

# TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING

## PUBLIC SESSION

AGENDA  
APRIL 23, 2015

**Michael Del Grande, Chair**  
Trustee Ward 7

**Nancy Crawford, Vice Chair**  
Trustee Ward 12

**Ann Andrachuk**  
Trustee Ward 2

**Patricia Bottoni**  
Trustee Ward 4

**Frank D'Amico**  
Trustee Ward 6

**Jo-Ann Davis**  
Trustee Ward 9

**Hannah McGroarty**  
Student Trustee

**Angela Kennedy**  
Trustee Ward 11

**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

**Christopher MacDonald**  
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

**Michael Del Grande**  
Chair of the Board



## **OUR 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*

## **OUR VISION**

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



# **AGENDA THE REGULAR MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION**

**Michael Del Grande, Chair**

**Nancy Crawford, Vice-Chair**

Thursday, April 23, 2015

7:00 P.M.

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	Pages
1. Memorials and Opening Prayer	
2. Roll Call & Apologies	
3. Approval of the Agenda	
4. Rise and Report on items approved in Private Session	
5. Notices of Motion	
6. Declarations of Interest	
7. Approval & Signing of the Minutes of the Meetings for Public Session.	
7.a Special Board (Student Achievement) - March 5, 2015	1 - 3
7.b Special Board - March 9, 2015	4 - 9
7.c Special Board (Corporate Affairs) - March 12, 2015	10 - 14
7.d Regular Board - March 26, 2015	15 - 26
8. Delegations	
9. Presentations	
9.a Monthly Report from the Chair of the Board	27

9.b	Monthly Report from the Director of Education	28 - 29
9.c	Monthly Report from Student Trustee(s)	
10.	Consideration of Motions for which Previous Notice has been given	
10.a	From Trustee Andrachuk, regarding the Elementary School Admissions Policy	30
11.	Consent and Review	
12.	Reports Requiring Action	
	<u>Unfinished Business from January 26, 2015</u>	
12.a	Considerations and Planning for Development of 2015-2018 MYSP  That the Board of Trustees adopt the implementation Action Plan outlined in this report as a strategy for developing the 2015-18 TCDSB Multi-Year Strategic Plan.	31 - 92
	URGENT	
12.b	Non-Resident VISA Student Fees for September 2015	93 - 97
13.	Matters Recommended/Considered/Questioned at Special Meetings of the Board	
14.	Matters Recommended by Special/Ad Hoc or Sub-Committees	
14.a	Recommendations from the Governance and Policy Committee of February 17, 2015	
14.a.1	Report of the Governance and Policy Committee on Harassment and Discrimination Policy  1. That the Board rescind policy H.M. 28 Sexual Harassment Policy.  2. That the Board approve the revised H.M. 14 Harassment and Discrimination Policy and the Respectful Workplace Guidelines.	98 - 157
14.a.2	Report of the Governance and Policy Committee on Awards Policy	158 - 175



1. That the board approve the revised. That all policies on the TCDSB Policy Register, as found in the Cross References in Appendix A, be rescinded from the Policy Register and moved to the Board webpage under the heading “Awards, Scholarships and Bursaries”.

2. That the Board approve the new consolidated Awards, Funds and Scholarships Policy F.F. 01, as found in Appendix A.

3. That the Board approve re-numbering policy F.F. 25 Donations to F.F. 02.

14.a.3 Report of the Governance and Policy Committee on Legal Counsel Policy 176 - 186

That the board approve the revised policy A. 12 Legal counsel, as found in Appendix A.

14.a.4 Report of Governance and Policy Committee on Policy Tracker 187 - 230

- Received

14.b Recommendations from the Governance and Policy Committee of March 10, 2015

14.b.1 Report of the Governance and Policy Committee on trustee services and expenditures Policy 231 - 263

That the Board amend Board Policy for Trustee Services and Expenditures (T.17) as described in Section D of the Report and amended in Appendix A.

14.b.2 Report of the Governance and Policy Committee on Catholic School Parent Council Policy S.10 follow up 264 - 292

That the Board adopt the revised Policy S. 10 Catholic School Advisory Council (Appendix A) and the revised TCDSB Catholic School Council Operational Procedures Protocol (Appendix B) with the amendments identified in the Action Plan above.

14.b.3	Report of the Governance and Policy Committee on Communication regarding Roles and Responsibilities of Trustees	293 - 306
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That the TCDSB “Trustee Mailer” will be posted to the TCDSB Website and profiled in TCDSB communications department electronic correspondence, including Twitter, e-News, It Starts in the Schools, etcetera.

## 15. Matters Recommended by Statutory Committees of the Board

### 15.a SEAC

15.a.1	Minutes of the Special Meeting of SEAC held March 11, 2015	307 - 309
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1. SEAC recommends to the board that no further reductions be made to Special Education and that not only should current funding be sustained but an increase be considered to meet the augmented needs of students in the TCDSB with Special Education requirements.

2 a) SEAC recommends to the Board that the Ministry be asked why they are forcing funding cuts on Special Education when they are still going through the ministry review.

b) SEAC recommends to the Board that the Ministry be asked why the funds are being re-distributed

3. that SEAC recommends that the Board provide the Committee with results of the survey and copies of presentations from the delegations.

### 15.b CPIC

## 16. Reports from Trustee Representatives on the following Special Committees

### 16.a Nurturing Our Catholic Community

### 16.b Safe Schools

16.c Canadian National Exhibition (CNE)

16.d OCSTA

17. Reports For Information

Unfinished Business from January 29, 2015

17.a Report on Application of Trespass Policy (Deferred to April 23, 2015 Regular Board) 310 - 313

URGENT

17.b Accountability Framework for Special Education 2014-2015 (Deferred to April 23, 2015 Regular Board) 314 - 355

URGENT

17.c Education Development Charges (EDC) Status Report and Amendment to By-law to Increase Charges. 356 - 361

18. Communications

19. Inquiries and Miscellaneous

20. Pending List 362 - 368

21. Adjournment

**MINUTES OF THE SPECIAL MEETING OF THE  
TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

**HELD THURSDAY, MARCH 5, 2015**

**STUDENT ACHIEVEMENT**

**PRESENT:**

M. Del Grande, Chair  
N. Crawford  
A. Andrachuk  
P. Bottoni  
F. D'Amico  
N. Crawford  
A. Kennedy  
J. Martino  
S. Piccininni  
B. Poplawski – by teleconference  
M. Rizzo  
G. Tanuan

A. Gauthier  
G. Poole  
A. Sangiorgio  
R. McGuckin  
J. Yan

L. Fernandes, Recording Secretary

The items dealt with at the Student Achievement and Well Being, Catholic Education and Human Resources Committee in PUBLIC SESSION were deemed presented.

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the items dealt with in PUBLIC SESSION be approved.

CARRIED

### **MATTERS AS CAPTURED IN THE ABOVE MOTION**

**Minutes of the Regular meeting held February 5, 2015** – approved with an amendment to page 4 to include the following item not questioned:

**Communication Plan for the Board Learning Improvement Plan** – received.

**Presentation by Sandra Mastronardi, parent, regarding budget cuts to Special Education** - received and referred to staff.

**Presentation by David Szollosy, representing TSU, regarding the School Year Calendar** - received and referred to staff.

### **School Year Calendar 2015-2016**

1. That the following motion be approved subject to consideration by staff of the comments made by the delegation
  - a. The attached school year calendar (Appendix A) for the 2015-2016 school year be adopted for elementary schools.
  - b. The communication plan outlined in this report be implemented immediately.
  - c. Principals share plans for professional activity days and the school year calendar with their CSACs and school communities in a timely manner.
2. That the approval of the secondary school calendar be deferred to the March 26<sup>th</sup> meeting of the Board.
3. That when the report comes back to Board, that staff identify any TCDSB secondary school that could shift their Professional Development day at no cost to the Board.

**Piping In Classical Music To Washrooms & Parking Lots To Address Safe School Concerns** deferred to come back at a later date to be determined by the Director.

**Consultation and Communications Plan for TCDSB Structural Budget Deficit Reduction Opportunities**

1. The consultation and communications plan be executed at the higher community engagement level of “Involve” – which is up one grade in the Board’s Continuum of Engagement level of “Consult” used in previous budget consultations.
2. This multi-faceted consultation and communications plan be approved for implementation immediately to support TCDSB community engagement and input as the Board reviews solutions to its current financial challenges.

MOVED by Trustee Tanuan, seconded by Trustee Andrachuk, that items dealt with in PRIVATE SESSION regarding a presentation from the Ministry Consultants be approved.

CARRIED

**(Private Session Minutes distributed  
Under Separate Cover)**

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that the meeting adjourn.

CARRIED

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SECRETARY

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CHAIR

**MINUTES OF THE SPECIAL MEETING**  
**OF THE**  
**TORONTO CATHOLIC DISTRICT SCHOOL BOARD**  
**HELD MARCH 9, 2015**

**PUBLIC SESSION**

**PRESENT:**

Trustees M. Del Grande, Chair  
N. Crawford  
A. Andrachuk  
J.A. Davis  
A. Kennedy  
J. Martino  
M. Rizzo  
G. Tanuan

A. Gauthier  
G. Poole  
A. Sangiorgio  
P. Matthews  
R. McGuckin  
P. Keyes  
A. Della Mora  
J. Shanahan  
N. D'Avella  
D. Koenig  
M. Puccetti  
L. Notten  
D. Yack  
J. Shanahan  
L. DiMarco  
J. Saraco  
G. Grant  
V. Burzotta  
J. Yan

L. Fernandes, Recording Secretary

Apologies were received from Trustees Bottoni, D'Amico, Piccininni, Poplawski and Student Trustee MacDonald who were unable to attend the meeting.

Trustee Kennedy declared an interest in the Structural Budget Deficit Reduction Opportunities, as her family members are employees of the Board. Trustee Kennedy indicated that she would neither vote nor participate in the discussion of the item.

Trustee Del Grande declared an interest in decision-making to do with classroom teachers as his daughter is a teacher with the Board. Trustee Del Grande indicated that he would neither vote nor participate in the discussion of the item.

Trustee Kennedy left the meeting.

MOVED by Trustee Andrachuk, seconded by Trustee Tanuan, that the agenda be approved.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustee Martino  
Andrachuk  
Rizzo  
Crawford  
Del Grande  
Tanuan

The Motion was declared

**CARRIED**



The following delegations registered to speak were heard:

- a) Celeste D'Addario regarding The Essential Role of Social Work Supports in Accessing Catholic Education
- b) Sylvester Domanski, representing CUPE 1328, regarding Cost of Supervision in Adult ESL
- c) Lina Nacarato, representing CUPE 1328, regarding the Budget Deficit Report
- d) Julie Mazzuca-Peter, representing Association of Professional Student Service Personnel, regarding the Structural Budget Deficit Reduction
- e) MariaCristina Gencarelli, regarding the budget deficit Report
- f) Mario Bernardo, representing TECT, regarding budget cuts
- g) Patricia Roche regarding budget cuts
- h) Audrey Raskin, representing BOOST Child Abuse Prevention, regarding budget cuts
- i) Jim Van Buskirk, Ontario Association of School Board Chief's of Social Work, regarding Budget Cuts
- j) Uwe and Agnes Mader, representing Arrowsmith parents / LD parents regarding budget cuts
- k) Sharon Dove, parent, regarding the 5th Block Program
- l) Eileen McKeen, Assistant Deen Faculty of Social Work, University of Toronto regarding the work of social workers at TCDSB

- m) Anson Blackburn, regarding the Budget Deficit Report
- n) Genna Gibson, regarding reduction in ISP classes
- o) Stephan Howard, regarding reduction in ISP classes
- p) Linda Pavao, regarding Junior Literacy Intervention
- q) Alice Bozym, regarding the Social Work Department.

MOVED by Trustee Martino, seconded by Trustee Tanuan, that the presentations by all the delegations be received and referred to staff for consideration.

CARRIED

Staff to bring back to Corporate Affairs Committee meeting on March 12, 2015:

1. A breakdown by category and the percentage of reductions in each category and what they represent. The breakdown to also include the percentage of full complement educators represent.
2. A breakdown of the areas that are over staffed and the areas of over spending
3. A list of one time costs
4. The revised Special Education delivery model
5. The plan for 5<sup>th</sup> block and JLI and the consideration of having unfunded programs after school.
6. The comparison of Social Workers with the TDSB and other urban Boards
7. The feasibility of 5 unpaid leave for non-union employees

8. Information on ISP program
9. Information on the number of Student Supervisors and where they are located
10. Further information on the 10 positions CYWs and Social Workers
11. How staff intend to set the matrix for setting priorities.
12. Information on the money given to the Board for the last ten years by the Italian Government.
13. Breakdown of how many students are using the TTC and if grades 7 and 8 students could use the TTC except where the buses are empty and the Board could save on transportation.
14. Information on small schools and per pupil cost on operating a small school.

MOVED by Trustee Davis, seconded by Trustee Rizzo, that the meeting adjourn.

**In favour**

Trustees Davis  
Tanuan  
Rizzo

**Opposed**

Trustees Martino  
Andrachuk  
Crawford  
Del Grande

The Motion was declared

LOST

Staff were also directed to:

1. Request Arrowsmith to reduce their licensing cost and bring it back to the Board
2. Email all Trustees a copy of the report on the delivery of International Languages and what the savings would be if the delivery model was changed and its impact on the regular teacher.

MOVED by Trustee Davis, seconded by Trustee Tanuan, that the meeting adjourn.

CARRIED

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SECRETARY

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CHAIR

**MINUTES OF THE SPECIAL MEETING OF THE  
TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

**HELD THURSDAY, MARCH 12, 2015**

**Corporate Affairs**

**PRESENT:**

M. Del Grande, Chair  
N. Crawford  
A. Andrachuk  
P. Bottoni  
J.A. Davis  
A. Kennedy  
J. Martino  
B. Poplawski – by telephone  
S. Piccininni  
M. Rizzo  
G. Tanuan

A Gauthier  
A. Sangiorgio  
G. Poole  
P. Matthews  
R. McGuckin  
J. Yan

L. Fernandes, Recording Secretary

An apology was received from Trustee D'Amico who was unable to attend the meeting.

The items dealt with at the Corporate Affairs, Strategic Planning and Property Committee Meeting were deemed presented.

MOVED by Trustee Piccininni, seconded by Trustee Martino, that the items dealt with in PUBLIC SESSION be approved.

**CARRIED**

## **MATTERS AS CAPTURED IN THE ABOVE MOTION**

### **Minutes of the Regular Meeting held February 22, 2015 for PUBLIC SESSION – approved**

**Date Change – Corporate Affairs Committee from April 16 to April 14, 2015** that the April 2015 Corporate Affairs Committee meeting be moved from Thursday, April 16<sup>th</sup> to Tuesday, April 14<sup>th</sup> in order to accommodate attendance by all Supervisory Officers and the Chair of the Board at the OCSOA Annual Dinner and Awards Presentation.

### **Presentations from the following delegations - received:**

- a) Marisol Howard, St. Joseph Catholic School
- b) Mark Ealden, representing parents with Children in the ISP, LD and LI classes
- c) Tony Ciccia, representing concerned parents and taxpayers
- d) Adam Badali, regarding Accommodation for Mental Health Complications
- e) Lina Nacarato, representing CUPE, regarding budget cuts
- f) Antonella Ferrante, regarding importance and cuts on Student Supervisors
- g) Domenic Servello, representing Centro Scuola regarding Importance of International Languages (3<sup>rd</sup> Language)
- h) Pina Servello, representing CUPE 3155, regarding Clarity of International Languages funding and expenses.

**Portable Needs and Availability for September 2015** that the Director of Education be authorized to implement the portable needs strategy as outlined in this report.

**St. Norbert Boundary Review: Communication Plan** - received and adopted as follows:

#### Strategic Communications and Community Engagement Action Plan

- a) The initial point of communication will be an information letter providing a status update delivered to all parents in the schools, and through a Synervoice broadcast phone message (if available). This letter will also be targeted to residents directly affected by the proposed school changes. Information will continue to be posted on the official St. Norbert Catholic School website, with direct contact information of Board staff to answer any specific questions.
- b) The Communications Plan will also be aligned to support the initiative through follow up, if appropriate in the Director's Bulletin Board, Weekly Wrap Up, web (TCDSB's external and internal portal), social media (i.e. Twitter) and E-newsletters to engage and inform community stakeholders. This will be further sustained through school newsletters. A formal request will be made to the Archdiocese to provide information for inclusion in the local parish bulletins.

#### 2015-2016 to 2017-2018 Consensus Enrolment Projections

That the following consensus enrolment projections be approved

**Figure 3**

Panel	Projection Type	2014-15 Current ADE Enrolment	2015-16 Projected ADE Enrolment	2016-17 Projected ADE Enrolment	2017-18 Projected ADE Enrolment
Elementary	Total	60,287	60,027	60,580	60,827
Secondary	Regular	27,798	27,294	26,769	26,160
	VISA Students	998	1238	1365	1530
	Monsignor Fraser	1075	956	965	967
	Sub-Total	29,871	29,488	29,099	28,657
Total ADE:		90,158	89,515	89,679	89,484

*Notes: ADE is a blend of October 31 and March 31 enrolments and is used for Ministry reporting purposes.*

**St. Anselm – Accommodation Strategy and Community Concerns** that on behalf of the St Anselm CSAC and the broader St. Anselm community that the board approve their request for an expedited boundary adjustment process as per policy S.A. 03 Elementary School Attendance Boundary policy.

**List of Invitees to OCSTA** that the following list of invitees to OCSTA be approved:

Pastor of Transfiguration of our Lord  
 Bishop Boissonneau  
 Development & Peace, Luke Stocking  
 Catholic Missions, Fr Philip Kennedy,  
 President Serra Club, Mario Biscardi  
 President OAPCE Toronto, Annalisa Crudo-Perri, President TCDSB CPIC,  
 Geoffrey Feldman, President Catholic Women's League, Toronto Council  
 President, Mary Capobianco (she's near the airport at Nativity of Our Lord  
 parish)  
 Knights of Columbus,  
 State Deputy of Ontario, Kevin Daudlin  
 James Ryan, OECTA President  
 Andrea Horwath, NDP leader  
 PC Interim leader  
 Mayor John Tory  
 Deputy Mayor Pam McConnell  
 Minister of Health, Dr Eric Hoskins  
 Minister of Child & Youth Services, Tracy MacCharles  
 Deputy Premier Deb Matthews.

MOVED by Trustee Martino, seconded by Trustee Piccininni, that the items dealt with in PRIVATE SESSION regarding property matters be approved.

CARRIED

**(Private Session Minutes distributed  
 Under Separate Cover)**



MOVED by Trustee Davis, seconded by Trustee Crawford, that the meeting adjourn.

CARRIED

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S E C R E T A R Y

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C H A I R

**MINUTES OF THE REGULAR MEETING  
OF THE  
TORONTO CATHOLIC DISTRICT SCHOOL BOARD  
HELD MARCH 26, 2015  
PUBLIC SESSION**

**PRESENT:**

Trustees M. Del Grande, Chair  
N. Crawford, Vice Chair  
A. Andrachuk  
P. Bottoni  
F. D'Amico  
J.A. Davis  
A. Kennedy  
J. Martino – by teleconference  
S. Piccininni  
B. Poplawski – by teleconference  
M. Rizzo  
G. Tanuan  
H. McGroarty, Student Trustee  
C. MacDonald, Student Trustee  
  
A. Gauthier  
G. Poole  
A. Sangiorgio  
P. Matthews  
P. De Cock  
R. McGuckin  
L. Notten  
D. Koenig  
J. Saraco  
N. D'Avella  
J. Shanahan  
G. Grant

P. Keyes  
C. Fernandes  
A. Della Morra  
G. Iuliano Marrello  
L. DiMarco  
D. Yack  
V. Burzotta  
M. Puccetti  
J. Shain  
J. Yan

L. Fernandes, Recording Secretary

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that the agenda be approved.

MOVED by Trustee Crawford, seconded by Trustee Rizzo, that the items listed in item 14 from the Governance and Policy Committee be deferred to the April meeting of the Board.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Piccininni  
Martino  
Andrachuk  
Bottoni  
Crawford  
Davis  
D'Amico  
Kennedy  
Tanuan  
Rizzo  
Del Grande  
Crawford

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Bottoni, that the Board hear the presentation by Mario Bernardo, representing TECT.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Piccininni  
Martino  
Andrachuk  
Bottoni  
Crawford  
Davis  
D'Amico  
Kennedy  
Tanuan  
Rizzo  
Del Grande  
Crawford

The Motion was declared

CARRIED

On the vote being taken, the agenda, as amended, was declared

CARRIED

Trustee Andrachuk presented a Notice of Motion regarding Elementary School Admissions Policy.

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that the Minutes of the following meetings be approved:

- 7a) Special Board (Student Achievement) – February 5, 2015
- 7b) Special Board (Corporate Affairs) – February 12, 2015
- 7c) Regular Board – February 19, 2015
- 7d) Special Board – February 23, 2015

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Piccininni  
 Martino  
 Andrachuk  
 Bottoni  
 Crawford  
 Davis  
 D'Amico  
 Kennedy  
 Tanuan  
 Rizzo  
 Del Grande  
 Crawford

The Motion was declared

**CARRIED**

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that items 9a), 9b) and 9c) be adopted as follows:

- a) **Monthly Report from the Chair of the Board** – received.
- b) **Monthly Report from the Director of Education** – received.
- c) **Monthly Report from Student Trustee** – received.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Piccininni  
 Martino  
 Andrachuk  
 Bottoni  
 Crawford  
 Davis  
 D’Amico  
 Kennedy  
 Tanuan  
 Rizzo  
 Del Grande  
 Crawford

The Motion was declared

**CARRIED**

MOVED by Trustee Davis, seconded by Trustee Crawford, that item 10a) be adopted as follows:

**10a) Motion from Trustee Del Grande regarding revision to board by-laws** that Articles VIII to XIII of the Toronto Municipal Code for City of Toronto Procedures be copied and forwarded to all Trustees for consideration or Board By-law amendments.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Piccininni  
 Martino  
 Andrachuk  
 Bottoni  
 Crawford  
 Davis  
 D'Amico  
 Kennedy  
 Tanuan  
 Rizzo  
 Del Grande  
 Crawford  
 Poplawski

The Motion was declared

CARRIED

MOVED by Trustee D'Amico, seconded by Trustee Bottoni, that item 12a) be adopted as follows:

- 12a) Motion from Trustee D'Amico regarding Provincial Clergy Appreciation Day for submission to OCSTA AGM** that OCSTA identify a date to recognize our Clergy provincially, to celebrate and honour their commitment to our families, schools, staff, students and trustees in support of Catholic Education and to provide suggested materials to assist in planning recognition events for our clergy.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Piccininni

Trustee Crawford

Martino

Andrachuk

Bottoni

Crawford

Davis

D'Amico

Kennedy

Tanuan

Rizzo

Del Grande

Poplawski

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the following items 17a) and 17b) be deferred to the April 23, 2015 meeting of Regular Board:

- 17a) Report on Application of Trespass Policy**

- 17b) Accountability Framework for Special Education 2014-2015**

CARRIED



MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that item 17c) be adopted as follows:

**17c) Special Education Grant Composition – received.**

CARRIED

MOVED by Trustee Davis, seconded by Trustee Tanuan, that item 18a) be adopted as follows:

**18a) Communication from Goldie Schermann addressed to Trustee Davis regarding cuts to Monsignor Fraser program – received.**

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that items 18b) to 18e) be adopted as follows:

**18b) Communication from Antonella Totino, regarding budget cuts to the ISP program – received.**

**18c) Communication from Mario Bernardo to TCDSB Full Board on behalf of the Unionized Workgroups – received.**

**18d) Communication from Pauline Low, regarding budget cuts to LD Students – received.**

**18e) Communication from Gina Vincent, representing Guidance Counsellors regarding budget cuts – received.**

CARRIED

Trustee Kennedy declared an interest in items 8a) to 8j) Delegations speaking on the budget and item 12b) Revised Structural Budget Deficit Reduction Opportunities and an item on the Private Agenda as her family members are employees of this Board. Trustee Kennedy indicated that she would neither vote nor participate in the discussion of the items.

Trustee Del Grande and D'Amico declared an interest on matters dealing with in-classroom expenditures as their family members are employees of the Board. Trustees Del and D'Amico indicated that they would neither vote nor participate in the discussion of the items.

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that the matters dealt with in PRIVATE SESSION regarding Organization Restructuring be approved.

CARRIED

**(Private Minutes distributed  
Under Separate Cover)**

Trustees Kennedy, Del Grande and D'Amico left the meeting.

The meeting continued with Trustee Crawford in the Chair.

The Board heard the following presentations:

- a) Lisa Robles, regarding budget cuts
- b) Mario Bernardo, representing TECT, regarding budget cuts
- c) Geoff Feldman, representing CPIC, regarding budget cuts

- d) Keith Jolie, President of St. Joseph Catholic School CSAC regarding the Importance of the JLI and 5th Block Programs
- e) Hannah Schermann, Student at Monsignor Fraser regarding Monsignor Fraser staffing cuts and the effects on students
- f) Alberto Di Giovanni, representing the National Congress of Italian Canadians , Ontario Chapter regarding International Languages
- g) Rosanna Del Grosso, representing the Association for Bright Children, regarding cuts to Special Education
- h) Tamia Simon, Student of Monsignor Fraser regarding Proposed Cuts to Fraser
- i) Castille Rodriguez regarding budget cuts to ISP

MOVED by Trustee Davis, seconded by Trustee Tanuan, that the above presentations be received and referred to staff.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Piccininni  
 Martino  
 Andrachuk  
 Bottoni  
 Crawford  
 Davis  
 Tanuan  
 Rizzo  
 Poplawski

The Motion was declared

**CARRIED**

MOVED by Trustee Piccininni, seconded by Trustee Davis, that the meeting recess.

CARRIED

The meeting continued with Trustee Crawford in the Chair.

MOVED by Trustee Piccininni, seconded by Trustee Martino, that the presentation from Joe Ferraro, representing from CUPE 1280 be heard.

CARRIED

Joe Ferraro, representing CUPE 1280, addressed the Board regarding budget cuts

MOVED by Trustee Piccininni, seconded by Trustee Martino, that the presentation by Joe Ferraro, representing CUPE 1280, regarding budget cuts be received and referred to staff.

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that the meeting be extended to 11:30 p.m.

**In favour**

**Opposed**

Trustees Martino  
Andrachuk  
Bottoni  
Crawford  
Davis  
Tanuan  
Rizzo  
Poplawski

Trustee Piccininni

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that the meeting adjourn.

**In favour**

**Opposed**

Trustees Rizzo  
Andrachuk  
Tanuan  
Rizzo  
Poplawski  
Piccininni

Trustees Martino  
Crawford  
Davis

The Motion was declared

CARRIED

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SECRETARY

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CHAIR

The month has been focused on our Budget challenges and as a consequence much media attention has been devoted to it.

Interviews were conducted with Omni, CP24, City News, CFTO, 680 Radio, The Catholic Register, Lifesite, CBC TV and morning radio.

Calls were made to Toronto Parking Authority for partnership opportunities. Staff is following up on those initial contacts.

Dealt with the City/Board of Health controversy concerning our appointee, Trustee Kennedy and the media following that issue.

Meet with Reboot Canada on the 18<sup>th</sup> to look for further opportunities to benefit our schools.

Remarks for the exemplary Practice Awards and the launch of the Pastoral Plan.



## **DIRECTOR'S MONTHLY REPORT**

### **APRIL 2015**

The following are highlights for the month of April 2015.

- Continued to meet with school staff to discuss the Budget situation
- Met with Deloitte Ministry Consultants to discuss deficit
- Attended a York University School Boards' Cooperative Meeting
- Held a meeting with Bishop John Boissonneau to discuss various school board and Archdiocese relationships
- Participated in an Alpha Toronto event at Marshall McLuhan SS
- Held various teleconferences with TCDSB organizing committee regarding the upcoming OCSTA AGM and Conference
- Met with Joe Volpe, Editor of Corriere Canadese regarding issues currently in the media involving TCDSB
- Participated in the flag-raising ceremony in recognition of Autism Awareness held at the CEC
- Welcomed students to the Student Success Job Fair held at the Metro Toronto Convention Centre
- Teleconferenced with the Canadian Centre for Child Protection
- Attended a fundraising event for "TRUST 15" an organization aimed at supporting students in needy areas of the City through programs that assist in promoting student success
- Student Success Conference at the Ontario Science Centre
- Hosted Directors of Education from various Catholic school boards across Ontario for a morning at the CEC
- Attended a Board of Director's Meeting of The Learning Partnership
- Co-hosted a very successful Ontario Catholic Supervisory Officers' Association (OCSOA) AGM and Conference held in Toronto
- Celebrated, along with the Chair of the Board, the 50<sup>th</sup> Anniversary of St. Timothy Catholic School at their open house

- Along with the Chair of the Board, participated in the 100<sup>th</sup> Anniversary celebration of both St. Mary of the Angels Catholic School and St. Mary of the Angels Catholic Church
- Attended a meeting with the Chair of the Board regarding new FOI protocol
- Attended a Ministry of Education GSN Symposium in Guelph, Ontario
- Participated in the Launch of our New 3-Year Pastoral Plan with students, teachers, parents and trustees held in the Boardroom of the CEC and live-streamed to all TCDSB schools
- Held weekly teleconferences with Deloitte Ministry Consultants to update on the Board's financial situation



## **Notice of Motion**

Regular Board

March 26, 2015

**RE: Elementary School Admission Policy**

Moved by: Trustee Andrachuk, Ward 2

Seconded by:

**Whereas:** All Catholic students should have access to their local elementary school

**Whereas:** Date and time stamp is used to determine the priority admission for elementary students to their local school

**Whereas:** The date time stamp priority admission is similar to a lottery and does not give priority to students in close proximity to their local school

**Whereas:** Oversubscribed schools are challenged to admit all students from within the catchment area and many must be redirected to area schools outside their immediate area. This may requiring redirecting students who live in closer proximity to the local school than other students because of the date and time stamp priority.

**Whereas:** The TCDSB has implemented FDK boundaries as admission boundaries for all elementary schools to replace the concentric circle from school and transportation routes

**Whereas:** Boundaries will come under review, from time to time, to determine appropriate students catchment area in order to balance enrolment in schools.

**Be it resolved that:** Under Regulation 3, the order of applicants priority for admission to any local elementary school will be determined by **geographic proximity** in conjunction with date and time of completion of initial application for registration.

The expression “**geographic proximity**” takes into account:

- i) the actual direct distance involved;
- ii) the availability, and efficacy in the circumstances, of public transportation; and
- iii) natural and constructed barriers.



REPORT TO

REGULAR BOARD

## CONSIDERATIONS AND PLANNING FOR DEVELOPMENT OF 2015-18 MYSP

*Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths. Proverbs 3:5-6*

Created, Draft	First Tabling	Review
March 9, 2015	March 26, 2015	<a href="#">Click here to enter a date.</a>
Loretta Notten, Superintendent of Governance, Planning and Strategic Planning		
<b>RECOMMENDATION REPORT</b>		

### 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**

All school Boards are required to develop a three year Multi-Year Strategic Plan (MYSP). The Toronto Catholic District School Board plan was last adopted in 2012 and expires at the end of the 2014-15 school year. The Board has engaged in two public consultations to assess its efficacy against the current MYSP and in the fall of 2014 released a public report card, informed both by stakeholder feedback, staff reports and objective data. The process of developing the 2015-18 MYSP must now begin, building on the foundation of the existing MYSP but allowing for new strategic directions and goals to emerge. This report provides consideration of constraints, assumptions, assessments of our existing six strategic goals, educational challenges and opportunities, and insights regarding other Multi-Year Strategic Plan. With these considerations reviewed, the report makes a proposal regarding how the plan could be developed and recommends beginning the process in earnest in the early fall of 2015. Elements of the proposed plan include focus groups, a broad-based consultation in the fall of 2015 and launch of the new plan by the beginning of the new calendar year.

## **B. PURPOSE**

1. The Ministry of Education has identified for several years its strategic priorities and has held steadfast to the primacy of increased student achievement and well-being, equity of achievement and opportunity for all students, and increased public confidence, which are now re-affirmed within their newest roadmap for education in the province, released this April 2014 (*Achieving Excellence: A Renewed Vision for Education in Ontario*). The province has clearly identified its aspiration that Ontario's Educators will be supported in learning continuously and will be recognized as amongst the best in the world. The Toronto Catholic District School Board Multi-Year Strategic Plan has endeavoured to be faithful to these articulated priorities, as well to our Catholic Graduate Expectations and the principles of our Catholic Social Teachings.
2. Within the Board's obligations under the Education Act, the Director of Education is obligated to report on the board's progress in relation to the Multi-Year Strategic Plan, i.e., The Annual Report of the Director of Education. It is arguably the most important document that the board uses to both identify strategic priorities and to subsequently provide a critical filter for

all other decisions that follow. Thus the development of the MYSP should be undertaken in a way that is inclusive and responsive to TCDSB stakeholders, while fulfilling its obligations to Ministry of Education priorities. In this way, ownership of the plan and its ultimate success are more strongly positioned.

3. On February 19<sup>th</sup>, 2015 the Board of Trustees approved the following motion:
  - a. *THAT staff provide a report with the following in order to help inform trustees and staff in the development of a “draft” 2015-2018 Multi-year Strategic Plan (MYSP) which, once completed, would go out for consultation:*
    - i. *Constraints and assumptions for the 2015-2018 MYSP*
    - ii. *Strengths, weakness, opportunities and threats to our existing 6 strategic goals*
    - iii. *Known major challenges and opportunities for our Board and for education in the coming 5 to 10 years*
    - iv. *Copies of the latest multi-year strategic plans for the other GTA school boards*

## **C. BACKGROUND**

1. Establishing and monitoring the implementation of the board’s Multi-Year Strategic Plan (MYSP) with a budget that supports it, is an important legislated responsibility of the board. The Education Act requires boards to report annually on their multi-year strategic plans. The MYSP provides a compelling vision for the school district with an emphasis on student achievement. The board’s MYSP is its “face” to the community.
2. The Multi-Year Strategic Plan (MYSP) 2012- 2015 was approved by the Board of Trustees on April 4, 2012 to guide the decisions and actions of all TCDSB employees. The goals of the plan, with their focus on student achievement and Catholic values, went through several revisions in development, to reflect the input received during the consultation sessions to ensure that the plan would, in its ideal, be one embraced by every member of the TCDSB community—students, parents, staff and trustees.
3. To inform and support the successful implementation of the Multi-Year Strategic Plan (MYSP), the TCDSB has been committed to gathering

feedback on a cyclical basis. The first outreach for system-wide feedback on the implementation of the MYSP took place in fall 2012-13, largely through an on-line survey, though paper copies were also available. With 1,259 respondents, the results of the survey offered a preliminary picture of perceptions in regards to MYSP successes.

