Committee

- Ad Hoc Committee Composition: Chair, Vice-Chair, Chairs of the Standing Committees, and one Trustee elected at the May Board meeting
- Design the next Performance Review Questionnaire based on the Director's performance goals established in October, previous



Catholic Director of Education Profile 2011

The following profile represents the qualities and competencies sought for a Director of Education at the Toronto Catholic District School Board. The profile has been adapted from the following sources:

- Council of Ontario Directors of Education, *Role of Director*, 2005
- Ontario Education Services Corporation Trustee Development Program Modules
- Institute for Catholic Education, Profile for a Catholic Director of Education in 21st Century
- PROMEUS, Partners in Executive Search, *Candidate Profile*

Role of the Toronto Catholic District School Board Director of Education

The Toronto Catholic District School Board Director of Education is called upon to be an exemplary Catholic educator with a deep and abiding commitment to the Catholic faith, community and culture. The role requires the knowledge, skills and political acuity to lead the learning of trustees, senior staff, school and system leaders, parents, students, and the broader community in an environment informed by the Ontario Catholic School Graduate Expectations and Ministry of Education curriculum through the lens of faith, hope, love, community, dignity of persons, excellence, justice and stewardship for creation.

Under the *Education Act* the director is the “chief education officer” and “chief executive officer” and is required to “develop and maintain an effective organization and programs required to implement board policies” (s.283).

Responsibilities of the Director of Education

The director is hired by and responsible to the board of elected trustees of the TCDSB. The director is accountable to the Ministry to ensure compliance with provincial law and curriculum. In addition, the Director of the TCDSB has a responsibility to ensure faithfulness to the teachings of the Catholic Church throughout the board and to maintain a positive and effective relationship with the Archdiocese.

The director is the sole employee who reports directly to the elected board. All authority delegated by the elected board to staff is delegated through the Director of Education.

Job Description

The following template offers a job description for the role of Director of Education. The criteria we expect in an individual is one who supports 21st century learning, demonstrates a commitment to Catholic education, is a practicing Catholic and will facilitate achievement of the Toronto Catholic District School Board’s current and future priorities.

The Director of Education and Chief Executive Officer of the Toronto Catholic District School Board, as outlined in the *Education Act*: 283.1, will fulfill the following roles:

- within policies established by the board, develop and maintain an effective organization and the programs required to implement such policies;
- annually review with the board the multi-year plan;

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Catholic Director of Education Profile 2011

- ensure that the multi-year developed establishes the board's priorities and identifies specific measures that will be applied in achieving those priorities and in carrying out its duties under the *Education Act*, in particular its responsibility for student achievement;
- implement and monitor the implementation of the multi-year plan;
- report periodically to the board on the implementation of the multi-year plan;
- act as secretary to the board;
- immediately upon discovery bring to the attention of the board any act or omission by the board that in the opinion of the director of education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline or regulation made under the *Education Act*; and
- if a board does not respond in a satisfactory manner to an act or omission brought to its attention advise the Deputy Minister of the Ministry of Education of the act or omission.

In addition to the requirements of the Education Act, the ideal candidate will have demonstrated expertise, experience, knowledge, leadership skills in providing Catholic leadership, commitment, and direction in the following areas by focusing on:

- Catholic faith, Community and Culture;
- Leading Vision into Organizational Practice;
- Effective and Proactive Media Relations;
- Building Relationships Among Staff and Internal and External Stakeholders;
- An innovative approach to problem solving.

Student Achievement and Well-being

The Director of Education:

- builds and communicates a shared vision of Catholic education, rooted in gospel values and focused on improving the achievement and well-being of all students, staff and parents in the TCDSB community.
- promotes, protects and provides excellence in academic, physical and spiritual well being of students.
- inspires, motivates and encourages trustees, senior staff and all members of the TCDSB community to continually learn and innovate and strive for excellence in Catholic education.
- takes the necessary steps to provide a safe, caring, conclusive learning environment that promotes a sense of collective responsibility for the worth and dignity of all members of the community. Provides advice and leadership to the board in setting goals for leading practices in student achievement and in promoting the value that all children can learn.
- ensures that every student has the opportunity to work toward meeting the Ontario Catholic School Graduate Expectations and the standards of education mandated by the Ministry of Education.
- ensures a consistent and continuous board-wide focus on student achievement, using system and school data to monitor progress, and supports and encourages the same for schools.
- ensures that the student is at the centre of planning and resource management.
- develops Catholic learning communities in collaborative and growth-oriented cultures.

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Catholic Director of Education Profile 2011

- recruits, hires and retains staff with the interest and capacity to further the board's goals.
- provides resources in support of curriculum instruction and the Ontario Catholic School Graduate Expectations.
- allocates resources so that superintendents and principals can implement strategies which secure high standards of behaviour and attendance.
- takes the necessary steps to provide facilities to accommodate students.

Educational Leadership

The Director of Education:

- provides leadership and direction in all matters relating the Catholic education in the district.
- develops and maintains positive and effective relations with staff at the provincial and local government levels.
- establishes and facilitate a process that promotes systematic and comprehensive program links that support school, parish and family life.
- ensures policies and procedures and embedded with the fundamental concepts of human dignity, social justice and environmental stewardship reflective of our Catholic beliefs and traditions.
- in accordance with the director's responsibility to the Ministry of Education through the Deputy Minister provides a director's annual report to the Ministry.
- promotes and encourages the use of new and emerging technologies to support teaching and learning.
- demonstrates a strong vision that supports 21st century learning.

Director/Board Relations

The Director of Education:

- establishes and maintains positive working relations with the Board of Trustees
- provides leadership in ensuring effective governance practices that foster excellence in Catholic education.
- supports the Board of Trustees in performing its role and facilitates the implementation of its role as outlined in board policy.
- provides ongoing learning opportunities for trustees to deepen their knowledge and skills regarding their governance role.
- support the role of trustees in advocacy role for excellence in publically funded Catholic education.
- provides opportunities for ongoing faith formation of trustees
- communicates effectively with the governing board and individual trustees





Catholic Director of Education Profile 2011

System Leadership

The Director of Education:

- demonstrates visionary and strategic leadership that has support of the senior staff, school and system leaders, parents, students and the larger community.
- develops effective approaches for succession planning at all levels of the system beginning with the Directorship.
- demonstrates a willingness to participate on provincial executive committee to execute the vision of the board.

Fiscal Responsibility

The Director of Education:

- ensures that the fiscal management of the district is in accordance with the Ministry's Student Focused Funding Model, other applicable grant regulations, and in accordance with the provisions of the *Education Act* and Regulations.
- ensures that the fiscal management of the district is in alignment with the elected board's multi-year strategic plan and the mandate of a Catholic school system.

Organizational Management

The Director of Education:

- demonstrates effective organizational skills that result in district compliance with all legal, Ministerial and Board mandates and timelines.
- reports to the Minister with respect to matters identified in and required by the *Education Act* and Regulations.
- bring to the attention of the board any act or omission by the board that in the opinion of the Director of Education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline or regulation made under the Act; and if the board does not respond in a satisfactory manner to an act or omission brought to its attention, advise the Deputy Minister of the Ministry of the act or omission.
- nurtures partnership with organizations to benefit student achievement and the goals of the board.

Planning

The Director of Education:

- provides leadership for the development of the board's multi-year plan and annual review of the multi-year plan.
- ensure the multi-year plan establishes board priorities rooted in the gospel and Catholic social teachings as well as evidenced based and exemplary educational practices.
- identifies specific actions that will be taken to achieve those priorities, specifically with regard to the board's responsibility for student achievement.



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Catholic Director of Education Profile 2011

- ensures appropriate involvement of the board of trustees (approval of process and timelines, establishment of board strategic priorities, key results and final board approval).
- reports regularly on implementation and results achieved in relation to the board's multi-year strategic plan and district improvement plans.

Personnel Management

The Director of Education:

- models acceptance of the responsibility to spiritual leadership and pastoral care and situations within the context of a Catholic faith community and school system.
- demonstrates respect for the dignity of all through inclusive practices, whereby each individual is valued, diversity is celebrated, and belonging is nurtured.
- understands the director's overall authority and responsibility for all hiring, monitoring, evaluation and termination of personnel.
- ensures effective systems are in place for the recruitment, selection, supervision, development and performance review of all staff.
- ensures ongoing capacity building, professional learning and succession planning throughout the organization.
- utilizes performance appraisal process to foster ongoing formation and growth in Catholic leadership practices.
- ensures compliance with human rights and labour relations legislation.

Policy

The Director of Education:

- provides leadership in the planning, development, implementation and evaluation of board policies.
- ensures policies reflect the *Education Act*, other pertinent legislation and are anchored in evidence based best practices and Catholic social teachings.
- ensures policies and procedures are embedded with the fundamental concepts of human dignity, equity, social justice and environmental stewardship.

Communications and Community Relations

The Director of Education:

- establishes effective communication strategies to keep the district informed of key monitoring reports, student and staff success, local issues and board decisions.
- ensures that open, transparent and positive internal and external communications are in place.
- ensures that Catholic School Advisory Councils, the Catholic Parent Involvement Committee and the Special Education Advisory Committee have the opportunity to provide appropriate advice and support as required in the regulations and/or board policy.



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Catholic Director of Education Profile 2011

- ensure positive relationship with Archdiocese and supports school communities in nurturing close relationships with local parishes.
- participates in community affairs in order to enhance and support the district.
- develops and maintains strong community presence through strategic planning, use of social media communication tools.
- establish a strong communications protocol and successfully execute strategy.

Student, Staff and District Recognition/Public Relations

The Director of Education:

- establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, staff and district successes.

Leadership Practices

Within the context of the requirements set out in legislation, Ministry of Education policy and guidelines, and the director's local job description, the six leadership practices with from the basis of the Catholic director's performance review are:

- Catholic faith, community and culture
- Setting directions
- Building relationships and developing people
- Developing the organization
- Leading the instructional program
- Securing accountability

Accountability of the Board of Trustees under Provincial Interest Regulation

The Director of Education for the Toronto Catholic District School Board must also be knowledgeable about the Provincial Interest Regulation (PIR). This regulation sets out actions that can be taken by the Minister of Education if the Minister has concerns about a school board in one or more of the following areas:

- Academic achievement of students
- Student health and safety
- Good governance of the school board
- Performance of the board and of the Director of Education in carrying out their responsibilities under the *Education Act*
- Parent involvement



Catholic Director of Education Profile 2011

TCDSB Director of Education Candidate Profile

Based on the characteristics below, the ideal candidate for Director of Education at TCDSB::

- is a transformational leader who demonstrates, in both word and deed, a passion for Catholic Education and a commitment to the gospel values and teachings of Christ and the Catholic Church;
- inspires the continued growth of our students, dedicated staff and communities;
- possesses the know-how to provide effective strategic leadership and support in implementing the Board's goals and objectives;
- has clearly demonstrated, that while a board must be run with business acumen, the business of the board is education;
- has a proven history of successful educational innovation;
- brings demonstrated success in dealing with complexity, turning challenges and conflict into opportunities for progress;
- possesses a highly regarded reputation for integrity;
- has the ability to relate respectfully and effectively with people of widely diverse backgrounds ensuring that diversity is a major asset;
- will be a superb communicator within the board and bring experience about how to develop and implement new and creative ways for all internal stakeholders to work effectively together in common cause for a better future for students and the community;
- has demonstrated skills in developing effective relationships with all external stakeholders, including the municipal and provincial governments and the media;
- is able to confidently and effectively manage the internal and external political challenges associated with the high level requirements of a chief executive officer;
- has the know-how to actively support and lead the development of a strong and effective approach to governance, the confidence and ability to "speak truth to power" in an appropriate, respectful and consistent manner in ensuring that the Board's Code of Conduct is an effective and living document;
- will be in good standing with the Ontario College of Teachers, and hold Supervisory Officer's qualifications consistent with those outlined per the *Amendments to Ontario Regulation 309: Supervisory Officers Qualifications and Appointment of Supervisory Officers and Directors of Education*.