4. In 2013-14, a comprehensive approach was adopted for the communication and gathering of input. A report was prepared for the spring of 2014 which summarized the extensive feedback of 19,834 TCDSB stakeholders, as well as presenting staff assessments of progress to date. At the request of the Board of Trustees, an additional abridged report card was prepared to summarize the MYSP's implementation plans and system impact. Generally, stakeholders and staff have affirmed that Board practices corresponded with the MYSP. Stakeholder groups offered varying views on potential areas for growth within the Multi-Year Strategic Plan and as a result, they were briefly captured within the "Next Steps" identified in the report card.
5. The current MYSP is defined by six strategic directions. Each direction is further defined by nine 'priorities' that guide the work mandated by the MYSP. Thirty-six goals further illuminate the priorities, outlining the actions that the Board is to carry out in accordance with the MYSP. The following is a summary of the six strategic directions and the related priorities in the 2012-15 TCDSB Multi-Year Strategic Plan:

- i. **Living Our Catholic Values:**
  - *To apply Catholic social teachings to all that we do.*
- ii. **Fostering Student Achievement and Well-Being:**
  - *To support our students in meeting the Ontario Catholic school graduate expectations,*
  - *To support our students ability to apply critical and innovative thinking in all subjects, and*
  - *To create equitable learning environments*
- iii. **Strengthening Public Confidence:**
  - *To create enhanced, regular communication with all stakeholders*
- iv. **Providing Stewardship of Resources:**
  - *To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources, and*
  - *To ensure fiscal responsibility at all levels of the organization*

- v. **Achieving Excellence in Governance:**
    - *To lead and model best practices in Board governance*
  - vi. **Inspiring and Motivating Employees:**
    - *To create a learning and work environment that is equitable and diverse and supportive of professional learning, innovation and collaboration.*
6. As a system, we have a strong foundation from which to build the 2015-18 Multi-Year Strategic Plan, but the board would be well served by being open to new ideas and perspectives, and by engaging its stakeholders more broadly in the development of the plan. Strong engagement of stakeholders will lead to empowerment and ownership of the new plan.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. There are a number of foundational documents that can be utilized to help in the development of the new Multi-Year Strategic Plan, consistent with practice in the development of the current plan:
  - Ontario Catholic School Graduate Expectations
  - Catholic Social Teaching
  - Annual Report of the Director of Education
  - Evolving TCDSB Three Year Pastoral Plan
  - Ontario Catholic Leadership Framework
  - Strong Systems and Their Leadership
  - Newly Revised TCDSB Board Learning Improvement Plan
  - TCDSB Multi-Year Strategic Plan Report Card 2014
  - Ontario Education Services Corporation Good Governance Guide
  - TCDSB 3 Year Budget Recovery Plan
2. **Constraints and Assumptions for the 2015-2018 MYSP:**
  - As stated above, unless there was a strongly supported rationale for changing the TCDSB Mission and Vision which underpins the Multi-Year Strategic Plan, a preliminary assumption would be that the board is not looking to revise these two statements.

- As noted above, there are six Strategic Directions further defined by nine ‘Priorities’ that guide the work mandated by the MYSP. Thirty-six goals further illuminate the priorities, outlining the actions that the Board is to carry out in accordance with the MYSP. It could be argued that any of these are capable of being revised or altered in light of recent developments or feedback received. That said, it is more likely that the six strategic directions will continue to remain and that the priorities and goals, as well as the supporting actions are those items most likely to evolve and change.
- The most significant constraint which has been surfaced in staff’s preparation of this report, and in the early thinking about the MYSP that will inform the next three years, is that of the current budget situation. That said, the convergence of a 3 year strategic plan and a 3 year budget recovery plan could be an ideal opportunity to ensure that the two complement one another, and that funding aligns to strategic priorities.

### **3. Strengths, Weaknesses, Opportunities and Threats to our existing Six Strategic Directions.**

*A general review of the strengths, weaknesses, opportunities and threats to our existing six strategic directions reveals the following:*

#### **Strengths of our current MYSP:**

- The overall MYSP (2012-2015) results – both in terms of empirical evidence and in terms of stakeholder feedback are encouraging.
- The current priorities link quite well to the Ministry’s goals of *Achieving Excellence, Ensuring Equity, Promoting Well-Being and Enhancing Public Confidence*.
- The MYSP allows for essential data to be collected to support the attainment of the goals.
- The MYSP has helped drive excellent progress in some domains, such as in the areas of parent engagement and community relations. The development of parent forums, masses, cultural exposes, advisory committees all help to strengthen community engagement.

- Strong practices have been developed to leverage more comprehensive community consultation and engagement on a variety of topics related to MYSP goals.
- Good progress continues to be made in revising and updating TCDSB policies.
- There has been excellent progress within the Board's Capital Plan, with a number of school additions, new schools, and a number more are "in the cue", with many portables being removed.
- Within Operations and Maintenance a number of innovations have contributed to fewer people doing the same work with greater efficiency (both human efficiency and systems efficiency).

#### Weaknesses of the current MYSP:

- Some benchmarks articulated within the MYSP goals require refinement from a research perspective (eg., exceeding the provincial average in literacy and numeracy as measured by EQAO).
- Student achievement in mathematics has not been prominently identified in the 2012-15 version of the MYSP.
- There were stakeholders who did not feel ownership of the current MYSP and would like more involvement from the ground up in order to authentically own the plan.
- Progress toward an annual Governance Plan continues, and ongoing governance review with corresponding capacity building remains an area for continued growth.
- Within Facilities and Planning, timelines and staff resources are all seen as thinly stretched.



### Opportunities Moving Forward:

- The launch of a new TCDSB Pastoral Plan will allow for a seamless alignment to the MYSP.
- Budget constraints in convergence with the planning of a new Multi-Year Strategic Plan create the opportunity to envision a new structure and a new sustainable model to attain stated goals.
- The opportunity to align the MYSP with current foundational documents will provide an opportunity for further alignment regarding initiatives. (The work of Professor Ken Leithwood on *Strong Districts and their Leadership* is a critical new document.) **(Please see Appendix C)**
- There is an opportunity within a new MYSP cycle to increase the voice of the vulnerable and marginalized within our school communities.
- Ministry's investment in technology will support equitable learning environments and offset reductions made in TCDSB due to budget constraints.
- The Boundary Review and Accommodations Review processes could lead to greater efficiency in the system.
- The pending initiation of a renewed Long Term Planning and Program Plan process will bring new opportunities for stakeholder input and alignment of resources.
- The construction of new schools brings new opportunities to create state of the art learning environments.

### Threats

- Trust is likely to be a significant challenge amongst many stakeholders.
- A negative climate based on the current monetary issues could disengage our stakeholders in the development of a new MYSP. This may pose a

particularly strong threat to our Strategic Direction of “*Inspired and Motivated Employees*”.

- TCDSB budget issues will be a major factor to consider. Declining enrolment compounds this threat.
- Provincial budget constraints will have to be considered in the development of priorities and goals for the new version of the MYSP.
- Any legislative changes in regards to Proceeds of Disposition (PODs) will have to be closely monitored, as these funds are critical to current and future capital planning.
- Innovative practices may have to be considered in light of the TCDSB financial situation.
- Monitoring and oversight of priorities and goals is critical particularly in light of a streamlined organization due to a reduction of resources.

4. **Known major challenges and opportunities for our Board and for education in the coming 5 to 10 years.**

*A survey of key recent documents and a short precis of their findings is presented in **Appendix A**, with an executive summary found below:*

- ***Achieving Excellence A Renewed Vision for Education In Ontario** presents the Ministry of Education’s vision for education for the next several years to come. The goals articulated are related to high levels of achievement in literacy and mathematics, higher graduations rates, raised expectation for higher order thinking skills such as critical thinking, communication, innovation, creativity, collaboration and entrepreneurship. The four stated goals are:*
  - ***Achieving Academic Excellence***
  - ***Ensuring Equity***
  - ***Promoting Well-Being***
  - ***Enhancing Public Confidence***
- ***The McKinsey Education Report Shaping the Future: How Good Education Systems Can Become Great in the Decade Ahead** was published in July 2009 and still is regarded as a key document to help*

us identify major challenges and opportunities for the next five to ten years. Authored by Sir Michael Barber and Dr Mona Mourshed it is a report on the International Education Roundtable which explored leading education systems globally, sharing challenges, solutions and lessons learned. The report suggests that a well-educated student with have a combination of knowledge, thinking ability, and leadership, supported by an ethical foundation. Effective leadership development across the system was seen as a very cost-effective way to drive up performance.

- **Ken Leithwood's work on *Strong Districts and Their Leadership***, published in 2013, is also leading edge work that is informing how educators in Ontario and beyond assess their work. They identify nine key characteristics of strong districts. (**See Appendix C**; *in brief, page 11 highlights the Nine Critical Features and p. 24-25 highlight successful practices connected to those critical features*) In addition to identifying the key characteristics of Strong Districts, Leithwood's work is now taking on a practical element. That is, funded by the Institute for Educational Leadership, Professor Leithwood and a colleague Catherine McCullough, are now identifying and celebrating best practices in each of the domains of the initial report. In the realm of *Learning Oriented Improvement Processes* they point to the work of Ottawa Catholic and York Catholic District School board.
- ***Uplifting Leadership: How Organizations, Teams and Communities Raise Performance*** – authored by Andy Hargreaves, Alan Boyle and Alma Harris, the book examines how organizations they study have dramatically improved their performance against unfavourable and even overwhelming odds. The conclusion presented after analysing hundreds of interviews and thousands of pages of case reports, is “uplift” – that is, the process of sustaining things in an upward direction based on uplifting leadership.
- Further – **TCDSB's Budget challenges** will provide a major challenge for the next three years. That said, careful and strategic, aligned and coherent planning can position this challenge as an opportunity for the TCDSB.

- Finally – the province is currently in the midst of **Provincial Bargaining**. The terms and conditions negotiated provincially and subsequently locally could provide further constraints or challenges, or similarly may provide an opportunity to influence the work of the MYSP.

#### 5. Copies of the latest multi-year strategic plans for the other GTA school boards:

- The following school board Multi-Year Strategic Plan are linked to this report in **Appendix B**:
- - **Dufferin Peel Catholic** District School Board *Strategic System Plan 2014-2019*
  - **Durham Catholic** District School Board *Discovery 2020: Strategic Plan 2014-2019 Excellence/Equity/New Evangelization*
  - **Halton Catholic** District School Board: *Achieving...Believing...Belonging Fulfilling the Promise: Strategic Directions 2010-2015*
  - **York Catholic** District School Board *Planning Our Future Together Strategic Commitments*

## E. VISION

VISION	PRINCIPLES	GOALS
To develop a Multi-Year Strategic Plan that best serves the needs of the Toronto Catholic District School Board and that helps the board in fulfilling its Mission and Vision to the fullest extent possible.	Strengthening Public Confidence is most related to the development of the MYSP, but all of the MYSP priorities are relevant in this situation.	<p>To achieve broad-based engagement in the development of the 2015-18 MYSP.</p> <p>To achieve ownership by the highest number of TCDSB stakeholders in the 2015-18 MYSP.</p> <p>To develop a forward</p>

VISION	PRINCIPLES	GOALS
		thinking MYSP that places Toronto Catholic at the forefront of Catholic Education in the province of Ontario.

## F. ACTION PLAN

1. Given the current financial situation, the most prudent course of action would be the development of the Multi-Year Strategic Plan in-house.
2. The process of development would be well served by a series of targeted focus group sessions with key stakeholder groups on a “*Stop-Start-Continue*” process, complemented by the key considerations of “*SWOT*” – Strengths, Weaknesses, Opportunities and Threats” to our current MYSP. Such an exercise could be connected to the following key groups to garner an initial baseline:
  - a. Representative group of students
  - b. Representative group(s) of parents
  - c. Representative group from all staff stakeholders
  - d. Representative group from the elementary and secondary Principals
  - e. Senior Staff and Trustees

Examples of individuals who could fulfil the roles identified in b) through e) above could include: CSLIT student reps and delegated students from representative schools, Association and federation presidents, Leading Student Achievement (LSA) Principals, from each superintendent area: 1-2 representative (secondary) administrators, teachers, support staff and parents, as well as CPIC and OAPCE representatives. It is recommended that there be one focus group per stakeholder group, preferably in a central location such as the Catholic Education Centre.

3. Once a baseline of consultation feedback is achieved to surface new ideas and feedback on current priorities, strategic directions and goals, a broad-based consultation could take place with an open link on the TCDSB website to encourage feedback from all TCDSB stakeholders. Face to face consultation session could also be hosted as deemed appropriate. This work is better positioned in the fall, given the current focus on the budget.

4. **A sample timeline of a potential development strategy is found below:**

Month	Milestone
March 2015	Report to Board on Development
Late September/ October 2015	Stop-Start-Continue Focus Groups
November 2015	Broad-based Consultation
December 2015	Analysis of Feedback
January 2015	Draft Plan for Consultation and Refinement
February 2016	Finalize & Launch Plan

## **G. METRICS AND ACCOUNTABILITY**

1. With a strong response from all stakeholders, with multiple opportunities for input, from a variety of stakeholders, TCDSB can develop a 2015-18 MYSP that reflects the needs of our Catholic community, balances our fiscal responsibilities and positions us to lead in the area of Catholic education in the province.
2. The TCDSB has a solid foundation from which to reflect on the past three years and upon which to build for the next cycle of the MYSP.

## **H. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. Communication regarding the process of formulating the new MYSP can begin immediately upon adopting a development process, using all of the means available to us to ensure maximum involvement and knowledge about the development strategy.

## **I. STAFF RECOMMENDATION**

That the Board of Trustees adopt the implementation Action Plan outlined in this report as a strategy for developing the 2015-18 TCDSB Multi-Year Strategic Plan. `

## KNOWN MAJOR CHALLENGES AND OPPORTUNITIES FOR OUR BOARD AND FOR EDUCATION IN THE COMING 5 TO 10 YEARS

A survey of key recent documents is presented below.

- ***Achieving Excellence A Renewed Vision for Education In Ontario*** presents the Ministry of Education's vision for education for the next several years to come. The goals articulated are related to high levels of achievement in literacy and mathematics, higher graduations rates, raised expectation for higher order thinking skills such as critical thinking, communication, innovation, creativity, collaboration and entrepreneurship. **The four stated goals are:**
  - ***Achieving Academic Excellence*** – including raising the bar for the teaching force, support staff and education leaders, contributing to increased student engagement. Increased perseverance, resilience, and imaginative thinking to overcome challenges are also noted. Schools are to be “compelling, innovative and engaging places to learn for all students.” Students are to have more flexibility and ownership, extend the principles of play-based learning and ensure greater engagement in mathematics, science and technology.
  - ***Ensuring Equity*** – including embracing the diversity of our learners by moving from celebration to inclusivity and respect. Students who feel welcomed and accepted succeed academically. This requires intervening in a timely and effective way when students are struggling, and supporting accurate and up-to-date identification of children and youth with special education needs.
  - ***Promoting Well-Being:*** Students with a positive sense of self are in a better position to reach their full potential; developing child and student well-being means supporting the whole child. Health Action Teams were identified as a best practice in this regard and the Accepting Schools Act has been key legislation in this regard.
  - ***Enhancing Public Confidence:*** Sustainable, responsible, accountable and transparent systems inspire confidence. Parents are seen as key. It is suggested that measures of success and use of perceptual data and demographic data is key.

- ***The McKinsey Education Report Shaping the Future: How Good Education Systems Can Become Great in the Decade Ahead*** was published in July 2009 and still is regarded as a key document to help us identify major challenges and opportunities for the next five to ten years. Authored by Sir Michael Barber and Dr Mona Mourshed it is a report on the International Education Roundtable which explored leading education systems globally, which sharing challenges, solutions and lessons learned.
  - The report suggests that a well-educated student will have a combination of knowledge, thinking ability, and leadership, supported by an ethical foundation.
  - The report identifies nine building blocks of world-class education, which are placed into three critical categories:
    - Standards and Accountability
    - Human Capital
    - Structure and Organization

In order to succeed it is suggested that systems must be coherent and integrated. Systems that underperform have a series of separate initiatives that don't add up to a strategy.

  - Technology was seen as a way to customize and individualize learning.
  - Online collaboration forums were seen as an effective way to share.
  - To retain excellent teachers a supportive environment was seen as critical – including peer support through collaboration.
  - Effective leadership development across the system was seen as a very cost-effective way to drive up performance.
- **Ken Leithwood's work on *Strong Districts and Their Leadership***, published in 2014, is also leading edge work that is informing how educators in Ontario and beyond assess their work. In addition to identifying the key characteristics of Strong Districts, Leithwood's work is now taking on a practical element. That is, funded by the Institute for Educational Leadership, Professor Leithwood and a colleague Catherine McCullough, are identifying and celebrating best practices in each of the domains of the initial report. In the realm of *Learning Oriented Improvement Processes* they point to the work of Ottawa Catholic and York Catholic District School board.



- **Ottawa Catholic:** School Improvement Plan for Student Achievement (SIPSA) Sort – organizing schools according to common focus. Superintendents lead each of the pillars. A researcher is assigned to each of the four pillars. They assess plans to ensure evidence informed decisions are influencing actions taken. Family of School principal meetings allow time for principals to modify and review their plans with trusted critical colleagues.
- **York Catholic:** 21<sup>st</sup> Century Learning Team: Comprised of Principals, Teachers, Superintendents, Curriculum and ICT staff, Special Education and Plant, as well as HR – unpack the 6 C's. Technology was not the driver but rather an enhancement to the classroom. All schools had a 21C team, which was seen as critical to creating a Learning Oriented Organization.
- ***Uplifting Leadership: How Organizations, Teams and Communities Raise Performance*** – authored by Andy Hargreaves, Alan Boyle and Alma Harris, the book examines how organizations they study have dramatically improved their performance against unfavourable and even overwhelming odds. The cases in the book share these characteristics (in order to have been part of the study):
  - Did considerably more with less
  - Performed better than they had previously
  - Performed better than similar organizations

The conclusion presented after analysing hundreds of interviews and thousands of pages of case reports, is “uplift” – that is, the process of sustaining things in an upward direction based on uplifting leadership.

Uplifting leadership it is argued, is launched from a firm foundation and solid platform of departure, utilizing viable business models, efficient organizational structures, high-trust relationships and effective leadership succession, proceeding at a sustainable pace that does not exceed capacity, waste resources, lose connection with core purposes or wear people out. Uplifting leadership it is argued can be found at all levels of the organization.



**Copies of the latest multi-year strategic plans for the other GTA school boards:**

- Dufferin Peel Catholic District School Board  
<http://www.dpcdsb.org/NR/rdonlyres/F57F31D3-6B53-409E-B284-0489984EE1A6/142685/201419StrategicSystemPlan.pdf>
- Durham Catholic District School Board  
[http://dcdsb.ca/DCDSB/DCDSB\\_Discovery\\_2020\\_Strategic\\_Plan\\_Final.pdf](http://dcdsb.ca/DCDSB/DCDSB_Discovery_2020_Strategic_Plan_Final.pdf)
- Halton Catholic District School Board  
<http://www.hcdsb.org/Board/SPR/Documents/Fulfilling%20the%20Promise%20-%20Strategic%20Directions%202010-2015.pdf>  
<http://www.hcdsb.org/Board/SPR/Documents/Strategic%20Directions%20-%20Chart.pdf>
- York Catholic District School Board  
<http://www.ycdsb.ca/strategic-planning/powerpoint.pdf>



The Institute for Education Leadership  
L'Institut de leadership en éducation

# **STRONG DISTRICTS & THEIR LEADERSHIP**

A Paper Commissioned by  
*The Council of Ontario Directors of Education*  
and *The Institute for Education Leadership*

**June, 2013**

**Kenneth Leithwood**



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# SUMMARY AND RECOMMENDATIONS



# SUMMARY

Commissioned by *Ontario's Institute for Education Leadership* and *Council of Ontario Directors of Education*, this paper summarizes evidence about:

- the characteristics of school systems, boards or districts that are successful at improving the learning of their students (“strong districts”);
- the leadership practices needed to develop and sustain such districts on the part of those in director and superintendent positions (“senior district leaders”);
- the personal leadership resources especially valuable for those in director and superintendent positions;
- a possible vision of strong future districts;
- the value strong districts add, over and above school and classroom contributions, to the achievement of their students.

Districts contribute to their students’ learning, evidence suggests, to the extent that they develop nine key characteristics or conditions. These characteristics encompass districts’ purposes, the coherence of instructional guidance systems, how and what evidence district staffs use for decision making, the nature of their improvement processes and approaches to capacity building; these key characteristics also include the extent to which elements of the organization are aligned around district purposes and priorities, approaches to leadership development, the nature of trustee governance and the quality of relationships throughout the district and beyond.

While the nine district characteristics are what need to be developed by senior leaders, how to develop those characteristics has been captured in the paper by unpacking evidence about the practices and personal leadership resources of strong district leaders. It is important to acknowledge, however, the much broader array of tasks for which district leaders are responsible. While the nine district characteristics and associated leadership practices outlined in the paper are critical for purposes of improving student learning and well-being, they are by no means “all there is”. For example, the average district in Ontario serves about 30,000 students, employs about 1800 professional staff members and has a budget of about \$235 million. By almost any standard, this is a huge organization and the operational issues facing district leaders are both complex and extensive; they are also very poorly understood by most stakeholders not actually responsible for managing the day-to-day challenges they

present. But unless these operational issues are managed both effectively and efficiently there will be little time and few resources for building those district characteristics that add value to the learning and well-being of students.

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Each district characteristic develops in response to a handful of specific leadership practices.

While the total number of practices identified is relatively large, it reflects both the extent and complexity of the work done by strong district leaders.

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Each district characteristic, as the paper indicates, develops in response to a handful of specific leadership practices described in the paper. While the total number of practices identified in this way is relatively large, it reflects both the extent and complexity of the work done by strong district leaders. A shorter list of practices could only be created by offering a more abstract and less practical account of what strong district leaders do.

Underlying the choice and enactment of almost all strong senior leadership practices are a small number of personal leadership resources, most of which are described in the *Ontario Leadership Framework* (OLF) as attributes, traits or dispositions of effective leaders at all “levels”. This paper adds two personal leadership resources, to those already included in the OLF, because of their importance for senior district leaders, in particular. The sheer size of district organizations, as compared with schools, for example, means that district leaders are potentially even more vulnerable than school leaders to being distracted from their improvement efforts and so need a strong predisposition toward “proactivity” (a psychological resource in OLF terms). The complexity of district organizations, in combination with the relatively longer time frames over which improvement work must be planned places a premium on senior leaders’ “systems thinking” (a cognitive resource in OLF terms).

What does the future hold for our expectations of senior district leadership? One promising potential answer to this question is an expansion of district leadership responsibilities to include not only the learning and well-being of all students within district boundaries, but also



a shared responsibility, with other district leaders and the provincial government, for the learning and well-being of students in the province, as a whole. District leaders in the future would behave much more proactively in respect to provincial policy than is presently the case resulting in possibly different but certainly better implemented and fewer policy initiatives. Greater local district control over the wider policy agenda also has been advocated on the grounds that large-scale reform strategies must change over time if progress is to be sustained. Central control strategies, for example, are useful to initiate change but as progress is made on a large scale, future improvements increasingly depend on responding productively to differentiated challenges in districts and schools. Sustaining progress (“moving from good to great”, for example) depends on a devolution of authority from the centre.

How much value do strong districts add to the learning of their students over and above the contributions of schools and classrooms? This is a technically complicated question to answer; the paper addressed this question by reviewing the results of a relatively large set of studies that report qualitative data about the work of exceptionally performing districts and several large studies conducted in the U.S. and Ontario using more rigorous mixed-methods research designs.

This evidence indicates that when senior leaders develop the characteristics and conditions of strong districts described in this paper, their impact on student learning is likely to be substantial. Indeed, relatively small improvements in the status of strong district characteristics are associated with substantial increases in student achievement. Strong districts do add significant value to the learning of students beyond the contribution of schools and classrooms.

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Central control strategies are useful to initiate change but as progress is made on a large scale, future improvements increasingly depend on responding productively to differentiated challenges in districts and schools.

Sustaining progress, “moving from good to great”, for example, depends on a devolution of authority from the centre.

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# RECOMMENDATIONS

Seven recommendations arise from the evidence reviewed in the paper. These recommendations are organized in relation to each of the paper's main sections.

## Characteristics of Strong Districts

1. For district senior leadership teams, developing the nine characteristics of strong districts in their organizations should be the proximal or immediate goals for their work, with student learning and well-being as the distal or long-term goals. These nine characteristics enable a district's schools and classrooms to do their improvement work effectively.

Very few districts will have fully developed all nine characteristics of strong districts while almost all districts will have at least partially developed all of them. The detailed description of each characteristic provided by the paper should be used as part of each district's regular review of progress and the development of priorities to be included in board improvement plans.

## Leadership Practices

2. A relatively comprehensive set of district leadership practices aimed at developing the characteristics of strong districts has been identified in the paper. This account of leadership practices is more detailed, more explicit, and more attuned to the provincial policy context than most previous accounts of what senior leaders in Ontario do in order to improve student achievement and well-being in their districts. Identification of strong district leadership practices provides an opportunity to assess how well aligned to the capacities that evidence indicates senior leaders need to do their jobs are the development opportunities available to aspiring, new and experienced senior leaders in the province. Evidence of misalignment or gaps in the opportunities now available should lead to revisions or additions in development opportunities for aspiring, newly appointed and experienced senior leaders.

## Personal Leadership Resources

3. The full set of personal leadership resources should be included as key criteria in the process of selecting directors and superintendents, with special attention to both Proactivity and

System Thinking capacities, but also including those already part of the *Ontario Leadership Framework* (OLF).

4. While there is not much dispute about the importance of these personal resources to the work of senior leaders, most districts do not have access to reliable and valid methods of determining the extent to which those being considered for senior leadership positions possess these resources. Work should be undertaken aimed at assisting districts with guidelines and/or tools to be used in assessing candidates' personal leadership resources.

## A Vision of Future District Leadership

The vision of future district leadership developed in this paper includes a significant role for district leaders in the development of provincial policy. Three implications for senior leader selection and development arise, should this vision become widely accepted in the province:

5. Criteria for selecting future district leaders, directors in particular, would need to include a willingness, interest and evidence of potential capacity (e.g., a track record of working successfully on professional issues beyond one's own immediate responsibilities) to work on improvement efforts for both their districts and the provincial school system, as a whole.
6. The dual (district and provincial) roles envisioned for future directors has important "trailing" consequences for superintendent roles - greater responsibility, often as part of the senior leadership team, for district-wide administration and improvement efforts and likely a closer relationship with boards of trustees. Candidates for new superintendent positions should be selected, in part, based on their readiness and/or potential to take on these additional responsibilities.
7. An expanded role for superintendents confronts those newly appointed to such positions with a learning curve even steeper than the very steep one they face at present. This steeper learning curve likely requires upgrading the nature of the training now provided to superintendent aspirants, a task likely requiring the combined efforts of the Ministry, senior leaders' professional associations and individual districts.

# **STRONG DISTRICTS AND THEIR LEADERSHIP**



# 1. Introduction

Commissioned by Ontario's *Institute for Education Leadership* and *Council of Ontario Directors of Education*, this paper summarizes evidence about the characteristics of school systems, boards or districts<sup>1</sup> that are successful at improving the learning of their students, as well as the leadership needed to develop and sustain such districts on the part of those in director and superintendent positions. The paper offers recommendations for senior leader succession planning and points to factors that have an influence on potential candidates' decisions to apply.

District organizations are largely invisible and of little interest to the public, at large, except when conflicts among trustees, or between trustees and community groups, generate media attention. School closings, student busing policies and teacher professional development days are examples of issues that predictably attract such attention. While some of these high profile issues do affect students, the primary work of district leaders aimed at improving the learning and well-being of students is a mystery to most members of the community, it's just not something they think to think about. Consistent with Kahneman's discovery that most peoples' beliefs are based almost exclusively on the WYSIATI principle (What You See Is All There Is), most members of the public attribute what students learn exclusively to the very visible schools, teachers and principals with whom they have direct contact<sup>2</sup>. While this lack of visibility should not be equated with lack of contribution, as this paper will attest, it does substantially increase the vulnerability of districts in times of change, especially when such change entails reduction of resources. So the case for districts needs to be made explicitly; it will not make itself.

The term "strong" used in the title of the paper acknowledges that not all districts are successful at either improving overall student achievement and well-being, or closing gaps in achievement and well-being<sup>3</sup>. Such uneven success is hardly surprising since not all classrooms, schools or home environments are especially effective at accomplishing these goals either. But some proportion of all of these organizational entities is very effective. The remainder of the paper refers to districts that are successful at improving student achievement and well-being<sup>4</sup> - and at closing gaps in both of these outcomes - as "strong" districts<sup>5</sup>.

The functions or purposes of school districts, then, are the basis on which their strength is judged. But expectations about district functions or purposes have evolved considerably since the inception of school districts in North America more than a century ago. Districts were initially created as a response to the challenges of growing populations of students to be educated and the administrative tasks associated with large numbers. Districts were also viewed, in some parts of North America, as an antidote to municipal corruption and the adverse effects of local politics. They were not invented to improve student achievement<sup>6</sup>. That was the job of schools.

Expectations for districts changed over time, however, as the communities they served continued to evolve. Districts grew in size and their numbers diminished often through amalgamations in response to calls for realizing "economies of scale". And with such growth came increasing bureaucratization. Senior district leaders often were compared to CEOs of large private organizations and encouraged to behave accordingly. In the process, these leaders lost any visible connection to teaching and learning that had been created in, or salvaged from, earlier periods.

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<sup>1</sup>For the sake of brevity and convenience, the term "district" will be used throughout the paper.

<sup>2</sup>Recent events in Ontario have also have made very visible to the public the role of government and teacher unions.

<sup>3</sup>Tymms et al (2008) study of England's LEAs found very small effects on student achievement but left open methodological features of the study as an explanation.

<sup>4</sup>"Well-being" is included in the province's goals for education but the evidence reviewed in this paper is almost entirely about what districts do to improve student achievement.

<sup>5</sup>Of course strength is not a dichotomous condition; it varies along a continuum from very weak to very strong. The features of districts described here are common among districts close to the very strong end of this continuum, although not all nine features need to be fully developed for a district to achieve remarkable outcomes for its students.

<sup>6</sup>Honig (2012)

From about the end of the second world war to the important study of district effects in British Columbia by Coleman and La Roque in 1990, Canadian districts were routinely viewed primarily as instruments for helping Ministries and Departments of Education administer provincial policies; as in U.S. districts, they were “intermediary administrative units between [provincial] governments and schools”<sup>7</sup>. By the 1970s, this work began much more explicitly to include the implementation of provincial curriculum guidelines, a development which began to forge a meaningful connection between districts and the learning of their students. However, it was not until provincial governments, along with governments in most developed countries, began to view significantly improving their educational systems as a key response to global economic competition that districts appeared in their crosshairs. And when they did, what emerged were two radically different courses of action.

One course of action was to greatly diminish the role of districts. In England, for example, the powers and responsibilities of Local Education Authorities were radically reduced in scope and authority in order to eliminate what was widely perceived to be excessive bureaucracy standing in the way of schools doing the right things. Persuaded by advocates of “school-based management”, Australia and New Zealand largely eliminated districts altogether.

Both Canada and the U.S. adopted a second course of action with their districts, a gradual repositioning of them as key agents in the chains of accountability for student learning between governments and classrooms. As conceptions of North American district purposes shifted from primarily the efficient administration of schools to include, as critically, guidance, stimulation and accountability for school improvement, the meaning associated with the term “strong” districts has had to change accordingly. Similarly, as conceptions of district directors of education and their immediate colleagues has shifted from central managers of large bureaucracies to transformational leaders of a continuously improving menu of instructional services for students, the capacities and personal leadership resources required of strong district leaders has undergone a major shift. This paper describes the empirical evidence that has accumulated, to this point, about these two changes.

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<sup>7</sup>Lee et al (2012, page 134)

## 2. Nine Critical Features of Strong Districts

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A “system-wide focus on achievement” is one of the most salient aspects of what districts do to support district-wide improvement efforts in the context of the values held by the communities they serve.

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Two sources of evidence are used to identify and describe nine characteristics or critical features of strong districts. One source of evidence is the exemplary district research used to develop the *District Effectiveness Framework* (DEF) now included as part of the *Ontario Leadership Framework*. Studies providing this evidence are listed in Appendix A; this first source of evidence also includes studies undertaken in Ontario<sup>8</sup> and Alberta<sup>9</sup> (subsequently referred to simply as the Ontario study and the Alberta study) to test and further contextualize what had been learned from research largely conducted in U.S. districts. Point-form summaries of strong district characteristics in this section (2) of the paper are largely based on this first source evidence.

The second source of evidence used to help describe critical features of strong districts comes from additional empirical research and synoptic reports of relevant evidence, much of it published after development of the DEF<sup>10</sup>. This second source of evidence is used to extend, further explain, or exemplify the point-form summaries of strong district characteristics.

The nine characteristics described in some detail in this section of the paper are as follows:

1. a broadly shared mission, vision and goals founded on ambitious images of the educated person;
2. a coherent instructional guidance system;
3. deliberate and consistent use of multiple sources of evidence to inform decisions;
4. learning-oriented organizational improvement processes;
5. job-embedded professional development for all members;

6. budgets, structures, personnel policies and procedures, and uses of time aligned with the district’s mission, vision and goals;
7. a comprehensive approach to leadership development;
8. a policy-oriented board of trustees;
9. productive working relationships with staff and other stakeholders.