REPORT TO

SPECIAL BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON CATHOLIC SCHOOL PARENT COUNCILS POLICY (S.10)

In all things I have shown you that by working hard in this way we must help the weak and remember the words of the Lord Jesus, how he himself said, 'It is more blessed to give than to receive.'"
Acts 20:35

Created, Draft	First Tabling	Review
February 16, 2016	February 24, 2016	
Maria Rizzo, Chair, Governance and Policy Committee Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
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.



Members of the Committee:

Maria Rizzo, Chair
 Nancy Crawford, Vice Chair
 Jo-Ann Davis, Trustee Ward 9
 Angela Kennedy, Ex-Officio
 Frank D'Amico, Ex-Officio

A. COMMITTEE RECOMMENDATIONS

That the Board accept the proposed wording for Regulation #20 in the revised Catholic School Parent Councils policy (S.10) as follows: “CSPC may maintain a bank account, separate from the school account, under the name of the CSPC.”

B. ORIGIN

This Recommendation Report is on the Order Paper of the Special Board as it recommends a policy revision.

C. EXECUTIVE SUMMARY

The Governance and Policy Committee reviewed the policy revision at the February 16, 2016 committee meeting. The policy as amended was passed unanimously.

D. APPENDICES

1. Appendix A: Report to Governance Committee on Revision to Policy S.10 Catholic School Parent Councils.

E. MOTIONS

1. That the Board approve the proposed wording for Regulation #20 in Policy S.10 Catholic School Parent Councils as follows: “CSPC may maintain a bank account, separate from the school account, under the name of the CSPC.”



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

REVISION TO POLICY S.10 CATHOLIC SCHOOL PARENT COUNCILS

Psalm 25:9

He guides the humble in what is right and teaches them his way.

Created, Draft	First Tabling	Review
October 26, 2015	November 10, 2015	

D. Bilenduke; Senior Coordinator, Finance

P. De Cock; Comptroller, Business Services & Finance

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

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

On April 22nd 2015, the Board approved a major revision to Board Policy S.10 (Catholic School Parent Councils) which is attached as Appendix A. The regulation concerning bank accounts and the requirement to bank at the same financial institution is causing considerable confusion at the school and parent level and could also lead to unnecessary expenses.

B. PURPOSE

1. Approximately 70 schools have consolidated the school bank account with their Catholic School Parent Council (CSPC) bank account.
2. The majority are pleased with this arrangement and wish to see it continue.
3. If the CSPC was required to open a separate account, they would potentially be required to incur monthly bank charges and fees to purchase new cheques.

C. BACKGROUND

1. Prior to April 22nd, 2015 the Board had mandated that all CSPC's consolidate their bank accounts with the school's bank account by August 31st, 2015.
2. At the same time, Business Services arranged a no fee corporate account with its bank, CIBC, which all schools could use. Since this is a corporate account arrangement, only one account per school is allowed.
3. Many schools have consolidated accounts based on the above information, and many were consolidated before any direction from the Board.
4. At the Board meeting on April 22nd 2015, Trustees approved amendments to the policy, and consequently, CSPCs and schools were no longer required to consolidate their bank accounts as previously mandated. An amendment was also made requiring schools and CSPC's to bank at the same branch if their accounts are not consolidated.
5. The language used in the amendment stated that the CSPC "**will**" maintain a separate bank account from the school. It is widely interpreted that the language intended to be used was "**may**" maintain a separate bank account from the school. This needs to be clarified to prevent disruption and expense to CSPC's that have chosen to consolidate their accounts.

6. An amendment was made to the policy that stated **“The school and CSPC accounts will be held at the same institution and location.”** There is no evidence that this amendment adds to the security of the accounts or brings them in line with any perceived best practice.
7. The Board has encountered significant resistance from CSPC treasurers due to the cost of changing financial institutions. They have been advised to wait until this report appears before the Board of Trustees.

D. EVIDENCE/RESEARCH/ANALYSIS

Policy S.10 Catholic School Parent Councils Regulation #20 reads as follows:

20. CSPC **will** maintain a bank account, separate from the school account, under the name of the CSPC. **The school and CSPC accounts will be held at the same institution and location.**

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

It is recommended that Policy S.10 Catholic School Parent Councils Regulation #20 be re-worded as follows:

20. CSPC **may** maintain a bank account, separate from the school account, under the name of the CSPC.

F. STAFF RECOMMENDATION

It is recommended that Trustees accept the proposed wording for Regulation #20 in Policy S.10 Catholic School Parent Councils as follows: “CSPC may maintain a bank account, separate from the school account, under the name of the CSPC.”



POLICY SECTION: Schools

SUB-SECTION:

POLICY NAME: Catholic School Parent Councils

POLICY NO: S.10

Date Approved: April 22 nd , 2015	Review Cycle: 2018	Dates of Amendment: 14 June 01; 20 June 96; 16 Nov.92; 20 Oct 83; 19 Nov 81; Feb 19 th , 2015
Cross Reference: <ul style="list-style-type: none"> • Reg. 298 – Operation of Schools – General • Reg. 612 – School Councils School Councils – a Guide for Members, 2001, Ontario Ministry of Education • H.M. 14 Harassment and Discrimination Policy and The Respectful Workplace • H.M. 19 Conflict Resolution Policy 		
Attachment(s): Catholic School Parent Council Operational Procedures		

Purpose:

This Policy provides the regulations by which Catholic School Parent Councils shall operate within the Toronto Catholic District School Board. This is consistent with the Education Act and Ontario Regulation 612/00.

Scope and Responsibility:

The Policy extends to all schools of the Toronto Catholic District School Boards. 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

Policy

The Catholic School Parent Council (CSPC) of each school in the TCDSB will, through the active participation of parents, endeavor to improve student achievement and well-being and to enhance the accountability of the education system to parents. Each CSPC shall function in an



POLICY SECTION: Schools

SUB-SECTION:

POLICY NAME: Catholic School Parent Councils

POLICY NO: S.10

advisory role by making recommendations to the principal of the school and, where necessary, to the Board, on any matter in accordance with the Education Act, TCDSB policies and, guidelines and operating procedures.

Regulations:

1. The school council at every school shall use the name Catholic School Parent Council (hereafter the CSPC), and will be guided by Catholic values and doctrine. The Chair or at least one of the CSPC Co-Chairs must be Roman Catholic. The CSPC shall not be incorporated.
2. A CSPC may make recommendations to the principal of the school on any matter, and the principal shall consider each recommendation and advise the CSPC of the action taken in response to the recommendation.
3. The principal will act as a resource person to the CSPC and shall assist the Council in obtaining information relevant to the duties and functions of the Council.
4. The principal will provide information and solicit the views of CSPC on matters concerning:
 - i. student achievement and the School Learning Improvement Plan;
 - ii. annual funding for parent involvement;
 - iii. the school budget;
 - iv. school policies and procedures including the code of conduct;
 - v. school uniform or dress code.
5. The principal of a school may delegate any of his or her powers or duties as a member of CSPC to a vice-principal of the school.
6. A CSPC may make recommendations to the Board on any matter, and the Board shall consider each recommendation and advise the CSPC of the action taken in response to the recommendation.
7. The Board shall solicit the views of CSPCs with respect to the:
 - i. establishment or amendment of Board policies or guidelines;
 - ii. development of implementation plans for new initiatives that relate to student achievement
or to the accountability of the education system to parents;
 - iii. Board action plans for improvement based on EQAO reports;



POLICY SECTION: Schools

SUB-SECTION:

POLICY NAME: Catholic School Parent Councils

POLICY NO: S.10

- iv. Principal Profile, to assist in the selection and placement of principals and vice-principals.
- 8. A CSPC may make recommendations to the Board's Catholic Parent Involvement Committee (CPIC) on matters relating to:
 - i. strategies for parent engagement;
 - ii. identifying and reducing barriers to parent engagement;
 - iii. creating a welcoming environment for parents;
 - iv. strategies for parents to support their child(ren)'s learning at home and at school.
- 9. The election of parent members to CSPC will be held within the first 30 days of each school year. The minimum number of council members is 7 and parents must form the majority. Other members include school personnel, community representatives and the local pastor. That said, parents shall still be the majority member. On behalf of the CSPC, the principal will communicate information about elections to the parent community of the school at least 14 days prior to the election.
- 10. There will be no proxy votes at Council meetings.
- 11. Every effort will be made to ensure that CSPC is representative of the diversity within a school community, where possible.
- 12. Composition of the CSPC will be consistent with the Education Act, and will also include the local pastor or designate, parent representative from the Ontario Association of Parents in Catholic Education Toronto (OAPCE Toronto) and, where possible, a person who has a special interest in Special Education.
- 13. There must be a minimum of six CSPC meetings, which includes the Annual General Meeting. All CSPC meetings are open to the public in each school year.
- 14. CSPC may solicit and take into consideration the advice of parents of students enrolled in the school with regards to matters under consideration by the Council.
- 15. All communications from CSPC intended for distribution to parents of children in the school will be approved by the Principal prior to the communication being sent to the intended recipients.
- 16. All CSPC shall function and will be governed by Ontario Regulation 612/00 (found in Operational Procedures in Appendix A)



POLICY SECTION: Schools

SUB-SECTION:

POLICY NAME: Catholic School Parent Councils

POLICY NO: S.10

17. Each CSPC will develop by-laws governing the conduct of its activities and must include the following by-laws:
 - i. a by-law governing election procedures and the filling of vacancies in the membership of the CSPC
 - ii. a by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest
 - iii. a by-law that establishes a conflict resolution process for internal Council disputes, consistent with TCDSB policy H.M.19 Conflict Resolution. [hyperlink to policies]. CSPC by-laws must be distributed and verified each year at the Annual General Meeting.
 - iv. A by-law that establishes a process for the governance of Catholic School parent councils and its affairs.
18. Per Regulation 17 ii) no member of the school parent council will participate in proceedings if they have a conflict of interest.
19. All funds collected by CSPCs shall be retained at the school for preparation and deposit to a CSPC account.
20. CSPC will maintain a bank account, separate from the school account, under the name of the CSPC. The school and CSPC accounts will be held at the same institution and location.
21. The CSPC may engage in fundraising activities related to charitable, humanitarian, educational or services consistent with the tenets of Catholicism. All fundraising shall be carried out under the jurisdiction and supervision of the principal, and will be governed by TCDSB policies S.M.04 Fund Raising in Schools, and F.P.01 Purchasing. [hyperlink to policies] All funds raised will be reported to the parent community.
22. Per legislation an annual report will be submitted by May of every year to the principal and local trustee. Trustees will determine if this should be shared with the board. The annual report will be posted to the website.
23. CSPC shall create minutes of all its meetings and records of all its financial transactions and retain those records for a minimum of four years. The principal will retain these minutes and records and make them available at the school for examination without charge for any member of the Catholic community.



POLICY SECTION: Schools

SUB-SECTION:

POLICY NAME: Catholic School Parent Councils

POLICY NO: S.10

24. Operational Procedures and Financial Procedures provided will govern the respective activities of Catholic School Parent Councils of the TCDSB.

Evaluation and Metrics:

1. The annual report of CSPC activities will serve as an assessment of the Council's work to support student achievement and well-being at the school.
2. The utilization of parent involvement funds and Parent Reaching-Out (PRO) grants will be monitored.



REPORT TO

SPECIAL BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON REVISED FACILITY PARTNERSHIPS POLICY (B.R.07)

*For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.
Jeremiah 29:11*

Created, Draft	First Tabling	Review
January 27, 2016	February 24, 2016	
Maria Rizzo, Chair, Governance and Policy Committee Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
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.



Members of the Committee:

Maria Rizzo, Chair
 Nancy Crawford, Vice Chair
 Jo-Ann Davis, Trustee Ward 9
 Angela Kennedy, Ex-Officio
 Frank D'Amico, Ex-Officio

A. COMMITTEE RECOMMENDATIONS

That the Board approve the revised B.R.07 for consultation at the level of ‘consult’ as defined in the Board’s Community Engagement Policy (T.07) with the following amendments:

1. Scope and Responsibility needs to be amended to indicate that the policy applies to all TCDSB Properties.
2. Regulation 1a) to delete the words “not having been declared surplus” and insert the words “to all school sites or properties” after the word “apply”.
3. Regulation 4d) to include all existing TCDSB partners local or Board wide and relevant charitable non-profit organizations.
4. Regulation 4f) to insert the words “at least 20 calendar days in advance of the meeting after the word “list”.

B. ORIGIN

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. EXECUTIVE SUMMARY

The Governance and Policy Committee reviewed the policy at the January 27, 2016 committee meeting. Trustees wanted to clarify the scope of the policy to ensure that it applies to all TCDSB properties, including those declared surplus. Trustees also wanted to specifically list existing TCDSB partners and charitable non-profit organizations. Trustees also wanted to ensure timelines for providing notice to the public of meetings were included in the policy.

The policy as amended was passed unanimously.

D. APPENDICES

1. Appendix A: Revised Community Planning and Partnerships Policy (B.R.07)

2. Appendix B: Report to Governance Committee on Revised Facility Partnerships Policy (B.R.07)

E. MOTIONS

1. That the Board approve the Community Planning and Partnerships Policy (B.R.07), as contained in *Appendix 'B'* of this report be approved for consultation with the following amendments:
 1. Scope and Responsibility needs to be amended to indicate that the policy applies to all TCDSB Properties.
 2. Regulation 1a) to delete the words “not having been declared surplus” and insert the words “to all school sites or properties” after the word “apply”.
 3. Regulation 4d) to include all existing TCDSB partners local or Board wide and relevant charitable non-profit organizations.
 4. Regulation 4f) to insert the words “at least 20 calendar days in advance of the meeting after the word “list”.
2. That public consultation occur at the level of ‘consult’ as defined in the Board’s Community Engagement Policy (T.07).



POLICY SECTION: BUILDING/PLANT/GROUNDS
SUB-SECTION: RENTALS/PERMITS
POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY
POLICY NO: B.R. 07

Date Approved: January 2007	Date of Next Review: February 2019	Dates of Amendments: May 2013 February 2014 February 2016
Cross References: Ministry of Education Community Planning and Partnerships Guideline (CPPG), March 2015. Ministry of Education Pupil Accommodation Review Guideline (PARG), March 2015. School Accommodation Review Policy (S.09) – currently under review with proposed new title Pupil Accommodation Review Policy.		
Schedule A: Application for Interest in Establishing Community Planning and Facility Partnership		

Purpose:

This Policy has been prepared in accordance with the Ministry of Education's Community Planning and Partnerships Guidelines (CPPG), March 2015. The purpose of this Policy and its regulations are to provide direction, and a framework to seek out and support the development of facility partnership opportunities with community partners that are compatible with the Toronto Catholic District School Board's mandate and Multi-Year Strategic Plan, respect its values and in no way hinder the Board's ability to achieve its goals and objectives.

Scope and Responsibility:

This Policy applies to **all existing schools and properties** of the Toronto Catholic District School Board (the Board), as well as to new construction projects such as new schools and additions. The Director of Education is responsible for this Policy.



POLICY SECTION:	BUILDING/PLANT/GROUNDS
SUB-SECTION:	RENTALS/PERMITS
POLICY NAME:	COMMUNITY PLANNING AND PARTNERSHIPS POLICY
POLICY NO:	B.R. 07

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Financial Impact:

Community partnerships established through the implementation of this Policy may result in a reduction of facility operating costs for the Board. The Board is not expected to absorb additional costs to support facility partnerships. The Board can recover any costs associated with operation, maintenance, administration, renovation and capital improvements (to make space suitable for use by facility partners) arising from the community partnership.

Legal Impact:

The Board could be involved in legal proceedings if community partnerships are not established in accordance with this Policy.

The Education Act requires school boards to maintain a safe learning environment for pupils under its care. The Board must be vigilant in establishing community partnerships to ensure that the safety of students is not compromised.

Policy:

The Toronto Catholic District School Board is committed to providing the best educational opportunities and to enhancing the learning environment in its schools for the elementary and secondary school-age population of the City of Toronto. Community partnerships between the Board and community organizations have the



POLICY SECTION:	BUILDING/PLANT/GROUNDS
SUB-SECTION:	RENTALS/PERMITS
POLICY NAME:	COMMUNITY PLANNING AND PARTNERSHIPS POLICY
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potential to reduce facility operating costs and maximize the efficient utilization of Board assets. They also have the potential to improve services and supports available to students. Community partnerships can also strengthen relationships between the Board, community partners and the public, and provide a foundation for improved service delivery for communities. The Board will, in accordance with this Policy, endeavor to seek out and support community partnerships that are of benefit to the Board, its students and the wider community.

Principles:

The Board is committed to supporting responsive and responsible allocation of resources, including the provision of equitable, affordable and sustainable learning facilities. The following principles will be used as a foundation to support the mission and vision of the Board in pursuing and establishing community partnerships.

- i. The Board's primary responsibility is to support and promote student achievement as well as providing a safe and healthy environment for its students and staff.
- ii. Effective community partnerships must respect the core values of each partner.
- iii. The Board will continue to have the authority to make decisions regarding its school facilities and the use of its properties that are consistent with the Education Act.
- iv. This Policy does not prevent the Board from building, renovating or closing schools, or from disposing of surplus assets as necessary.
- v. Based on criteria contained in this Policy, the Board will have the sole discretion to identify, on an annual basis, buildings and sites that are suitable and available for community partnerships, as well as to determine which



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future new construction projects may present an opportunity for co-building with community partners.

- vi. The Board will consider, and at its sole discretion determine the eligibility of all potential partners based on criteria contained in this Policy.
- vii. At a minimum, community partnerships will be based on full cost-recovery to the Board.
- viii. The Board will continue to follow Ontario Regulation 444/98 regarding the lease or sale of assets which have been declared surplus.
- ix. This Policy recognizes that facility sharing between publicly funded school boards through co-ownership, lease or other agreements is a priority for the Ministry of Education and school boards; coterminous boards that have priority status under O. Reg. 444/98 shall not be disadvantaged under this Policy.
- x. The Board may choose to enter into a license or joint-use agreement for space that is unused but has not been declared surplus.
- xi. While this Policy focuses on facility based partnerships as opposed to those of a service or program based nature, the Board is encouraged to pursue service/program exchanges that may arise with its facility partners.

Regulations:

1. Identification of Space for Partnership Opportunities

- a) This Policy shall apply to situations in which unused space **on all existing school sites or in existing facilities**, is to be considered for community partnership purposes. This Policy shall also apply to partnership opportunities involving new construction.
- b) Based on the Board's Long Term Accommodation Plan (LTAP) and other sources of information available to staff, an annual review of the Board's property assets shall be undertaken to identify underutilized facilities that



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have suitable spaces for potential partnership opportunities, as well as potential co-building opportunities with respect to new construction.

- c) Locations identified as being suitable for facility partnerships or co-build opportunities shall be subject to Board approval.

2. Partnerships - Underutilized Space

- a) In identifying existing facilities with potential partnership opportunities, the annual review of the Board's assets shall take into consideration, but not be limited to the following factors: site size, school capacity, current and projected enrolment, facility condition, current programming and initiatives.
- b) The following criteria, where applicable, may be considered in determining the suitability of facilities for partnership opportunities. Other criteria may also be considered.
- i. Facilities that have been at 60% utilization or less for two consecutive years or have 200 or more unused pupil places.
 - ii. Facilities with a 5-year projected utilization rate of 60% or less from the start of the partnership.
 - iii. Ability to identify and create a separate, distinct and contiguous space within the facility, without compromising or detrimentally affecting the remaining space to be used for school programming, and other Board programs or administrative purposes.
 - iv. Facility will not be required for programming purposes or other uses in the future.
 - v. Identified space can be easily accessed as required without disruption to the existing use of the facility or building.
 - vi. Site constraints and limitations.
 - vii. Compliance with planning controls such as the City of Toronto Official Plan and Zoning By-law (eg. permitted land use, parking requirements, other performance standards).



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- c) In addition to identifying underutilized facilities with potential partnership opportunities, the annual review will also provide details regarding the available space at those facilities, such as location and area of space, facility amenities, and required renovations or improvements if needed.

3. Partnerships - New Construction

- a) Construction of new schools, additions and significant renovations may be considered as opportunities for partnerships. Site size, topography and other physical constraints may limit partnership opportunities.
- b) When considering building a new school or undertaking a significant addition or renovation, the Board shall notify potential partners one to three years prior to the potential start date of construction.
- c) To support potential partners in determining the project's suitability for their purposes, the Board shall provide them with sufficient information regarding the project plans.
- d) The Board does not require an identified source of funding or Ministry approval for the project prior to notifying potential partners.
- e) Potential community partners are to be encouraged to notify the Board (by way of letter to the Director of Education) about their proposals or plans to build new facilities.
- f) Partnership opportunities involving new construction shall be evaluated on a case-by-case basis to determine if the partnership is appropriate for, and in the best interests of the Board.

4. Community Consultation and Notification Requirements

- a) The Board shall hold one public meeting annually to discuss potential partnership opportunities with the public and community organizations. The



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public meeting may be a dedicated meeting specifically for this purpose, or may be held as part of a regularly scheduled Board meeting.

- b) Additional information meetings may be held by staff and potential partners for purposes of clarification, responding to further inquiries, or to discuss supplementary information.
- c) Results of the annual review of underutilized facilities that have suitable spaces for potential partnership opportunities, as well as potential co-building opportunities with respect to new construction (Regulation 1(b)) will be used as the basis to inform the annual public meeting as well as other meetings between staff and potential partners.
- d) For purposes of community consultation and the annual public meeting, the Board shall create a notification list to include, but not limited to the public sector and community agencies identified below. The Board may, at its discretion, add other entities to the notification list, as well as prioritize the entities that appear on the list.
 - i. Agencies listed under Ontario Regulation 444/98:
 - Co-terminus School Boards
 - City of Toronto
 - Local colleges and universities
 - Provincial Government
 - Federal Government
 - ii. Agencies required under the Ministry CPPG
 - District Social Services Administration Board(s) or Consolidated Municipal Service Manager(s)
 - Public Health Boards, Local Health Integration Networks and Children's Mental Health Centres
 - Child care operators and government funded organizations (if requested by same)



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iii. Other agencies as approved by the Board

- **To be determined, including all relevant charitable non-profit organizations as well as existing local and Board-wide TCDSB partnerships.**

e) For purposes of this Policy, the following organizations are not considered eligible partners:

- i. entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, adult education programs similar to those run by the Board, and credit-offering entities that are not government-funded;
- ii. political organizations;
- iii. others deemed ineligible by the Board.

f) The Board shall notify via email the organizations and agencies on the notification list **at least 20 calendar days in advance of the meeting** about the location and date of the annual public meeting, and post this information on the Board website for broader public access.

g) Organizations and agencies interested in being on the Board's notification list or interested in partnering with the Board for the use of space in existing facilities, or in co-building with the Board, are to be encouraged to contact the Director of Education directly via letter, instead of waiting for the annual public meeting.

h) For purposes of notification, the Board shall post on its website, information regarding:

- i. its intention to build new schools and to undertake significant renovations (to be updated as necessary);



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- ii. unused space in open and operating schools, and in administrative buildings that is available for facility partnerships (to be updated at least annually); and
 - iii. contact information to assist with inquiries related to facility partnerships.
- i) The Board shall inform via email those on the notification list when important information regarding community planning or facility partnerships is updated.
- j) The annual public meeting shall be informed about:
- i. all or a portion of the Board's LTAP;
 - ii. details of any schools or facilities deemed eligible for facility partnerships; and
 - iii. relevant information available on the Board's website, and any supplementary information related to community planning and partnerships.
- k) Potential partners invited to attend the annual public meeting shall be requested to have available for the meeting relevant information such as population projections, growth plans, community needs, land-use and green space/park requirements, as applicable, and shall inform the Board of their plans and needs.
- l) The notification list, those in attendance at the annual public meeting and any information exchanged shall be formally documented by the Board.