### **1. A broadly shared mission, vision and goals founded on ambitious images of the educated person**

Evidence used to develop the DEF indicated that strong districts have widely-shared beliefs and visions about student learning and well-being that have been transparently developed with the engagement of multiple school and system stakeholders. These direction-setting features of strong districts fall within the parameters set by the province. In these districts the beliefs and visions held by members include a focus on raising the achievement bar, closing the achievement gap, and nurturing student engagement and well-being. These beliefs and visions for students, understood and shared by all staff, provide strong districts with a moral purpose<sup>11</sup>. A “system-wide focus on achievement” is one of the most salient aspects of what districts do to support district-wide improvement efforts<sup>12</sup> in the context of the values held by the communities they serve<sup>13</sup>.

Strong districts in the Ontario study had developed a vision, mission and set of shorter-term goals that was widely endorsed by trustees, as well as by district and school-level leaders. Few members of these districts had any doubts about the importance of these directions and just about everyone had a firm understanding of what their district was attempting to accomplish.

The processes through which such wide-spread knowledge, agreement and commitment were developed typically began

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<sup>8</sup>Leithwood (2011)

<sup>9</sup>Bédard and Mombourquette (2013)

<sup>10</sup>A notable exception is the Campbell and Fullan (2006) study reported in 2006. The features associated with 8 effective Ontario districts in this study share much in common with the 9 characteristics described in this paper.

<sup>11</sup>See Campbell & Fullan (2006)

<sup>12</sup>Johnson & Chrispeels (2010)

<sup>13</sup>Ontario policy stipulates that the mission of Francophone districts also includes protecting and enhancing the French language culture by preparing their students for participation in the development of a strong French-language community (see, for example, Ontario’s Aménagement linguistique Policy (2004); Table nationale sur l’éducation. (October 2011). *École communautaire citoyenne : document de fondement*. Maintaining and increasing student enrolment is also central to the mission of Francophone districts). The mission of Catholic districts includes ensuring that the Catholic faith is present in all of their work.

in some formal goal-setting process associated with strategic planning. Two of the strong districts in the Ontario study had adopted a “policy governance” or “corporate” model to guide trustee work, along with a strategic planning process that was largely responsible for both the clarity of district directions and for the development and maintenance of both trustee and staff commitments to those directions. The outcomes of such direction setting actions increased in importance among district members as steps were taken to embed the directions in annual improvement plans, monthly principals’ meetings and leadership-initiated interactions in schools. The mission, vision and goals were “brought alive” and sustained through their consistent use as decision-making tools and as beacons for the future.

## 2. A coherent instructional guidance system

When a district’s curriculum standards and frameworks, instructional practices, professional development emphases and assessment tools are all focused on achieving the district’s mission, vision and goals, the district is providing “coherent instructional guidance” to its schools, an important part of what strong districts do<sup>14</sup>. Within such a coherent system, strong districts encourage their staffs to be innovative and support to schools is differentiated in response to variability in student performance<sup>15</sup>. The coherent system is intended to establish some legitimate boundaries around what can be done without stifling the innovative efforts of staffs to improve their practices and the achievement of students. This feature of strong districts reflects evidence about the importance of focusing “on the core function of the organization as the primary driver of success”<sup>16</sup>.

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Strong districts encourage their staffs to be innovative and support to schools is differentiated in response to variability in student performance.

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Evidence used to develop the DEF indicated that strong districts:

- support schools’ efforts to implement curricula that foster students’ deep understandings about “big ideas”, as well as to develop the basic skills students need to acquire such understandings.
- work together with their school staffs to help provide all students with engaging forms of instruction.
- work together, district and school staff, to help establish ambitious but realistic student performance standards.
- include teachers in instructional improvement work, and assist them in developing sophisticated understandings of powerful instruction for students; collaboration for this work is extensive, ongoing and involves all key stakeholders.
- demonstrate “in-classroom” leadership. District and school level leaders are frequently in classrooms acting as instructional leaders and providing “just-in-time” or job-embedded professional development.

A coherent instructional guidance system most often emerges from district and school improvement planning processes and their implementation. For example, over the five-year period of interest in the Ontario study, approaches to improving curriculum and instruction by the strong districts in this study changed quite significantly. These changes included greater collaboration across the system for school improvement purposes, greater consistency in priorities and expectations and significant increases in support by system leaders for improvement work in schools - all clear indications of the development of coherent instructional guidance. These changes also included much greater use of systematically-collected evidence for decision making and more precise targets for school improvement.

One of the strong Ontario districts, for example, used student achievement trends evident in multiple data sources, along with Ministry priorities, to aggressively develop a board improvement plan which included “SMART” goals. Principals and their staffs were expected to explicitly acknowledge and build on district plans as they created their individual school improvement plans, an example of how reasonable boundaries are established by a coherent instructional guidance system. Increasingly, as well, schools were encouraged to focus their improvement efforts on the needs of individual students, not only whole school initiatives. Schools in this district made considerable efforts to break down the isolation in which teachers often found themselves with more collaboration and collective effort. This collective effort, furthermore, was more focused on the types of instruction that would be useful to achieve the targets specified in the schools’ improvement plans.

<sup>14</sup>Bowers (2008), Elmore et al (1997)

<sup>15</sup>Louis et al (2010)

<sup>16</sup>Murphy & Hallinger (1988)



“Coherence”, however, is not the only key feature of an instructional guidance system. The content of the curriculum and the nature of the instruction included in the system are easily as important. The Ontario provincial curriculum increasingly stresses the importance of higher level, more complex goals or “big ideas”<sup>17</sup>, as mentioned above<sup>18</sup>. So strong districts in Ontario have an obligation to reflect this focus in their instructional guidance systems, an obligation justified by policy<sup>19</sup>.

A district’s instructional guidance system should also be aimed at influencing the use of instructional practices supported by the best available evidence and considerable work has been done by the Ministry to highlight those practices for districts and schools. Both “differentiated instruction” and “pedagogical content knowledge” are examples of concepts that suggest wide variation in approaches to instruction depending on individual student capacities and the unique nature of the disciplinary content to be learned. Nonetheless, there is now an emerging, evidence-based consensus about the central features of most forms of powerful instruction, no matter the student or the content. It is these central features that strong districts capture in their instructional guidance systems. “Focused Instruction”, the term used here to capture those features, reflects both direct and constructive approaches to teaching, including very active engagement of the teacher with whatever more specific teaching techniques are used in the classroom. A teacher engaged in focused instruction is the antithesis of the “guide on the side”.

Focused approaches to instruction are explicitly goal-directed and transparent about what students are intended to accomplish. There is constant monitoring by the teacher of what students are doing and direct interventions by the teacher to help ensure that students are actively engaged in meaningful learning as much as possible, including careful control over the timing and pace of instruction. As much time as possible in the classroom is academically engaged time and this often depends on the use of effective classroom management strategies by the teacher. Hattie’s (2009) conclusions, from his synthesis of research on instruction, extend this conception of focused instruction:

*The major messages [from this research] are the importance of learning intentions, success criteria, a classroom environment that not only tolerates but*

*welcomes errors, attention to the challenge of the task, the presence of feedback to reduce the gaps, and a sense of satisfaction and further engagement and perseverance to succeed in the task of learning (p. 199).*

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Focused approaches to instruction are explicitly goal-directed and transparent about what students are intended to accomplish. There is constant monitoring by the teacher of what students are doing and direct interventions by the teacher to help ensure that students are actively engaged in meaningful learning as much as possible, including careful control over the timing and pace of instruction.

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### **3. Deliberate and consistent use of multiple sources of evidence to inform decisions**

Encouraging the use of systematically-collected evidence in district and school-level decision making has been at the centre of all accountability-oriented policies introduced in Ontario and elsewhere over the past 15 years. But this widespread enthusiasm for district promotion of more evidence use in districts and schools should be tempered by two caveats. First, the vast majority of existing research about evidence use inquires about how to encourage more of it in schools. Very little of this research examines the effects of more or different forms of evidence use on student learning. Furthermore, what little research there is about this key issue reports mixed and not particularly compelling results<sup>20</sup>. So the strength of the advocacy for evidence use has as much to do with the ideologies giving rise to educational accountability policies in the first place, as it does with results of available research.

The second caveat about promoting evidence use in schools is the typically singular focus on evidence about one thing - student achievement. Even researchers who are deeply engaged in issues of evidence use in schools and districts seem only to think about this focus for evidence<sup>21</sup>. While such evidence, used well, helps diagnose strengths and weaknesses in student learning, it provides no direct clues about what to do about

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<sup>17</sup>Originating in the Ministry’s *Literacy and Numeracy Secretariat* (LNS) and the work of its student achievement officers, these goals also have become a priority for the *Leading Student Achievement: Networks for Learning* (LSA) project.

<sup>18</sup>Also see Michael Fullan’s (2013) proposal for the future goals of education in Ontario.

<sup>19</sup>Ontario’s Francophone districts also have an obligation to ensure high levels of bilingualism among their students as well as a strong cultural identity and sense of belonging.

<sup>20</sup>A sample of this evidence can be found in Mehrens (1998), McNeil (2000) & Carlson et al (2011).

<sup>21</sup>See, for example, Wayman et al (2012).



those strengths and weaknesses. District and school staffs often spend considerable time and effort on disaggregating and parsing this type of data for diagnostic purposes and then rely almost solely on the professional judgments of those “at the table” about what to do.

While professional judgment is a necessary ingredient in deciding what to do, it is by no means sufficient. Relying only on existing professional judgment about what to do almost completely ignores the vast amount of evidence about best practices that has accumulated over the past 30 years. That such evidence about what to do had been largely ignored by significant numbers of Ontario educators, at least until quite recently, was nowhere more obvious than in the reaction of many teachers, principals and district leaders to John Hattie’s (2009) synthesis of this evidence when it was introduced into provincial conversations several years ago; Surprise! Shock! Dismay! Regret!

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Relying only on existing professional judgment about what to do almost completely ignores the vast amount of evidence about best practices that has accumulated over the past 30 years.

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*Why didn’t we know this sooner?*

*Why are we working so hard to individualize instruction when our students would benefit much more from improving the feedback we give them?*

Evidence used in the DEF to describe what strong districts do to encourage effective data use in schools suggests, in sum, that they:

- provide schools with relevant and accessible evidence about their performance in a timely manner;
- make effective use of existing research to guide policy making and planning; insist on a careful reading of relevant research evidence as the starting point for decisions about what to do to improve student performance;
- assist schools in using evidence to improve their performance, including frequent, job-embedded opportunities to learn about productive evidence use and the provision of time to interpret and act on what is learned through those opportunities;

- create collaborative structures and opportunities for the interpretation and use of evidence in schools;
- call on expertise from outside the school system for help with data interpretation when needed;
- implement computerized information management systems that are easily used by school and district staffs and that allow for the integration of all or most of the information available within the district;
- use appropriate evidence for accounting to stakeholders.

One recent, methodologically sophisticated study of district effects on student achievement<sup>22</sup> provides additional justification for the actions outlined above. Results of this study argue for a “balanced approach” to evidence use, one which acknowledges its value only under quite specific conditions. One condition (listed above) is the use of multiple sources of data about student achievement, not just the evidence provided by provincial test results. A second condition, related to the importance of collaboration (also listed above), is the development of networks for learning<sup>23</sup> across district schools that focus on improvements in curriculum understanding and teaching. A third condition is collaborative work among teachers in learning communities within schools (PLCs) for the purpose of improving instruction.

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Collaborative district cultures nourished by networks and PLCs stimulate the learning of new forms of instruction and support staff members as they struggle to implement what they learn.

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Collaborative district cultures nourished by networks and PLCs, according to this study, stimulate the learning of new forms of instruction and support staff members as they struggle to implement what they learn. Finally, this study found that a focus on setting targets for improving learning and uses of evidence for monitoring progress toward those targets, in the absence of such collaborative district cultures, actually had negative effects on student achievement.

So careful data use for diagnosing weaknesses, setting targets, and monitoring progress? Absolutely! Multiple sources of data about both achievement and improvement strategies? Very important! But in a collaborative and supportive district context? Essential!

<sup>22</sup>Lee et al (2012)

<sup>23</sup>LSA’s Principal Learning Teams is an Ontario example of such networks.

For a host of reasons, no district in Ontario at this time can avoid using some forms of systematically collected data in its decisions, especially provincial test data. But as successful as a district might be in establishing effective data use as standard practice within the district and across its schools, by itself this is likely to be only one of the many actions required to improve student achievement; it is a “building block” not a “silver bullet”. So struggling with the meaning and possible uses of data should not be allowed to overwhelm the time and energies of those engaged in improvement efforts.

#### 4. Learning-oriented organizational improvement processes

Improvement processes at the district level typically begin with some formal planning activities – strategic planning and, in Ontario, board improvement planning. Almost all Ontario schools base their improvement efforts on school improvement plans developed in a wide variety of ways. Ikemoto and her colleagues<sup>24</sup> also found that strategic planning was a key characteristic of strong districts across the U.S. Such planning identifies goals and strategies for their achievement at the district and school level and aligns structures, staff and fiscal resources in support of such achievement.

Evidence about organizational improvement processes used to develop the DEF indicated that strong districts:

- have a coherent approach to improvement which usually includes a small number of key improvement goals consistently pursued over sustained periods of time;
- proceed in manageable stages using the early stages as learning opportunities;
- do not overload schools with excessive numbers of initiatives;
- make considerable effort to build the capacities needed by school staffs for successful school improvement;
- encourage improvement efforts in schools guided by explicit and well-tested frameworks, policies and practices, as well as widely shared goals that permit local adaptation. All stakeholders have clearly defined roles to play in this approach to school improvement;
- integrate new initiatives into existing routines and practices. Established structures and procedures are maintained and built. Care is taken to ensure continuity and extension of core values.

Strong districts in the Ontario study made the most of well-designed externally-developed procedures for stimulating carefully targeted improvements (e.g., TLCs, SEF, SIM). They also developed their own improvement procedures or guidelines to supplement those which had been externally developed.

Evidence from both the Ontario and Alberta studies indicated that the ongoing monitoring and refining of school improvement processes was enabled by monthly meetings of school and system leaders, meetings largely devoted to assessing and refining improvement plans, along with relevant professional development<sup>25</sup>. All schools in these studies had created leadership teams intended to act as “professional learning communities” on behalf of their schools. Superintendents were a significant presence in most schools, a finding consistent with other evidence<sup>26</sup> and their focus was invariably on the schools’ improvement plans, the improvement of instruction and evidence that would help illuminate the challenges and progress being made with such improvement. Lack of progress was detected and acted on quickly.

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Superintendents were a significant presence in most schools, a finding consistent with other evidence and their focus was invariably on the schools’ improvement plans, the improvement of instruction and evidence that would help illuminate the challenges and progress being made with such improvement. Lack of progress was detected and acted on quickly.

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As this evidence suggests, approaches to district and school improvement which encourage communication between and among districts and their schools and which provide generous opportunities for networking are a powerful source of job-embedded, strategically directed professional learning. These approaches aim to accomplish the tasks for which staffs are held accountable and provide significant opportunities for staff to shape both the improvement efforts and the learning that accrues from such efforts. As a consequence, both the means and ends of district and school improvement processes stand a much-increased chance of reflecting the organization’s collective capacities.

<sup>24</sup>Ikemoto (in press)

<sup>25</sup>Campbell and Fullan (2006) also found evidence of this approach among their 8 effective districts.

<sup>26</sup>See Honig (2012), and Honig et al (2010)

## 5. Job-embedded professional development for all members

Evidence used to develop the DEF indicated that strong districts:

- devote very little time to routine administrative matters in meetings of teachers and principals. Meeting time formerly used for such matters is now devoted almost entirely to professional development.
- most professional development is carefully aligned with board and school improvement initiatives.
- differentiated professional development opportunities are provided in response to the needs of individual schools, administrators and teachers.
- extensive opportunities are provided for both teachers and administrators to further develop their expertise.
- almost all schools provide time for collaborative work on instructional improvement initiatives. Schools are provided with the resources they need to provide this time and leaders are provided with training in how best to facilitate such work.
- all system-sponsored professional development is closely aligned with the best evidence about how people learn.

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Extensive professional development was provided for teachers and school leaders by strong districts in the Ontario and Alberta studies. This included a wide variety of opportunities, both in and out of school, but with the greatest proportion of PD resources devoted to school-embedded opportunities usually provided in the context of some form of “learning community”.

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Extensive professional development was provided for teachers and school leaders by strong districts in the Ontario and Alberta studies. This included a wide variety of opportunities, both in and out of school, but with the greatest proportion of PD resources devoted to school-embedded opportunities usually provided in the context of some form of “learning community”.

One of the strong Ontario districts, for example, had made two significant changes over about a five year period in its approach to professional development, changes in content and changes in delivery of PD. The change in content was from some combination of centrally-determined and/or preference-

based PD content to content aligned with the capacities needed to achieve district and school priorities. Identification of the capacities to be developed usually arose from examinations of evidence about what was working and not working, with PD initiatives aimed at remediating what was not working.

The PD delivery change was from the provision of PD, particularly for teachers, primarily in locations outside of schools, to a much larger proportion of PD being “job-embedded – undertaken in school or school-like contexts where newly acquired capacities had to be implemented if PD was to make much difference. All formally assigned PD days were school based, for example, and schools controlled most of the agenda for those days. Schools’ professional learning communities were frequently cited as key locations for teacher PD and school coordinators were expected to be important PD resources for each school.

All of the strong districts included in the Ontario and Alberta studies, as alluded to earlier in the paper, treated monthly meetings of principals as significant forms of job-embedded PD for those who attended. These meetings aimed not only to provide PD aligned with system and school priorities but also to further the improvement plans of schools and the system. Authentic engagement by participants in solving the district’s improvement problems was the mechanism for accomplishing both of these purposes. As well, the close partnership-like relationship that principals enjoyed with their superintendents in their school improvement efforts provided principals with an “at-the-elbow” form of coaching in the exercise of instructional leadership, a relationship cited as important in other studies, as well<sup>27</sup>.

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Strong districts approach professional development as a key function of their improvement efforts and craft forms of professional development for both teachers and administrators consistent with the best available evidence about effective professional development. The close monitoring of progress toward improvement goals by strong districts creates an indirect but powerful means of holding staff accountable for actually applying the capacities acquired through PD; this goes some distance toward solving arguably the thorniest challenge facing professional development – transferring learning into practice.

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<sup>27</sup>Honig (2012)

As this description makes clear, strong districts approach professional development as a key function of their improvement efforts and craft forms of professional development for both teachers and administrators consistent with the best available evidence about effective professional development. PD is an integral part of both school and system improvement problem-solving processes. The close monitoring of progress toward improvement goals by strong districts creates an indirect but powerful means of holding staff accountable for actually applying the capacities acquired through PD; this goes some distance toward solving arguably the thorniest challenge facing professional development – transferring learning into practice.

## 6. Budgets, structures, personnel policies and procedures, and uses of time aligned with the district’s mission, vision and goals

Evidence used to develop the DEF indicated that strong districts have:

- systematic and ongoing process to continuously align their budgets with goals for students;
- explicit procedures for continuously aligning personnel policies and procedures with goals for students;
- systematic and ongoing processes to continuously align organizational structures with staffs’ instructional improvement work;
- adequate amounts of both the time and money to allocate for the professional development of both leaders and teachers.

Several recent reports and studies support and modestly expand the meaning of alignment beyond these four important sets of actions. One of the four strands of district conditions nurturing the capacities of principals in the Ikemoto report was “alignment among the goals, strategies, structures and resources of both district and schools”. Beginning with their strategic plans, strong districts set a small number of ambitious goals for students and used each goal to “develop aligned and specific school and department level goals”<sup>28</sup>, along with strategies for their achievement. These districts allocated resources to schools in support of their strategies for goal achievement and schools allocated those resources where they would have the greatest leverage.

This same report claimed that strong districts “enable principals to effectively manage talent at the school level”<sup>29</sup>. This means allowing principals the relatively rare autonomy to hire, evaluate, promote and reallocate staff best suited to achieving the goals and strategies included in their school improvement plans. Such autonomy seems likely to increase the alignment of staff capacities and dispositions with the school’s improvement challenges.

Allocation of resources within all the strong districts in the Ontario study was impressively aligned with the districts’ focus on improving instruction and student achievement. Almost all principals in those districts believed that their systems provided them with as much support as they requested. In almost all cases, principals’ requests for additional resources were not only approved but provided very quickly. These districts also aligned their personnel resources around their main priorities as, for example, the assignment of itinerant teachers to all schools to build instructional capacities in math and literacy.

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Finally, a recent review of intra-district resource allocation<sup>30</sup> research examined alignment from an equity perspective. While studies examined in this review were all conducted in U.S. districts, the results of the review shed light on issues faced by Ontario districts attempting to align their resources to help close gaps in student achievement. Equitable, in this context, means that disadvantaged students who typically underperform at school should have access to the benefits of greater-than-average educational resources. Strong districts use the alignment of resources to help close achievement gaps by ensuring that those students struggling the most have disproportionate access not only to financial supports but also high quality teachers, and successful peer models, all of which make a demonstrable contribution to student achievement.

District alignment, along the lines recommended here, demands the coordinated work of all members of the district’s senior leadership team including those responsible for finance,

<sup>28</sup>Ikemoto (in press, page 14)

<sup>29</sup>Ikemoto (page 17)

<sup>30</sup>Houck, 2011.

personnel, operations and academic programs<sup>31</sup>. Indeed, the knowledge of those senior leaders responsible for finance is pivotal to the success of district alignment efforts.

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## 7. A comprehensive approach to leadership development

Recent research has pointed especially to the important contribution to student learning made by the development of effective school-level leadership.<sup>32</sup> This emphasis is justified on several closely related grounds: the relatively modest number of school leaders in a district makes them a more manageable focus for direct influence and support than the much larger number of teachers and other education professionals; school leadership is second only to classroom instruction as an influence on student learning<sup>33</sup>; school leader development is a “high-leverage” strategy since small numbers of school leaders can potentially influence large numbers of teachers and; school leaders are clearly part of district “management”, not typically unionized, with unambiguous responsibilities for achieving district goals.

Evidence on which the DEF was based indicated that strong districts:

- have well-designed and carefully implemented procedures for identifying, recruiting, selecting and appraising school-level leaders;
- implement procedures for transferring school-level leaders that does no harm and, whenever possible, adds value to improvement efforts underway in schools.
- ensure that the most skilled leaders in the system are placed where they are most needed.
- encourage school-level leaders, when useful, to supplement their own capacities with system-level expertise;
- expect school-level leaders to be knowledgeable about the quality of their teachers’ instruction, a central criterion for

- selecting school leaders and for their performance appraisal.
- have well-designed and carefully implemented procedures for identifying, recruiting, selecting, and appraising system-level leaders;
- keep both the community and the central office staff focused on learning and support principals and teachers in their efforts to improve instruction and ensure high levels of learning for all students. These districts assume responsibility for significantly improving instructional leadership in schools;
- expect the behavior of both district- and school-level leaders to reflect the leadership practices and personal leadership resources identified in the *Ontario Leadership Framework*, as well as such other practices considered critical for local board purposes;
- encourage coordinated forms of leadership distribution throughout the board and its schools.

Considerable support for such efforts to improve leadership at the school level is provided by two recent reports which draw on the findings of a large corpus of evidence, most of it developed with the support of the Wallace Foundation. These recent U.S. reports<sup>34</sup> conclude that strong districts have effective performance management systems for school leaders based on clear and explicit conceptions of effective school leadership practices, along the lines of the OLF. The performance management systems for school leaders in strong districts also reflect most of the qualities initially captured in the DEF; they create large pools of well-qualified potential school leaders and provided on-the-job support for them once they had been selected and appointed to school leadership positions.

The performance management systems of strong districts include effective pre-service and in-service training and the matching of leaders and schools based primarily on the needs or challenges faced by the schools. Strong districts typically assign their most skilled leaders to the schools most in need of improvement. Strong districts support their school leaders with well-developed and implemented performance appraisal procedures, provide them with mentoring, and encourage them to focus their efforts on instructional improvement.

Strong districts avoid excessive school leader turnover and plan for orderly leadership succession, in part, by encouraging the distribution of leadership for improvement efforts within

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<sup>31</sup>See Campbell & Fullan (2006)

<sup>32</sup>Coffin & Leithwood (2006), Leithwood, Strauss & Anderson (2007); Orr and Orphanus (2011)

<sup>33</sup>Leithwood et al (2004)

<sup>34</sup>Mitgang (2013) and Ikemoto (in press)



schools<sup>35</sup>. Indeed, encouraging the development of leadership teams in schools, with substantial responsibilities for data interpretation, school improvement planning, and other key functions, is widely advocated as a means of developing future leadership, fostering collective learning, reducing excessive demands on those in formal leadership roles and allowing for seamless leadership succession.

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Those directly supervising principals in strong districts, superintendents of schools, for example, develop partnerships with their principals toward the improvement of student outcomes and provided regular feedback to principals about how they might improve their practice. This information is used by districts, as well, to adjust professional learning opportunities for principals. Those responsible for supervising principals in strong districts have relevant, well-developed knowledge and skill, along with the time needed to select, develop and provide feedback to school leaders.

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Evidence from the Ontario and Alberta studies of strong districts<sup>36</sup> parallel most of the findings described in the two

U.S. reports. In addition to the importance attached to a comprehensive description of school leaders' capacities and dispositions, such as the OLF provides, these strong districts gave priority to sub-sets of those capacities and dispositions based on local circumstances at particular times as, for example:

- the ability to communicate the system's vision for students;
- the ability to help craft the directions for improvement work and a capacity for, and disposition toward, helping others with this work;
- the need to be an exemplary teacher able to model good instruction to others;
- the willingness to participate in inter-school collaboration;
- transparency in one's decision making (a norm embedded in the district's culture).

## 8. A policy-oriented board of trustees

Evidence from one of the only comprehensive reviews of research on trustees<sup>37</sup>, along with several recent original studies conducted in the U.S.<sup>38</sup> and Ontario, associate strong district performance with elected boards of trustees whose patterns of practice adhere closely to a "policy governance" model - a model now captured in Ontario's Bill 177. Growth in student achievement and well-being is encouraged when elected boards of trustees focus most of their attention on board policy and concern themselves with ensuring the district mission and vision drive the district's improvement efforts. More specifically, as the DEF indicated, the board of trustees contribute most to district goals when they:

- participate with its senior staff in assessing community values and interests and incorporate them into the school system's mission and vision for students;
- help create a climate which engages teachers, administrators, parents and the wider community in developing and supporting the vision;
- help create a climate of excellence that makes achieving the vision possible;
- use the district's beliefs and vision for student learning and well-being as the foundation for strategic planning and ongoing system evaluation;
- focus most policy making on the improvement of student learning and well-being consistent with the system's mission and vision;

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<sup>35</sup>Mascall & Leithwood (2010).

<sup>36</sup>Leithwood (2011); Bédard & Mombourquette (2013).

<sup>37</sup>Land (2002)

<sup>38</sup>Saatcioglu et al (2011) and Leithwood (2011)

- develop policies and support staff decisions aimed at providing rich curricula and engaging forms of instruction for all students and eliminating those that do not.
- contribute to the development of productive relationships with and among senior staff, school staffs, community stakeholders and provincial education officials;
- provide systematic orientation opportunities for new members and ongoing training for existing members;
- develop and sustain productive working relationships<sup>39</sup> among members of the elected board;
- respect the role of director and senior staff in their responsibilities for school system administration;
- hold the director accountable for improving teaching and learning in the school system;
- hold its individual members accountable for supporting decisions of the board, as a whole, once those decisions have been made.

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Growth in student achievement and well-being is encouraged when elected boards of trustees focus most of their attention on board policy and concern themselves with ensuring the district mission and vision drive the district's improvement efforts.

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## 9. Productive working relationships with staff and other stakeholders

The relationships that matter most and that are the focus of development in strong districts lie within the central office and between the central office and its schools, parents, local community groups and the Ministry of Education. Communication throughout the system and within schools is nurtured by structures which encourage collaborative work<sup>40</sup>. The school system encourages its schools to engage with parents in both the home and school and helps staffs become more skilled in parent engagement; schools are held accountable for developing productive working relationships with parents (Gordon & Louis, in press). Local community groups are routinely consulted and recognized for their contribution and support. The school system is in regular and two-way communication with the ministry and encourages ministry collaboration in achieving board goals and directions.

### ***Internal District Relationships***

Evidence on which the DEF was based indicated that in strong districts:

- Central office roles are interconnected; work is undertaken collaboratively in the service of a widely shared set of purposes. Communication among staff is frequent and cordial.
- School staffs often participate in system decisions, are in frequent contact with central office staff for support and assistance. Central office staff is in schools frequently and know most school staff members by name.
- Networks and PLCs are well established at both school and system levels and have become the established way of solving problems and taking care of other business.

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District leaders in the Ontario study described relationships among themselves as “very strong” (or dense). All of these district leaders believed their relationships with principals were open and collaborative (or reciprocal); they aimed to be very accessible to principals and most principals agreed that they were. School leaders in these strong districts portrayed their relationships with district leaders as “phenomenal”, “very close”, “very good”, “excellent”, “great, and “very open”, for example. District leaders adopted a service orientation to their schools aiming to quickly provide whatever reasonable supports and resource requested by their schools. Principals described their relationship with their district colleagues as supportive, professional and collaborative.

These types of relationships are also associated with strong districts in another recent report<sup>41</sup>. Strong districts described in that report developed a “culture of joint responsibility” for goal achievement. Similar to the results reported in

<sup>39</sup>In particular, see Saatcioglu et al (2011) for evidence that the internal “bonding” of board members contributes much more to a district’s student achievement than efforts by the board to develop relationships with agencies and groups outside the board (“bridging”).

<sup>40</sup>See McLaughlin & Talbert (2003) for example.

<sup>41</sup>Ikemoto (in press, page 14)

the Ontario study, “Central office staff work in service of schools and are responsible for providing quality services and developing the capacities of school leaders to implement their improvement plans”. Schools reciprocate with their districts so communication flows freely between schools and districts, creating the essential conditions needed for organizational learning. Continuous learning in the interests of improving the success of all students becomes a foundational premise of the organization’s culture.

Another recent study provides quantitative evidence about the effects of these collaborative district cultures on student achievement; developed through networks and PLCs, such cultures have significant indirect effects on student learning mediated by their direct effects on the quality of classroom instruction, the “focused instruction” described in an earlier section of this paper<sup>42</sup>.

### ***Relationships with Local Community Groups***

In strong districts, community groups are routinely recognized for their contribution and support and are consulted on almost all decisions affecting the community. School and district staff is regularly members of these groups themselves. In the Ontario study, examples of these community groups included Children’s Aid, the police, the Catholic Women’s League, local service clubs, several different health agencies and children’s services.

Strong districts in the Ontario study often opened up their schools for community use through formal community agreements, the work of the board communication officers and the Special Education Advisory Council (SEAC). Strong and vibrant community relations were the corner stone for many programs and initiatives, especially in francophone districts which depended on them for maintenance of the French language and culture.

These community connections are common in many districts no matter their strength. More unique to strong Ontario districts, however, was the sense of importance both district and school leaders attached to their relationship with these local community groups as part of their efforts to accomplish the district’s mission and vision. The label “community schools” was widely used in these strong Ontario districts in reference to their organizations. Access to schools by such community groups as scouts, ladies volleyball, square dancing

groups and the like was expected. There was much less social and psychological distance and more reciprocity between these districts, their schools and the communities they served than was the case in weaker districts. As with parent engagement, however, the Ontario study suggests that the school rather than the system may be the most productive locus for engaging external groups for most purposes.

### ***Relationships with Parents***

Evidence on which the DEF was based indicated that strong districts:

- Provide school staffs with helpful opportunities to acquire the capacities needed to productively engage parents in schools;
- Provide school staffs with helpful opportunities to acquire the capacities they need to assist parents in creating conditions in the home which support the success of their children at school;
- Have a formal policy on parent engagement and conduct periodic audits across schools about the extent to which that policy is being implemented. School staffs and parents are asked for evidence as part of these audits.

All school and district leaders on the Ontario study believed strongly in the importance of engaging parents in the education of their children. Leaders in all of these strong districts encouraged such engagement through their schools, as well as through district-wide initiatives directed toward parent engagement. For example, one Ontario district held parent workshops with a focus on character development in three sites around the district with a speaker at each event and established a parent engagement grant that schools could apply for to use on their own parent engagement efforts.

Whether or not district efforts such as these were successful in the short term, they did have a longer term influence on principals’ beliefs about the priority awarded to parent engagement by their district leaders and their high expectations for parent engagement initiatives by schools. These beliefs are crucial, for example, to the cultural and linguistic aims of Ontario’s francophone districts which are strongly encouraged, through provincial policy, to “expand and enrich the Francophone environment through solid partnerships among the school, the family and the community as a whole”<sup>43</sup>.

<sup>42</sup>Lee et al (2012)

<sup>43</sup>Ontario’s Aménagement linguistique Policy (2004)



Evidence about the relative value for student growth of different forms of parent engagement has rarely taken districts into account. A compelling source of advice for districts aiming to close achievement gaps, however, this evidence indicates that forms of parent engagement typically favored by schools make almost no contribution to student learning; these forms of engagement largely involve parents in the school in some role. In contrast, student learning is most influenced by the nature of parents' engagement with their children in the home<sup>44</sup>.

Considerable evidence suggests that family background accounts for a substantial proportion of variation in student achievement<sup>45</sup>. "Family background" is a multi-dimensional concept that includes some features which are largely unalterable in the short- to mid-term, such as family income and parental education. Other features associated with family background are malleable, however; together, these malleable features are often referred to as the family's "educational culture". The educational culture of the family consists, for example, of parental expectations for children's work at school, direct instructional support for school learning (e.g., parents reading with their children at home), active parent interest in the school's curriculum, and the monitoring of children's engagement with their schoolwork<sup>46</sup>. It is these features of a child's family environment that directly provide or fail to provide children with much of the social and intellectual capital they need to be successful at school.

A family's educational culture is often strongly associated with parental income, education and other relatively hard-to-change family features. While some families with low incomes and only modest parental education have managed to develop very strong educational cultures in their homes, this is difficult to do and is clearly the exception without some kind of help from others. School staffs, research now demonstrates<sup>47</sup>, are capable of being the "others" who assist those parents to build stronger educational cultures in their homes<sup>48</sup>. Indeed, initiatives by school staffs aimed at helping those families struggling to build productive educational cultures in their homes is one of the most promising strategies for closing achievement gaps evident between advantaged and disadvantaged students. Strong districts should encourage their schools to focus much more directly on helping improve the educational culture of the homes of those students who are disadvantaged by their existing home cultures.