5. Partnership Selection and Proposals

- a) The Board shall consider, and at its sole discretion, evaluate the eligibility of an applicant for purposes of establishing a community partnership with the Board.



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- b) Applicants that satisfy the selection criteria in Regulation 5(c) below, are invited to submit proposals for the use of space in existing facilities (as identified by the Board), or for partnering in new construction (co-build) projects. Application forms can be accessed from the Board website. A sample application form is provided as Schedule 'A' to this Policy.
- c) The Board shall have full discretion when evaluating applicants and in assessing their compatibility and suitability for a community partnership with the Board. Evaluation of submissions shall be based on how well the proposal satisfies the selection criteria below.

The community partner/partnership shall:

- i. respect the values of the Board and the Catholic faith, expressions and symbols;
 - ii. support the health and safety of students and staff;
 - iii. support the student achievement strategy of the Board;
 - iv. be compatible with the host facility and the Board;
 - v. not interfere with the day-to-day operations and activities of the host facility and the Board;
 - vi. not be a competing education service provider;
 - vii. at a minimum, be based on full cost-recovery to the Board;
 - viii. provide financial statements showing financial viability of its organization;
 - ix. agree to operate in accordance with Board policies;
 - x. enter into a lease, license, or joint-use/partnership agreement with the Board;
 - xi. agree to all staff working on Board premises being subject to a criminal background check;
 - xii. if it is the City of Toronto, provide population projections, growth plans, community needs, land-use and green space/park requirements.
- d) The Board may, at its discretion, consider both, for-profit and non-profit entities.



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- e) A report shall be prepared for the consideration of Trustees, which summarizes partnership applications and evaluation, and provides recommendations on whether or not to proceed with a partnership.

6. Cost Recovery

- a) Based on cost-recovery, fees charged to partners for the space they occupy shall, at a minimum, cover operating costs, capital costs, administrative costs including legal fees, and property taxes (if applicable).
- b) Costs for minor renovations and capital improvements required as a result of making space suitable for use by facility partners, such as those associated with obtaining municipal approvals, the enhancement of student safety and the provision of appropriate washroom facilities, shall be borne by partners.
- c) With respect to new construction or co-building, facility partners shall be required to pay for and finance their share of construction, including a proportional share of joint-use or shared space.

7. Partnership Agreements

- a) The Board shall provide clear instructions to potential facility partners regarding their rights and responsibilities as tenants, including maintenance standards where applicable, and the Board's user policies, such as accessibility and inclusiveness policies.
- b) With respect to new construction or co-building partnerships, partnership agreements cannot be finalized until both the Board and co-build partners have an approved source of funding.
- c) The successful partner shall be expected to enter into appropriate agreements for the use of space within Board facilities. The Board shall ensure that all legal agreements protect its rights and respect the Education Act.



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Definitions:

Coterminous Board

Refers to the Toronto District School Board, Conseil scolaire de district catholique Centre-Sud, or Conseil scolaire Viamonde.

Co-build/Co-building Partnership

Refers to a legally binding arrangement between, and of mutual benefit to, the Board and a public sector or community agency/organization, in which the Board and other public sector or community agency/organization proportionately share in the cost of new construction or significant renovations/capital improvements. Common areas are to be cost-shared on a proportional basis.

Facility

Any vacant site, or site upon which a school and/or administrative building is situated, that is owned and operated by the Board.

Facility/Community Partnership

Refers to a legally binding arrangement between, and of mutual benefit to, the Board and a public sector or community agency/organization, with respect to the use of underutilized Board owned/operated facilities.

Notification List

Refers to a list of potential organizations with which the Board could establish partnerships, including but not limited to public sector (Municipal, Provincial, Federal) and community agencies, that would be used for notification purposes for community consultation and the annual public meeting. This list would include those organizations identified in Ontario Regulation 444/98.

Utilization/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.



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Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the number of suitable partnerships the Toronto Catholic District School enters prior to the next review of this policy.

APPENDIX A



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEREVISED FACILITY PARTNERSHIPS POLICY
(B.R.07)

*For I know the plans I have for you, declares the Lord, plans to prosper you
and not to harm you, plans to give you hope and a future.*

Jeremiah 29:11

Created, Draft	First Tabling	Review
November 24, 2015	December 7, 2015	Click here to enter a date.
Michael Loberto, Senior Coordinator Development Services Mario J. Silva, Comptroller, Planning and Development Services		

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

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

In March 2015, the Ministry of Education released its revised Facility Partnerships Guideline now known as the Community Planning and Partnerships Guideline (CPPG). The new CPPG replaces the Facility Partnerships Guidelines announced by the Ministry in February 2010.

In order for the Toronto Catholic District School Board (TCDSB) to initiate new school accommodation reviews, the Board must amend its Facility Partnerships Policy (B.R.07) so that it is in conformity with the new Guidelines. A proposed TCDSB Community Planning and Partnerships policy based on the new CPPG is provided for the consideration of Trustees.

B. PURPOSE

The purpose of this report is to provide for the consideration and approval of Trustees, a proposed Community Planning and Partnerships Policy (B.R.07) to reflect the Ministry of Education's revised CPPG released in March 2015.

C. BACKGROUND

1. The TCDSB is committed to providing the best educational opportunities and enhancing the learning environment in its schools for students across the City. Community partnerships between the Board and community organizations have the potential to reduce facility operating costs, maximize the efficient utilization of Board assets, and improve services and supports available to students. Community partnerships can also strengthen relationships between the Board, community partners and the public, and provide a foundation for improved service delivery for communities. As such, the TCDSB will endeavor to seek out and support community partnerships that are of benefit to the Board, its students and the wider community.
2. The Board's current Facility Partnerships Policy (B.R.07) is based on the Ministry of Education Facility Partnerships Guidelines issued in February 2010. In March 2015, the Ministry released its revised Facility Partnerships Guideline (*Appendix 'A'*) now known as the Community Planning and Partnerships Guideline (CPPG).

3. The Board's Facility Partnerships Policy must be in conformity with the Ministry's current CPPG before any further school accommodation reviews can be initiated. The CPPG continues to represent a framework of minimum standards on which to base the Board's Policy.
4. The revised CPPG builds in a more formal consultation between school boards, municipal governments, and other community partners in the planning process regarding both underutilized school space and green space/parkland. These changes have been made in order to ensure that municipalities and other community partners are made aware of both a school board's plans and available school space well before a school is considered for a pupil accommodation review.
5. The key changes to the Community Planning and Partnership Guidelines are outlined below:
 - The Facility Partnerships Guideline has been re-named the Community Planning and Partnerships Guideline (CPPG) to emphasize that in addition to promoting facility partnerships, the guideline also support effective planning with community partners, including land use and green space/park planning.
 - At a minimum, all levels of municipal government, District Social Services Administration Boards, Consolidated Municipal Service Managers, public health boards, Local Health Integration Networks and children's mental health centres must be on school boards' notification list when key information regarding facility partnerships or planning is changed or updated.
 - At a minimum, on an annual basis, the sharing of planning information between school boards and other community partners must take place at a public meeting.
 - In addition to this meeting, school boards and other community partners have the option to meet at a staff-level to discuss potential partnership and planning opportunities.
 - The type of information to be shared at the public meeting by both school boards and community partners, as well as the

documentation of exchanged information by boards has been specified.

- In addition to the annual meeting, school boards should engage in discussions with impacted municipalities and other community organizations as they examine options to address underutilized space in schools. These discussions will inform proposals that staff present to the Board of Trustees, including recommendations for pupil accommodation review studies.
 - The purpose of the discussions with community organizations is for school boards to obtain a clear indication of any community planning and partnership opportunities in areas where a pupil accommodation review may occur.
6. The proposed TCDSB Community Planning and Partnerships Policy, attached as *Appendix 'B'* of this report, has been prepared in accordance with the Ministry's CPPG. The purpose of this Policy and its regulations are to provide direction, and a framework to seek out and support the development of facility partnership opportunities with community partners. These facility partnerships must be compatible with the Toronto Catholic District School Board's mandate and Multi-Year Strategic Plan, respect its values and in no way hinder the Board's ability to achieve its goals and objectives.
 7. *Appendix 'C'* provides a side-by-side comparison of the current and proposed policies in order to highlight the changes prescribed by the Ministry of Education CPPG.
 8. Should the proposed policy be approved for public consultation, it should occur at the level of 'consult' as defined in the Board's Community Engagement Policy (T.07).

"To obtain input from community members and the general public on proposed Board directions and decisions."

D. STAFF RECOMMENDATION

1. That Community Planning and Partnerships Policy (B.R.07), as contained in *Appendix 'B'* of this report be approved for consultation.

2. That public consultation occur at the level of ‘consult’ as defined in the Board’s Community Engagement Policy (T.07).

APPENDIX B



REPORT TO

SPECIAL BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON SCHOOL ACCOMMODATION REVIEW POLICY (S.09)

*Commit to the Lord whatever you do, and he will establish your plans.
Proverbs 16:3 | NIV*

Created, Draft	First Tabling	Review
February 16, 2016	February 24, 2016	
Maria Rizzo, Chair, Governance and Policy Committee Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
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.



Members of the Committee:

Maria Rizzo, Chair
 Nancy Crawford, Vice Chair
 Jo-Ann Davis, Trustee Ward 9
 Angela Kennedy, Ex-Officio
 Frank D'Amico, Ex-Officio

A. COMMITTEE RECOMMENDATIONS

1. That the Board approve the new Pupil Accommodation Review Policy (S. 09) and accompanying 'Operational Procedures' for consultation with the following amendments:

A. That Regulation 2 of the policy read: "A modified pupil accommodation review process may be approved and initiated by the Board of Trustees only under exceptional circumstances, and in consultation with the local trustee(s), and there are three (3) or more of the following factors present:

- i. Distance to the nearest available accommodation site is 2 kilometres or less for all elementary schools involved in the review and 7 kilometres or less for all secondary schools. The nearest accommodation indicated must be a single-gender school if a single-gender school is under review.
- ii. The utilization rate of all of the schools under review is equal to or below 50% for elementary and secondary schools
- iii. The number of students enrolled is 100 or fewer for all elementary schools involved in the review and 500 or fewer for all secondary schools involved in the review.
- iv. When the Board is planning the relocation of a program (in any school year or over a number of school years), in which the enrolment constitutes more than or equal to fifty percent (50%) of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- v. There are no more than two schools subject to the pupil accommodation review process.
- vi. The entire student population of the schools subject to a pupil accommodation review process can be accommodated in another school within 2 kilometres for elementary schools and within 7 kilometres for secondary schools.)