## ***Relationships with the Ministry of Education***

Very little empirical evidence is available about this set of relationships. Summing up the results of that evidence, the DEF indicated that strong districts:

- communicate regularly with the Ministry, both formally and informally, about board goals and directions;
- clarify with the Ministry of Education how it can be of most help to the board;
- encourage Ministry collaboration in achieving board goals and directions;
- provide feedback to the Ministry about the relevance of its initiatives to board goals and directions.

Significantly shaped by provincial policies and structures, relationship between Ontario districts and the Ministry of Education are unique to the province, in many respects, and common across all districts in province. Evidence from both the Ontario and Alberta studies demonstrated, nevertheless, significant variation in the value districts attached to their relationship with the Ministry, ranging from very helpful to more problematic.

Ministry relationships added value to the work of strong districts when they: clarified and usefully limited the goals to be pursued by districts; yielded additional financial resources that could be used to support district priorities; supplemented the capacities needed by district staffs to achieve the district goals; and provided useful "outsider" perspectives and feedback on the districts' improvement work. Strong districts worked proactively to nurture relationships with the Ministry that result in such value-added consequences.

Relationships with the Ministry detracted from the improvement efforts of strong districts when they made it more difficult to keep the focus of improvement efforts on key district priorities by exerting pressure on the district to adopt excessive numbers of new initiatives or initiatives unrelated to the district priorities. Strong districts find ways of deflecting much of this pressure but not without squandering time and energy that would better be spent moving the district forward.

<sup>44</sup>See, for example, Jeynes (2005) for a review of this evidence.

<sup>45</sup>Coleman et al (1990)

<sup>46</sup>Hattie (2010)

<sup>47</sup>Bolivar, J., Chrispeels, J. (2011)

<sup>48</sup>See, for example, Leithwood (2006)

### 3. Strong District Leadership Practices

Significantly improving student achievement and well-being is the “bottom line” criterion for anointing a district as “strong”. Strong district leaders, then, are those who are able to build and sustain characteristics or conditions in their organizations which enable other organizational members to achieve the bottom line, those nine characteristics outlined in section 2 above. This section of the paper summarizes leadership practices useful for developing the nine critical characteristics of strong districts.

Before turning to those leadership practices, however, it is important to acknowledge the much broader array of tasks for which district leaders are responsible. While the nine district characteristics described in the previous section and the leadership practices outlined in this section are critical for purposes of improving student learning and well being, they are by no means “all there is”. For example, the average district in Ontario serves about 30,000 students, employs about 1800 professional staff members and has a budget of about \$235 million. By almost any standard, this is a huge organization and the operational issues facing district leaders are both complex and extensive; as well, they are very poorly understood by most stakeholders not actually responsible for managing the day-to-day challenges they present. But unless these operational issues are managed both effectively and efficiently there will be little time and few resources for building those district characteristics that add value to the learning and well-being of students.

The current version of the *Ontario Leadership Framework* (OLF) includes two sets of leadership practices. One set, referred to as “core” practices because they are an important part of the repertoire of successful leaders no matter their formal positions, include specific behaviors or actions aimed at:

- Setting Directions;
- Building Relationships and Developing People;
- Developing the Organization to Support Desired Practices;
- Improving the Instructional Program; and
- Securing Accountability.

The specific behaviors or actions included in three of these categories or dimensions are productive across many different organizational levels, contexts and sectors. Practices included in the category *Improving the Instructional Program* are, of

course, unique to educational organizations. Behaviors and actions associated with *Securing Accountability* reflect the accountable policy contexts in which most educational leaders now work.

The OLF provides an extensive description of the five dimensions of leadership practices, so no further elaboration is provided here. It is important to acknowledge, however, that how district-level leaders enact those practices will often be quite different than how they are enacted by school-level leaders because of qualitative differences in district and school leaders’ organizational contexts; for example, trustees’ motives, preferences and interpersonal styles of communicating figure prominently in the working lives of district leaders (especially directors of education) but are much farther removed from the work of school-level leaders.

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This paper extends and refines district leadership practices described in the OLF to better reflect what it takes to develop and sustain those features of strong districts and their leadership.

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A second set of practices described in the OLF is intended as a source of guidance to directors and superintendents, in particular. Some of these practices are district-level enactments of OLF’s core practices, while others go beyond the core. In both cases the aim is to describe the unique practices associated with strong district leadership. This section of the paper extends and refines district leadership practices described in the OLF to better reflect what it takes to develop and sustain those features of strong districts described in section 2 (above).

Table 1 is the result of synthesizing evidence about effective district leadership practices from multiple sources using a framework which maps backward from the nine characteristics of “strong” districts described earlier in the paper. Evidence used to identify the practices outlined in Table 1 privileges the results of the Ontario and Alberta studies; almost all other relevant district leadership research has been conducted in U.S. contexts. Results of these two studies were supplemented with four additional sources of evidence<sup>49</sup>:

<sup>49</sup>This description is taken directly from the OLF.

- a meta-analysis of empirical research about successful system-level leadership, the only meta-analysis available<sup>50</sup>;
- a small handful of single, original studies of such leadership published after the meta-analysis;
- a recent study sponsored by the *Council of Ontario Directors of Education* (CODE) of the roles of Superintendents and Directors of Education<sup>51</sup>;
- system-level leadership standards developed by three Canadian provinces<sup>52</sup>, three Ontario school systems<sup>53</sup>, three U.S. national associations<sup>54</sup>, and four U.S. state departments of education<sup>55</sup>.

Leadership standards are an unusual source of “evidence” but have been included as a source in this paper because of the relatively modest amount of empirical research published about successful district leadership. Standards developers typically aim to reflect the results of whatever research is available to them, combining it with professional experience in a form easily accessible to their audiences. Such standards rarely conflict with, but sometimes extend beyond, the results of existing research.

**Table 1**  
**Practices of Strong District Leaders**

Dimensions	Specific Practices
1. Establish broadly shared mission, vision & goals founded on ambitious images of the educated person	<ul style="list-style-type: none"> <li>• Ensures that a transparent visioning/direction-setting process is carried out</li> <li>• Consults extensively about district directions as part of the process</li> <li>• Spends sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of their organizations</li> <li>• Articulates, demonstrates and models the system’s goals, priorities, and values to staffs when visiting schools</li> <li>• Embeds district directions in improvement plans, principal meetings and other leader-initiated interactions</li> </ul>
2. Provide coherent instructional guidance	<ul style="list-style-type: none"> <li>• Adopts a service orientation toward schools</li> <li>• Align curricular goals, assessment instruments, instructional practices and teaching resources</li> <li>• Insists on ambitious goals for teaching and learning</li> <li>• Advocates for attention to the best available evidence to inform instructional improvement decisions</li> <li>• Expects schools to focus on needs of individual as well as groups of students</li> <li>• Encourages staff to be innovative within the boundaries created by the district’s instructional guidance system</li> </ul>
3. Build district and school staff’s capacities and commitments to seek out and use multiple sources of evidence to inform decisions	<ul style="list-style-type: none"> <li>• Uses data from all available sources to assist decision making in the central office</li> <li>• Insists on the use of the best available research and other systematically collected evidence to inform decisions wherever possible</li> <li>• Encourages collaboration in the interpretation and uses of data</li> <li>• Builds system’s capacity and disposition for using systematically-collected data to inform as many decisions as possible.</li> <li>• Provides training for principals and staff on the use of data and research literature to sustain decision-making;</li> <li>• Models evidence-informed decision making to school staffs</li> <li>• Grounds interactions with, and advice to, trustees in sound evidence</li> </ul>

<sup>50</sup>Waters & Marzano (2006)

<sup>51</sup>*Reach Every Student* (February 25, 2008), Final report for the Ontario Ministry of Education prepared by the Council of Ontario Directors of Education.

<sup>52</sup>British Columbia, Alberta (2 sets), and Saskatchewan

<sup>53</sup>Peel District School Board, Toronto District School Board, and Trillium Lakelands District School Board

<sup>54</sup>American Association of School Administrators, National Policy Board for Educational Administration, National Council of Professors of Educational Administration

<sup>55</sup>North Carolina, Ohio, and Texas.

Dimensions	Specific Practices
4. Create learning-oriented organizational improvement processes	<ul style="list-style-type: none"> <li>Requires improvement processes to be evidence-informed</li> <li>Sets a manageable number of precise targets for district school improvement</li> <li>Includes school-level leaders in decisions about district-wide improvement decisions</li> <li>Creates structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole.</li> <li>Develops and implements board and school improvement plans interactively and collaboratively with school leaders;</li> <li>Creates structures to facilitate regular monitoring and refining of improvement processes</li> <li>Acknowledges Provincial goals and priorities in district and school improvement initiatives</li> <li>Allows for school-level variation in school improvement efforts</li> </ul>
5. Provide job-embedded professional development	<ul style="list-style-type: none"> <li>Provides extensive PD opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context.</li> <li>Uses internal system networks as central mechanism for the professional development of school-level leaders.</li> <li>Aligns the content of professional development with the capacities needed for district and school improvement</li> <li>Requires individual staff growth plans to be aligned with district and school improvement priorities</li> <li>Holds staff accountable for applying new capacities by monitoring the implementation of school improvement plans</li> </ul>
6. Align budgets, personnel policies/ procedures and uses of time with district mission, vision and goals	<ul style="list-style-type: none"> <li>Aligns the allocation of resources with district and school improvement goals</li> <li>Aligns personnel policies and procedures with the district's improvement goals</li> <li>Aligns organizational structures with the district's improvement goals</li> <li>Provides principals with considerable autonomy in the hiring of teaching staff</li> <li>Expects and assists schools to allocate instructional resources equitably</li> </ul>
7. Use a comprehensive performance management system for school and district leadership development	<ul style="list-style-type: none"> <li>Uses the best available evidence about successful leadership (e.g. OLF) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders;</li> <li>Matches the capacities of leaders with the needs of schools</li> <li>Provides prospective and existing leaders with extended opportunities to further develop their leadership capacities</li> <li>Develops realistic plans for leadership succession</li> <li>Promotes coordinated forms of leadership distribution in schools</li> </ul>
8. Advocate for and support a policy-governance approach to board of trustee practice	<ul style="list-style-type: none"> <li>Encourages trustees to focus on district policy and the achievement of the district's goals and priorities (policy governance model of trustee practice)</li> <li>Encourages participation of the elected board in setting broad goals for its use in fulfilling its policy-setting and policy-monitoring responsibilities.</li> <li>Regularly reports to the board progress in achieving these broad goals;</li> </ul>
9. Nurture productive working relationships with staff and stakeholders	
<i>Internal district and school staffs</i>	<ul style="list-style-type: none"> <li>Develops communication systems and processes throughout the district to keep all members informed</li> <li>Develops open, accessible and collaborative relationships with principals</li> <li>Encourages reciprocal forms of communication with and among schools</li> <li>Promotes high levels of interaction among school leaders. These interactions should include all school leaders and be driven by a shared sense of responsibility among school leaders for system improvement;</li> <li>Creates structures to facilitate reciprocal forms of communication. These structures and norms should result in deeply interconnected networks of school and system leaders working together on achieving the system's directions.</li> <li>Buffers schools from external distractions to the district's and schools' priorities and goals.</li> </ul>

Dimensions	Specific Practices
<i>Local community groups</i>	<ul style="list-style-type: none"> <li>• Routinely consults with community groups on decisions affecting the community</li> <li>• Encourages staff to participate directly in community groups</li> <li>• Demonstrates the importance the district attaches to its community connections</li> </ul>
<i>Parents</i>	<ul style="list-style-type: none"> <li>• Holds schools accountable for developing productive working relationships with parents</li> <li>• Influences the work of schools toward fostering improved educational cultures in the home environments of their students</li> </ul>
<i>Ministry of Education</i>	<ul style="list-style-type: none"> <li>• Develops/maintains high levels of engagement with provincial department/ministry of education</li> <li>• Engagement with department/ministry is frequently proactive rather than only responsive</li> <li>• Makes flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities.</li> </ul>

Results of several recent studies provide additional clarity about the nature of several of the practices identified in Table 1. One recent study carried out in three U.S. districts inquired about the practices used by district leaders to help strengthen principals' instructional leadership. These districts had moved away from "occasional professional development for principals to prioritizing ongoing, intensive, job-embedded support to school principals"<sup>56</sup>. The position of area superintendent in two of the districts had been rewritten "to focus on working with small groups of principals individually and in networks to develop their capacity for instructional leadership" (page 734). Results of this qualitative study indicated that the most effective of these district leaders engaged in five sets of practices for improving the instructional leadership of principals: they focused their efforts on working jointly with the principals in the principals' own school context; they modeled what it meant to be an effective instructional leader (by demonstrating their own knowledge of good instruction, for example); they provided school leaders with "tools" (e.g., assessment tools, classroom observation tools) to further their instructional leadership; they also helped school leaders network with others from whom they might learn, and they remained engaged with their principals over extended periods of time.

Results of the Ontario and Alberta studies indicated that strong district leaders need to be adaptable and flexible, maintain multiple priorities at the same time and able to

collaborate productively with others. These leaders also benefit from broad experience, refined relationship skills, and the ability to add value to the conversations and decisions of the senior district leadership teams of which they are a part. Commitment to "Catholicity" is a very important quality for all leaders and prospective leaders in Catholic school systems; preservation of the French language and culture is an added priority for district leaders in francophone districts.

Strong district leaders kept both the community and the central office staff focused on learning and they supported principals and teachers in their efforts to improve instruction and stimulate high levels of learning among all students. These district leaders assumed responsibility for significantly improving instructional leadership in schools.

Research framed by sense making concepts indicates that the prior beliefs and knowledge of district leaders, along with the contexts in which they work, significantly influence the understandings they construct of the instructional and curriculum policy innovations proposed to them from external sources such as the Ministry of Education. For example, district leaders deeply knowledgeable about the theories and evidence underlying those policy innovations are likely to make quite different decisions about what is to be implemented in their schools and how support should be provided to those doing the implementing than those with more superficial knowledge about these matters.

<sup>56</sup> Honig (2012, p. 734)



## 4. Two Especially Useful Personal Leadership Resources

Early research about what the *Ontario Leadership Framework* (OLF) refers to as “personal leadership resources”<sup>57</sup> estimates that as much as half of the variance in organizational members’ attributions of leadership is accounted for by these resources, as distinct from overt leadership practices, for example<sup>58</sup>. More recent evidence also points to the greater salience of general traits (e.g., psychological resources) in organizational members’ perceptions of “distant” (e.g., directors and superintendents) as compared with “close” (e.g., principals, vice principals, lead teachers) leaders. Perceptions of “close” leaders, this evidence argues, are rooted in peoples’ direct experiences of their behaviors and practices. In the absence of such close contact, perceptions of distant leaders mostly rely on less behaviorally rooted qualities<sup>59</sup> or traits such as optimism, openness, integrity and the like.

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Evidence suggests that personal leadership resources are increasingly important for leadership success as the contexts in which leadership is exercised become, as with districts, more complex and varied.

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The especially large impact of these more trait-like qualities on the attitudes organizational members hold about their “distant” leaders is quite important because such attitudes predict the extent of influence that district leaders are likely to be awarded by those on whom they depend to achieve district goals. Evidence suggests, as well, that personal leadership resources are increasingly important for leadership success as the contexts in which leadership is exercised become, as with districts, more complex and varied<sup>60</sup>.

The *Ontario Leadership Framework* includes three types of personal leadership resources:

- **cognitive resources:** domain-specific knowledge, problem-solving expertise;
- **social resources:** perceiving emotions, managing emotions and acting in emotionally appropriate ways;
- **psychological resources:** optimism, efficacy and resilience.

These resources underlie effective leadership practice at both the school and district levels although revisions (not undertaken in this paper) to the current description of several of these resources as, for example, domain specific knowledge, are likely needed to fully reflect the district leadership context.

Assertions about qualitative differences in what is required from top or distant- as compared with lower-level or close leaders are usually justified with reference to the consequences for leadership of larger organizational size, increased operational complexity, greater interaction with the wider environment in which the organization finds itself, and the need to anticipate future demands that might require significant organizational adaptation<sup>61</sup>. At least two personal leadership resources are especially productive in such contexts; one is a psychological resource (proactivity), the other a cognitive resource (systems thinking).

### Proactivity

Proactivity is a motivational state predisposing one toward initiating “future-oriented action to change and improve the situation”<sup>62</sup>.

*People who are proactive effect environmental change; they identify opportunities and act on them, show initiative, and persevere until they bring about meaningful change. They transform their organization’s mission, find and solve problems, and take it upon themselves to have an impact on the world around them. Less proactive people show little initiative, tending to passively adapt to their circumstances rather than change them*<sup>63</sup>.

Evidence about the effects of proactivity, especially on the part of senior leaders, demonstrates its contribution to the likelihood of being perceived as a leader, especially a charismatic leader, as well to the achievement of organizational goals<sup>64</sup>. While typically considered a “psychological trait”, its manifestation in overt behavior is at least partially under the conscious control of those providing exemplary leadership,

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<sup>57</sup> This research encompassed a wider array of such resources than included in the OLF.

<sup>58</sup> See Kenny & Zaccaro (1983).

<sup>59</sup> Popper (2013)

<sup>60</sup> Zaccaro et al, (2004).

<sup>61</sup> For example, see Hooijberg & Schneider (2001) and Howard (2001)

<sup>62</sup> Parker, Williams & Turner, (2006, p.636).

<sup>63</sup> Crant & Bateman (2000, page 65)

<sup>64</sup> Crant & Bateman (2000); Deluga (1998).

depending on their other dispositions and the contexts in which they work. Some evidence suggests that proactivity is stimulated or supported by several other “personal leadership resources” included in the OLF - psychological resources including self-efficacy, optimism, and resilience and cognitive resources including expert problem solving and domain-specific knowledge<sup>65</sup>.

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While proactivity is a valuable trait for all leaders to possess, its contributions to leader effectiveness increase as leaders’ discretion and autonomy increases. Justification for highlighting “proactivity” as a personal leadership resource for district-level leaders also rests on the need for those leaders to both stimulate and effectively manage change on a large scale under complex circumstances.

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Proactivity may assume the form of more or less assertive overt behaviors. While considerable evidence associates leaders’ proactivity with relatively assertive and dominant behavior in groups<sup>66</sup>, proactivity is also evident in quieter, less overtly assertive but still persistent, approaches to leadership; both manifestations of proactivity include the clearly positive tendencies toward friendliness, warmth, gregariousness and enjoyment of social interaction. So the form that proactivity takes (more or less assertive leadership behaviors) should be viewed as “contingent”. For example, assertive forms of proactive leadership are productive when those working with leaders are passive. When those working with leaders are themselves proactive, however, less assertive forms of proactivity seem to be most productive<sup>67</sup>. Assertive forms of leadership also seem to be most productive when there is little social support for those providing leadership, as is often the case in organizational turnaround contexts, for example. But less assertive forms of leader proactivity can be productive in more socially supportive contexts<sup>68</sup>.

While proactivity is a valuable trait for all leaders to possess, its contributions to leader effectiveness increase as leaders’ discretion and autonomy increases. Justification for highlighting “proactivity” as a personal leadership resource for district-level leaders also rests on the need for those leaders to both stimulate and effectively manage change on a large scale under complex

circumstances. Directors and superintendents in Ontario are accountable for continuously improving student achievement and well-being across the many schools in their organizations, along with a very small number of other goals related to graduation rates and public engagement, as well as unique goals and priorities established for and by their own districts.

The dynamic nature of this demand for improvement requires periodic realignment of districts’ fiscal, physical and personnel resources to be accomplished. While the broad goals for which Ontario districts are accountable are not likely to be much contested within district organizations, the realignment of resources to achieve those goals will often be highly contested. Some district members and stakeholders often will consider themselves to be either winners or losers as a result of resource realignment - as every district leader who has tried to close a school knows too well. Moving the organization forward in the face of resulting frictions and conflicts requires not only strong motivation to change but also the ability to make the case for realignment not just convincingly, but in a manner that does not alienate those who may consider themselves losers in the struggle for resources. The absence of a proactive motivational state on the part of district leaders allows the predictable torrent of everyday organizational maintenance problems to overwhelm their time, attention and energies.

## Systems Thinking

A cognitive resource, the term “systems thinking” was used by Peter Senge (1990) in his book, *The Fifth Discipline*, a widely popular text in the management and organizational change fields during the 90s. Senge used the term systems thinking to argue that organizational leaders should understand and take account of the many, often dense, complex, and reciprocal connections among different elements of their organizations. Changing one organizational element typically has consequences for many others. These consequences may be positive or negative. So the threefold challenge for leaders engaged in improvement efforts is to:

- determine which other elements of their organizations are likely to be impacted by changes to the elements they select for planned intervention;
- using prior experience and relevant research from other contexts, anticipate what will be the most probable nature of that impact (positive or negative, for example);

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<sup>65</sup> Parker, Bindl & Strauss (2010); Fay & Frese (2001)

<sup>66</sup> Judge, Bono, Ilies & Gerhardt (2002)

<sup>67</sup> Grant, Gino & Hofman (2011).

<sup>68</sup> Bauer, Erdogan, Liden and Wayne (2006)

- as part of their planned interventions, at minimum develop means for improving undesirable impacts on those elements not selected for planned intervention; optimally, craft changes across most elements of the organization so that they are positively aligned with, support and add leverage to the changes made through the planned intervention.

This account of systems thinking, however, addresses just one of the two dimensions associated with the conception of systems thinking in this paper. Elliot Jacques' (1997) emphasis on the temporal aspects of executive leadership suggests that as leaders assume positions at "higher levels" or with greater responsibilities in their organizations, it becomes necessary for them to anticipate, plan and imagine over increasingly extended time horizons. The strategic plans and board improvement plans framing the work of many district leaders, for example, typically extend over three to five year periods, although much longer time horizons are associated with executive leadership in some other sectors<sup>69</sup>. The leadership capacity required to enact this dimension of systems thinking, referred to in some of the executive leadership literature as "foresight"<sup>70</sup>, also includes the ability to engage the entire organization in understanding likely futures and their consequences for organizational action.

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While direct empirical justification for the importance of district leaders' systems thinking is limited, justification of two other sorts is quite strong. One source of justification is simply deductive logic, primarily what has been used by organizational theorists<sup>71</sup> who claim that there are qualitative differences in the work of top- as compared with lower-level leaders. The larger the sizes of the organization the more "elements" (including people) interact in accounting for its outcomes, for example. School districts are obviously larger than the schools within them.

The second source of justification for highlighting systems thinking among the personal leadership resources of district leaders comes from the policy evaluation literature, - in

particular, what has been learned about the consequences of not engaging in systems thinking. Often referred to as "collateral damage", the policy evaluation literature is saturated with evidence about the unanticipated negative consequences of implementing well-meaning policies without anticipating how those policies are likely to interact over time with elements of the organization not directly associated with the policy, for example:

- Testing policies designed to improve achievement results have sometimes produced a dramatic narrowing of the taught curriculum;
- Establishing a priority for improving reading achievement sometimes has led to reduced performance in mathematics;
- Stipulating a performance standard (e.g., Level 3 on the EQAO tests as a performance standard) sometimes prompts disproportionate attention and resources to students just below the standard and the subsequent neglect of students with lower and higher performance;
- Introducing extrinsic rewards for students who perform better at school sometimes results in the loss of their intrinsic motivation to learn - shifting from a mastery to a performance orientation toward learning.

The key word in this brief litany of unanticipated consequences is "sometimes". Each one of these change efforts has been implemented without those negative consequences by leaders who have strong systems thinking capacities.

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Members of the district leadership team acting together potentially have much greater systems thinking capacity than do any one of its members acting alone. Improving the systems thinking capacity of district leaders is a function of improving both individual and collective capacity.

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Of course, members of the district leadership team acting together potentially have much greater systems thinking capacity than do any one of its members acting alone; for example, the allocation of financial resources is a key part of any district-wide improvement plan, so academic and business members of the senior team need to work closely together to address appropriate allocation of those resources. Improving the systems thinking capacity of district leaders is a function of improving both individual and collective capacity.

<sup>69</sup> See Hooijberg & Schneider (2001) for example.

<sup>70</sup> This aspect of systems thinking is closely related to "proactivity" as well.

<sup>71</sup> Examples include Hamel & Prahalad (1994) and Selznick (1957).



## 5. A Vision of Future District Leadership

To this point the paper has summarized evidence about best practices in the past, although many districts and their leaders not yet reflecting this evidence would increase the odds of becoming more effective by engaging with more of those practices in their future work.

What does the future hold for our expectations of strong district leadership? One promising potential answer to this question extends the work of district leaders considerably beyond what has been described to this point. This answer argues for an expansion of district purposes to include not only the learning and well-being of all students within their boundaries, but also a shared responsibility, with other districts and the provincial government, for the learning and well-being of students in the province, as a whole.

This conception of strong future districts means that consultation with districts by the provincial government around proposed government initiatives, as is often carried out now, counts as an unacceptably weak version of shared responsibility. Such approaches to consultation place districts, and their professional associations in a continuously reactive role. Combined with initiative overload from the government, this continuously reactive stance makes it extraordinarily difficult to benefit from the potential insights districts and their leaders are able to provide under different, less hurried circumstances. Furthermore, these reactive forms of consultation ensure the focus of provincial initiatives will almost always be determined by the centre. Strong districts and their leaders in the future would behave much more proactively in respect to provincial policy than this reactive position allows.

Greater local district control over the wider policy agenda also has been advocated on the grounds that large-scale reform strategies must change over time if progress is to be sustained<sup>72</sup>. Central control strategies, for example, are useful to initiate change but as progress is made on a large scale, future improvements increasingly depend on responding productively to differentiated challenges in districts and schools. Sustaining progress (“moving from good to great”, for example) depends on a devolution of authority from the centre.

It is probable that such a future role for strong districts and their leaders would result not only in different and better implemented policy, but also significantly fewer provincial policy initiatives, something much to be valued in the current context of “initiative overload”. When those responsible for policy development are not also responsible for policy implementation, the chances of initiative overload are guaranteed to be very high<sup>73</sup>. District leaders with dual responsibilities for both local and provincial policy development as well as policy implementation are likely to be more cautious about proposing new initiatives since the rewards for initiative overload are mostly negative for them and the challenges of policy implementation are theirs and only theirs to solve.

Realizing this vision for strong districts in the future would depend on more than the province’s willingness to carve out a mediating role for districts in a top-down process of policy development and implementation, something that has largely been accomplished; it would depend on:

- the ability and willingness of provincial governments to cede considerably more authority to districts and their leaders for the initial formation of province-wide policy and the shaping of how such policy is implemented;
- the willingness of district leaders, especially directors of education, to devote a significant minority of their energies to provincial policy formation and implementation ; and
- the ability of those district leaders to add value to provincial policy development and implementation, in part by responding productively to variations across districts in their local community contexts, staff capacities, student needs and the like.
- explicitly acknowledging the substantial influence that district leaders’ knowledge, beliefs and values have on shaping the nature of government policy as it is implemented in schools<sup>74</sup> ;
- strengthening the capacities of staff and stakeholders in both schools and district central offices<sup>75</sup>.
- This vision of the strong district of the future and the leadership it would require has important implications for the preparation, selection and assessment of future district leaders taken up in section 5 below.

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<sup>72</sup> This argument is more fully developed by Barber (2010).

<sup>73</sup> See Hale & Hollingworth (in press) for a vivid account of one state’s efforts to introduce a top down professional development initiative in all schools in the state and how “policy churn” at the state level blunted most implementation efforts in districts and schools.

<sup>74</sup> A vivid illustration of how district leaders’ “sensemaking” determines what happens to a government initiative to change reading instruction in schools can be found in Spillane (1998).

<sup>75</sup> Honig and her colleagues (2010) refer to this move as “district central office transformation for teaching and learning improvement” (p. 21)

## 6. The Contribution of Strong Districts and Their Leaders to Student Achievement

While quite consistent in its results, the amount of direct evidence about the contribution of strong districts to student learning is still modest. In this section we summarize several different sources of such evidence: evidence from “outlier” studies; results of the Ontario study; and evidence from one large, longitudinal U.S. study carried out by a research team from the universities of Toronto (OISE) and Minnesota. Evidence from one other study is also summarized.

### Outlier Studies

The majority of research about the nature and effects of strong districts has been based on case studies of one or several districts. Districts in which students are achieving significantly beyond expectation are identified using student test data and then researchers employ qualitative methods to unpack features of those districts most likely to have accounted for their success.

Recent reviews suggest that this corpus of evidence likely extends to about 35 studies and growing (Rorrer et al, 2008; Leithwood, 2010; College of Alberta School Superintendents, 2008). This evidence provides strong support for claims about the significant contribution to student learning that districts are able to make when they reflect the portrait of strong districts sketched out in the earlier section of this paper.

This evidence is difficult to quantify more precisely, however; it does not indicate how much of the variation in student achievement is accounted for by district level characteristics, for example, nor does it allow for estimating the relative contribution to student achievement of different district characteristics.

The main value of outlier studies, beyond the identification of critical characteristics, is the provision of “existence proof”. This evidence demonstrates that districts can make unique and significant contributions to the achievement of their students under conditions also described by this same research.

### The Ontario Study

One of the largest sets of quantitative evidence available about district effects on student achievement was provided by the same Ontario study that substantially shaped the description of strong district characteristics reported in section 2 of this paper. Using principal and district leader survey data combined with EQAO results, this study assessed the contribution of an earlier version of each of the nine characteristics of strong districts to changes in math and language achievement over five years, aggregated across grades 3, 6, 9 and 10, as well as to mean district achievement in math and language in 2010 - a total of four achievement measures. Forty-nine of the province’s 72 districts contributed useable evidence for the quantitative portion of this study.

**Overall results.** This study first assessed the effects of eight of the nine strong district characteristics on achievement. Effects of the ninth characteristic, Leadership Development, were assessed on the other eight characteristics based on assumptions about the indirect effects of leadership on student learning. An “effect size” (ES) statistic was used to report these results<sup>76</sup>.

Findings from this study were as follows:

- *Mission, vision and goals for students* had significant effects on four achievement measures, effect sizes ranging from .27 to .40;
- *Coherent Instructional guidance* had significant effects on three achievement measures, effect sizes ranging from .32 to .40;
- *Evidence Use* had significant effects on all four achievement measures, effect sizes ranging from .34 to .40;
- *Alignment* had significant effects on all measures of achievement except change in math, effect sizes ranging from .32 and .35;
- *Professional Development* had significant effects on the two language scores but neither of the math scores, effect sizes ranging from .29 to .30;

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<sup>76</sup> In the case of these results, effect sizes were calculated from correlations. So although the term “effect” is used, it is an association or relationship that is being reported.

- *Organizational Improvement Processes* made no significant contribution to either annual or change achievement scores;
- *Internal district and school relationships* had significant effects on both grade 9 academic math achievement and grade 10 literacy;
- *Local community relationships* were significantly related to the annual measure of grade 9 Academic and Applied Math achievement;
- *Relationships between parents and the school* had a significant effect on three of the four achievement measures, moderate effect sizes ranging from .26 to .29;
- *Relationship with the Ministry of Education* did not demonstrate significant effects.

Evidence from the study, as a whole, also confirmed the significant indirect effects of leadership development on the eight other district characteristics. For example:

- District leadership effects were especially large in relation to *organizational improvement processes* (.65), *beliefs and*

*vision for students* (.50), *alignment* (.44) and *relationships with the Ministry of Education* (.58).

- Board of trustee leadership effects, while generally weaker than the leadership of district administrators, were relatively strong in relation to *beliefs and vision for students* (.63) and *organization improvement processes* (.54).

**Case study quantitative results.** Three school districts in the province were selected for case study based on their exceptional gains in aggregate EQAO results over five years. While the main evidence collected in these three districts was qualitative, results of the survey data collected from all forty-nine districts were also available. Table 2 summarizes mean ratings of the nine characteristics of strong districts for the province as a whole (the 49 participating districts) and the three case study districts. As well, the table reports total increases in the percentage of students achieving level 3 or above across all EQAO tests (see above) over five years for the province and for each of the three districts.

**Table 2**  
**The Association between Strong District Characteristics and Student Achievement in Three High Performing Ontario Districts**

Nine Characteristics of Strong Districts	Province	NP	TL	CECC
Curriculum and Instruction	3.18	3.56	3.37	3.23
Beliefs Vision & Goals for Students	3.27	3.89	3.28	3.55
Uses of Evidence	3.04	3.17	3.08	3.28
Organizational Improvement Processes	2.89	3.13	3.25	2.63
Professional Development	2.83	3.11	2.96	3.10
Alignment	3.19	3.77	3.38	3.39
Professional System-level Leadership	3.14	3.61	3.22	3.10
Policy-oriented board of trustees	2.88	4.00	3.50	3.71
Relationships	2.95	3.23	2.94	2.85
<b>Average Rating of District Characteristics</b>	<b>3.04</b>	<b>3.50</b>	<b>3.22</b>	<b>3.20</b>
<b>Total Achievement Gains Five Years</b>	<b>50</b>	<b>109</b>	<b>75</b>	<b>92</b>

A comparison of province-wide and case study district results, using the evidence in Table 2, can be summed up as follows:

- *Province vs. NP (a small Catholic school district):* a difference of .46 in the ratings of strong district characteristics is associated with a difference of 59% of students achieving at level 3 or above on EQAO tests over five years.
- *Province vs. TL (a medium- sized public school district):* a difference of .18 in the ratings of strong district characteristics is associated with a difference of 25% of

students achieving at level 3 or above on EQAO tests over five years.

- *Provinces vs. CECC (a medium- sized francophone district):* a difference of .16 in the ratings of strong district characteristics is associated with a difference of 42% of students achieving at level 3 or above on EQAO tests over five years.
- *Averaging all three comparisons:* a difference of .26 in the ratings of strong district characteristics is associated with a difference of 42% of students achieving level 3 or above on EQAO tests over five years.

Keeping in mind the well-known limitations of associations or correlations as evidence of causation, this evidence indicates that relatively small improvements in the status of strong district characteristics is associated with substantial increases in student achievement.

### **The University of Toronto/University of Minnesota Study<sup>77</sup>**

At the time it was carried out (2004 to 2009) by a team of researchers from two universities, this was the largest study of educational leadership that had ever been conducted. Both qualitative and quantitative data were collected from teachers, school and district leaders, and community stakeholders in a representative sample of nine U.S. states, 45 districts and 122 schools. State test results were used to estimate student achievement results at the school and district levels in both English and Math.

Results of specific analyses conducted about district effects using this large data set indicated that:

- Well-developed networks created by districts to encourage collaborative professional learning and mediated by both focused instruction and teacher professional community accounted for 17% of the variation in student achievement across districts<sup>78</sup>.
- Strong district conditions and leadership together explained about 19% of the variation in student achievement across districts, when districts are effective at developing a sense of collective efficacy among

principals about their work<sup>79</sup>. This analysis also found that the combined effects of district leadership and district conditions explained almost as much of the variation in student achievement as did the four school-level conditions that were measured (school culture, decision making processes, supports for instruction, and professional learning community).

### **Other Evidence**

McLaughlin and Talbert's (2003) study of 3 "reforming" districts in California examined the relationship between state tests of student achievement and teacher and principal ratings of district characteristics similar to some of those characteristics described in section 2 of this report (behaving as a learning organization; exhibiting a coherent focus on teaching and learning; providing school staffs with instructional support; and encouraging data-based inquiry and accountability at both district and school levels). Correlations with student achievement varied between .1 to about .6. The authors described the overall pattern of relationships as substantial.

While the four sources of evidence reviewed here do not add up to a large database by most social science standards, the results of the research are quite consistent. When districts have those characteristics described in section 2 of this paper and when district leaders enact those practices and dispositions described in section 3 of this paper, significant value is added to the achievement of their students beyond the value added by their schools and classrooms.

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<sup>77</sup> Louis et al (2010); Leithwood & Louis (2012)

<sup>78</sup> Lee et al (2012)

<sup>79</sup> Leithwood & Jantzi (2008)

## 7. Conclusion

Not all districts add value to the learning and well-being of their students. Considerable handwringing also can be found about the value added to student learning and well-being by school organizations, school leaders, teachers and parents. Unlike the district literature, however, it is rare to find arguments favoring the elimination of the school organization, school leaders, teachers, or parents; in these cases, the questions considered most appropriate to pursue are about the value each of these entities adds to student learning when they are performing “at their best”, or close to it, and how the performance of each of these entities, in the real world, can be optimized.

These are also the most productive questions to ask about districts. After all, as the introduction to this paper indicates, there were good reasons for creating districts even before they became as directly accountable for improving student learning and well-being as they are at present. These reasons included, for example, facilitating the implementation of government education policy in schools, representing local community aspirations for children in decisions about their school curriculum, and helping to ensure the equitable treatment of children across schools. These reasons have not gone away, they have been added to. So the focus of this paper has been about the nature of strong districts and their leaders, along with the contribution they make to student achievement.

Districts contribute to their students’ learning, evidence in this paper suggests, to the extent that they develop nine key characteristics or conditions. These characteristics encompass districts’ purposes, the coherence of instructional guidance systems, how and what evidence district staffs use for decision making, the nature of their improvement processes and approaches to capacity building; these key characteristics also include the extent to which elements of the organization are aligned around district purposes and priorities, approaches to leadership development, the nature of trustee governance and the quality of relationships throughout the district and beyond.

For district senior leadership teams, developing these nine characteristics in their organizations should be the proximal or immediate goals for their work, with student learning and well-being as the distal or long-term goals. Borrowing the title of one important Ontario study<sup>80</sup>, these nine characteristics are the means through which district go about “Unlocking the Potential for Learning” in schools and classrooms.

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While the nine district characteristics are *what* needs to be developed by senior leaders, *how* to develop those characteristics has been captured in the paper by unpacking evidence about the practices and personal leadership resources of strong district leaders. Each district characteristic, as the paper indicates, develops in response to a handful of specific leadership practices described in the paper. While the total number of practices identified in this way is relatively extensive, it reflects both the extent and complexity of the work done by strong district leaders. A shorter list of practices could only be created by offering a more abstract and less practical account of what strong district leaders do.

Underlying the choice and enactment of almost all strong senior leadership practices are a small number of personal leadership resources, most of which are described in the *Ontario Leadership Framework* (OLF) as attributes, traits or dispositions of effective leaders at all “levels”. This paper added two personal leadership resources, to those already included in the OLF, because of their importance for senior district leaders, in particular. The sheer size of district organizations, as compared with schools, for example, means that district leaders are potentially even more vulnerable than school leaders to being distracted from their improvement efforts and so need a strong predisposition toward “proactivity” (a psychological resource in OLF terms). The complexity of district organizations, in combination with the relatively longer time frames over which improvement work must be planned places

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<sup>80</sup> Campbell & Fullan (2006)

a premium on senior leaders' "systems thinking" (a cognitive resource in OLF terms).

How much value do strong districts add to the learning of their students over and above the contributions of schools and classrooms? This is a technically complicated question to answer; the paper addressed this question by reviewing the results of a relatively large set of studies that report qualitative data about the work of exceptionally performing districts and several large studies conducted in the U.S. and Ontario using more rigorous mixed-methods research designs.

Before summarizing the conclusions drawn from this evidence, it is useful to outline what might reasonably be expected as an answer. In his new book *Thinking Fast and Slow*<sup>81</sup>, Nobel award winner Daniel Kahneman devotes several chapters to what is known about expertise in different domains of human functioning and just how reliably experts in different domains can predict and control the outcome of their actions or practices. The wide variation among experts in this ability to predict, Kahneman points out, is not primarily due to variations in the capacities of experts themselves; rather, it is mostly due to variation in the certainty of their environments.

Political scientists and highly-trained economists, for example, have dismal track records in predicting outcomes in their domains for this reason, whereas neurosurgeons and chess masters do much better.

The environment in which directors and superintendents work is clearly uncertain. Governments, local community groups, trustees, and parents are among the many sources of such uncertainty because they all have a legitimate stake in what schools do and a right to strongly advocate for their views. Following Kahneman's argument, such uncertainty suggests a very modest impact of directors and superintendents on the improvement of student learning and well-being in their schools. Yet the research reviewed in this paper paints a much more optimistic picture. When senior district leaders develop the characteristics and conditions of strong districts described in this paper, the best available evidence indicates that their impact on student learning is likely to be substantial. Indeed, relatively small improvements in the status of strong district characteristics are associated with substantial increases in student achievement. Strong districts do add significant value to the learning of students beyond the contribution of schools and classrooms.

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When senior district leaders develop the characteristics and conditions of strong districts, the best available evidence indicates that their impact on student learning is likely to be substantial.

Strong districts do add significant value to the learning of students beyond the contribution of schools and classrooms.

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<sup>81</sup> Published by Doubleday Canada.

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### Evidence Used to Develop the *District Effectiveness Framework*

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REPORT TO

REGULAR BOARD

## NON-RESIDENT VISA STUDENT FEES FOR SEPTEMBER 2015

*“By his knowledge the depths are broken up,  
and the clouds drop down the dew.”*

**Proverbs 3:20**

Created, Draft	First Tabling	Review
April 16, 2015	April 23, 2015	<a href="#">Click here to enter a date</a>
D. de Souza, Co-ordinator of Revenue, Grants & Ministry Reporting A. Mazzucco Co-ordinator of Adult Education, Continuing Education P. Keyes, Superintendent of Student Success P. De Cock, Comptroller of Business Services & Finance		
<b>RECOMMENDATION REPORT</b>		

### 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**

This report recommends that the Toronto Catholic District School Board (TCDSB) maintain the fees for Non-Resident VISA students to match the rates established by the Toronto District School Board (TDSB). TCDSB does not receive any provincial grants for Non-Resident Visa students and TDSB is expected to keep its fees for 2015-16 unchanged from 2014-15 at this time. Business Services staff recommends maintaining TCDSB's fees of \$12,500 and \$14,000 respectfully to match the TDSB fees of \$12,500 elementary and \$14,000 secondary. It is anticipated that the Toronto Catholic District School Board (TCDSB) will continue to remain competitive and attractive to Non-Resident VISA students for September 2015.

## **B. PURPOSE**

To set the TCDSB Non-Resident VISA student fees for the 2015-16 school year, enhance recruitment efforts and remain competitive with our co-terminus school board, the Toronto District School Board.

## **C. BACKGROUND**

The Committee of the Whole Board during the meeting scheduled for March 2002, approved a motion requesting staff to prepare an annual report on the setting of Non-Resident VISA student fees.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

In March 2000, the Ministry of Education announced the Regulation made under the Education Act, "Calculation of fees for non-residents" for the 2000-01 school year. The regulation pertaining to the charging of tuition fees to Visa students does not set a maximum ceiling on how high the fees should be set, only a required minimum fee since the board does not receive any grants for Visa students. In 2002, the board raised TCDSB fees to achieve relative parity with its co-terminus counterpart for September 2003 and requested annual updates of any changes that occurred with the surrounding boards.

The following is a comparison of the fees for Visa students charged by boards in the GTA:

Note	GTA School Boards	Elementary				
		11-Sep	12-Sep	13-Sep	14-Sep	15-Sep
1	Dufferin-Peel CDSB	\$11,000	\$11,000	\$11,000	\$11,000	\$11,000
2	Durham CDSB	n/a	\$12,200	\$12,200	\$12,200	\$12,200
3	Durham DSB	\$12,200	\$12,200	\$12,200	\$12,200	\$12,400
4	Halton DSB	\$12,000	\$12,500	\$12,500	\$12,500	\$12,500
5	Halton CDSB	\$11,750	\$12,000	\$12,000	\$12,000	\$12,000
6	Peel DSB	n/a	n/a	n/a	n/a	n/a
7	Toronto DSB	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500
8	Toronto CDSB	\$10,750	\$12,000	\$12,000	\$12,500	\$12,500
9	York Region DSB	\$12,000	\$12,000	\$12,000	\$12,000	\$12,550
10	York Region CDSB	\$12,000	\$12,200	\$12,200	\$12,000	\$12,200

Note	GTA School Boards	Secondary				
		11-Sep	12-Sep	13-Sep	14-Sep	15-Sep
1	Dufferin-Peel CDSB	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000
2	Durham CDSB	\$13,000	\$13,300	\$13,300	\$13,300	\$13,300
3	Durham DSB	\$13,300	\$13,300	\$13,300	\$13,300	\$13,600
4	Halton DSB	\$13,000	\$13,500	\$13,500	\$13,500	\$13,500
5	Halton CDSB	\$12,750	\$13,000	\$13,000	\$13,000	\$13,000
6	Peel DSB	\$13,250	\$13,250	\$13,250	\$13,500	\$14,000
7	Toronto DSB	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000
8	Toronto CDSB	\$12,000	\$13,500	\$14,000	\$14,000	\$14,000
9	York Region DSB	\$13,750	\$13,750	\$13,750	\$13,000	\$13,114
10	York Region CDSB	\$13,000	\$13,200	\$13,200	\$13,200	\$13,400

## Notes

1. Plus \$250 admin fee, no health insurance, no housing services
2. Plus \$250 admin fee, no health insurance, no housing services
3. No health insurance, no housing services
4. Plus \$325 admin fee, no health insurance, no housing services

5. Plus \$250 admin fee, no health insurance, no housing services
6. Not available for students under 14 years old; Plus \$350 admin fee, registration fee \$50-\$150; mandatory health insurance \$1.75/day; optional homestay admin fee \$350, 10 month accommodation (includes meals) \$9750
7. Mandatory health insurance of \$500 is included; plus \$200 application fee; housing provided in partnership with Canada Homestay International.
8. Mandatory health insurance of \$500 is included; plus \$200 application fee; housing provided in partnership with Canada Homestay International and/or YES Homestay International.
9. Plus \$250 admin fee for new students and \$100 for returning students; health insurance extra (\$450 for 1 year, \$493.40 for 13 months), housing services extra (\$300 admin fee, \$500 security deposit, \$9450 10 month accommodation, \$1000 custodianship per year)
10. Plus \$150 admin fee for new students and \$100 for returning students; mandatory health insurance (\$430 for Sep - Jun, \$450 for 1 year, \$45 each additional month), no housing services

The Ministry of Education's Grants for Student Needs (GSNs) requires a minimum VISA tuition fee charge of \$10,204 for elementary and \$10,858 for secondary.

In 2001, Ministry of Education officials were contacted and their opinion sought. They verbally replied that the regulations on Non-resident students allowed boards to charge up to what the market would bear. In this case, for 2015, the market in Toronto could bear up to \$12,500 for an elementary visa student and \$14,000 for a secondary visa student as can be seen by the Toronto District School Board's fees. In order to continue our recruitment efforts and to continue to remain competitive, TCDSB establishes its fees at the same level as the co-terminus school board.

## **E. STAFF RECOMMENDATION**

That the fees for Non-Resident VISA students for September 2015 for Toronto Catholic District School board be maintained at the same level as the fees established by the TDSB of \$12,500 elementary and \$14,000 secondary as follows:

<b><u>Panel</u></b>	<b><u>Yearly Fee</u></b>	<b><u>Pro-Rated Fee</u></b>
Elementary	\$12,500	or \$1,250 per month
Secondary (under 21)	\$14,000	or \$1,400 per month
Secondary (over 21-Fraser)	\$14,000	or \$1,500 per additional course

In the event TDSB or surrounding boards increase/decrease their fees for the 2015/2016 school year, TCDSB staff will reevaluate and recommend a new tuition fee.



REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON HARASSMENT AND DISCRIMINATION POLICY

*O Lord, You have pleaded my soul's cause; You have redeemed my Life. Lamentations 3:58*

### Created, Draft

May 27, 2014

### First Tabling

February 17, 2015

### Review

March 26, 2015

Ann Andrachuk, Chair, Governance and Policy Committee  
Loretta Notten, Superintendent Governance and Policy

### 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:

Ann Andrachuk, Chair  
Angela Kennedy, Vice Chair  
Maria Rizzo, Trustee Ward 5  
Mike Del Grande, Trustee Ward 7  
Gary Tanuan, Trustee Ward 8  
Jo-Ann Davis, Trustee Ward 9  
Nancy Crawford, Ex-Officio

## **A. COMMITTEE RECOMMENDATIONS**

At the May 27<sup>th</sup>, 2014 Governance and Policy Committee, it was recommended:

1. To move forward with the draft amended policy and guidelines for consultation with our federation partners.
2. That under Evaluation and Matrix, an annual report be submitted to the Student Achievement Committee on the statistics, number of complaints lodged by groups and the status of the complaints.
3. That the Director revise the policy and guidelines to distinguish different processes for complaints for elected officials and the Director of Education, Non-employees and Employees.
4. That the Scope and Responsibility be amended to clearly identify the parties involved and their roles as part of the policy.
5. That the financial and legal impact be removed from the final version of the policy on a go forward basis.

At the February 17<sup>th</sup>, 2015 Governance and Policy Committee, it was recommended:

1. That the Board rescind policy H.M. 28 Sexual Harassment Policy.
2. That the Board approve the revised H.M. 14 Harassment and Discrimination Policy and the Respectful Workplace Guidelines.

## **B. ORIGIN**

In 2010, amendments to the Occupational Health and Safety Act were made that legislated that all employers have comprehensive policies and programs to address harassment, discrimination and workplace violence. Further, additional protected grounds of discrimination were added to the Human Rights Code in 2013.

Further, amendments are required to delineate the different processes and options available to all TCDSB stakeholders to address harassment and discrimination.

There is no longer a need for a separate policy to address sexual harassment given that H.M. 14- addressing Harassment and Discrimination in the

Workplace is an umbrella policy that covers all the protected grounds of discrimination under the Human Rights Code.

## **C. EXECUTIVE SUMMARY**

The Harassment and Discrimination in the Workplace Policy (H.M. 14) and the corresponding Guidelines contained in TCDSB's Respectful Workplace Protocol require updating and revisions to ensure that the Board is in alignment with relevant legislative changes. Also proposed within the scope of the Board's work on H.M. 14 is that the Board's Sexual Harassment policy (H.M. 28) be eliminated given that H.M. 14 is an umbrella policy that covers all the protected grounds of discrimination within the Human Rights Code. The revised Policy and Protocol came before the Governance Committee for the first time in May 2014. At that time staff identified that the next step in development of the policy would be consultation with TCDSB's Federation partners. That consultation has taken place. Further, there was a request by the Governance Committee that a separate process be identified for complaints against the Director of Education and elected officials. With these action items complete, the revised policy and protocol was recommended to the Governance Committee and now to Board for adoption.

Dialogue at the February 17, 2015 Governance Committee focused on the issue of parental harassment and the ability of a parent to appeal a trespass notice. There was also conversation regarding the notation in the staff report (Appendix C) that the Toronto Secondary Unit was not fully satisfied with the Respectful Workplace document and some of the processes identified therein. Finally there was conversation regarding the process for complaints against Trustees and what might or might not constitute an individual's understanding of harassment.

## **D. APPENDICES**

1. Appendix A: Revised Harassment and Discrimination Policy
2. Appendix B: Respectful Workplace Document (Operational Procedure)
3. Appendix C: Report to Governance Committee on revised Harassment and Discrimination Policy

## **E. MOTIONS**

1. That the Board rescind policy H.M. 28 Sexual Harassment Policy.

2. That the Board approve the revised H.M. 14 Harassment and Discrimination Policy and the Respectful Workplace Guidelines.

***Motions declared carried.***



<b>Date Approved:</b>	<b>Date of Next Review:</b>	<b>Dates of Amendment:</b> May 2, 2007
<b>Cross Reference:</b> <ul style="list-style-type: none"> <li>• Education Act, Section 301-303</li> <li>• Ontario College of Teachers Act</li> <li>• Occupational Health and Safety Act (Bill 168)</li> <li>• Municipal Freedom of Information and Protection of Privacy Act</li> <li>• Ontario Human Rights Code</li> <li>• H.M. 19 Conflict Resolution</li> <li>• H.M. 24 Catholic Equity and Inclusive Education Policy</li> <li>• <i>H.M. 28 Sexual Harassment (to be consolidated herein)</i></li> <li>• S.S. 09 Code of Conduct</li> <li>• Police School Board Protocol</li> </ul> <b>Appendix A: The Respectful Workplace</b>		

### **Purpose:**

This Policy commits the TCDSB to providing a work environment that promotes professionalism and ethical behaviour consistent with its Code of Conduct. The policy affirms the Catholic teachings that all women, men and children share a common dignity and deserve to be treated with the respect and consideration worthy of followers of Christ. It therefore, requires all persons to exercise behaviour that facilitates the creation of a working environment that is conducive to the achievement of excellence and the development of one's potential.

### **Scope and Responsibility:**

This Policy extends to all Board employees, contract employees, volunteers and Trustees who are employed by or perform functions for the Toronto Catholic District School Board and that similarly, each of these groups has the right of freedom from harassment and discrimination in the workplace. The Director of Education, supported by the Human Resources department, is responsible for this policy.

## **Alignment with MYSP:**

Living Our Values  
Inspired and Motivated Employees  
Strengthening Public Confidence

## **Financial Impact:**

Significant legal costs if the policy were not in place and faithfully respected.  
Nominal costs when the Board is required to move to an outside investigator.

## **Legal Impact:**

The Occupational Health and Safety Act requires school boards to develop and implement a workplace harassment policy and program. The Education Act and the Ontario Human Rights Code require that every person who is an employee has a right to freedom from harassment and discrimination in the workplace by his or her employer or agent of the employer or by another employee.

## **Policy**

The Toronto Catholic District School Board is committed to ensuring harassment and discrimination as defined in the Harassment and Discrimination in the Workplace policy will not be tolerated by the Board. In keeping with its values and legal responsibilities as an employer, the Board will treat any complaint of harassment and discrimination as a serious matter. Investigation of any complaint will be completed in a way that is objective, free from conflict of interest or power-based bias.

## **Regulations:**

1. The TCDSB document, The Respectful Workplace: Addressing Harassment and Discrimination, 2015, will govern the operational procedures for dealing with allegations of harassment and discrimination in the workplace. (**Appendix B**)

2. A complaint may be initiated by an individual who believes that he/she has been harassed or by those who are covered by this policy who have witnessed directly or have reasonable grounds to suspect that harassment is occurring.
3. Any complaint must be filed within six (6) months following the incident(s) of harassment; however, the time limit may be extended at the discretion of the Board.
4. There shall be both a mediated process and a formal complaint resolution process available.
5. Individuals who engage in harassment may be disciplined up to and including dismissal.
6. Any determination arising from an investigation will be subject to an appeal process.
7. Complaints made in a frivolous or vexatious manner or in bad faith will be subject to a disciplinary process.
8. All persons involved in a harassment/discrimination investigation shall maintain confidentiality to the fullest extent practicable and appropriate under the circumstances. Any breach of confidentiality is subject to appropriate disciplinary action.
9. All investigations will be conducted in a manner that ensures objectivity and as such, investigations may include the use of trained board personnel, such as staff from the Conflict Resolution Department, Administrators (in the cases involved parental harassment) and/or external consultants, as appropriate.
10. Records will be retained in keeping with the requirements of the Municipal Freedom of Information and Protection of Privacy Act, the Human Rights Code and the Education Act.
11. The Director of Education will develop and implement protocols and procedures that discourage harassment and ensure that suitable awareness and training is available to all those covered by the policy.

## **Definitions:**

### **Discrimination**

Unfair treatment because of race, sex, colour, ancestry, place of origin, ethnic origin, marital status, sexual orientation, age, disability, citizenship, family status, religion, gender identity or gender expression.

### **Harassment**

Harassment is any vexatious behaviour that threatens, intimidates, demeans, humiliates, or embarrasses a person or a group, and that a reasonable person should have known would be unwelcome. It includes actions, comments, or displays. It normally involves a course of conduct but a single act of a serious nature may constitute harassment.

The exercise of supervisory responsibilities, including training, performance appraisal, direction, instruction, counselling and discipline does not constitute harassment as long as these are not being exercised in a discriminatory or intimidating manner.

### **Workplace**

The workplace is any place where employees, contract employees, volunteers and trustees and other users perform work or work-related duties or functions. Schools and school-related activities, such as extracurricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions are included within this policy.

## **Evaluation and Metrics:**

1. There will be a review by a standing committee of employee and board representatives of this policy and related procedures with a report to the Board every three years.
2. There will be an annual report to the Student Achievement committee on the statistics, number of complaints lodged by group and the status of complaints.

# **THE RESPECTFUL WORKPLACE**

## ***ADDRESSING HARASSMENT AND DISCRIMINATION***



# **THE RESPECTFUL WORKPLACE**

## ***ADDRESSING HARASSMENT AND DISCRIMINATION***

### **Policy and Guidelines**



**Angela Gauthier**  
Director of Education

**Michael Del Grande**  
Chair of the Board



**TORONTO CATHOLIC  
DISTRICT SCHOOL BOARD  
TRUSTEES 2014-2015**

**Wards**

1.	Joseph Martino	416-512-3401
2.	Ann Andrachuk	416-512-3402
3.	Sal Piccininni	416-512-3403
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5.	Maria Rizzo	416-512-3405
6.	Frank D'Amico	416-512-3406
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9.	Jo-Ann Davis	416-512-3409
10.	Barbara Poplawski	416-512-3410
11.	Angela Kennedy	416-512-3411
12.	Nancy Crawford, Vice-Chair	416-512-3412
	Christopher MacDonald, Student Trustee	416-512-3417
	Hannah McGroarty, Student Trustee	416-512-3413

**Angela Gauthier**, Director of Education  
**Michael Del Grande**, Chair of the Board

*Revised February 2015*

**Toronto Catholic District School Board**  
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## **Message from the Director of Education**



## **Message from the Chair of the Board**



# Acknowledgements

The Toronto Catholic District School Board wishes to acknowledge the contributions of the following persons who participated in the development and revisions of this document:



## **Initial Development (Position at time of development)**

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Thanks to **Anapaula DaCosta**, graphic artist, for document preparation.

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<b>David Szollosy</b>	President, Toronto Secondary Unit, OECTA
<b>Mario Bernardo</b>	President, Toronto Elementary Catholic Teachers Unit, OECTA
<b>Marguerite Thomson</b>	President, Toronto Catholic Elementary Schools Principals/Vice Principals Association
<b>Marty Farrell</b>	Representative, Management, Administrative, Professional Association





## Preface

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The harassment and discrimination policy of the Toronto Catholic District School Board is deeply rooted in Catholic teaching. It affirms the Catholic claim which states that all persons are created in the image of God and therefore have an intrinsic worth that transcends social structures. A person's dignity forms the basis of the claim for inherent rights in both the political and economic spheres.

Too often, this insistence on human dignity as the basis for social interaction is denied to people. This is especially the case in relation to women. As John-Paul II states in *Familiaris Consortio*:

Unfortunately the Christian message about the dignity of women is contradicted by that persistent mentality which considers the human being not as a person but as a thing, as an object of trade, at the service of selfish interest and mere pleasure: the first victims of this mentality are women.

This mentality produces very bitter fruits, such as the contempt for men and for women, slavery, oppression of the weak, pornography, prostitution - especially in an organized form - and all those various forms of discrimination that exist in the fields of education, employment, wages, etc.

The principle of the human person as the *Imago Dei* is also at the heart of John-Paul's theology of work. Because God is active in creation, work serves as a means for the human person to live out that image by working with creation. To that end, the dignity of human work can only be achieved when the dignity of the human person is affirmed and considered essential to the social operation of the work place. As John-Paul states in the encyclical *Laborem Exercens*:

...the whole labour process must be organized and adapted in such a way as to respect the requirements of the person and his or her forms of life... It is a fact that in many societies women work in nearly every sector of life. But it is fitting that they should be able to fulfil their tasks in accordance with their nature, without being discriminated against and without being excluded from jobs for which they are capable... within the sphere of these principal rights, there develops a whole system of particular rights which, together with remuneration for work, determine the correct relationship between worker and employer. Among these rights there should never be overlooked the right to a working environment ... which is not harmful to the workers' physical health or to their moral integrity.

For these reasons, the TCDSB harassment and discrimination policy is committed to providing a work environment where women, men, and children can live in decency and dignity without fear of being exploited or harmed. In doing so, the policy affirms the Church's teachings that all God's children share a common dignity and deserve to be treated with the respect and consideration worthy of followers of Christ.

## Statement of Commitment

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The inherent right of all individuals to be treated with dignity and respect is central to Catholic values and Christian beliefs. The Toronto Catholic District School Board, hereinafter known as the “Board”, is a Catholic educational community and is therefore committed to the creation of a working and teaching environment which fosters mutual respect for the dignity and well-being of all employees.

Harassment is contrary to Catholic values and undermines the Board’s mission of an inclusive learning community rooted in the love of Christ where students are educated to grow in grace and knowledge and to lead lives of faith, hope and charity.

Harassment poisons the work environment for employees. It negatively affects morale, motivation and job performance. It results in increased absenteeism, turnover, inefficiency and loss of productivity.

The Board is committed to providing a workplace that promotes professionalism and ethical behaviour consistent with its Code of Conduct. It therefore, requires all persons to exercise behaviour that facilitates the creation of a working environment that is conducive to the achievement of excellence and the development of one’s potential. Harassment constitutes behaviour which undermines the maintenance of a professional workplace.

Harassment and discrimination as defined in the Harassment and Discrimination in the Workplace policy will not be tolerated by the Board. In keeping with its values and legal responsibilities as an employer, the Board will treat any complaint of harassment and discrimination as a serious matter.

## Policy Statement

---



2

The Toronto Catholic District School Board recognizes that all people are created in the image and likeness of God and, as such, deserve to be treated with dignity, respect and fairness.

The Toronto Catholic District School Board is committed to providing a safe and welcoming environment that is an example of Christian Community. Every member of this community - student, parent/guardian, employee, contracted service provider, trustee, parish priest or others while on Board property and at Board sponsored events shares in the responsibility for creating an environment that is safe and respectful.

In keeping with these beliefs, it is the policy of the Board that every employee, contracted employee, volunteer and trustee has the right of freedom from harassment and discrimination in the workplace.

The Toronto Catholic District School Board recognizes that its school system, consistent with the protection afforded in the Constitution Act 1867 and confirmed in the Canadian Charter of Rights and Freedoms, gives pre-eminence to the tenets of Roman Catholicism. Subsection 19 (1) of the Ontario Human Rights Code provides that *“This Act shall not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act”*. The Board does not relinquish these rights.



## Purpose of the Policy

---

# 3

The purpose of the Harassment and Discrimination in the Workplace Policy, hereinafter known as the “Policy”, is to create and maintain a work environment that is free from harassment. The Policy is a clear statement of the Board’s commitment to maintaining Catholic values in its workplace and its determination to act promptly to address any incident of harassment and to create an environment where harassment will not be tolerated.

The objectives of the Policy are to:

- Demonstrate and promote the commitment of the Board to protecting the dignity and rights of its employees and members of the TCDSB community
- Alert and educate employees, volunteers and elected officials of the Board to the fact that harassment is prohibited under the laws of the Province of Ontario as well as being contrary to Catholic values
- Establish measures to prevent and/or stop harassment by and against its employees, volunteers and elected officials
- Take immediate action and provide confidential, impartial and effective procedures to resolve complaints in ways that respect the rights of all parties
- Provide appropriate remedies to complainants in recognition of the impact of harassment
- Identify various roles and responsibilities for the maintenance of a harassment-free workplace
- Provide appropriate responses and consequences in situations where harassment has occurred

### ■ THE LEGAL DEFINITION AND RIGHTS - HARASSMENT

The *Ontario Human Rights Code* and the *Occupational Health and Safety Act* establish an employee's right to freedom from harassment in the workplace and an employer's corresponding obligation to provide a workplace that is free from harassment.

The term "harassment" means engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome

These rights and responsibilities are covered in the following sections of the *Occupational Health and Safety Act* and the *Ontario Human Rights Code*:

**Subsection 1 (1) of the Occupational Health and Safety Act defines workplace harassment as:**

*Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome.*

**Section 5 (1) of the Ontario Human Rights Code states that:**

*Every person has a right to equal treatment with respect to employment without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status, disability, gender identity or gender expression.*

**And:**

**Section 5(2)**

*Every person who is an employee has a right to freedom from harassment in the workplace by the employer or agent of the employer or by another employee because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, family status ~~or~~, disability, gender identity and gender expression.*

**And:**

## Section 7 (2)

*Every person who is an employee has a right to freedom from harassment in the workplace because of sex by his or her employer or agent of the employer or by another employee.*

### ■ TCDSB POLICY DEFINITION – HARASSMENT

Harassment is any vexatious behaviour that threatens, intimidates, demeans, humiliates, or embarrasses a person or a group, and that a reasonable person should have known would be unwelcome. It includes actions, comments, or displays. It normally involves a course of conduct but a single act of a serious nature may constitute harassment.


#### **SEXUAL HARASSMENT**

Sexual harassment refers to deliberate, unsolicited, unwelcome and personally offensive behaviour, comments, gestures or physical conduct of a sexual nature that creates discomfort, interferes with work effectiveness, invades the privacy or threatens the safety, livelihood or status of an individual.

#### **HOW POWER IMBALANCES CAN CONTRIBUTE TO HARASSMENT**

The fact that a person does not explicitly object to harassing behaviour does not mean that the behaviour is not harassing or is being assented to. Wherever possible, the Board encourages individuals to be explicit about actions or behaviours that are unwanted and to request that such actions or behaviours cease and desist. However, the Board recognizes that it may not always be possible or advisable to directly confront offenders in cases of serious violations or where there are significant power imbalances in the working relationship.

However, it is important to note that the exercise of supervisory responsibilities, including training, performance appraisal, direction, instruction, counselling and discipline does not constitute harassment as long as these are not being exercised in a discriminatory or intimidating manner. Personality clashes and/or interpersonal conflict do not, in and of themselves, constitute harassment. This policy is not intended to address concerns that individuals may have regarding



leadership, communication style, or overall performance of Board employees/teaching staff/administrators. ~~It~~ The policy ~~is not~~ cannot be used as a ~~substitute~~ recourse for dealing with a performance appraisal, and the complaints procedures outlined herein should not be invoked for these purposes. The complaint procedures are intended to address workplace harassment and discrimination only.

While a ~~A~~ healthy work and learning environment can include appropriate humour. ~~However,~~ care must be taken to ensure that the use of humour is not offensive, degrading, discriminatory, or otherwise a violation of this policy or the *Code*.

## ■ THE DEFINITION OF DISCRIMINATION

Unfair treatment because of race, sex, colour, ancestry, place of origin, ethnic origin, marital status, sexual orientation, age, disability, citizenship, family status, record of offences, religion (creed), gender identity, and gender expression.

Subsection 19 (1) of the Ontario Human Rights Code provides that *“This Act shall not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act”*.

## ■ THE DEFINITION OF WORKPLACE

The workplace is any place where employees, contract employees, volunteers and trustees and other users perform work or work-related duties or functions. Schools and school-related activities, such as extracurricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions are included within this policy.

## ■ OTHER DEFINITIONS:

### Complainant

The complainant is the person who believes they were harassed or discriminated against.

### Respondent

The respondent is the person who is alleged to have engaged in harassment or discrimination.

### Mediated Complaint Resolution

An informal process whereby the complainant seeks advice or assistance to address the problem with the respondent. The process attempts to resolve the alleged harassment at the lowest level. There are no formal written records or finding (decision).

### Formal Complaint Resolution

A process which is initiated by a written complaint by the claimant to the Superintendent of Human Resources. It requires official investigation of the complaint within a formalized framework. A finding (decision) will normally result, documentation will be in official files and disciplinary action may result.

## Responsibilities

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## ■ A SHARED RESPONSIBILITY

While employees share responsibility for understanding and preventing harassment and discrimination in the workplace, it is important to recognize that, under law, administrators carry more responsibility than other employees.

Boards of inquiry convened under the *Human Rights Code* have held that those who have the authority to prevent the continuation or repetition of harassment may be accountable for failing to exercise their ability to do so. This accountability extends to anyone in a

management or supervisory position. The Board is responsible for responding to complaints of harassment and discrimination regardless of the relationship between the people involved.