- B. That the ARC membership for the standard Pupil Accommodation Review Process include the local trustee(s), and that 'a member of the community' be 'such as a municipal councillor or active member of the community.'
- C. That under Regulation (1)(f) of the 'Operational Procedures' for the standard "Pupil Accommodation Review Process", that it be at the discretion of the consensus opinion of ARC members as to whether more Accommodation Review public meetings be held than are prescribed.
- D. That under Regulation 2(d)(i) of the 'Operational Procedures' for the "Modified Pupil Accommodation Review Process", that it be at the discretion of the consensus option of local School Superintendent(s) and local trustee(s) as to whether more Accommodation Review public meetings be held than are prescribed.
- E. That notice to the school communities of all of the public meeting described in the Operational Procedures - whether for the standard or modified review process - include a letter to go home with each student 30 business days in advance of the meeting, and notice in the bulletins of all school parishes at least 1 week in advance of the meeting As well, every effort be made for notice to be given to the community surrounding the schools (e.g. notice sent out to local councillor, MPP, local community groups).
- F. That Regulation 2(f) ("Public Delegations") of the Operational Procedures for the 'modified' process read that, "No fewer than 18 business days after the Interim Staff Report is formally received at a public meeting of the Board of Trustees, members of the public shall be given the opportunity to provide feedback on the Interim Staff Report through public delegations at a meeting of the Board of Trustees. Written notice shall be provided to the school(s) and surrounding community(ies) no less than 14 business days prior to the meeting of the Board of Trustees at which public delegations

can be made. The 'maximum delegation time' will be 120 minutes for those delegating on the Interim Staff Report at this meeting.

2. That the public consultation occur at the level of 'consult' as defined in the Board's Community Engagement policy (T.07). That all acronyms in the policy be spelled out fully.

B. ORIGIN

This Recommendation Report is on the Order Paper of the Special Board as it recommends a policy revision.

The revisions made to the current School Accommodation Review policy are in direct response to the Ministry of Education's release of a new "Pupil Accommodation Review Guideline" on March 26, 2015 which serves as a province-wide minimum standard for school boards to use when developing their own policies for pupil accommodation reviews. For further reference, the release of the new Pupil Accommodation Review Guideline and the Community Planning and Partnerships Guideline was explained in a Ministry B-Memo- 2015 B09.

C. EXECUTIVE SUMMARY

The Governance and Policy Committee first reviewed the policy at the January 27, 2016 committee meeting. Trustees raised concerns regarding the changes proposed, especially regarding the modified accommodation review process parameters included in the policy. On February 16, 2016, staff reported back with a revised policy for the trustees' review and approval. Trustees still had concerns regarding the parameters for the modified accommodation review process as well as ensuring enough notice was given to the affected schools and communities. The amendments to the policy as recommended by Trustees are highlighted in the attached APPENDIX A.

The policy and operational procedures as amended were passed by a vote of 3 to 1.

D. APPENDICES

1. Appendix A: Revised Pupil Accommodation Review Policy & Operational Procedures (S.09)
2. Appendix B: Report to Governance Committee on School Accommodation Review Policy (S.09)

E. MOTIONS

1. That the Board approve the revised Pupil Accommodation Review Policy (S.09) and accompanying 'Operational Procedures' with the proposed amendments, as contained in Appendix A.
2. That public consultation occur at the level of 'consult' as defined in the Board's Community Engagement Policy (T.07).



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: **PUPIL ACCOMMODATION REVIEW POLICY**

POLICY NO: S. 09

Date Approved:

January 24, 2007

Date of Next Review:

February 2019

Dates of Amendments:

September 11, 2014

January 15, 2015

February 24, 2016

Cross References:

Ministry of Education Pupil Accommodation Review Guideline (PARG), March 2015.

Ministry of Education Administrative Review of Accommodation Review Process

Ministry of Education Community Planning and Partnerships Guideline (CPPG), March 2015.

Community Planning and Partnerships Policy (B.R. 07)

Appendix: Pupil Accommodation Review Operational Procedures

Purpose:

This policy outlines the process Toronto Catholic District School Board (the Board) will undertake to complete a pupil accommodation review or a modified pupil accommodation review of a school or schools.

On March 26, 2015, the Minister of Education released a new Pupil Accommodation Review Guideline, 2015 (the "PARG"). This Policy and the Operational Procedures are established by the Board in accordance with the PARG, as per ministry requirement.

Scope and Responsibility:

The Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of its elementary and secondary programs. These decisions are made by the Board of Trustees in dispensing of its primary responsibility which aligns with the over-arching objectives of fostering student



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

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academic achievement and well-being, and ensuring effective stewardship of the resources of the Board, including the Board's financial viability and sustainability. These objectives apply to any accommodation review conducted pursuant to this Policy, including those conducted under the modified accommodation review process.

In some cases, to address student populations that are constantly changing, the Board of Trustees must consider undertaking pupil accommodation reviews that could lead to school consolidations and closures. Wherever practical, pupil accommodation reviews will include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the objectives noted above. Wherever possible, schools will be subject to a pupil accommodation review only once in a five-year period, unless there are circumstances that warrant a review, as determined by the Board, such as a significant change in enrolment.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Financial Impact:

It is anticipated that the Board would incur limited costs associated with the implementation of the accommodation review process itself. A pupil accommodation review could potentially provide the Board with the opportunity to realize substantial savings by balancing enrolment and right-sizing schools.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Legal Impact:

The Board could be involved in legal proceedings if the pupil accommodation review process is not implemented in accordance with this Policy. The Ministry Guidelines provide a formal process which must be followed if the implementation of the pupil accommodation review process is challenged.

Policy:

A pupil accommodation review of a school or schools will occur in the context of the Board's long-term capital and accommodation planning process, and after the necessary assessment of the options for the school(s) in accordance with that process. This assessment will be made in accordance with Board policy made pursuant to the Community Planning and Partnership Guideline (CPPG) issued by the Ministry of Education.

As a result of some assessments, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations and/or closures. Wherever practical, pupil accommodation reviews will include a school or schools to facilitate the development of viable solutions for pupil accommodation.

The Board welcomes the opportunity for the public and affected school communities to be heard with respect to pupil accommodation reviews. The Board will share relevant information with those affected by the process.

The Board of Trustees will make the final decision regarding any pupil accommodation review.

The Regulations and any Schedules of this Policy may be amended from time to time in accordance with the PARG. In all cases, any minimum timelines set out in the PARG will be followed by the Board.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

A copy of this Policy, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public upon request at the Board office and on the Board's website.

Principles:

Through the Catholic Social Teachings and its Multi-Year Strategic Plan, the Board is committed to establishing integrated decision making structures and processes to support responsive and responsible allocation of resources, including the provision of equitable, affordable and sustainable learning facilities. The following principles will be used as a foundation to support the mission and vision of the Board while undertaking pupil accommodation reviews.

1. The TCDSB is committed to responsibly providing optimal learning facilities for the common good while, at the same time, making it possible for all to come to their full potential as persons and to be all that God intends them to be.
2. Schools will have meaningful connections with a Roman Catholic parish and structured links to their community.
3. Students of the TCDSB have the right to attend Catholic schools that provide reasonable community access, and the Board has a responsibility to provide schools that optimally enhance student learning opportunities in the 21st century.
4. The Catholic principle of subsidiarity promotes the establishment of groups of parents and stakeholders whose purpose is to actively participate in the school accommodation review process, contributing to decisions that consider the value of schools to the parish and community.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: **PUPIL ACCOMMODATION REVIEW POLICY**

POLICY NO: S. 09

Regulations:

1. Pupil Accommodation Review Process

The pupil accommodation review process shall consist of the following components:

- i. Preparation and submission to the Board of Trustees of an Initial Staff Report and School Information Profile(s);
- ii. Approval by the Board of Trustees to undertake a pupil accommodation review process;
- iii. Establishment of the Accommodation Review Committee (ARC), including its Terms of Reference;
- iv. Consultation with the City of Toronto and Community Partners;
- v. Accommodation Review Public Meetings;
- vi. Preparation and submission of an Interim Staff Report to the Board of Trustees, including a Community Consultation section;
- vii. Public Delegations to the Board of Trustees;
- viii. Preparation and submission of a Final Staff Report to the Board of Trustees;
- ix. Decision by the Board of Trustees;
- x. Establishment of a Transition Committee.

2. Modified Pupil Accommodation Review Approval & Initiation

A modified pupil accommodation review process may be approved and initiated by the Board of Trustees **only under exceptional circumstances, and in consultation with the local trustee(s)** where **three (3)** or more of the following factors are present:

- i. Distance to the nearest available accommodation is **2** kilometers or less for elementary schools **involved in the review** and **7** kilometers or less



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for **all** secondary schools. **The nearest accommodation indicated must be a single-gender school if a single-gender school is under review;**

- ii. Utilization rate of **all of the schools under review** is equal to or below 50% for elementary and secondary schools;
- iii. **The** number of students enrolled is **100** or fewer for elementary schools **involved in the review** and 500 or fewer for **all** secondary **schools in the review;**
- iv. When the Board is planning the relocation of a program (in any school year or over a number of school years), in which the enrolment constitutes more than or equal to fifty percent (50%) of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- v. There are no more than **two (2)** schools subject to the pupil accommodation review process; or
- vi. The entire student population of **the schools** subject to a pupil accommodation review process can be accommodated in another **within 2 kilometers for elementary schools and within 7 kilometers for secondary schools.**

3. Modified Pupil Accommodation Review Process

The modified pupil accommodation review process shall consist of the following components.

- i. Preparation and submission of an Initial Staff Report and School Information Profile(s) to the Board of Trustees;
- ii. Approval by the Board of Trustees to undertake a modified pupil accommodation review process;
- iii. Consultation with the City of Toronto and Community Partners;



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- iv. An Accommodation Review Public Meeting;
- v. Preparation and submission of an Interim Staff Report to the Board of Trustees, including a Community Consultation section;
- vi. Public Delegations to the Board of Trustees;
- vii. Preparation and submission of a Final Staff Report to the Board of Trustees;
- viii. Decision by the Board of Trustees;
- ix. Establishment of a Transition Committee.

4. Exemptions

- a) The Board is not obligated to undertake a pupil accommodation review under any of the following circumstances:
 - i. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board, including in its relevant policies;
 - ii. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board, including in its relevant policies;
 - iii. when a lease for the school is terminated;
 - iv. when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
 - v. when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;



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- vi. where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
 - vii. where there are no students enrolled at the school at any time throughout the school year.
- b) Board staff shall ensure that school communities are informed about proposed accommodation plans for students before a decision is made by the Board of Trustees to consolidate, close or move a school or students in accordance with an exemption to the pupil accommodation review process.
- c) Board staff shall prepare a report to the Board of Trustees setting out the circumstances supporting the exemption to the accommodation review process in respect of the school(s) under consideration for such exemption.
- d) Board staff shall, no fewer than five (5) business days after the Board of Trustees make a decision that such exemption applies, provide written notice to the following:
- the City of Toronto (through the Clerks' Department or equivalent);
 - other community partners that expressed an interest prior to the exemption (as defined above);
 - the coterminous school boards through the Director of Education; and
 - the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.
- e) The Board will prepare a transition plan following the Board of Trustees' decision to consolidate, close or move a school or students pursuant to an exemption to the pupil accommodation review process.



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5. Access to Pupil Accommodation Review Documents

This Policy and Operational Procedures, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public on the Board's website and will be available upon request.

APPENDIX A



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Definitions

Accommodation Review

A process undertaken by the Board to determine the future of a school or group of schools, as described in this Policy.

Accommodation Review Committee (ARC)

An advisory committee established by the Board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the Board and the affected school communities.