### **Trustees**


It is the role of the Board of Trustees to ensure compliance with the Policy through the following measures:

- Provide the Director of Education with the necessary resources to implement the Policy
- Consider the advice of the Director of Education on future development and improvement of this Policy and encourage the development of parallel policies that will enhance the workplace and subsequently improve the provision of a Catholic education within the community

### **Director of Education**

The responsibility of the Director of Education is to ensure compliance with the Policy as follows:

- Be a role model and showing respect for the dignity of others by speaking out against harassment and discrimination when it is encountered
- Develop and implement policies and procedures that discourage employment-related harassment and discrimination

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- ensure that all employees are provided with information about the nature of harassment and discrimination and are informed about the Policy, their rights and responsibilities
  - ensure that the appropriate staff facilitate the implementation of this Policy by providing the training and resources for personnel to fulfil their responsibilities under this Policy
  - ensure that corrective measures are taken and disciplinary measures are imposed quickly and without undue delay when a complaint is substantiated, regardless of the seniority of the offender
  - ensure that it is formally acknowledged in writing to a person who has been found to have been harassed that harassment has taken place
  - monitor the implementation of the Policy to ensure that procedures adequately meet Policy objectives and that all complaints are being treated seriously

### **Superintendent of Human Resources**

The role of the Superintendent of Human Resources/Designate is to:

- investigate every formal written complaint of harassment and discrimination
- carry out the steps as stated within the formal investigation process
- document and maintain a confidential record of formal complaints
- be responsible for the security and confidentiality of complaint files after a complaint is discontinued or resolved
- appoint persons who are themselves employees of the Board to serve as facilitator(s) under this Policy.
- arrange for the facilitator(s) to receive appropriate initial and continuing training as well as other institutional support and assistance for carrying out their responsibilities under this Policy.



## **Supervisory Personnel**

**Associate** Directors, supervisory officers, principals, administrative department heads and other supervisors are responsible for:

- being a role model and showing respect for the dignity of others by speaking out against harassment and discrimination when it is encountered
- making every reasonable effort to provide an environment which is free of harassment and discrimination
- approaching employees with concerns about inappropriate behaviour and advising them that it must stop
- receiving and handling complaints with the support of the Conflict Resolution Manager
- assisting in resolution at an mediated level when requested by either one or both parties
- conducting preliminary fact finding
- protecting the complainant or participants in investigations against reprisals in the workplace

## **Conflict Resolution Personnel or assigned personnel**

The Conflict Resolution department has dual responsibilities both as advisors and as facilitators. The role of the advisor is to:

- provide information and advice on the application and scope of the Policy to all employees
- provide advice and support to persons who are subjected to harassment and discrimination
- provide information on ways to resolve a harassment and discrimination complaint
- advise complainants and respondents of rights under this Policy and the availability of counselling and other support services
- facilitate the training of personnel involved in implementing the Policy
- monitor the operation of the Policy and recommend improvements to the Board
- conduct investigations if when designated by the Superintendent of Education, Human Resources





## **Facilitator(s)**

A facilitator is a professionally trained individual appointed within the Board to work with the parties to establish an agenda, suggest and enforce ground rules, keep the discussion on track, and offer suggestions on how the parties may achieve their objectives. Facilitator(s), including staff from the Conflict Resolution Department, when acting in that capacity, will advise the parties of:

- the right to undertake the mediated resolution procedure and/or the right to lay a formal written complaint under this Policy
- availability of counselling or other support services provided by the Board or Professional Association or Union
- the right to be accompanied by a Professional Association or Union and/or bargaining unit representative at any stage of the process where the complainant is required or entitled to be present
- the right to withdraw a complaint, should the complainant no longer wish to proceed with further action. However, should the Board have any information that suggests harassment and discrimination is occurring, it has a legal responsibility to proceed with the investigation

## **Employees, Contracted Employees, and Volunteers**

Employees who feel that they are victims of harassment and discrimination have a right under this Policy to report their concerns to their supervisor or other appropriate contact.

Employees who witness harassment and discrimination have a moral responsibility to uphold the Policy and are encouraged to report.

Any employee found to have engaged in any type of harassment will be subject to disciplinary action up to and including dismissal.

### **HARASSMENT – THE DISCERNMENT PERIOD**

When an individual is considering whether they have been subjected to harassment, they need to ask:

Was the behaviour unwelcome?

Was the behaviour personally threatening, intimidating, demeaning, humiliating or embarrassing?

Was it deliberate?

Has the behaviour created a negative work environment for you?

Has it been a course of behaviour over time?

Have you let the individual know the behaviour is unwelcome?

Examples of harassment include, but are not limited, to:

- verbal comments such as name calling; insults; threats; slurs; crude, degrading or suggestive remarks; offensive songs or recordings, demeaning racial or ethnic remarks and jokes or innuendoes;
- communication by means of written or graphic materials, unwanted notes, letters, e-mails, **social media comments, or text messages**, for example the display of racist, derogatory or offensive pictures, graffiti or other materials;
- use of stereotypical images or language, for example jokes and anecdotes, which suggest that all or most employees of a particular identity are the same;
- differential treatment, and the avoidance or exclusion of any group or individual, for example the refusal to converse or work with an employee because of his/her racial or ethnic background;
- any activity or behaviour, not necessarily directed at anyone in particular that creates a hostile or offensive workplace;
- abuse of authority such as acts or misuse of power as intimidation, threats, blackmail or coercion.

## QUESTIONS AND CONTACTS

If you have questions and need advice contact any of the following:

- Your immediate supervisor, Principal , Superintendent, or
- The Conflict Resolution Department at 416-222-8282, ext. 2363, or 2771.
- Your professional Association or Union representative:

OECA – TORONTO SECONDARY UNIT – 416-633-5502

OECA - TORONTO ELEMENTARY CATHOLIC TEACHERS – 416-398-6838

OECA – TORONTO OCCASIONAL TEACHERS – 416-636-5644

CUPE – 1328 – 416-512-9493

CUPE – 1280 – 416-989-5035

CUPE - 3155 – 416-393-5309

ASSOCIATION OF PROFESSIONAL STUDENT SERVICES PERSONNEL – 416-222-8282 ext. 6471

All enquiries will be confidential.

## REPRISAL

For purposes of this Policy, any reprisal or threat of reprisal against an individual who:

- a) has invoked this Policy or
- b) has participated or cooperated in any investigation under this Policy, or
- c) has been associated with a person who has invoked this Policy or participated in these procedures

No form of reprisal, whether actual or threatened, against a person who initiates or contemplates initiating a complaint of harassment or discrimination or a witness that cooperates in a formal investigation will be tolerated by the Board. This is subject to the section on Frivolous or Vexatious Complaints.



## ■ SCOPE OF APPLICATION

### A. Workplace

The Policy will be enforced where activities related to the business of the Board take place. These include:

- activities within offices, staff rooms, classrooms, cafeterias/lunch rooms and other Board property
- events associated with and including co-instructional and extra-curricular activities
- situations outside of Board operated premises e.g. field trips, external work assignments, work-related conferences, training sessions, travel or social gatherings
- activities in other locations where harassment may have a subsequent impact on the work relationship, performance or environment.

### B. Individuals

All persons working for the Board or carrying out Board business are covered by the Policy. These include teaching and non-teaching staff who are temporary, part-time and full-time employees. The Policy also applies to elected officials, members of boards and committees and **registered** volunteers.



## Mediated Complaint Resolution

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All complaints will be treated seriously. There are two internal processes **that may be pursued**— mediated and formal. The individual may use either process or both.

In the mediated process, each employee retains the right to decide how to respond to harassment, including either verbal or written communication with the respondent, in order to resolve the situation. **As** a complainant, **you** may contact a superordinate/field superintendent/appropriate supervisory officer, union/association representative and/or the Conflict Resolution **Department** to discuss the situation and how it might be resolved. At this stage, since only advice is being sought, names need not be disclosed. All such enquiries to a third party will be treated as confidential and the complainant is under no obligation to file a formal complaint.

The complainant may choose to go directly to the formal process or utilize both the mediated and formal stages.

1. As soon as possible, the complainant is advised to make a record of the details surrounding the incident(s) including times, dates, places, names of witnesses, if any, and circumstances surrounding the incident(s).
2. The complainant may wish to speak directly to the person involved in the alleged harassment.

The complainant may choose to do this alone or in the presence of another Board employee, facilitator, **staff from the Conflict Resolution Department**, Professional Association or Union or bargaining unit representative. If the complainant chooses to speak to the person, it would be helpful to make a note of the conversation that took place. The complainant should tell the person calmly but firmly that the behaviour is unwelcome and must stop. This is often an effective way to end the harassment. For example, the complainant may wish to say “when I am called ‘\_\_\_\_\_’ (statement of fact), I feel belittled and insulted (impact statement). Please refer to me by my name (needs, wants, preferences)”.



3. The complainant may wish to advise the person by **written communication (e-mail or letter)**. If one chooses this option, it is advisable to keep a copy of the letter and proof that it was received, such as a courier or a registered mail receipt. In order to protect confidentiality, the use of e-mail is not advised.

*Some Helpful Hints in Writing a Letter or **E-mail**:*

- be brief
  - be factual and clear
  - give dates, time and location
  - describe the specific incident
  - state the impact on you (i.e. how it made you feel)
  - state what you would like to have happen
  - sign your letter
4. If the complainant is not satisfied with the results of the initial contact with the respondent or if the harassment continues, the complainant may wish to contact the Conflict Resolution **Department** to request the presence of a facilitator. A facilitator is a neutral third party who assists with the discussions so that the parties may focus on the substantive issues and work toward achieving a satisfactory resolution.
  5. The complainant may wish to consider counselling to help deal with the psychological and emotional impact of these events. Suggestions for counsellors can be obtained from the Conflict Resolution **Department** or a Professional Association or Union/bargaining unit representative.
  6. No formal written records are completed at this stage for inclusion in an official file although both parties and any third party should keep personal documentation of the meetings.
  7. If the harassment incident is not resolved at the mediated stage, the complainant may choose to initiate the next option - the Formal Complaint Resolution process.

## Formal Complaint Resolution

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1. ***If the complaint is against an employee or registered volunteer of the Board,*** the complainant will submit a written complaint to the Superintendent of Human Resources/Designate, with a copy to the appropriate supervisory officer.


A signed written complaint shall include:

Identification of the individual(s) involved and a clear description of the incident(s) of harassment and discrimination including times, dates, places and names of witnesses, if any.

Assistance with the writing of the complaint may be obtained from any supervisor/superintendent one feels comfortable with, the staff from the Conflict Resolution Department, or a representative from a Professional Association or Union ~~or union~~.

If, upon receiving a complaint, the Superintendent of Education, Human Resources or his/her designate determines that the conduct complained of (even if it occurred) does not fall within the definition of harassment or discrimination, the procedures outlined in this policy do not apply. In that case, no investigation under this policy will ensue. Depending on the circumstances, the concerns may be addressed and/or investigated under another Board policy, alternative dispute resolution process, or through the grievance process (if applicable).

2. The Superintendent of Human Resources/Designate will confirm in writing to the complainant, receipt of the complaint within seven (7) working days.
3. The Superintendent of Human Resources/Designate will forward a copy of the complaint to the respondent within seven (7) working days of receipt of the complaint.\*
4. The **fact-finding** investigation process shall begin within ten (10) working days but no later than 15 working days of the request to the Superintendent of Human Resources unless circumstances dictate otherwise. The Superintendent of Human Resources may conduct the investigation directly, or may assign



a Designate(s) to act in this role. In order to ensure objectivity, the designation of investigators will be determined by the needs of the complaint, and may include the use of trained Board personnel such as staff from the Conflict Resolution Department, Administrators (in the cases involving parental harassment) and/or external consultants. The goal in determining who should investigate the complaint will be to ensure full objectivity, freedom from conflict of interest and an absence of a power imbalance. The investigation shall conclude within seventy (70) working days from the commencement of the investigation unless circumstances dictate otherwise.


5.

The Superintendent of Human Resources/Designate will discuss the complaint separately with the two parties, and may consult with others who are in a position to provide relevant information. Both parties may recommend relevant witnesses.\* Both parties and all witnesses have the right to union representation during these and any other discussions during this process. Witness participation is voluntary. The Board cannot compel witnesses to participate in this process.

6. With Respect to Teachers re: 18 (1) (b) Regulation made under the Teaching Profession Act. A member shall..... on making an adverse report on another member, furnish him (her) with a written statement of the report at the earliest possible time and not later than three days after making the report.\*Teaching Profession Act . Despite any regulation made under subsection (1), a member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need not provide him or her with a copy of the report or with any information about the teacher.

Following the interviews, documentation will be prepared by the Superintendent of Human Resources/Designate, or the external consultant, if one has been assigned, based on the information provided during the interviews. Both parties will be given a copy of a summary report and will





have the opportunity to respond to the findings within ten (10) working days of receipt of the report.

7. Upon receipt of the investigator's report, the Superintendent of Human Resources/Designate will meet separately or together with the relevant parties to resolve the complaint. If the incident is resolved at this stage, no further action will be taken.
8. In the event a complainant or respondent to a formal complaint has one or both of the specific concerns set out below, within ten (10) days of receipt of the decision, a request may be made by either the complainant or the respondent to the Director of Education to review the decision.

The grounds for review are:

- the investigators did not comply with the procedures set out in this Policy; or
  - new evidence has become known after the decision but before the expiry of the ten (10) working days limitation period for requesting a review.
9. No review of the decision will be undertaken with regard to the claim that the conclusions drawn by the investigator(s) based on findings of fact were incorrect.
  10. A review will affirm or amend a decision or require that a new investigation be undertaken
  11. The complainant, at any stage, may choose to withdraw the complaint. The Board, however, may still be obliged to investigate.
  12. The provisions of this Policy do not take away an employee's right to take action outside of its provisions. For example, using any of the internal options does not mean one cannot exercise other rights such as filing a complaint directly to the Ministry of Labour or the Ontario Human Rights Tribunal.

## Complaint Against A TCDSB Non-Employee Stakeholder

*If the complaint is against another member of the TCDSB community other than an employee, (e.g. parent or student) the complainant will submit a written complaint to the School Administrator/Supervisor with a copy to the appropriate Supervisory Officer.*

1. The School Administrator/Manager may conduct the investigation directly or may assign a Designate to act in this role.

The School Administrator/Manager may consult with the Conflict Resolution Department for advice on conducting the investigation or exploring other dispute resolution options.

2. The fact-finding investigation process shall begin within ten (10) working days but no later than fifteen (15) working days unless circumstances dictate otherwise. The investigation shall conclude within thirty (30) working days from the commencement of the investigation unless circumstances dictate otherwise. If necessary, the School Administrator/Manager will put safety measures in place until the investigation process is completed.

3. The School Administrator/Manager will discuss the complaint separately with the two parties, and may consult with others who are in a position to provide relevant information. Both parties may recommend relevant witnesses. Employees involved in this process including all witnesses have the right to union representation during these and any other discussions during this process.

Witness participation is voluntary. The Board cannot compel witnesses to participate in this process.

4. Once the investigation is completed, the School Administrator/ Manager will meet separately or together with the relevant parties to review the outcome of the investigation and attempt to resolve the complaint. No written report shall be provided. If the incident is resolved at this stage, no further action will be taken.

If the complaint is not resolved at this stage, recommendations may be considered to remedy the situation including alternate forms of dispute resolution.

5. In the event a complainant has one or both of the specific concerns set out below, within ten (10) working days of receipt of the decision, a request may be made by either the complainant or the respondent to the area Supervisory Officer to review the decision.

6. The grounds for review are:

- the School Administrator / Supervisor and or Designate did not comply with the procedures set out in this Policy; or
- new evidence has become known after the decision but before the expiry of the ten (10) working days limitation period for requesting a review.

7. No review of the decision will be undertaken with regard to the claim that the conclusions drawn by the School Administrator / Supervisor and or Designate(s) based on findings of fact were incorrect.

A review will affirm or amend a decision or require that a new investigation be undertaken.

8. The complainant, at any stage, may choose to withdraw the complaint. The Board, however, may still be obliged to investigate.

## **Complaint Against A Trustee**

*If the complaint is against a Trustee*, the complainant will submit a written complaint to the Director of Education.

1. The Director of Education will review the complaint and may make recommendations to the complainant and/or the Trustee to resolve the complaint.
2. The Director of Education will investigate the matter within ten (10) working days of receiving the complaint unless, in the judgment of the Director of Education, circumstances indicate a different timeline is advisable.
3. Both parties may recommend witnesses who have knowledge of the matter to the Director of Education. A witness who is a member of a trade union or professional association shall have the right to representation by their union or professional association during this process.
4. The Director of Education will discuss the complaint with both parties, either separately or together, and may consult with others who may have relevant information.
5. In the event that the complainant or the Trustee is not satisfied with the proposed resolution of the complaint, the Director of Education will report the matter to the Board of Trustees in private session.
6. The provisions of this policy do not preclude either party from legally available dispute resolution proceedings.

## **Complaint Against The Director of Education**

*If the complaint is against the Director of Education*, the complainant will submit a written complaint to the Chair of the Board of Trustees.

1. The Chair of the Board of Trustees will review the complaint and may make recommendations to the complainant and/or the Director of Education to resolve the complaint.
2. The Chair of the Board of Trustees will investigate the matter within ten (10) working days of receiving the complaint unless, in the judgment of the Chair of the Board of Trustees, circumstances indicate a different timeline is advisable.
3. Both parties may recommend witnesses who have knowledge of the matter to the Chair of the Board of Trustees. A witness who is a member of a trade union or professional association shall have the right to representation by their union or professional association during this process.
4. The Chair of the Board of Trustees will discuss the complaint with both parties, either separately or together, and may consult with others who may have relevant information.
5. In the event that the complainant or the Director of Education is not satisfied with the proposed resolution of the complaint, the Chair of the Board of Trustees will report the matter to the Board of Trustees in private session.
6. The provisions of this policy do not preclude either party from legally available dispute resolution proceedings.

## Other Considerations

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### ■ CO-OPERATION OF PARTIES

It is fully expected that all parties, including the complainant, the person complained against and/or relevant witnesses, will fully cooperate in the Board's investigation of a complaint of harassment. However, if one or more parties fail or refuse to cooperate, the investigation may proceed utilizing the evidence and information available.

### ■ TIME LIMIT FOR FILING COMPLAINT

Any complaint must be filed within a reasonable time following the occurrence of the event. The Board adopts the six month time frame for reporting a complaint and in its discretion, may decide not to deal with the complaint when the facts upon which the complaint is based occurred more than six months before the complaint was filed.

### ■ TIME

The time limits set out in the Board's Policy can be extended if, upon the determination of the Board, there is an appropriate reason for doing so or if both parties agree.

### ■ NEUTRALITY OF THE INVESTIGATION

All those who are part of the investigation team must ensure an impartial and effective resolution of complaints.

The Board may select an external consultant to assist with an investigation, if this would best serve the investigation and the resolution of the complaint.

## ■ REASSIGNMENT INTERIM MEASURES PENDING INVESTIGATION

Where a formal complaint has been filed, depending on the circumstances of each case, interim measures may be implemented including but not limited to relocating either the complainant and/or respondent ~~may be assigned~~ to another location while the investigation is being conducted. Such action will be considered on a case-by-case basis to protect the interests of relevant parties.

## ■ APPEAL PROCESS

If the complainant or respondent is dissatisfied with the resolution, either individual may file a formal complaint with the Ontario Human Rights Tribunal of Ontario or the Ministry of Labour. ~~Commission, or drop the complaint and no further action will occur.~~

## ■ CONFIDENTIALITY

The Board understands that it is difficult to come forward with a complaint of harassment and discrimination and recognizes a complainant's and respondent's interest in keeping the matter confidential including not revealing the identities of relevant witnesses cooperating in formal investigations.

To protect the interests of those involved ~~the complainant, the person complained against, and any others who may report incidents of harassment,~~ confidentiality will be maintained throughout the process to the fullest extent practicable and appropriate under the circumstances. Within the work environment of both parties, it is important that all involved work to ensure that individual privacy and confidentiality are respected. Any breach of confidentiality is may be subject to appropriate disciplinary action.

All relevant documents and records regarding harassment and discrimination allegations will not be accessible to any Board staff other than the appropriate superintendent of education, the investigators, the Board lawyer Counsel and the Director of Education. **However, records may be subject to release under the provisions of the *Municipal Freedom of Information and Protection of Privacy Act*. A complaint under the *Human Rights Code*, or legal proceedings may require disclosure of any information collected.**

If warranted, meetings and interviews may take place at a neutral site rather than at the school or Board offices.





## ■ RECORD KEEPING

The Superintendent of Human Resources will be the custodian of the records and documents, and, as such, will ensure confidentiality of all materials. These files may include the names of complainants and respondents, the nature of the alleged harassment, correspondence between parties, meetings, including dates and names of attendees, information regarding the investigation process and disposition of the complaint. If the complaint is upheld, the Board shall take appropriate disciplinary action, including a letter of reprimand or letter of termination to be retained in the personnel file of the respondent. If the complaint is upheld, a letter to the complainant indicating that corrective action has been taken, will be held in the harassment file of the Superintendent of Human Resources. In order for monitoring to occur in cases where a complaint has been upheld, a summary of the allegations and recommendations may be forwarded to the appropriate supervisor.

If the complaint is not upheld, a letter will be sent to the parties notifying them of such. In general, the letters to the complainant and the respondent will be kept in the file of the Superintendent of Human Resources. The Board, however, reserves the right to include the letters in the respective personnel files of the complainant or respondent. If no further complaint against the respondent is received within seven (7) years, subject to any provisions in appropriate collective agreements, the contents of the investigating file will be destroyed.

## ■ CORRECTIVE ACTIONS

### Respondent

Where it is concluded that a complaint has been substantiated, the seriousness of the occurrence will determine the Board's disciplinary response.

Responses may include but not be limited to:

- i. a written reprimand delivered to the respondent with a copy to the respondent's personnel file
- ii. transfer
- iii. withholding of a promotion
- iv. demotion
- v. suspension with or without pay
- vi. dismissal
- vii. report to the Ontario College of Teachers, or other professional colleges



In addition to disciplinary responses, other responses may include but not be limited to:

- i. counselling for the parties
- ii. specific training for the respondent
- iii. an appropriate workshop or course

*In circumstances where a complaint has been substantiated, the onus is on the Board to consider first and foremost the impact on the complainant.*

Thus, where a complaint has been substantiated and the complainant does not feel comfortable in the same school or work environment as the respondent, the Board may, among other responses, transfer the respondent to another school or work location.

The complainant will be informed that corrective action has been taken and asked to report any further incidents of harassment or reprisal. In order to prevent a recurrence of harassment, the respondent's professional conduct will be monitored by the appropriate supervisor.

## ■ PROFESSIONAL RELATIONSHIP

Whether the complaint has or has not been substantiated, the parties may wish to discuss the continuance of their professional relationship. In these circumstances, the Superintendent of Human Resources/Designate may appoint a mediator/facilitator to meet with the relevant parties either together or individually to discuss their future work relationship.

## ■ FRIVOLOUS OR VEXATIOUS COMPLAINTS

The Board does not condone frivolous or vexatious complaints. If it is determined as a result of an investigation that a complaint was made maliciously with intent to harm or made in bad faith, formal disciplinary action will be taken against the complainant, including, but not limited to, a letter of reprimand, report to the Ontario College of Teachers or other professional colleges, suspension or possible termination of employment.

Such disciplinary action will be placed in the employee's personnel file. The complainant has the right to receive written notification of this conclusion including reasons and grounds, to respond to it and be represented at all subsequent proceedings.

# Education and Training

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The Conflict Resolution Department **has developed** mechanisms to ensure that all employees, volunteers and elected officials of the Board are informed of the existence of the Harassment and Discrimination Policy and Guidelines and its provisions by:

- Distributing pertinent information to all employees in pamphlet form
- Providing direct or indirect inservicing to employees
- Ensuring the Policy and the manual, The Respectful Workplace, Addressing Harassment and Discrimination, are available at **all** worksites and on the Board's website.

## Education and Training

All Board employees ~~will~~ shall be in-serviced on the Harassment and Discrimination Policy and ~~Guidelines following approval by the Board of Trustees.~~ New ~~personnel~~ staff members shall ~~will~~ be informed of the Harassment Policy and Guidelines during the orientation process.

Special training will be provided for those persons involved in the implementation of the Policy to help them develop knowledge and skills in the following areas:

- terms of the Harassment and Discrimination Policy
- human rights and other relevant legislation
- how to recognize harassment
- how to handle complaints with sensitivity and empathy
- **how to advise and prepare an employee who wishes to confront an alleged harasser and how to recognize situations where this may be inappropriate**
- how to intervene if one recognizes that harassment is occurring
- investigation techniques



## ■ BIBLIOGRAPHY

### *Papal Teachings*

The following papal teachings address the question of the dignity of the human person, especially the degree to which that dignity is denied or affirmed in the workplace and were included in the development of the Sexual Harassment Policy and Guidelines:

- |               |  |
|---------------|--|
| Leo XIII,     | <u>Rerum novarum (On the Condition of Labour)</u> , papal encyclical, Rome, 1881.  |
| Pius XI,      | <u>Quadragesimo anno (Reconstruction of the Social Order)</u> , papal encyclical, Rome, 1931.  |
| John XXIII,   | <u>Pacem in terris (Peace on Earth)</u> , papal encyclical, Rome, 11 April, 1963.  |
| Vatican II,   | <u>Gaudium et spes (The Pastoral Constitution of the Church in the Modern World)</u> , Rome, 1965.<br><u>Lumen gentium (Dogmatic Constitution on the Church)</u> , Rome, 1964.   |
| Paul VI,      | <u>Populorum progressio (The Development of Peoples)</u> , papal encyclical, Rome, 1967.<br><u>Octogesima adveniens (A Call To Action)</u> , apostolic letter, Rome, 1971.   |
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## ***Other Resources:***

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Code of Conduct policy, S.S.09, 2013 Toronto Catholic District School Board

## *Appendix B*

### **HARASSMENT AND DISCRIMINATION IN THE WORKPLACE H.M. 14**

<b>Date Approved:</b> May 2, 2007	<b>Date of Review:</b> October 30, 2013	<b>Dates of Amendment:</b>
<ul style="list-style-type: none"><li>• <b>Cross Reference:</b></li><li>• <b>Education Act, 1990, s. 301, 302</b></li><li>• <b>Ontario College of Teachers Act</b></li><li>• <b>Occupational Health and Safety Act</b></li><li>• <b>Municipal Freedom of Information and Protection of Privacy Act</b></li><li>• <b>Ontario Human Rights Code</b></li><li>• <b>H.M. 24 Catholic Equity and Inclusive Education Policy</b></li><li>• <b>M.M. 28 Sexual Harassment</b></li><li>• <b>S.S. 089 Code of Conduct</b></li></ul> <b>Appendix A: The Respectful Workplace</b>		

#### **Purpose:**

This Policy commits the TCDSB to providing a work environment that promotes professionalism and ethical behaviour consistent with its Code of Conduct. The policy affirms the Catholic teachings that all women, men and children share a common dignity and deserve to be treated with the respect and consideration worthy of followers of Christ. It therefore, requires all persons to exercise behaviour that facilitates the creation of a working environment that is conducive to the achievement of excellence and the development of one's potential.

#### **Scope and Responsibility:**

This Policy extends to all Board employees, contract employees volunteers and Trustees who are employed by or perform functions for the Toronto Catholic District School Board. The Director of Education, supported by the Human Resources department, is responsible for this policy.

## **Alignment with MYSP:**

Living Our Values  
Inspired and Motivated Employees  
Strengthening Public Confidence

## **Financial Impact:**

Generally, there is no significant financial impact on the TCDSB.

## **Legal Impact:**

The Occupational Health and Safety Act require school boards to develop and implement a workplace harassment policy. The Education Act and the Ontario Human Rights Code provides that requires every person who is an employee has a right to freedom from harassment and discrimination in the workplace by his or her employer or agent of the employer or by another employee.

## **Policy**

The Toronto Catholic District School Board is committed to ensuring that harassment and discrimination as defined in the Harassment and Discrimination in the Workplace policy shall not be tolerated by the Board. In keeping with its values and legal responsibilities as an employer, the Board will treat any complaint of harassment and discrimination as a serious matter.

## **Regulations:**

1. The TCDSB document, The Respectful Workplace: Addressing Harassment and Discrimination, 2014, will govern the operational procedures for dealing with allegations of harassment and discrimination in the workplace. (**Appendix A**)
2. A complaint may be initiated by an individual who believes they have been harassed or by those who are covered by this policy who have witnessed directly or have reasonable grounds to suspect that harassment is occurring.

3. Any complaint must be filed within six (6) months following the incident(s) of harassment; however, the time limit may be extended at the discretion of the Board.
4. There shall be both a mediated process and a formal complaint resolution process available.
5. Individuals who engage in harassment may be disciplined up to and including dismissal.
6. Any determination arising from an investigation may be subject to an appeal process.
7. Complaints must not be made in a frivolous or vexatious manner or in bad faith and may be subject to disciplinary procedures if so determined.
8. All persons involved in a harassment/discrimination investigation shall maintain confidentiality to the fullest extent practicable and appropriate under the circumstances. Any breach of confidentiality is subject to appropriate disciplinary action.
9. Records will be retained in keeping with the requirements of the Municipal Freedom of Information and Protection of Privacy Act, the Human Rights Code and the Education Act.
10. The Director of Education will develop and implement protocols and procedures that discourage harassment and ensure that suitable awareness and training is available to all those covered by the policy.

### **Definitions:**

#### **Discrimination**

Unfair treatment because of race, sex, colour, ancestry, place of origin, ethnic origin, marital status, same sex partner status, sexual orientation, age, disability, citizenship, family status, religion, gender expression or gender identity.

#### **Harassment**

Harassment is any vexatious behaviour that threatens, intimidates, demeans, humiliates, or embarrasses a person or a group, and that a reasonable person should have known would be unwelcome. It includes actions, comments, or displays. It normally involves a course of conduct but a single act of a serious nature may constitute harassment.

The exercise of supervisory responsibilities, including training, performance appraisal, direction, instruction, counselling and



discipline does not constitute harassment as long as these are not being exercised in a discriminatory or intimidating manner.

### **Workplace**

The workplace is any place where employees, contract employees, volunteers and trustees and other users perform work or work-related duties or functions. Schools and school-related activities, such as extracurricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions are included within this policy.

### **Evaluation and Metrics:**

1. There will be an annual review as per legislative requirements under the Occupational Health and Safety Act of this policy and related procedures with a report to the Board.

### ***Appendix B***

#### **Policy**

#### **Regulations**



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### APPENDIX C HARASSMENT AND DISCRIMINATION IN THE WORKPLACE H.M. 14 REPORT.DOCX

*Blessed are the peacemakers for they shall be called the sons of God (Matthew 5:9)*

Created, Draft	First Tabling	Review
February 9, 2015	February 17, 2015	<a href="#">Click here to enter a date.</a>
Loretta Notten, Superintendent Policy, governance and Strategic Planning Isolina Varano, Coordinator of Conflict Resolution, Human Resources Dept. Rory McGuckin, Superintendent of Human Resources		
<b>RECOMMENDATION REPORT</b>		

**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 Harassment and Discrimination in the Workplace Policy (H.M. 14) and the corresponding Guidelines contained in TCDSB's Respectful Workplace Protocol require updating and revisions to ensure that the Board is in alignment with relevant legislative changes. Also proposed within the scope of the Board's work on H.M. 14 is that the Board's Sexual Harassment policy (H.M. 28) be eliminated given that H.M. 14 is an umbrella policy that covers all the protected grounds of discrimination within the Human Rights Code. The revised Policy and Protocol came before the Governance Committee for the first time in May 2014. At that time staff identified that the next step in development of the policy would be consultation with TCDSB's Federation partners. That consultation has taken place. Further, there was a request by the Governance Committee that a separate process be identified for complaints against the Director of Education and elected officials. With these action items complete, the revised policy and protocol is now being recommended for adoption.

## **B. PURPOSE**

In 2010, amendments to the Occupational Health and Safety Act were made that legislated that all employers have comprehensive policies and programs to address harassment, discrimination and workplace violence. Further, additional protected grounds of discrimination were added to the Human Rights Code in 2013.

Further, amendments are required to delineate the different processes and options available to all TCDSB stakeholders to address harassment and discrimination.

There is no longer a need for a separate policy to address sexual harassment given that H.M. 14- addressing Harassment and Discrimination in the Workplace is an umbrella policy that covers all the protected grounds of discrimination under the Human Rights Code.

At the May 27<sup>th</sup>, 2014 meeting of the Governance and Policy Committee, the following directions were given:

1. *To move forward with the draft amended policy and guidelines for consultation with our federation partners*
2. *That under Evaluation and matrix, an annual report be submitted to the Student Achievement Committee on the statistics, number of complaints lodged by groups and the status of the complaints.*
3. *That the Director revise the policy and guidelines to distinguish different processes for complaints for elected officials and the Director of Education, non-employees and employees.*
4. *That the Scope and Responsibility be amended to clearly identify the parties involved and their roles as part of the policy.*
5. *That the financial and legal impact be removed from the final version of the policy on a go forward basis.*

## **C. BACKGROUND**

1. In 2007, the Board unanimously approved H.M. 14- Addressing Harassment and Discrimination in the Workplace policy and the guidelines titled, “*The Respectful Workplace.*”
2. Since that time, it became clear that there has been confusion regarding how complaints against non-employees would be addressed through the policy.
3. In 2010, amendments to the Occupational Health and Safety Act were made that legislated that all employers have comprehensive policies and programs to address harassment, discrimination and workplace violence.
4. As well, changes in the Human Rights legislation resulted in additional protected grounds of discrimination that were added to the Human Rights Code and other changes to time limits for filing complaints. These changes need to be reflected in our policy and guidelines.
5. Further amendments are being made to delineate the different processes and options available to all TCDSB stakeholders to address harassment and discrimination. The protocol has been updated to reflect a distinct process for complaints against the director and/or an elected official. In addition, the policy and protocol needs to ensure that all investigations, regardless of the nature of the investigation (i.e., who is involved), remains objective and free from any conflict of interest or imbalance of power.

6. Consultation has occurred with all of the federation partners to ensure full awareness regarding the amendments that have been made to *The Respectful Workplace* document as a result of the changes in legislation.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. Several meetings were held with our respective Federation and Association partners within the framework of a collective working table. Federations also requested some additional conversation at the Joint Health and Safety committee tables, and while the board complied, there was no obligation to do so in legislation. This allowed our elementary and secondary administrators, as well as our various employee groups to articulate their suggestions and commentary on the proposed policy and protocol.
2. Upon investigation, the superintendent of Human Resources can suggest mediation or facilitation, so that in effect, the superintendent of Human Resources determines whether there is a mediated complaint resolution or a formal complaint resolution, (per Appendix B, Section 5). The Toronto Secondary Unit did not feel there was ever room for an informal mediated complaint resolution in cases of Harassment, which they deemed to be workplace violence. The board outlined that the Human Rights Tribunal does not equate harassment with workplace violence and further, that in 2013, the Ontario Human Rights Code Policy and Guidelines were revised to reflect the same. As well, the Ontario Human Rights code does indicate that complaint procedures may differentiate between formal and informal processes. The Toronto Secondary unit maintained their position and suggested expanding the size of the conflict resolution department so that all complaints could have a formal process.
3. The volume of human rights tribunal complaints has been large and therefore timelines have become somewhat expanded. Employers do not have a mandate to expand timelines. Within TCDSB, formal investigations are typically brought to resolution within six months. The proposed Guidelines now set a goal of resolution in 70 days. It is at the discretion of the Superintendent of Human Resources as to whether the timeline is extended.
4. The Ministry of Labour further indicates that combined harassment and discrimination policies are acceptable, and further clarify that it is not the

role of the Ministry of Labour to resolve or mediate specific allegations of workplace harassment. Employers are vested with that responsibility.

## E. VISION

VISION	PRINCIPLES	GOALS
The TCDSB is committed to ensuring that harassment and discrimination in the workplace will not be tolerated.	Alignment with TCDSB Multi-Year Strategic Plan:  <i>Living Our Values</i>  <i>Inspired and Motivated Employees</i>	To maintain a workplace that is free of harassment and/or discrimination of any kind for all employees and TCDSB stakeholders.

## F. ACTION PLAN

1. The proposed changes in the policy and guidelines are in keeping with legislative changes. The sexual harassment policy is now consolidated into the proposed harassment and Discrimination Policy.
2. Complaints against non-employee TCDSB stakeholders will be directed to the local Administrator and/or Area Superintendent for investigation. Upon investigation, the local administrator or Area Superintendent will refer the matter to the Conflict Resolution Department as appropriate. In turn the Conflict Resolution Department will work in collaboration with the Superintendent of Human Resources to determine the best course of further investigation and resolution.
3. The Conflict Resolution department has two staff members who are trained in investigating and mediating complaints of harassment and discrimination.
4. Timelines and guidelines will ensure accountability and credibility in the process.

5. Further education of all TCDSB stakeholders regarding the policy and guidelines will be explored. The Conflict Resolution department has developed a video podcast that is available through the TCDSB Portal. As well the Conflict Resolution brochure has been made available to all schools in hard and soft copy and a poster was also distributed to all school/board sites.
6. Ongoing training continues to be provided to new staff at new hire orientation sessions. Administrators/Managers are encouraged to in-service staff every two years. The policy is posted on the Occupational Health and Safety Board at each work site. A hard copy of the guidelines are also posted for accessibility reasons.
7. A new process has been incorporated for investigation of allegations against a TCDSB non-employee stakeholder, as well as an additional separate process for the Director of Education and/or elected officials. The policy and guidelines maintain that in all cases, the board must ensure objectivity, must avoid conflicts of interest and must ensure there are not power imbalances.

## **G. METRICS AND ACCOUNTABILITY**

Once approved, there will be an annual report to the Student Achievement committee on the statistics, number of complaints lodged by group and the status of complaints.

## **H. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. Once approved, the revised policy and guidelines will be distributed electronically to all work sites as well as be available on the Board policy register. Hard copies of the policy and guidelines will be posted on the Occupational Health and Safety Board at each work site.

## **I. STAFF RECOMMENDATION**

1. That the Board rescind policy H.M. 28 Sexual Harassment Policy.

2. That the Board approve the revised H.M. 14 Harassment and Discrimination Policy and the Respectful Workplace Guidelines.

APPENDIX C





**REPORT TO**

**REGULAR BOARD**

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON AWARDS POLICY

*I press on toward the goal to win the prize for which God has called me  
heavenward in Christ Jesus.      Philippians 3:14*

Created, Draft	First Tabling	Review
February 9, 2015	February 17, 2015	March 26, 2015

Ann Andrachuk, Chair, Governance and Policy Committee  
Loretta Notten, Superintendent Governance and Policy

### 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:**

Ann Andrachuk, Chair  
Angela Kennedy, Vice Chair  
Maria Rizzo, Trustee Ward 5  
Mike Del Grande, Trustee Ward 7  
Gary Tanuan, Trustee Ward 8  
Jo-Ann Davis, Trustee Ward 9  
Nancy Crawford, Ex-Officio

## **A. COMMITTEE RECOMMENDATIONS**

1. That all policies on the TCDSB Policy Register, as found in the Cross References in Appendix A, be rescinded from the Policy Register and moved to the Board webpage under the heading “*Awards, Scholarships and Bursaries*”.
2. That the Board approve the new consolidated Awards, Funds and Scholarships Policy F.F.01, as found in Appendix A.
3. That the Board approve re-numbering policy F.F.25 Donations to F.F.02.

## **B. ORIGIN**

This report provides recommendations that are in alignment with the board goal of updating and consolidating the TCDSB Policy register. This consolidation will provide greater clarity and transparency regarding TCDSB Awards. TCDSB stakeholders will be more easily able to find information in relation to awards and scholarships from the board homepage than from the policy register.

## **C. EXECUTIVE SUMMARY**

All policies in the TCDSB policy register are to align with the Board’s Meta Policy and the Multi-Year Strategic Plan. Policies have been created for most of the TCDSB awards. Not all awards have policies in the Policy Register. Some have Standard Procedures on file. Awards files are maintained in the Communications Department. There are currently 27 policies on the Policy Register connected to an award or comparable, and that number can increase as new awards are created. The board and our stakeholders are better served by consolidating the register with one over-arching Policy which captures guiding regulations in terms of Award criteria and processes. All awards with their articulated protocols and practices will be captured on the Board website for clarity and transparency. This report recommends consolidating 27 related award policies into one and moving all individual award criteria to the Boards website under the heading “*Awards, Scholarships and Bursaries*”. There was no discussion of this item at Governance; the proposed consolidation passed on “consent and review”.

## **D. APPENDICES**

1. Appendix A: New Consolidated Awards, Funds and Scholarships Policy
2. Appendix A-1: Listing of Old TCDSB Awards, Funds and Scholarships
3. Appendix B: Report to Governance on new Awards, Scholarships and Funds Policy.

## **E. MOTIONS**

1. That the board approve the revised That all policies on the TCDSB Policy Register, as found in the Cross References in Appendix A, be rescinded from the Policy Register and moved to the Board webpage under the heading “*Awards, Scholarships and Bursaries*”.
2. That the Board approve the new consolidated Awards, Funds and Scholarships Policy F.F. 01, as found in Appendix A.
3. That the Board approve re-numbering policy F.F. 25 Donations to F.F. 02.

***Motion was carried.***



POLICY SECTION: Finance

APPENDIX A

SUB-SECTION: Funds and Foundations

POLICY NAME: Awards, Funds and Scholarships

POLICY NO: F. F. 01

Date Approved:	Date of Next Review:	Dates of Amendments:
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### Cross References

F.F. 25 Donation (*To be renumbered F.F. 2*)

### To be consolidated and rescinded as separate policies in the TCDSB register:

- A. 07 Alumni Awards
- B. 30 Award of Merit
- F. F. 02 Rt. Rev. J. H. Ingoldsby Award
- F.F. 03 Father Andrew Cuschieri Award
- F.F. 04 Sr. Mary Hamilton Award
- F.F. 05 Mary Cicogna Trust Award
- F.F. 06 Peter Pierce Memorial Trust Fund
- F.F. 07 Rose Margaret Carlino Award
- F.F. 08 Alana Lynn Celestial Memorial Trust
- F.F. 09 Elvira DeMonte Scholarship
- F.F. 10 Francesco & Lucia Colle Memorial Award
- F. F.11 Holly Spirit Memorial Award
- F.F. 12 Chris Campbell Award for Business & Computer Studies
- F.F. 13 Catherine Temple Mathematics Award
- F.F. 15 Bonnie Ho Memorial Scholarship
- F.F. 14 Joseph Martino Scholarship
- F.F. 16 Christina Walters Endowment for the Arts
- F.F. 18 Pay It Forward Award
- F.F. 19 Student Trustee Award of Excellence in Academics, Leadership and Christian Values
- F.F. 21 Susan Shields Memorial Fund (*to be eliminated; funds exhausted*)
- F.F. 22 Peter Balciunas Memorial Award
- F.F. 23 Lucy Connolly Memorial Scholarship
- F. F. 24 Fintan Kilbride memorial Scholarship
- F.F. 27 Cadie Feeley
- F.F. 28 Lily Hynes Trust Award



**POLICY SECTION: Finance**

**APPENDIX A**

**SUB-SECTION: Funds and Foundations**

**POLICY NAME: Awards, Funds and Scholarships**

**POLICY NO: F. F. 01**

F.F. 29 Dominic Melino “A Man for Others”

F.F. 30 Establishment of Trust Funds

S.M. 11 Student Achievement Award

Agnes and Thomas Archer Award

Ashif Jaffer Award for Excellence in Special Education Support

Certificate of Appreciation

Dr. Mary Anne McCarty mayor Memorial Scholarship

Raymond C. Raymond Top Graduating Student

Raymond C. Raymond Top Graduating Student in English

Raymond C. Raymond Top Graduating Student in Math

Stephen Hnatiuk Memorial Award (James Cardinal McGuigan and Jean Vanier)

Toronto Sesquicentennial Award

Wilfred and Elva Russell Award

Appendix A – 1: Awards, Funds and Scholarships to be Consolidated

### **Purpose**

This policy is intended to present an over-arching framework and guiding principles for the granting of all those awards, funds, scholarships and bursaries distributed on annual or semi-regular basis within the community of the Toronto Catholic District School Board. Such awards are granted to honour those individuals who have distinguished themselves by meeting certain articulated criteria, and in so doing bring recognition and pride to Catholic education.

### **Scope and Responsibility**

This policy extends to all stakeholders of the Toronto Catholic District School Board who might be considered for any one of the Board’s many Awards. The Director of Education is responsible for this policy.



**POLICY SECTION: Finance**

**APPENDIX A**

**SUB-SECTION: Funds and Foundations**

**POLICY NAME: Awards, Funds and Scholarships**

**POLICY NO: F. F. 01**

**Alignment with MYSP**

Strengthening Public Confidence

Living our Values

Stewardship of Resources

Student Achievement and Well-Being

Inspired and Motivated Employees

**Financial Impact:**

There is no significant financial impact to the TCDSB, as most of the TCDSB awards, funds and scholarships have an outside funding source. That said, good judgement, objective criteria and reliable selection mechanisms do need to be employed to ensure the best and most valid distribution of allocated funds.

**Legal Impact:**

There is no significant legal impact to the TCDSB. Once again strong, objective and clearly articulated selection processes will ensure all award recipients are well received and celebrated.

**Policy**

All awards, funds, scholarships and bursaries (hereafter known as “award”) granted by the Toronto Catholic District School Board will be in harmony with our gospel values and our Catholic Graduate Expectations, and will be granted to those individuals who will bring pride to Catholic education. For each award, fund, scholarship or bursary granted under the auspices of the TCDSB, there will be a clearly articulated purpose, accompanied by transparent selection criteria.

**Regulations**

1. Each award granted within the Toronto Catholic District School Board community will have a clearly articulated goal and purpose explaining the type of individual the distinction is intended to celebrate.
2. Prospective donors who wish to arrange for a scholarship, bursary or award to be presented to TCDSB students will be asked to provide details through an



**POLICY SECTION: Finance**

**APPENDIX A**

**SUB-SECTION: Funds and Foundations**

**POLICY NAME: Awards, Funds and Scholarships**

**POLICY NO: F. F. 01**

application process administered by the Communications Department. The TCDSB Communications Department is responsible for preparing a report on behalf of the Director of Education regarding the establishment of a trust fund award.

3. Each award will indicate the form the distinction will take, be it a plaque, monetary award or public celebration.
4. Each award shall indicate the frequency with which the honour will be bestowed and the timing of the presentation of the award.
5. Each award will indicate who will be involved in the selection and confirming of the recipient.
6. Each award will indicate who is eligible as a candidate for the award and those who are excluded from consideration. Further, the award will indicate if there is a limit to the number of recipients at any given time.
7. Each award will have clearly articulated criteria that assist in the selection process for the honoree.
8. All award information as contained in regulations 1 to 6 above, will be housed on the TCDSB website under "Awards, Scholarships and Bursaries".
9. Trust funds and policies for same will be established for donations of \$2,000 or more. Donations of \$1,999 or less are to be directed to local schools. All donations will comply with TCDSB Donation Policy F.F.25. (*To be renumbered F.F. 2*)
10. Trust Funds donations will be invested in accordance with the Board's Investment Policy (F.B.03). Funds will earn an average rate of interest earned by the trust fund.



**POLICY SECTION: Finance**

**APPENDIX A**

**SUB-SECTION: Funds and Foundations**

**POLICY NAME: Awards, Funds and Scholarships**

**POLICY NO: F. F. 01**

11. Donations will be received by TCDSB Accounting Department or through "Canada Helps". Separate fund accounts are set up with "Canada Helps" by the Board's Accounting Department. A link to "Canada Helps" is available on the Board's website.
12. Receipts for Income Tax purposes will be issued by the Accounting Department for donations sent to the TCDSB of \$25.00 or more or by "Canada Helps" for on-line donations.
13. Awards will be drawn from principal and interest at a fixed amount and not from interest only.
14. Plaques, certificates, statues, etc. will be arranged for by the Communications Department, in consultation with the donor. Payment for same will be drawn from the trust fund or through alternate arrangements organized by the donor.
15. Each policy for each trust fund award shall include a provision stating that it is "incumbent upon the donor to maintain current contact information with the Toronto Catholic District School Board. In the event that the TCDSB loses contact with a donor, decisions regarding the administration of the award and the fund will be made by the Director of Education and Chief Financial Officer, in consultation with the Communications and Finance Department."
16. Every five (3) years, unless otherwise stated, the payout from the fund will be reviewed to ensure it is relevant and consistent with inflation and the original objective. Any award, fund, scholarship or bursary that is connected to a monetary award, and for which there are no more resources, shall be discontinued.





**POLICY SECTION: Finance**

**APPENDIX A**

**SUB-SECTION: Funds and Foundations**

**POLICY NAME: Awards, Funds and Scholarships**

**POLICY NO: F. F. 01**

## **Definitions**

**Award:** A prize or other mark of recognition given in honour of an achievement

**Bursary:** A monetary award provided to students based on financial need and/or academic (or other notable) performance

**Fund:** A sum of money saved or made available for a particular purpose, such as study

**Scholarship:** A grant or payment made to support a student's education, awarded on the basis of academic or other achievement

## **Metrics**

1. All individuals who have been granted an award within the TCDSB community in any given year will be highlighted in the annual TCDSB Awards night and/or on either the TCDSB webpage or the local school webpage, dependent upon the nature of the award, (i.e., Board or broader level recognition versus a school based recognition).

**AWARDS, FUNDS AND SCHOLARSHIPS**  
*(To be consolidated and moved to TCDSB Webpage)*

**APPENDIX 1-A**

<b>POLICY #</b>	<b>NAME OF AWARD</b>	<b>SCHOOL</b>
(no policy)	Agnes & Thomas Archer	St. John Catholic School
(no policy)	Ashif Jaffer Award for Excellence in Special Education Support	Board-wide
(no policy)	Certificate of Appreciation	Board-wide and extended community
(no policy)	Dr. Mary Anne McCarty-Mayor Memorial Scholarship	St. Joseph's College School
(no policy)	Raymond C. Raymond - Top Graduating Student	St. Nicholas C.S.
(no policy)	Raymond C. Raymond - Top Student in English	St. Nicholas C.S.
(no policy)	Raymond C. Raymond - Top Student in Math	St. Nicholas C.S.
(no policy)	Stephen Hnatiuk Memorial Award	James Cardinal McGuigan C.S.S.
(no policy)	Stephen Hnatiuk Memorial Award	Jean Vanier C.S.S.
(no policy)	Toronto Sesquicentennial	Blessed Sacrament C.S.
(no policy)	Wilfred & Elva Russell	St. Paul Catholic School
A07	Alumni Awards	Board-wide
A30	Award of Merit	Board-wide
F.F.02	Rt. Rev. J.H. Ingoldsby Trust Award	St. Catherine Catholic School
F.F.02	Rt. Rev. J.H. Ingoldsby Trust Award	St. Catherine Catholic School

**AWARDS, FUNDS AND SCHOLARSHIPS**  
*(To be consolidated and moved to TCDSB Webpage)*

**APPENDIX 1-A**

F.F. 03	Father Andrew Cuschieri Award	Board-wide
F.F.04	Sr. Mary Hamilton Award for Exceptional Students	Board-wide
F.F.05	Mary Cicogna Trust Award	Blessed Margherita of Citta di Castello C.S.
F.F.05	Mary Cicogna Trust Award	Our Lady of Assumption C.S.
F.F.05	Mary Cicogna Trust Award	St. Augustine Catholic School
F.F.05	Mary Cicogna Trust Award	St. Charles Garnier Catholic School
F.F.05	Mary Cicogna Trust Award	St. Conrad Catholic School
F.F.05	Mary Cicogna Trust Award	St. Francis de Sales Catholic School
F.F.05	Mary Cicogna Trust Award	St. Jane Frances Catholic School
F.F.05	Mary Cicogna Trust Award	St. Jerome Catholic School
F.F.05	Mary Cicogna Trust Award	St. Raphael Catholic School
F.F.05	Mary Cicogna Trust Award	St. Wilfrid Catholic School
F.F.06	Peter Pierce Memorial Trust Fund	Madonna C.S.S.
F.F.07	Rose Margaret Carlino Award	Msgr Fraser College
F.F.08	Alana Lynn Celestial Memorial Trust	St. Brigid Catholic School
F.F.09	Elvira DeMonte Scholarship	Cardinal Carter Academy for the Arts
F.F.09	Elvira DeMonte Scholarship	St. Michael's Choir School
F.F.10	Francesco & Lucia Colle Memorial Award	(designated schools)

**AWARDS, FUNDS AND SCHOLARSHIPS**  
*(To be consolidated and moved to TCDSB Webpage)*

**APPENDIX 1-A**

F.F.10	Francesco & Lucia Colle Memorial Award	(designated schools)
F.F.11	Holly Spirit Memorial Award	St. Luigi Catholic School
F.F.11	Holly Spirit Memorial Award	St. Vincent de Paul C.S.
F.F.12	Chris Campbell Award for Business & Computer Studies	Bishop Allen Academy
F.F.12	Chris Campbell Memorial Award for Community Service	Bishop Allen Academy
F.F.13	Catherine Temple Mathematics Award	Board-wide (female students only)
F.F.15	Bonnie Ho Memorial Scholarship	St. Joseph's Morrow Park C.S.S.
F.F.14	Joseph Martino Scholarship	Don Bosco C.S.S.
F.F.14	Joseph Martino Scholarship	Father Henry Carr C.S.S.
F.F.14	Joseph Martino Scholarship	Msgr. Percy Johnson C.S.S.
F.F.16	Christina Walters Endowment for the Arts	Canadian Martyrs C.S.
F.F.18	Pay It Forward Award	Msgr. Fraser College
F.F.19	Student Trustee Award of Excellence in Academics, Leadership and Christian Values	
F.F.21	Susan Shields Memorial Fund	St. Brendan C.S.
F.F.21	Susan Shields Memorial Fund	St. Elizabeth Seton C.S.
F.F.21	Susan Shields Memorial Fund	St. Gabriel Lalemant C.S.
F.F.21	Susan Shields Memorial Fund	St. Thomas More C.S.

**AWARDS, FUNDS AND SCHOLARSHIPS**  
*(To be consolidated and moved to TCDSB Webpage)*

**APPENDIX 1-A**

F.F.22	Peter Balciunas Memorial Award	York University: CEC site (TCDSB grads)
F.F.23	Lucy Connolly Memorial Scholarship	Michael Power/St. Joseph High School
F.F.23	Lucy Connolly Memorial Scholarship	Msgr. Percy Johnson C.S.S. (October)
F.F.24	Fintan Kilbride Memorial Scholarship	Cardinal Carter Academy for the Arts
F.F.27	Cadie Feeley	Cardinal Carter Academy for the Arts
F.F.28	Lily Hynes Trust Award	Holy Name Catholic School
F.F.29	Domenic Melino "A Man for Others"	St. Michael's Choir School
S.M. 11	Student Achievement Award	Board-wide



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### APPENDIX B AWARDS, FUNDS AND SCHOLARSHIPS POLICY CONSOLIDATED F.F. 01 REPORT.DOCX

[Click here to enter Quote.](#)

Created, Draft	First Tabling	Review
February 9, 2015	February 17, 2015	<a href="#">Click here to enter a date.</a>
Loretta Notten, Superintendent Governance, Policy and Strategic Planning Mary Walker, Supervisor, Communications Department John Yan, Sr. Coordinator, Communications Department		
<b>RECOMMENDATION REPORT</b>		

**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**

All policies in the TCDSB policy register are to align with the Board's Meta Policy and the Multi-Year Strategic Plan. Policies have been created for most of the TCDSB awards. Not all awards have policies in the Policy Register. Some have Standard Procedures on file. Awards files are maintained in the Communications Department. There are currently 27 policies on the Policy Register connected to an award or comparable, and that number can increase as new awards are created. The board and our stakeholders are better served by consolidating the register with one over-arching Policy which captures guiding regulations in terms of Award criteria and processes. All awards with their articulated protocols and practices will be captured on the Board website for clarity and transparency. This report recommends consolidating 27 related award policies into one and moving all individual award criteria to the Boards website under the heading "Awards, Scholarships and Bursaries".

## **B. PURPOSE**

This report provides recommendations that are in alignment with the board goal of updating and consolidating the TCDSB Policy register. This consolidation will provide greater clarity and transparency regarding TCDSB Awards. TCDSB stakeholders will be more easily able to find information in relation to awards and scholarships from the board homepage than from the policy register.

## **C. BACKGROUND/ANALYSIS**

1. The policies of the TCDSB Policy Register are being review for alignment to the Meta Policy and the Multi-Year Strategic Plan. There are 27 policies currently on the register related to Awards, Funds, Scholarships or Bursaries, some of which have multiple entries for recipients in different schools. There are an additional 10 Awards that are not captured officially on the Policy register but which are recognized as TCDSB awards.
2. New awards are added from time to time based on developments in communities and some awards must be discontinued when funds are exhausted and/or no longer available to support the granting of the award.

The processes linked to the management and updating of the Policy register are not always nimble enough to keep accurate pace with these developments.

3. Current information pertaining to the awards is not easily accessible by the TCDSB community in a transparent manner, as the information is for the most part found in the policy register, as opposed to easily located from the Board's homepage.
4. Awards are not related to governance; they are procedural in nature, providing background information about the award, the criteria, the application process, the composition of the selection committee and directions to staff for the disposal of remaining funds when a trust fund can no longer sustain the award. As such, they are not ideally located in the policy register.

## **D. VISION**

<b>VISION</b>	<b>PRINCIPLES</b>	<b>GOALS</b>
The TCDSB Policy Register should contain policies related to governance and be aligned to the Meta Policy and the Multi-Year Strategic Plan	Awards should not be created as policies as they are procedural in nature, containing descriptions, criteria and instructions for the selection process. This information should be easily accessible by interested students, parents, staff and the general community.	To update the TCDSB Policy Register and to maintain a comprehensive record of all awards, including trust fund awards, in a common location on the Board's Portal for access by TCDSB stakeholders.

## **E. ACTION PLAN**

1. The Current 27 policies found on the policy register should be moved to the board webpage under "Awards, Scholarships and Bursaries".



(See Appendix A-1)

2. The 10 Awards not found on the Policy register but known to the TCDSB communications department as TCDSB Awards should be moved to the board webpage under “Awards, Scholarships and Bursaries”. (See Appendix A-1)
3. The TCDSB should have one policy which governs how awards, bursaries, funds and scholarships are administered. The policy should outline the information and processes required for an award to be governed in an objective and transparent manner. (See Appendix A)
4. There will remain a related policy on how donations are made to the TCDSB for the purpose of supporting student learning. The policy is currently numbered F.F. 25. If the recommendation to consolidate and rescind individual award policies is accepted, the TCDSB policy on donations will be renumbered to F.F. 02.

## **F. METRICS AND ACCOUNTABILITY**

1. All individuals who have been granted an award within the TCDSB community in any given year will be highlighted in the annual TCDSB Awards night and/or on either the TCDSB webpage or the local school webpage, dependent upon the nature of the award, (i.e., Board or broader level recognition versus a school based recognition).

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

1. Once the policy register has been updated and the criteria and processes for the administration of all Awards, Bursaries and Scholarships has been moved to the board webpage, a broad-based communication should be sent to all stakeholders so they are informed of this change.

## **H. STAFF RECOMMENDATION**

1. That all policies on the TCDSB Policy Register, as found in the Cross References in Appendix A, be rescinded from the Policy Register and moved to the Board webpage under the heading “*Awards, Scholarships and Bursaries*”.
2. That the Board approve the new consolidated Awards, Funds and Scholarships Policy F.F. 01, as found in Appendix A.
3. That the Board approve re-numbering policy F.F. 25 Donations to F.F. 02.

APPENDIX B



**REPORT TO**

**REGULAR BOARD**

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON LEGAL COUNSEL POLICY

*O Lord, You have pleaded my soul's cause; You have redeemed my Life. Lamentations 3:58*

Created, Draft	First Tabling	Review
January 12, 2015	January 20, 2015	March 26, 2015
Ann Andrachuk, Chair, Governance and Policy Committee Loretta Notten, Superintendent Governance and Policy		

### RECOMMENDATION REPORT

**Vision:**

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**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:**

Ann Andrachuk, Chair  
Angela Kennedy, Vice Chair  
Maria Rizzo, Trustee Ward 5  
Mike Del Grande, Trustee Ward 7  
Gary Tanuan, Trustee Ward 8  
Jo-Ann Davis, Trustee Ward 9  
Nancy Crawford, Ex-Officio

## **A. COMMITTEE RECOMMENDATIONS**

At the January 20<sup>th</sup>, 2015 Governance and Policy Committee, it was recommended that:

1. Referred back to staff for a revised policy to be incorporated into a comprehensive policy including regulations to reflect the process for retaining legal counsels in the areas of external, general, real estate and planning, human resources and labour relations.
2. Staff to also come back with the criteria by which the Director uses in-house and external counsel.

At the February 17<sup>th</sup>, 2015 Governance and Policy Committee, it was recommended that:

1. Under Metrics to add the words “and the subject matter when” after “the number of times”
2. In Regulation 11 replace Administrative and Corporate Services Committee with Corporate Affairs, Strategic Planning and Property Committee.

## **B. ORIGIN**

At its Corporate Affairs Committee meeting of September 15<sup>th</sup>, 2014, trustees approved a motion to revise TCDSB Policy A. 12 (Legal Counsel). External legal counsel may, on occasion, have a more specialized level of expertise to offer in terms of the risks and or opportunities pertinent to the particular deliberation or proposed actions under consideration in a given Board or Committee meeting. Thus, the policy is intended to allow for the retention of outside counsel while providing some guidance as to when that would be necessary.

## **C. EXECUTIVE SUMMARY**

On September 15<sup>th</sup>, 2014, arising from a trustee motion, there was a request to revise Policy A. 12 Legal Counsel. In particular, there was interest in revising the policy to consider the use of external legal counsel where appropriate. The Governance Committee in its January 20<sup>th</sup>, 2015 meeting recommended further detail regarding the criteria for use of external counsel. The Governance

Committee also identified at its February meeting an interest in knowing the subject matter when external counsel is retained. There was discussion at both meetings in regards to understanding the RFP process and how it would operate when identifying and retaining external counsel. This report recommends the approval of the revised policy.

## **D. APPENDICES**

1. Revised Legal Counsel Policy A. 12
2. Appendix A: Side by Side presentation of revised Legal Counsel Policy
3. Appendix B: Report to Governance Committee on revised Legal Counsel Policy

## **E. MOTIONS**

That the board approve the revised policy A. 12 Legal counsel, as found in Appendix A.

*Motion as amended carried.*

**CURRENT**

<b>Date Approved:</b> Nov 67	<b>Date of Review:</b> 2 Oct 06	<b>Dates of Amendment:</b> 22 Apr 92; 16 Oct 86
<b>Cross Reference:</b>		

**PROPOSED****APPENDIX A**

<b>Date Approved:</b>	<b>Date of Next Review:</b>	<b>Dates of Amendments:</b> 1967; 1992
<b>Cross References</b>		

**Purpose**

The purpose of this policy is to prescribe the relevant parameters for the acquisition of external legal services.

**Scope and Responsibility**

The Director of Education is responsible for this policy.

**Alignment with MYSP**

Stewardship of Resources  
Achieving Excellence in Governance  
Strengthening Public Confidence

**Policy:**

The TCDSB shall retain the services of outside legal counsel as required. The Director of Education and Secretary has the responsibility for the acquisition of legal services.

**Regulations:**

1. The appropriate legal counsel shall attend all regular meetings of the Board, and all regular meetings of the Administrative and Corporate Services Committee except where excused by the Board.
2. The appropriate legal counsel shall attend a Board committee meeting at the invitation of the Secretary of the Board.
3. All staff requests for legal opinions or legal services shall receive the approval of the Director of Education, or delegate.

**Financial Impact**

To minimize the financial impact of retaining the services of external legal counsel, the services of internal legal counsel shall be utilised wherever possible.

**Policy**

The TCDSB shall employ the services of its in-house legal counsel wherever possible and retain the services of external legal counsel as required.

**Regulations**

1. The Chair of the Board of Trustees may retain the services of external legal counsel on behalf of the Board of Trustees as requested by motion.
2. The Director of Education, or his/her delegate, may retain the services of external legal counsel as required.
3. At the invitation of the Chair of the Board, or of the Chair of a Standing Committee in consultation with the

Director of Education, or of the Director of Education, internal and/or external legal counsel will attend Board and Standing or other Committee Meetings of the Board, as required.

4. Board staff and individual Trustees are not authorized to directly retain the services of external legal counsel.
5. In an effort to ensure that external legal counsel are providing the highest quality professional services at a competitive price, the Board will issue a request for proposal (an “RFP”) for external legal counsel at least every five (5) years.
6. The Director of Education shall present a report to the Board of Trustees prior to issuing an RFP, advising the Board of Trustees about the legal services procurement process.
7. The Director of Education shall ensure that firms retained by the TCDSB as a result of the procurement process described above have expertise, collectively, in the following areas:
  - a. Labour and Employment Law;
  - b. Education and Administrative Law;
  - c. Civil Litigation; and



4. Invoices for legal services shall be approved by the appropriate senior staff member whose department initiated the request for service.

5. A report on legal services/fees will be made semi-annually to the Administrative and Corporate Services Committee of the Board.

d. Business Law.

8. The Director of Education will consult with the Board's General Legal Counsel to determine whether staff lawyers are available to handle the matter prior to retaining external counsel.

9. In assessing whether external legal counsel ought to be retained, the Director of Education will consider:

a. The availability and expertise of internal legal counsel to handle a matter;

b. The cost of retaining external legal counsel; and

c. The availability and expertise of external legal counsel to handle the matter.

10. Invoices for external legal counsel shall be approved by the Director of Education or his/her delegate.

11. A report on external legal services received and fees incurred will be made semi-annually to the Corporate Affairs, Strategic Planning and Property Committee of the Board.

**Metrics:**

The report on external legal services will be created based on records and accounts kept of the number of times and

the subject matter when external legal counsel was retained and the cost of retaining those services.



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### APPENDIX B; LEGAL COUNSEL POLICY A. 12 REPORT FEB 2015.DOCX

*O Lord, You have pleaded my soul's cause; You have redeemed my Life. Lamentations 3:58*

Created, Draft	First Tabling	Review
January 12, 2015	January 20, 2015	February 17, 2015

Loretta Notten, Superintendent of Governance, Policy and Strategic Planning  
Paul Matthews, Corporate Legal Counsel

#### RECOMMENDATION REPORT

##### Vision:

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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

On September 15<sup>th</sup>, 2014, arising from a trustee motion, there was a request to revise Policy A. 12 Legal Counsel. In particular, there was interest in revising the policy to consider the use of external legal counsel where appropriate. The Governance Committee in its January 20<sup>th</sup>, 2015 meeting recommended further detail regarding the criteria for use of external counsel. This report recommends the approval of the revised policy.

## B. PURPOSE

At its Corporate Affairs Committee meeting of September 15<sup>th</sup>, 2014, trustees approved a motion to revise TCDSB Policy A. 12 (Legal Counsel). External legal counsel may, on occasion, have a more specialized level of expertise to offer in terms of the risks and or opportunities pertinent to the particular deliberation or proposed actions under consideration in a given Board or Committee meeting. Thus, the policy is intended to allow for the retention of outside counsel while providing some guidance as to when that would be necessary.

At the meeting of the Governance Committee on January 20<sup>th</sup>, 2015 the following direction was given:

1. *Referred back to staff for a revised policy to be incorporated into a comprehensive policy including regulations to reflect the process for retaining legal counsels in the areas of external, general, Real Estate and Planning, Human Resources and Labour Relations.*
2. *Staff to also come back with the criteria by which the Director uses in-house and external counsel.*

## C. BACKGROUND

1. TCDSB Policy A. 12 was originally created in 1967 and last amended by the Board of Trustees in 1992.
2. There are occasions when the Board has relied on the expertise of external legal counsel to assist in its deliberations.
3. The TCDSB does retain the services of an in-house corporate legal counsel, as well as in house legal counsel in the areas of employee relations and

facilities and planning, as well as a senior manager for freedom of information.