Accommodation Review Public Meeting

An open meeting held by Board staff to gather broader community feedback on a pupil accommodation review.

ARC Working Meeting

A meeting of ARC members to discuss a pupil accommodation review, including the gathering of feedback from the affected school communities of a pupil accommodation review.

Business Day

A calendar day that is not a weekend or statutory holiday. It also does not include days the Board is scheduled to be closed including the Board's Christmas, spring, Easter and summer break. For schools with a year-round calendar, any break that is five (5) calendar days or longer is not a business day.

Consultation



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The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI)

A measure of the condition of a building as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-Ground (OTG) Capacity

The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public Delegation

A presentation by an individual or a group of individuals to the Board of Trustees at a meeting of the Board, made in accordance with Board policies and procedures regarding public delegations, which permits the individual or group of individuals to have their concerns heard directly by the Board of Trustees.

Initial Staff Report (Report 1)

A report drafted by Board staff containing option(s) and identifying a preferred option with a recommendation to Trustees with respect to a school(s) that should be subject to a pupil accommodation review process or a modified pupil accommodation review process.

Interim Staff Report (Report 2)

A report drafted by Board staff for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil



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accommodation review process, that also incorporates information obtained during community consultations. The Interim Staff Report may, or may not, include the same option(s) as contained in the Initial Staff Report related to a pupil accommodation review process.

Final Staff Report (Report 3)

A report drafted by Board staff which contains recommendation(s) for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil accommodation review process, and which also incorporates information obtained during community consultations and from public delegations (and any staff response to such information).

School Information Profile (SIP)

An orientation document with point-in-time data for each of the schools under a pupil accommodation review.

PUPIL ACCOMMODATION REVIEW OPERATIONAL PROCEDURES

APPENDIX TO POLICY S.09 PUPIL ACCOMMODATION REVIEW

These Operational Procedures incorporate the following Schedules:

Schedule 'A' - School Information Profile

Schedule 'B' - Template Terms of Reference for the Accommodation Review Committee

Schedule 'C' - Pupil Accommodation Review Timeline and Checklist (Regular)

Schedule 'D' - Pupil Accommodation Review Timeline and Checklist (Modified)

These Operational Procedures and related Schedules may be amended from time to time provided such amendments are made in accordance with the Ministry Pupil Accommodation Review Guidelines and Board Policy.

1. The Pupil Accommodation Review Process

a) Initial Staff Report

- i. Board staff shall prepare for the consideration of the Board of Trustees an Initial Staff Report and a School Information Profile (School Information Profile) for each school that may be subject to review. The Initial Staff Report shall identify accommodation issue(s) and will contain:
 - one or more options to address the accommodation issue(s) with supporting rationale;
 - a recommended option if more than one option is presented;
 - proposed timelines for implementation of each option; and
 - information about actions taken by Board staff prior to recommending a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

- ii. The option(s) included in the Initial Staff Report shall address the following:
- summary of accommodation issue(s) for the school(s) under review;
 - where students would be accommodated;
 - if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
 - identify any program changes as a result of the proposed option;
 - how student transportation would be affected if changes take place;
 - if new capital investment is required as a result of the pupil accommodation review, how the Board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available;
 - any relevant information obtained from the City of Toronto and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space; and
 - a timeline for implementation.
- iii. The Initial Staff Report and School Information Profiles will be posted on the Board's website and made available to the public upon request, following the decision to proceed with a pupil accommodation review by the Board of Trustees.

b) School Information Profile (School Information Profile)

- i. Board staff shall prepare School Information Profiles as orientation documents to assist the Accommodation Review Committee (Accommodation Review Committee) and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.
- ii. A template for the School Information Profile, which includes the minimum data requirements and required criteria to be considered, is included as Schedule 'A' to this Policy. Board staff shall complete a School Information Profile, at the same point-in-time, for each of the schools under review.

- iii. The Board may introduce additional items that reflect local circumstances and priorities which may help to further understand the school(s) under review.

c) Accommodation Review Committee (Accommodation Review Committee)

- i. Following consideration of the Initial Staff Report and approval to proceed but prior to the first Accommodation Review Public Meeting, the Board shall establish an Accommodation Review Committee that represents the school(s) under review. The Accommodation Review Committee provides feedback to the Board on behalf of the affected school communities and acts as an official conduit for information shared between the Board and the school communities.
- ii. The Accommodation Review Committee shall be comprised of the following members:
- At least two parent / guardian representatives from each school under review and one alternate parent/guardian, chosen by the school community;
 - School Superintendent from each school under review;
 - Principal or designate from each school under review;
 - One student representative from each secondary school under review and one alternate, selected by the School Principal;
 - Pastor or representative of the parish to which belong each of the schools under review;
 - **The local trustee(s); and**
 - **A member of the community such as a municipal councilor or active member of the community**
- iii. One of the School Superintendents whose school is under review shall be appointed as Chair of the Accommodation Review Committee by the Director of Education.

- iv. Staff from the following areas may be assigned to assist the Accommodation Review Committee in a resource capacity as required.
 - Planning Department
 - Facilities Department
 - Finance Department
 - Toronto Student Transportation Group
 - Other administrative staff as required
- v. The Board shall provide the Accommodation Review Committee with Terms of Reference that describe the following. A template for the Terms of Reference is provided in Schedule 'B'.
 - Mandate of the Accommodation Review Committee;
 - Membership of the Accommodation Review Committee;
 - Role and Responsibilities of the Accommodation Review Committee;
 - Meetings of the Accommodation Review Committee.
- vi. The Board shall invite Accommodation Review Committee members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the Accommodation Review Committee.

d) Consultation with City of Toronto and Community Partners

- i. Within five (5) business days of the Board of Trustees' decision to conduct a pupil accommodation review, Board staff shall provide written notice of the decision to the City of Toronto (through the Clerks' Department or equivalent) and other community partners that expressed an interest prior to the pupil accommodation review and shall invite them to a meeting, to be held before the Final Accommodation Review Public Meeting, to discuss and comment on the option(s) in the Initial Staff Report.
- ii. The City of Toronto and other community partners that expressed an interest prior to the pupil accommodation review, must provide their response (if any)

on the recommended option(s) in the Initial Staff Report before the Final Accommodation Review Public Meeting.

- iii. Board staff shall document their efforts to meet with the City of Toronto, as well as the community partners, as described above.
- iv. The Board shall provide advance notice of when the Final Accommodation Review Public Meeting is scheduled to take place.

e) Notice to Co-terminous School Boards and the Ministry of Education

- i. Within five (5) business days of the Board of Trustees' decision to conduct a pupil accommodation review, Board staff will provide written notice of the decision to the following:
 - the Directors of Education for the coterminous boards; and
 - the Ministry of Education, Office of the Assistant Deputy Minister of Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.

f) Accommodation Review Public Meetings

- i. The Board shall hold two (2) Accommodation Review Public Meetings to gather broader community feedback on the Initial Staff Report. The **Accommodation Review Committee** may, at its discretion, hold additional Accommodation Review Public Meetings. Board staff shall facilitate the Accommodation Review Public Meetings.
- ii. For greater clarity, the Accommodation Review Public Meetings are not meetings of the Board of Trustees. Accommodation Review Committee members may attend Accommodation Review Public Meetings. Accommodation Review Public Meetings shall proceed if Accommodation Review Committee members are not present.

- iii. The Accommodation Review Public Meetings will be announced and advertised publicly by the Board through a range of media. **Notice to the school communities of the public meeting will include a letter to go home with each student 30 business days in advance of the meeting, and notice in the bulletins of all school parishes at least 1 week in advance of the meeting. As well, every effort be made for notice to be given to the community surrounding the schools (e.g. notice sent out to local councilor, MPP, local community groups).**
- iv. The First Accommodation Review Public Meeting shall be held no fewer than thirty (30) business days after the Board of Trustees' decision to conduct a pupil accommodation review.
- v. At a minimum, the First Accommodation Review Public Meeting shall include the following:
- an overview of the Accommodation Review Committee orientation session;
 - the Initial Staff Report with recommended option(s); and
 - a presentation of the School Information Profiles.
- vi. The Final Accommodation Review Public Meeting shall be held at least forty (40) business days from the date of the First Accommodation Review Public Meeting.

g) Interim Staff Report

- i. At the conclusion of the pupil accommodation review process, an Interim Staff Report shall be prepared for the consideration of the Board of Trustees. The Interim Staff Report shall be posted on the Board's website and made available to the public upon request no fewer than ten (10) business days after the Final Accommodation Review Public Meeting.

- ii. The Interim Staff Report shall include all the information provided in the Initial Staff Report as well as the following:
- modifications to proposed and preferred options, including proposed accommodation plans and implementation timelines, previously identified in the Initial Staff Report, if required;
 - Accommodation Review Committee comments and feedback, and any recommendations which the Accommodation Review Committee requests be included;
 - public comments and feedback;
 - information and feedback obtained from the City of Toronto and other community partners; and
 - a summary of the efforts of Board staff to meet with the City of Toronto, as well as other community partners that expressed an interest prior to the pupil accommodation review.
- iii. A minimum of ten (10) business days must be allowed from the posting of the Interim Staff Report to a meeting of the Board of Trustees to receive public delegations.

h) Public Delegations to the Board of Trustees

- i. Members of the public shall be given the opportunity to provide feedback on the Interim Staff Report through public delegations at a meeting of the Board of Trustees no fewer than ten (10) business days from the posting of the Interim Staff Report on the Board website. Written notice shall be provided to school(s) and surrounding community(ies) in advance of the meeting of the Board of Trustees.
- ii. A meeting of the Board of Trustees to receive public delegations shall be announced and advertised publicly by the Board through a range of media. Written notice shall be provided to school(s) and surrounding community(ies) in advance of the meeting of the Board of Trustees Delegations shall be

received in accordance with the Board's policy and procedure on public delegations.

i) Final Staff Report and Decision by the Board of Trustees

- i. At the conclusion of the pupil accommodation review process, and no fewer than ten (10) business days after public delegations, the Board of Trustees shall consider the Final Staff Report, including information from the public delegations and any staff response to such information. The Final Staff Report shall also be posted on the Board website and made available upon request to the public, in advance of the meeting at which Trustees will make a decision regarding the pupil accommodation review.
- ii. The Board of Trustees has the discretion to approve the recommendation(s) of the Final Staff Report as presented, modify the recommendation(s) of the Final Staff Report, or to approve a different outcome.
- iii. The Board of Trustees will make a decision regarding the pupil accommodation review.

j) Transition Planning

- i. The transition of students shall be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the Board shall establish a separate committee that will work in consultation with parents/guardians and staff to address the transition for students and staff.
- ii. A Terms of Reference will be established for the Transition Planning Committee.

2. Modified Pupil Accommodation Review Process

The Board of Trustees may, under exceptional circumstances, undertake a modified pupil accommodation review process for the identified school(s).

a) Initial Staff Reports and School Information Profiles

- i. An Initial Staff Report shall be prepared for the consideration of the Board of Trustees. In addition to the components of the Initial Staff Report identified above, the Initial Staff Report will identify those factors on which a recommendation to proceed with the modified accommodation review process is based, and provide supporting rationale.
- ii. Using the School Information Profile template (Schedule 'A'), Board staff shall also prepare School Information Profiles for each of the schools that may be subject to the modified pupil accommodation review process.
- iii. The decision to proceed with a modified pupil accommodation review process will be at the sole discretion of the Board of Trustees.

b) Accommodation Review Committee (Accommodation Review Committee)

The formation of an Accommodation Review Committee is not required under the modified pupil accommodation review process.

c) Notice and Consultation Requirements

- i. Following the decision of the Board of Trustees to proceed with a modified pupil accommodation review, the Initial Staff Report and School Information Profiles shall be posted on the Board's website and shall be made available to the public upon request.
- ii. Within five (5) business days of the decision of the Board of Trustees, Board staff shall provide to the City of Toronto (through the Clerk's Department or equivalent) and other community partners that expressed an interest prior to the modified pupil accommodation review, written notice of the decision and a meeting invitation to discuss and comment on the recommended option(s) in the Initial Staff Report.

- iii. Within five (5) business days of the decision of the Board of Trustees, Board staff shall also provide written notice of the decision to:
- the Directors of Education for the coterminous boards; and
 - the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.
- iv. The City of Toronto and other community partners who were provided with notice must provide their responses (if any) on the recommended option(s) in the Initial Staff Report before the Accommodation Review Public Meeting (or, if more than one Accommodation Review Public Meeting is convened, prior to the Final Accommodation Review Public Meeting).

d) Accommodation Review Public Meetings

- i. Board staff shall convene and facilitate an Accommodation Review Public Meeting no fewer than thirty (30) business days from the date on which the Board of Trustees decide to hold a modified pupil accommodation review. **The local school superintendent(s) and local trustee(s)**, at their discretion, may convene more than one Accommodation Review Public Meeting.
- ii. For greater clarity, the Accommodation Review Public Meeting is not a meeting of the Board of Trustees.
- iii. An Accommodation Review Public Meeting shall be announced and advertised through a range of media, including a minimum thirty (30) business days advance notification to school communities. **Notice to the school communities of the public meeting will include a letter to go home with each student 30 business days in advance of the meeting, and notice in the bulletins of all school parishes at least 1 week in advance of the meeting. As well, every effort be made for notice to be given to the community**

surrounding the schools (e.g. notice sent out to local councilor, MPP, local community groups).

- iv. Board staff shall record feedback from the community at the Accommodation Review Public Meeting.

e) Interim Staff Report

- i. After the Accommodation Review Public Meeting, or if more than one Accommodation Review Public Meeting is held, after the Final Accommodation Review Public Meeting, an Interim Staff Report shall be prepared for the consideration of the Board of Trustees, and posted on the Board's website and made available to the public upon request, no fewer than ten (10) business days after the Final Accommodation Review Public Meeting.
- ii. The Interim Staff Report shall include all information provided in the Initial Staff Report, as well as the following:
 - modifications to the proposed and preferred options, including the proposed accommodation plans and implementation timelines in the Initial Staff Report, if required;
 - feedback from any public consultations; and
 - any relevant information obtained from the City of Toronto and other community partners prior to and during the modified pupil accommodation review.

f) Public Delegations

- i. No fewer than **eighteen (18)** business days after the Interim Staff Report is **formally received at a public meeting of the Board of Trustees**, members of the public shall be given the opportunity to provide feedback on the Interim Staff Report through public delegations at a meeting of the Board of Trustees. **Written notice shall be provided to the school(s) and surrounding**

community(ies) no less than 14 business days prior to the meeting of the Board of Trustees at which public delegations can be made. The 'maximum delegation time' will be 120 minutes for those delegating on the Interim Staff Report at this meeting.

- ii. A meeting of the Board of Trustees to receive public delegations will be announced and advertised publicly by the Board through a range of media. Written notice shall be provide to school(s) and surrounding community(ies) in advance of the meeting of the Board of Trustees. Delegations will be received in accordance with the Board's policy and procedure on public delegations. Board staff shall compile feedback from the public delegations.

g) Final Staff Report and Decision by Board of Trustees

- i. No fewer than ten (10) business days from the public delegations, the Board of Trustees shall consider the Final Staff Report, which will include feedback received from the public delegations and any staff response to the feedback received. The Final Staff Report shall also be posted on the Board website and made available to the public upon request, in advance of the meeting at which Trustees will make a decision regarding the pupil accommodation review.
- ii. The final decision regarding the modified pupil accommodation review shall be made by the Board of Trustees. The Board of Trustees has the discretion to approve the recommendations in the Final Staff Report as presented, modify the recommendations, or approve a different outcome.
- iii. A Transition Planning Committee along with a Terms of Reference for the Committee shall be established following the Board of Trustees' decision to consolidate and/or close a school.

SCHEDULE ‘A’

School Information Profile

1. The School Information Profile (SIP) is an orientation document prepared by Board staff that contains point-in-time data for each school that is under a pupil accommodation review. The School Information Profile must be prepared prior to the start of a pupil accommodation review.
2. The purpose of the School Information Profile is to help the Accommodation Review Committee (ARC) and members of the public understand the context surrounding the decision to include the school in an accommodation review process and to allow easier comparison between each school in an accommodation review process.
3. An Accommodation Review Committee is a committee established by the Board that represents the affected school(s) of a pupil accommodation review and that acts as the official conduit for information shared between the Board and the affected school communities. The Accommodation Review Committee may request clarification about the information provided in the School Information Profile, however it is not the role of the Accommodation Review Committee to approve the School Information Profile.
4. Each School Information Profile includes consideration of a detailed list of factors as well as the value of the school to the students and the value of the school to the Board.
5. The School Information Profile is established pursuant to and in compliance with the *Pupil Accommodation Review Guideline* (Ministry of Education, 2015) and Board Policy S.09.
6. The School Information Profile is to include the factors identified below for consideration during the accommodation review process. This list represents the minimum information/data requirements; the Board may introduce additional factors that reflect local circumstances and priorities which may help to further understand the school(s) under review.

Facility Profile

- a) School Name and Address
- b) Site plan and floor plan(s) of the school with the date of school construction and any subsequent additions; or space template which is a Ministry of Education template used by the Board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.
- c) School attendance area (boundary) map.
- d) Context map (or air photo) of the school indicating the existing land uses surrounding the school.
- e) Planning map of the school with zoning, Official Plan or secondary plan land use designations.
- f) Size of the school site (acres or hectares).
- g) Building area (square feet or square metres).
- h) Number of portable classrooms.
- i) Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g. science lab, tech shop, gymnasium, etc.).
- j) Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g. tracks, courts for basketball, tennis, etc.).
- k) Ten-year history of major facility improvements (item and cost).
- l) Projected five-year facility renewal needs of school (item and cost).
- m) Current Facility Condition Index (FCI) with a definition of what the index represents. FCI is the building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.
- n) A measure of proximity of the students to their existing school, and the average distance to the school for students.
- o) Percentage of students that are and are not eligible for transportation under the Board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
- p) School utility costs (totals, per square foot, and per student).
- q) Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.

- r) Measures that the Board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier-free).
- s) On-the-ground (OTG) capacity, and surplus/shortage of pupil places. OTG capacity is the capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Instructional Profile

- a) Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
- b) Describe the course and program offerings at the school.
- c) Describe the specialized service offerings at the school (e.g. cooperative placements, guidance counseling, etc.).
- d) Current grade configuration of the school (e.g. junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
- e) Current grade organization of the school (e.g. number of combined grades, etc.).
- f) Number of out-of-area students.
- g) Utilization factor/classroom usage.
- h) Summary of previous five years enrolment and 10-year enrolment projection by grade and program.
- i) Current extracurricular activities.

Other School Use Profile

- a) Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
- b) Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
- c) Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
- d) Availability of before and after school programs or services (e.g. child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.

- e) Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
- f) Description of the school's suitability for facility partnerships.

APPENDIX A

SCHEDULE ‘B’

Template Terms of Reference of the Accommodation Review Committee

Background

The Board is responsible for fostering student achievement and well-being and ensuring effective stewardship of the Board’s resources. In this regard, the Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of elementary and secondary programs. The Board may from time to time be required to consider school consolidations and school closures by undertaking an accommodation review process that is consistent with the Board’s Pupil Accommodation Review Policy. These are the terms of reference applicable to the Accommodation Review Committee (ARC) established for the **[identify accommodation review]**.

1. Mandate

- a) The Accommodation Review Committee is an advisory committee established by the Board that represents the school(s) affected by a pupil accommodation review and which acts as the official conduit for information shared between the Board and the affected school communities.
- b) The Accommodation Review Committee provides feedback with respect to staff report(s) and the options set out therein and may also present alternative accommodation option(s), including rationale for the option(s), recognizing the principles outlined in the Background section above. The overall goal of the Accommodation Review Committee is to provide the local perspective of stakeholders impacted by the decision of the Board of Trustees, and to provide constructive feedback on behalf of the community to the Director of Education regarding the Initial Staff Report, School Information Profile (SIP), options, and preferred option.
- c) The final decision regarding the future of a school or a group of schools rests solely with the Board of Trustees.
- d) This Accommodation Review Committee is formed with respect to the following school(s):

[Insert List of Schools]

2. Membership of the Accommodation Review Committee

- a) The Accommodation Review Committee shall be comprised of the following members.
 - i. At least one parent / guardian representative from each school under review and one alternate parent/guardian, chosen by the school community;
 - ii. School Superintendent from each school under review;
 - iii. Principal or designate from each school under review;
 - iv. One student representative from each secondary school under review and one alternate, selected by the School Principal;
 - v. Pastor or representative of the parish to which belong each of the schools under review;
 - vi. **The local trustee(s); and**
 - vii. **A member of the community such as a municipal councilor or active member of the community.**
- b) Staff from the following areas may be assigned to assist the Accommodation Review Committee in a resource capacity, as required.
 - i. Planning Department
 - ii. Facilities Department
 - iii. Finance Department
 - iv. Toronto Student Transportation Group
 - v. Other administrative staff as required

3. Roles and Responsibilities of the Accommodation Review Committee

- a) A School Superintendent whose school is under review shall be appointed as Chair of the Accommodation Review Committee by the Director of Education. The Chair will facilitate the accommodation review process and ensure it is consistent with the Board's Policy. The Chair may also serve as secretary to the Accommodation Review Committee, or delegate this role to another member of the Committee.

- b)** Members of the Accommodation Review Committee shall attend an orientation session where members will learn about the mandate, roles, responsibilities and procedures of the Accommodation Review Committee.
- c)** Members of the Accommodation Review Committee shall attend working meetings of the Accommodation Review Committee and participate in the process.
- d)** The Accommodation Review Committee shall be provided with copies of the Initial Staff Report and the School Information Profiles for each school under review.
- e)** The Accommodation Review Committee shall review the School Information Profile for each school under review. The Accommodation Review Committee may request clarification with respect to information provided in the School Information Profile, however it is not the role of the Accommodation Review Committee to approve the School Information Profile. A School Information Profile is an orientation document with point-in-time data for each of the schools under a pupil accommodation review. The School Information Profile is intended to help the Accommodation Review Committee and the school community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The School Information Profile provides an understanding of, and familiarity with the facilities under review.
- f)** The Accommodation Review Committee shall review the information provided and accommodation options proposed in the Initial Staff Report and shall seek clarification, ask questions and provide feedback as necessary. The Initial Staff Report is drafted by Board staff and identifies accommodation issues, sets out one or more options to address accommodation issues, identifies a recommended option if more than one is proposed, and includes proposed timelines for implementation.

- i. The Accommodation Review Committee shall provide feedback with respect to the options in the Initial Staff Report prior to the first Accommodation Review Public Meeting.
 - ii. The Accommodation Review Committee may provide alternative option(s) to those set out in the Initial Staff Report. The Accommodation Review Committee must provide supporting rationale for the alternative option(s).
- g) Accommodation Review Committee members are not required to reach consensus with respect to the comments and feedback that will be provided to the Board of Trustees.

4. Roles and Responsibilities of Staff Resources to the Accommodation Review Committee

- a) Board staff from various areas of responsibility shall assist, as required, with answering questions, providing clarification and shall document and compile feedback for inclusion in staff reports.
- b) The comments, feedback, and any alternative option(s) shall be collected and compiled by Board staff in the form of meeting notes. This information shall be included in the Community Consultation Section of the Final Staff Report presented to the Board of Trustees.

5. Meetings of the Accommodation Review Committee

- a) The Accommodation Review Committee shall hold at least three (3) working meetings (not including the orientation meeting) to discuss the pupil accommodation review. The Accommodation Review Committee may choose to hold additional working meetings as deemed necessary within the timelines established by the Pupil Accommodation Review Policy, at the discretion of the Accommodation Review Committee Chair.

- b) At the working meetings, the Accommodation Review Committee shall review the materials presented to it by Board staff, may solicit input from the affected school communities, and shall provide feedback to Board staff.
- c) Working meetings of the Accommodation Review Committee shall be open to the public, however, the public may not participate in such meetings, unless specifically requested by the Accommodation Review Committee to provide input.
- d) Working meetings of the Accommodation Review Committee shall be deemed to be properly constituted even if all members are not in attendance. Quorum is not required for a working meeting of the Accommodation Review Committee.
- e) The Accommodation Review Committee shall be deemed to be properly constituted even if one or more members resign or do not attend working meetings of the Accommodation Review Committee.
- f) Meeting notes of Accommodation Review Committee working meetings shall be prepared.
- g) Accommodation Review Committee members may attend the Accommodation Review Public Meetings held by Board staff.
- h) Dates of Accommodation Review Committee working meetings shall be established by the Chair in consultation with the Accommodation Review Committee.

[Insert Public Meeting Dates]

SCHEDULE ‘C’

Pupil Accommodation Review Timeline and Checklist

Note that the timeline is measured in business days from the date of the Trustees’ decision to start the process of a Pupil Accommodation Review (PAR).

Item	Additional Information	Timeline ¹	Status
Initial Staff Report and School Information Profiles considered by Trustees.	Pupil Accommodation Review approved.	0	
Initial Staff Report and School Information Profiles to be posted on the Board’s website and made available upon request.			
Written notice to City of Toronto through Clerk’s Department (or equivalent) and to community partners who expressed an interest prior to the Pupil Accommodation Review.	Include meeting invitation to discuss and comment on options in Initial Staff Report.	Within 5 business days of Pupil Accommodation Review approval.	
Written notice to Director of Education of co-terminous school boards.		Within 5 business days of Pupil Accommodation Review approval.	
Written notice to Ministry of Education.	Send to the office of the Assistant Deputy	Within 5 business days of Pupil	

Time is measured in business days from the date the Pupil Accommodation Review is approved. “Business day” is defined as a calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards’ Christmas, spring, and summer break. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

	Minister of Financial Policy and Business Decisions.	Accommodation Review approval.	
Establish the Accommodation Review Committee (Accommodation Review Committee).	The Accommodation Review Committee should be formed in time to permit the Accommodation Review Committee orientation session to occur well in advance of the First Accommodation Review Public Meeting.	Within 5 business days of the Pupil Accommodation Review being approved.	
Arrange meeting with City of Toronto and with community partner(s).	Document attempts to meet.	First Accommodation Review Public Meeting.	
Announce and advertise First Accommodation Review Public Meeting through range of media.		30 days before the meeting	
First Accommodation Review Public Meeting.		At least 30 business days after Pupil Accommodation Review approval and after minimum 30 business days written notification to school and surrounding community.	

Provide notice to City of Toronto and community partners of Final Accommodation Review Public Meeting.			
Receive response from City of Toronto and community partners.		Prior to Final Accommodation Review Public Meeting.	
Final Accommodation Review Public Meeting.		At least 40 business days after First Public Meeting.	
Interim Staff Report considered by Trustees	Must be accessible to the public on Board website and available upon request.	At least 10 business days after Final Accommodation Review Public Meeting.	
Provide notice of date of public delegations.		After Interim Staff Report is available to the public, and at least 10 business days before the public delegations.	
Public delegations to Trustees.			
Compile feedback from public delegations and include in Final Staff Report			
Trustees to consider Final Staff Report including input from	Not to occur in the summer.	At least 10 business days after public delegations.	

public delegations and make final decision.			
Establish committee to address transition planning.			

APPENDIX A

SCHEDULE ‘D’

Modified Pupil Accommodation Review Timeline and Checklist

Note that the timeline is measured in business days from the date of the Trustees’ decision to start the process of a Modified Pupil Accommodation Review (MPAR).

Item	Additional Information	Timeline ²	Status
Initial Staff Report and School Information Profiles considered by Trustees.	MPAR approved.	0	
Initial Staff Report and School Information Profiles to be posted on the Board’s website and made available upon request.			
Written notice to City of Toronto through Clerk’s Department (or equivalent) and to community partners who expressed an interest prior to the MPAR.	Include invitation to meeting to discuss and comment on options in Initial Staff Report.	Within 5 business days of MPAR approval.	
Written notice to Director of Education of co-terminous school boards.		Within 5 business days of MPAR approval.	
Written notice to Ministry of Education.	Send to the office of the Assistant Deputy Minister of Financial	Within 5 business days of MPAR approval.	

Time is measured in business days from the date the Pupil Accommodation Review is approved. “Business day” is defined as a calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards’ Christmas, spring, and summer break. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

	Policy and Business Decisions.		
Announce and advertise Accommodation Review Public Meeting through range of media.			
Arrange meeting with City of Toronto and with community partner(s).	Document attempts to meet.	Prior to Public Meeting.	
Receive response from City of Toronto and community partner(s), if any.		Prior to Public Meeting.	
Accommodation Review Public Meeting.		At least 30 business days after MPAR approval and after minimum 30 business days written notification to school and surrounding community.	
Interim Staff Report considered by Trustees.	Must be accessible to the public on Board website and available upon request.	At least 10 business days after the Accommodation Review Public Meeting (or final Accommodation Review Public Meeting if more than one is held).	
Provide notice of date of public delegations, including written notice		After Interim Staff Report has been made available to	

to school(s) and surrounding community.		the public, and at least 18 business days before the public delegations.	
Public delegations to Trustees			
Compile feedback from public delegations			
Trustees to consider Final Staff Report including input from public delegations and make final decision.	Not to occur in the summer.	At least 10 business days after the public delegations.	
Establish committee to address transition planning.			



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

REVISIONS TO SCHOOL ACCOMMODATION REVIEW POLICY (S.09)

For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.

Jeremiah 29:11 / NIV

Created, Draft	First Tabling	Review
February 3, 2016	February 16, 2016	Click here to enter a date.
J. Ruscitti, Senior Manager, Planning Services C. Kavanagh, Senior Manager, Employee Relations and Policy Development P. Matthews, General Legal Counsel, Corporate Services M. J. Silva, Comptroller Planning and Development Services		
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

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

The proposed School Accommodation Review Policy (S.09) has been revised in accordance with the Governance and Policy Committee's direction at its meeting held on January 27, 2016.

B. PURPOSE

1. The purpose of this report is to provide for the consideration of the Governance and Policy Committee, a revised draft of the School Accommodation Review Policy (S.09) which reflects the changes requested by the Committee at its meeting of January 27, 2016.
2. Arising from discussion at its meeting of January 27, 2016, Governance and Policy Committee also requested confirmation that school boards' pupil accommodation review and facility partnerships policies must conform to the Ministry's Guidelines (issued March 2015) before boards can announce any new pupil accommodation reviews.
3. In addition, Governance and Policy Committee requested further discussion on the modified accommodation review process and whether it can be excluded entirely from the Policy.

C. COMMENT

1. At its meeting held on January 27, 2016, the Governance and Policy Committee considered the report *School Accommodation Review Policy (S.09)* and approved the following.

“...that staff come back to the next Governance and Policy Committee with an amended proposed policy based on the following feedback provided by Trustees who have expressed concern around the broadness of the definition of modified process:

1. Under the ARC Process 1(c)(ii) the membership of the ARC to include at least 2 parent representatives and one community representative.

2. Under ARC Process 1(f)(iv) add the words “and notice has been provided to the school community” at the end of the sentence.
 3. Under ARC Process 1(g)(ii), second bullet point, add the words “any recommendations which the Committee by consensus asked to be included”.
 4. Under ARC Process 1(h)(i) and (ii), add the words “including written notice to school and the surrounding communities” after the first sentence.”
2. A side-by-side comparison of the policy proposed by staff with the revised proposal incorporating changes requested by Governance and Policy Committee is presented in *Appendix ‘A’*. A standalone document of the policy reflecting the Committee’s changes is provided in *Appendix ‘B’*.
 3. Trustees are referred to the previous report considered at the January 27, 2016 meeting of Governance and Policy Committee if reference to other appendices is necessary. Appendices included in the previous report are as follows.

Appendix ‘A’ - School Accommodation Review Policy (S.09) - *current Policy*

Appendix ‘B’ - Ministry of Education Pupil Accommodation Review Guideline (March 2015)

Appendix ‘C’ - Pupil Accommodation Review Process: Standard and Modified Review Process (flowchart)

Appendix ‘D’ - Ministry of Education Administrative Review of Accommodation Review Process

Appendix ‘E’ - Proposed School Accommodation Review Policy (S.09)

Appendix ‘F’ - Sequence of Events Prior to Initiation of Accommodation Review (flowchart)
 4. In Ministry Memorandum 2015: B09 to Directors of Education dated March 26, 2015 regarding *Release of New Pupil Accommodation Review Guideline and Community Planning and Partnerships Guideline*, it states as follows:

“The PARG and CPPG continue to represent a framework of minimum standards for school boards to meet in developing their pupil accommodation review and facility partnerships policies. School boards are expected to amend their existing pupil accommodation review and facility partnerships policies to reflect the changes incorporated into the new PARG and CPPG before announcing any new pupil accommodation reviews.”

5. A major concern of the Committee with the staff proposal is the flexibility available to the Board to initiate a modified accommodation review if two or more of the criteria (used to assess whether such a review is warranted) are satisfied. It should be noted that the option for a school board to initiate a modified approach was one of the major changes introduced by the Ministry in its new Guidelines resulting from school board and stakeholder feedback from previous accommodation reviews. It should be further noted that the Ministry Guidelines do not obligate the Board to undertake a modified accommodation review if two or more of the criteria are met; the Board may still elect to initiate the longer, standard review process.
6. The major differences between the standard and modified accommodation review process is that the standard process requires the establishment of an Accommodation Review Committee (ARC) and a minimum of two public meetings, whereas the modified approach does not require the establishment of an ARC, and requires a minimum of one public meeting.
7. While the standard approach may provide a greater level of confidence with the review process, and it would be entirely up to the Board of Trustees to decide whether to proceed with this approach, it would be in the Board’s interest to have the modified approach available to implement in certain situations, if and when necessary.
8. Having the modified process available as an option in the Policy, to use only under certain circumstances if two or more of the specified criteria are satisfied, and electing not to use the modified approach does not contravene the Policy, but by not having it available as an option, the Board’s hands would be tied in situations where the modified approach would be the better choice.

9. Staff at the Ministry of Education have confirmed with staff that the modified approach, available as an option to the Board, may be excluded entirely from the Policy, if the Board so chooses. However, in the opinion of Ministry staff, this would not be in the Board's interest.
10. The suggestion was made at Governance and Policy Committee to make the criteria exceedingly difficult to satisfy so that the initiation of a modified review would rarely occur. This however, would defeat the whole purpose of the modified process in those situations where it would be in the Board's interest to pursue such an approach.

D. STAFF RECOMMENDATION

1. That Pupil Accommodation Review Policy (S.09), as contained in *Appendix 'B'* of this report be approved for consultation.
2. That public consultation occur at the level of 'consult' as defined in the Board's Community Engagement Policy (T.07).