## **D. ACTION PLAN**

1. Legal Counsel provides prudent advice in terms of risks, opportunities and provides a means to conduct informed deliberations and arrive at decisions which are legally sound.
2. Legal Counsel should be present at all Board and Committee meetings.
3. The decision as to whether external legal counsel should be retained should be made cognizant of the desire to minimize the financial impact of retaining the services of external counsel, particularly given that TCDSB has strong in-house legal representation and fiscal responsibility remains a key priority within the context of our Multi-Year Strategic Plan.
4. An RFP, advising the Board of Trustees about the legal services procurement process, shall be presented to the Board prior to issuing the request, keeping in mind that only the Director of Education (or her delegate) or the Chair of the Board, may authorize the direction to retain the services of external legal counsel.
5. The RFP for external legal counsel shall occur at least every 5 years, and shall have expertise collectively in the areas of labour and employment law, education and administrative law, civil litigation and business law.

## **E. METRICS AND ACCOUNTABILITY**

1. A report on the use of external legal services and fees incurred will be created based on records and accounts kept of the number of times external legal counsel is consulted and the cost of retaining these services. Scrutiny should be utilized to determine if, in any of the cases where external counsel was used, internal counsel might have reasonably fulfilled the work completed.

## **F. STAFF RECOMMENDATION**

That the Board of Trustees approve the revised policy A.12 Legal Counsel, as found in Appendix A.



REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON POLICY TRACKER

*Therefore the Law has become our tutor to lead us to Christ, so that we may be justified in faith..  
Galatians 3:24*

Created, Draft	First Tabling	Review
March 10, 2015	March 26, 2015	<a href="#">Click here to enter a date.</a>

Ann Andrachuk, Chair, Governance and Policy Committee  
Loretta Notten, Superintendent Governance and Policy

### RECOMMENDATION REPORT

#### Vision:

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#### Members of the Committee:

Ann Andrachuk, Chair  
Angela Kennedy, Vice Chair  
Maria Rizzo, Trustee Ward 5  
Mike Del Grande, Trustee Ward 7  
Gary Tanuan, Trustee Ward 8  
Jo-Ann Davis, Trustee Ward 9  
Nancy Crawford, Ex-Officio

## **A. COMMITTEE RECOMMENDATIONS**

At the February 17<sup>th</sup> meeting of the Governance and Policy Committee the following motion was carried:

That staff proceed with working on priority items as identified in the body of the report, beginning with those that are ready to be reviewed and discussed for March and April. Full Policy Revision Plan Update to be brought back for further review.

At the March 10<sup>th</sup> meeting of the Governance and Policy Committee the Policy Revision Plan Update 2015 was received.

## **B. ORIGIN**

On January 31<sup>st</sup>, 2013, the Board of Trustees adopted an action priority for each policy on the TCDSB Policy Register, informed by staff recommendation. That framework has acted as a primary guide in the work of policy revision of the board for the past two years. The report to the Governance Committee provides a status update for all new, revised and rescinded policies since implementation of the Meta Policy Template, and further provides suggestions for an action plan for policy revision for the upcoming year of review.

## **C. EXECUTIVE SUMMARY**

The report updates the progress of policy revision to date and presents considerations for prioritizing policies for revision for the period of April 2015 to June 2015 and into the fall/winter of 2015. It provides status updates on where each type of work required in the area of policy maintenance, revision and development. There are 30 policies identified above for priority work in the next year. There are another 8 policies thereafter that continue to have a ranking of “high” for policy revision per the current rankings. Another 34 policies have a ranking of “medium”. (Further, 11 policies require transition to the Meta-Policy Template.) All rankings are subject new legislation and new Program Policy Memorandums. In summary, since the implementation of the Meta Policy

Template there has been updated work on 144 policies, with 145 pending – as captured in the table in Appendix C.

## **D. APPENDICES**

1. Appendix A: Policy Tracker presented Alpha (per the presentation in the Policy register –colour coded by status)
2. Appendix B: Policy Tracker (presented according to status of completion – also colour coded).
3. Appendix C: Report to Governance on Policy Revision Plan Update.

## **E. MOTIONS**

Policy Revision Plan Update 2015 received.

*Motion carried.*



## POLICY TRACKER 2014-15

Legend:				
	Complete			
	In Process – before trustees			
	Rescinded			
	Potential Priority			
Policy #	Policy Name	Date last Revised	Comments 2013	Additional comments
	Administration			
A.02	Post-Secondary Training Program	2006	Low	
A.03	Advertising	2007		
A.04	Office Hours	1991	Low	
A.05	Lines of Communication	2014		Rescinded by A37
A.06	Advocacy	2012	Medium	
A.07	Award of Merit	2010	Low	Before Board: Included in Award Policy
A.08	Curriculum Booklets – Use by other Boards	2006	Low	
A.09	Sharelife	2006	Low	
A.10	Credit Union	2006	Low	
A.11	Copyright	2006	Low	
A.12	Legal Counsel	2006	Medium	Before Board
A.13	Distribution of Advertisements	2015	High	Rescind: Consolidated in Access to schools SS 04
A.14	Collections on Board Premises	2006	High	
A.15	Copyright and Fair Dealing Guidelines	2012		
A.16	Emergency School Closure	2006	Medium	
A.17	Business Cards	2015	Low	
A.18	Development Proposals, Amendments of Official Plans and bylaws	1987	Medium	
A.19	Use of TCDSB Distribution Services by Outside Agencies	2015	High	Rescind: Consolidated in Access to schools SS 04

March 2015

APPENDIX A  
Policies per Policy Register (Alpha)

A.20	Records Management	1994	Low	
A.21	Archives	1983	Low	
A.22	Art Collection	2006	Low	
A.23	Special Education Advisory Committee	2014	High	
A.24	Credit and Purchase Cards	2007	Low	
A.25	Advertising in Schools	2015	High	Rescind: Consolidated in Access to schools SS 04
A.26	Letterhead	2006	Low	
A.27	No record of policy			
A.28	No record of policy			
A.29	Electronic Communication Systems	2012	Medium	
A.30	Alumni Awards	2010		Before Board; Included in Awards Policy
A.31	Hand-Held (Mobile) Wireless Communication Device	2010	Medium	
A.32	First Nations, metis and Inuit Voluntary Self-Identification	2010	Medium	
A.33	Guidelines for Trustee, Parents & Staff in addressing school	2011	Low	
A.34	Information & Communication Technology Hardware and software standards	2012	Low	
A.35	Accessibility Standards	2013	High	
A.36	Multi-Year Accessibility Plan	2013		
A.37	Communication Policy	2014	High	
A. 38	Freedom of Information	2015	High (new)	
A. 39	Whistleblower and Protection		High (new)	Before Audit /Board
	<b>Buildings</b>			
B.B.01	Design modifications	1986	High	Recommend spring 2015
B.B.02	School Design-New and additions	1986	Medium	Recommend spring 2015
B.B.03	Portables-clustered	1986	Medium	Recommend Medium
B.B.04	Smoke free space	2007	Medium	Recommend spring 2015
B.B.05	Key control	1988	Low	Recommend revise High; spring 2015
	<b>Grounds</b>			
B.G.01	Playground equipment	2005	Medium	Board motion

March 2015

APPENDIX A  
Policies per Policy Register (Alpha)

B.G.02	Fencing	1986	Medium	Consider Low priority
B.G.03	Weed control	2001	Low	
B.G.04	Motor Vehicles on School property	1986	Low	
B.G.05	Parking-Church use	1986	Low	
B.G.06	Parking-School use	1986	Low	Change to Medium
B.M.01	Vandalism	1986	Low	Change to Medium
B.M.02	Architects	1986	Medium	Change to Low
B.M.03	Additions and replacements priority & funding	1986	High	
B.M.04	Capital expenditures forecast (CEF) categories	1986	High	
B.M.05	Change Orders - Construction			
B.M.06	Environmental practice waste management and purchasing	2014	Medium	
B.M.07	Video security surveillance	2007	Low	
	<b>Plant</b>			
B.P.01	Carpet	1989	Low	
B.P.02	Plaques for new schools	1987	Low	Could consolidate to Blessings and Openings
B.P.03	Signage new sites and building projects	1986	Low	
B.P.04	Window coverings	1986	Low	
B.P.05	Telephones in schools	1986	Low	
B.R.01	Rental of surplus school space	2006	Medium	
B.R.02	Child care centres	2003	Medium	
B.R.02a	Child care and family support programs manual	2003		
B.R.03	Rental properties	1986	Medium	
B.R.04	Rental of school accommodation	1986	Medium	
B.R.05	Permits	2014	High	
B.R.06	Use of school facilities in emergency situations	1990	Medium	
B.R.07	Facility partnership	2010	Low new	
	<b>Real Property</b>			
R.01	Sharing	1986		
R.02	Demolition of existing buildings and potables	1986		
R.03	Demolition of purchased real property	1986		
R.04	Site acquisition and expansion	1987		

March 2015

APPENDIX A  
Policies per Policy Register (Alpha)

R.05	School sites expansion	1986		
R.06	Consultants real property	1988		Recommend rescinding; incorporated in F.P. 01
R.07	Expropriation of real property	1968		
R.08	Disposal of surplus real property	1984		
R.09	Alternative arrangements for school facilities	2000		
R.10	School Sites operating budget surplus	2000		
	<b>Banking</b>			
F.B.01	Banks	2013		Rescinded
F.B.02	Bank line of credit	2013		Rescinded
F.B.03	Short term financing	2013		Rescinded
	<b>Estimates</b>			
F.E.01	Annual budget expenditures	2014	High	Rescinded
	<b>Funds and Foundations</b>			
F.F.01	Hayden trust fund	2000	Low	Before Board: Included in Award Policy to be rescinded, and consolidated into one policy F.F. 01; Details of individual awards to be moved to board website
F.F.02	Rt.Rev.J.H. Ingoldsby trust fund	2010	Low	
F.F.03	Father Andrew Cushieri award	1987	Low	
F.F.04	Sister Mary Hamilton award	1994	Low	
F.F.05	Mary Cicogna trust fund	2004	Low	
F.F.06	Peter Pierce memorial trust fund	2010	Low	
F.F.07	Rose Margaret Carlino award	1998	Low	
F.F.08	Alana Lynn Celestial memorial trust fund	2008	Low	
F.F.09	Elvira DelMonte scholarship	2008	Low	
F.F.10	Francesco and Lucia Colle memorial award	2001	Low	
F.F.11	Holly Spirit memorial award	2003	Low	
F.F.12	Chris Campbell scholarship fund	2005	Low	
F.F.13	Catherine Temple mathematics award	2005	Low	
F.F.14	Joseph Martino scholarship	2006	Low	
F.F.15	Bonnie Ho memorial scholarship award	2006	Low	
F.F.16	Christina Walters endowment for the arts	2007	Low	
F.F.17	No record of policy		Low	Before Board: Included in Award Policy to
F.F.18	Pay it forward award	2007	Low	
F.F.19	Student Trustee award of excellence in academics, leadership	2008	Low	

March 2015

APPENDIX A  
Policies per Policy Register (Alpha)

	& Christian values			be rescinded, and consolidated into one policy F.F. 01; Details of individual awards to be moved to board website
F.F.20	No record of policy		Low	
F.F.21	Susan Shields memorial fund	2008	Low	
F.F.22	Peter Balciunas memorial scholarship	2012	Low	
F.F.23	Lucy Connolly endowment for the sciences scholarship	2010	Low	
F.F.24	Fintan Kilbride memorial scholarship	2010	Low	
F.F.25	Donation	2010	Low	
F.F.26	Sponsorship	2010	Low	
F.F.27	Cadie Feeley trust fund	2010	Low	Included in Award Policy to be rescinded, and consolidated into one policy F.F. 01;
F.F.28	Lily Hynes Trust Fund	2010	Low	
F.F.29	Domenic Melino "A man for Others" award	2010	Low	
F.F.30	Establishment of trust fund awards	2010	Low	
<b>Finance</b>	<b>Miscellaneous</b>			
F.M.01	Employee expenses	2011	Low new	
F.M.02	Signing officers	1986	Low	
F.M.03	Assessment	1986	Medium	
F.M.04	Release of holdbacks	1986	Medium	
F.M.05	Signatures facsimiles	2013	Rescinded	
F.M.06	Cheque register	2013	Recinded	
F.M.07	Offering of hospitality or gifts	2011	Low new	
F.M.08	Effective Financial Management & Control of Operations	2013	High	
<b>Finance</b>	<b>Purchasing</b>			
F.P.01	Purchasing	2014	High	
F.P.02	Book purchase	1986	Low	
F.P.03	Border brokers	1986	Low	
F.P.04	Sweatshop free purchasing policy	2006	Medium	
F.P.05	No record of policy			
F.P.06	No record of policy			
F.P.07	Disposal of surplus or obsolete furniture, fixtures & equipment	2010	Low new	
	<b>Human Resources Compensation</b>			
H.C.01	Job evaluation: non-union administrative. Clerical jobs	2007	Medium	
H.C.02	Job change: non-union administrative, clerical jobs	2007	Medium	

March 2015

APPENDIX A  
Policies per Policy Register (Alpha)

H.C.03	Job evaluation appeal non-union administrative clerical jobs	2007	Medium	
H.C.04	Department reorganization: non-union administrative clerical job	2007	Medium	
H.C.05	Probationary period non union	2007	Medium	
H.C.05a	New employee	2007		
H.C.05b	Promotion	2006		
H.C.06	Performance appraisal Director of Education	2013	High –new	
<b>Human Resources Miscellaneous</b>				
H.M.01	Eastern Rite employees Holy day	2006	Low	
H.M.02	Automobile Expenses			
H.M.03	Compassionate leave non union	1986	High	Update to reflect MOU
H.M.04	Sabbatical leave for Post Graduate study	2006	Medium	
H.M.05	Sabbatical leave for undergraduate or non-degree study	2006	Medium	
H.M.06	Sick leave plan non union	1986	High	Update to reflect MOU
H.M.07	Continuing Education instructors	1986	Medium	
H.M.08	Catholicity and school support	1986	Low	
H.M.09	Twenty-five year club	2007	Low	
H.M.10	Retirement ceremonies	2007	Low	
H.M.11	Employment equity	2010	High	Revise per PPM 119 Fair Practice Hiring
H.M.12	Medical examinations and employment	1986	Low	Should be rescinded; non-applicable
H.M.13	Employment interview expenses	2006	Low	
H.M.14	Harassment & Discrimination in the workplace “the Respectful workplace”	2007	H High	Before Board
H.M.15	Probationary to permanent appointments	1987	Low	
H.M.16	Loan of personnel	1986	Low	
H.M.17	Occupational Health & Safety	2014	High	
H.M.18	Work creation program	2007	Low	
H.M.19	Conflict resolution	1997	Medium	
H.M.20	Subsidy of individual courses	1998	Low	
H.M.21	Principal/Vice-Principal interviews	1992	Low	

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APPENDIX A  
Policies per Policy Register (Alpha)

H.M.22	Vacation for non-union administrative clerical employees	1988	Medium	
H.M.23	No record of policy			
H.M.24	Catholic equity and inclusive education	2011	Medium	
H.M.25	Involvement in Municipal, Provincial and Federal elections	1982	Low	
H.M.26	Charter of Rights of the family	1990	Low	
H.M.27	AIDS (Acquired Immune Deficiency Syndrome	1987	Low	
H.M.28	Sexual harassment	1997	High	Before Board to consolidate in H.M. 14
H.M.29	Benefits for non-union administrative clerical employees	1988	Medium	
H.M.30	Complaint against a staff member	1997	Medium	
H.M.31	Conflict of Interest: Employees	2002	Medium	
H.M.32	No record of policy		Low	
H.M.33	Acceptance of Hospitality or gifts	2007	High	
H.M.34	No record of policy			
H.M.35	Hiring and placement family and relations	2013	Rescinded	Cf H.M 2013
H.M.36	Accessibility standards for customer service	2010	Medium	
H.M.37	Workplace violence	2014	H High	
H.M.38	Workplace accommodation for employees with disabilities	2014	Medium	
H.M.39	Negotiation procedures	2008	High	
H.M.40	Fair Practice in Hiring and Promotion	2013		
<b>Human Resources Support</b>				
H.S.01	Supplementary Pension			
H.S.02	Child Care Worker			
H.S.03	Caretaker deployment	1986	Low	
H.S.04	No record of policy			
H.S.05	No record of policy			
H.S.06	Permit supervisors	1988	Low	
H.S.07	Overtime for non-union administrative clerical	1988	Medium	
H.S.08	Remuneration Employment elsewhere during working hours	1987	Low	
H.S.09	Chaplaincy program	1987	Low	Requires relevant updating
<b>Human Resources Teaching</b>			Low	
H.T.01	Qualifications Catholicity	1986	Low	
H.T.02	Employment of former Priests and Religions	1986	Low	

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APPENDIX A  
Policies per Policy Register (Alpha)

H.T.03	Teacher exchange	1986	Low	
H.T.04	Principals' reassignment	1986	Low	
H.T.05	Qualifications Religious Education courses	1986	Low	
H.T.06	Religious Education – Board of Education schools	1986	Low	
H.T.07	Sick leave credit plan –reciprocal agreements	1986	High	
H.T.08	French Language Teachers' Leave of Absence			
H.T.09	Religious Education course requirement	1992	Low	
	<b>Insurance</b>			
LO1	Insurance for school volunteers	2006	Low	
LO2	Group Life Insurance	1986	Low	
M. 01	Meta Policy Template	2012		
P.01	Reporting to Parents	2006	Low	Consolidate with S.P. 13
P.02	Block Parent program	1986	Low	
P.03	Parents and professional activity days	2006	Medium	
P.04	Catholic Parent Involvement Committee	2013		
	<b>Schools</b>			
S.01	School volunteers	2015	Low	Rescind:Consolidated in Access to schools SS 04
S.02	School events: communications and invitee protocols	2012	Low	revised
S.03	Mental Health and Well Being	2013		
S.04	Special Needs Schools			
S.05	School organization change	2006	Low	
S.06	National flag	2006	Low	
S.07	School names	2006	Low	
S.08	Blessing and official opening of schools	2013	Low	
S.09	School accommodation review	2014/15	High	
S.10	Catholic school advisory councils	2006	High	Before Governance
S.11	Lunchroom supervision and facilities	1985	Low	
S.12	Visitors to Schools			
S.13	Approved access to schools by individuals & organizations	2015	High	Rescind:Consolidated in Access to schools SS 04
S.14	Vehicles secondary schools	1988		Recommend spring 2015

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APPENDIX A  
Policies per Policy Register (Alpha)

				revision
S. 15	Access to Pupils	2015	High	Rescind:Consolidated in Access to schools SS 04
S.16	Access to Pupil information	2007	High	
S.17	Suspected child abuse reporting	2007	Low	
S.18	Apprehension or arrest of pupils	2006	Low	
S.19	Research conducted in the TCDSB	2013	High	
S.20	Program advertising for sec. schools and Continuing Ed.	1990	Low	
S.21	No record of policy			
S.22	Religious accommodation	2012		
S.23	Prayer in schools	1993	Medium	
S.24	Combined split grade classes for elementary schools	2013	Medium	
S.25	Good Neighbour	2014	Low	
S.26	Concussion Policy	2014	High	
S.A.01	Admission of pupils	2014	High	SS Admissions Before Board; Elementary Admission completed
S.A.02	Placement of pupils	2008	High	SS Placement before board; Elementary Placement completed
S.A.03	Attendance boundary policy	2014	High	
S.C.01	Adult education	1986	Low	
S.E.01	School excursions	2013	High	
S.M.01	Dress Code			
S.M.02	Student councils	2004	Low	
S.M.03	Absenteeism	2006	Low	
S.M.04	Fundraising in schools	2006	Low new	
S.M.05	Sexual harassment	1997	Medium	Before Board to consolidate in H.M. 14
S.M.06	Resource materials acquisition in schools	2006	High	Recommend rescinding; cross reference F.P. 01 Purchasing
S.M.07	Fire Emergency procedures	1987	Low	

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APPENDIX A  
Policies per Policy Register (Alpha)

S.M.08	Food and Beverage sold in schools	2015	High	
S.M.09	Fees for learning materials and activities rationale	2012	Low new	
S.M.10	Alcohol and Other Drug Abuse			
S.M.11	Student achievement award	2006	Low	Before Board; Awards report
S.M.12	Use of dangerous chemicals with instructional program	1991	Low	
S.M.13	Cafeterias secondary schools	2006	Low	
S.M.14	Student Pregnancy	2006	Low	
S.M.15	Anaphylaxis	2006	Low	
S.P.01	Special Education	2006	Low	
S.P.02	French as a second language (FSL)	2008	High	Recommend Spring 2015; <b>consolidate</b> with SP 03, 04 and 10
S.P.03	Establishment of an elementary extended French center (FSL)	2006	High	Recommend Spring 2015; <b>consolidate</b> with SP 02, 04 and 10
S.P.04	Review of elementary extended French centre (FSL)	2006	High	Recommend Spring 2015; <b>consolidate</b> with SP 02, 03 and 10
S.P.05	International languages program	2003	High	
S.P.06	International languages Advisory Committee	2013	High	Rescinded
S.P.07	Athletic activities in the Phys. And Health Ed. Program	2007	Low	
S.P.08	Driver Education program	1995		
S.P.09	School safety patrols	2006	Low	
S.P.10	Elementary French Immersion	2006	High	Recommend Spring 2015; consolidate with SP 02, 03, 04
S.P.11	Credit courses outside Canada	1992	Low	
S.P.12	Religious Education course requirement for secondary pupils	1986	Low	
S.P.13	Student and program assessment	2006	High	Recommend Spring 2015; revise consistent with <i>Growing Success</i>

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APPENDIX A  
Policies per Policy Register (Alpha)

<b>Safe Schools</b>				
S.S.01	Hearing process for suspension and expulsion	2014	High	Rescinded; Consolidated in new S.S. 01 Suspension and Expulsion
S.S.02	Opening and closing exercises	2002	Low	Align with current practice
S.S.03	Alcohol and other drug abuse	2002	High	Recommend review
S.S.04	Access to school premises	2015	High	
S.S. 05	Expulsion 2008	2014	High	Rescinded; Consolidated in new S.S. 01 Suspension and Expulsion
S.S.05 1	Programs for students on expulsion	2014	High	
S.S.06	Suspensions	2014	High	
S.S.06 1	Guide to appeal for pupil suspensions and expulsions	2014	High	
S.S.07	Dress code for pupils	2011	Low (current)	
S.S.08	Principal's inquiry – suspensions and expulsion	2003	High	Requires Revision or consider rescinding – prescribed in Ed Act 311.1
S.S.09	Code of conduct INTERIM POLICY	2013	High	
S.S.10	Progressive Discipline	2014	High	
S.S.11	Bullying prevention and intervention	2013	High	
S.S.12	Fresh Start	2008	High	Recommend update Spring 2015
	<i>Review of suspension process</i>	2014	Done	
	Police/School Board Protocol	2006	In process	
	Guide to review appeals from pupils suspension & expulsions	2014	Done	
S.S.13	Victim's Rights	2014		
S.S.14	Trespass	2014		
V.P.01	Forward/statement of principle	2015	High -	Rescinded
V.P.02	General	2015	High	Rescinded
V.P.03	Curriculum	2015	High	Rescinded
V.P.04	Discipline	2015	High	Rescinded
V.P.05	Violence Prevention –Police Investigation	2015	High	Rescinded
V.P.06	Reporting and recording incidents of violence	2015	High	Rescinded
V.P.07	Possession of weapons	2015	High	Rescinded

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APPENDIX A  
Policies per Policy Register (Alpha)

V.P.08	Assault/Threats/Harassment	2015	High	Rescinded
V.P.09	Theft/extortion/vandalism-hate-motivated activities	2015	High	Rescinded
V.P.10	Search and seizure	2015	High	Rescinded
V.P.11	Trespass to property	2014	High	Rescinded
V.P.12	Arson/bomb threats	2015	High	Rescinded
V.P.13	Victim's rights	2014	High	Rescinded
S.T.01	Transportation English language schools	2007	Medium	Coming to March 2015 Corporate
S.T.02	Transportation – French Language Schools			
S.T.03	Transportation procedure for annual review and removal of non-qualifying bus routes	2005	Medium	
S.T.04	TTC identification cards	2006		
S.T.05	Program transportation	2006	Medium	
<b>Trustees</b>				
T.01	Conflict of interest Trustees	By-Laws	Medium	
T.02	Student Trustee	2013	H High	Before Governance for amendment
T.03	Board room seating arrangement	By-Laws	Low	
T.04	Trustee code of conduct	2012	Low (current)	
T.05	Trustee honorarium	2012	Low (current)	
T.06	Invitation to school functions	1986	Low	Recommend rescind; captured in S. 02
T.07	Community engagement	2012		
T.08	Appointees to municipal boards and organizations	By-Laws	Low	
T.09	Trustee Development			
T.10	Interrelations of committees	By-Laws	Low	Rescinded; A. 37 and by-laws cover
T.11	Communication on behalf of the Board	By-Laws	Low	
T.12	Expenses of the office of the Chair of the Board			
T.13	Travel Allowance			
T.14	Delegations	2012	High	
T.15	Revision of information to an individual trustee	2012	High	
T.16	Logo use	2012	Low new	

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APPENDIX A  
Policies per Policy Register (Alpha)

T.17	Trustee services and expenditures	2013	High	Before Governance for amendment
T. 18	Filling a Trustee Vacancy	2012	High	
T.19	Electronic participation in meetings of the Board	2013	High	
T. 20	New Proposed Governance Policy	NEW	High	Per Board motion Jan 29 <sup>th</sup> , 2015
	Trustee constituent assistants Copyright and fair dealing policy	2012		
<b>Legend:</b>				
	<b>Complete</b>			
	<b>In Process – before trustees</b>			
	<b>Rescinded</b>			
	<b>Potential Priority</b>			

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## POLICY TRACKER 2014-15

Legend:					
1	Complete				
2	In Process – before trustees				
3	Rescinded				
4	Potential Priority				
Policy #	Policy Name	Date last Revised	Comments 2013	Additional comments	Status
Policies for Immediate Priority over the course of 2015					
T. 20	New Proposed Governance Policy	NEW	High	Per Board motion Jan 29 <sup>th</sup> , 2015	4
H.M.06	Sick leave plan non union	1986	High	Update to reflect MOU/Bill 115	4
B.B.01	Design modifications	1986	High	Recommend spring 2015	4
H.M.03	Compassionate leave non union	1986	High	Update to reflect MOU	4
H.M.11	Employment equity	2010	High	Revise per PPM 119 Fair Practice Hiring	4
S.M.06	Resource materials acquisition in schools	2006	High	Recommend rescinding; cross reference F.P. 01 Purchasing	4
S.S.03	Alcohol and other drug abuse	2002	High	Recommend review	4
B.G.05	Parking-Church use	1986	Low	Recommend revise High; spring 2015	4

H.M.12	Medical examinations and employment	1986	Low	Should be rescinded; non-applicable	4
H.S.09	Chaplaincy program	1987	Low	Requires relevant updating	4
P.01	Reporting to Parents	2006	Low	Consolidate with S.P. 13	4
T.06	Invitation to school functions	1986	Low	Recommend rescind; captured in S. 02	4
B.B.02	School Design-New and additions	1986	Medium	Recommend spring 2015	4
B.B.03	Portables-clustered	1986	Medium	Recommend spring 2015	4
B.B.04	Smoke free space	2007	Medium	Recommend spring 2015	4
R.06	Consultants real property	1988	na	Recommend <b>rescinding</b> ; incorporated in F.P. 01	4
S.A.01	Admission of pupils	2014	High	SS Admissions Before Board; Elementary Admission completed	4
S.A.02	Placement of pupils	2008	High	SS Placement before board; Elementary Placement completed	4

S.14	Vehicles secondary schools	1988	High	Recommend spring 2015 revision	
S.T. 05	Program Transportation	2006	Medium	Recommend Fall 2015	4
S.S.08	Principal's inquiry – suspensions and expulsion	2003	High	Requires Revision	4
S.P.02	French as a second language (FSL)	2008	High	Recommend Spring 2015; <b>consolidate</b> with SP 03, 04 and 10	4
S.P.03	Establishment of an elementary extended French center (FSL)	2006	High	Recommend Spring 2015; <b>consolidate</b> with SP 02, 04 and 10	4
S.P.04	Review of elementary extended French centre (FSL)	2006	High	Recommend Spring 2015; <b>consolidate</b> with SP 02, 03 and 10	4
S.P.10	Elementary French Immersion	2006	High		4
S.P.13	Student and program assessment	2006	High		4
S.S.12	Fresh Start <i>Review of suspension process</i> Police/School Board Protocol <i>Guide to review appeals from pupils suspension &amp; expulsions</i>	2008 2014 2006 2014	High Done In process Done		4
S.S.02	Opening and closing exercises	2002	Low	Align with current practice	4
B.G.01	Playground equipment	2005	Medium	Per Board Motion	4



	Policies Rescinded in Past 2 years	Date rescinded	Status in 2013		
A.13	Distribution of Advertisements	2015	High	Rescind: Consolidated in Access to schools SS 04	3
A.19	Use of TCDSB Distribution Services by Outside Agencies	2015	High	Rescind: Consolidated in Access to schools SS 04	3
A.25	Advertising in Schools	2015	High	Rescind: Consolidated in Access to schools SS 04	3
F.E.01	Annual budget expenditures	2014	High	Rescinded	3
S. 15	Access to Pupils	2015	High	Rescind:Consolidate d in Access to schools SS 04	3
S.13	Approved access to schools by individuals & organizations	2015	High	Rescind:Consolidate d in Access to schools SS 04	3
S.P.06	International languages Advisory Committee	2013	High	Rescinded	3
S.S. 05	Expulsion 2008	2014	High	Rescinded; Consolidated in new S.S. 01 Suspension and Expulsion	3
S.S.01	Hearing process for suspension and	2014	High	Rescinded;	3

	expulsion			Consolidated in new S.S. 01 Suspension and Expulsion	
S.S.05 1	Programs for students on expulsion	2014	High	Rescinded; Consolidated in new S.S. 01 Suspension and Expulsion	3
S.S.06	Suspensions	2014	High	Rescinded; Consolidated in new S.S. 01 Suspension and Expulsion	3
S.S.06 1	Guide to appeal for pupil suspensions and expulsions	2014	High	Rescinded; Consolidated in new S.S. 01 Suspension and Expulsion	3
V.P.02	General	2015	High	Rescinded	3
V.P.03	Curriculum	2015	High	Rescinded	3
V.P.04	Discipline	2015	High	Rescinded	3
V.P.05	Violence Prevention –Police Investigation	2015	High	Rescinded	3
V.P.06	Reporting and recording incidents of violence	2015	High	Rescinded	3
V.P.07	Possession of weapons	2015	High	Rescinded	3
V.P.08	Assault/Threats/Harassment	2015	High	Rescinded	3
V.P.09	Theft/extortion/vandalism-hate-motivated activities	2015	High	Rescinded	3
V.P.10	Search and seizure	2015	High	Rescinded	3
V.P.11	Trespass to property	2014	High	Rescinded	3
V.P.12	Arson/bomb threats	2015	High	Rescinded	3

V.P.13	Victim's rights	2014	High	Rescinded	3
V.P.01	Forward/statement of principle	2015	High -	Rescinded	3
T.11	Communication on behalf of the Board	By-Laws	Low	Rescinded; A. 37 and by-laws cover	3
S.01	School volunteers	2015	Low	Rescind:Consolidated in Access to schools SS 04	3
T.10	Interrelations of committees	By-Laws	Low	Rescinded; A. 37 and by-laws cover	3
A.05	Lines of Communication	2014	na	Rescinded by A37	3
F.B.01	Banks	2013	na	Rescinded	3
F.B.02	Bank line of credit	2013	na	Rescinded	3
F.B.03	Short term financing	2013	na	Rescinded	3
F.M.06	Cheque register	2013	Recinded		3
F.M.05	Signatures facsimiles	2013	Rescinded		3
H.M.35	Hiring and placement family and relations	2013	Rescinded	Cf H.M 2013	3
	<b>Policies In-Process (before Governance or Board)</b>				
A.12	Legal Counsel	2006	Medium	Before Governance	2
H.M.14	Harassment & Discrimination in the workplace "the Respectful workplace"	2007	High	Before Governance	2
S.10	Catholic school advisory councils	2006	High	Before Board	2
H.M.28	Sexual harassment	1997	High	Before Governance to consolidate in H.M. 14	2

S.A.01	Admission of pupils	2014	High	SS Admissions Before Board; Elementary Admission completed	2
S.A.02	Placement of pupils	2008	High	SS Placement before board; Elementary Placement completed	2
T.17	Trustee services and expenditures	2013	High	Before Governance for amendment	2
A.39	Whistleblower and Protection		High (new)	Before Audit /Board	2
F.F.15	Bonnie Ho memorial scholarship award	2006	Low	Before Board:	2
A.07	Award of Merit	2010	Low	Before Board:	2
F.F.01	Hayden trust fund	2000	Low	Before Board:	2
F.F.02	Rt.Rev.J.H. Ingoldsby trust fund	2010	Low	Before Board:	2
F.F.03	Father Andrew Cushieri award	1987	Low	Before Board:	2
F.F.04	Sister Mary Hamilton award	1994	Low	Before Board:	2
F.F.05	Mary Cicogna trust fund	2004	Low	Before Board:	2
F.F.06	Peter Pierce memorial trust fund	2010	Low	Before Board:	2
F.F.07	Rose Margaret Carlino award	1998	Low	Before Board:	2

APPENDIX B  
Grouped by Status of completion

F.F.08	Alana Lynn Celestial memorial trust fund	2008	Low	Before Board:	2
F.F.09	Elvira DelMonte scholarship	2008	Low	Before Board:	2
F.F.10	Francesco and Lucia Colle memorial award	2001	Low	Before Board:	2
F.F.11	Holly Spirit memorial award	2003	Low	Before Board:	2
F.F.12	Chris Campbell scholarship fund	2005	Low	Before Board	2
F.F.13	Catherine Temple mathematics award	2005	Low	Before Board:	2
F.F.14	Joseph Martino scholarship	2006	Low	Before Board:	2
F.F.16	Christina Walters endowment for the arts	2007	Low	Before Board:	2
F.F.17	No record of policy		Low	Before Board:	2
F.F.18	Pay it forward award	2007	Low	Before Board:	2
F.F.19	Student Trustee award of excellence in academics, leadership & Christian values	2008	Low	Before Board:	2
F.F.20	No record of policy		Low	Before Board:	2
F.F.21	Susan Shields memorial fund	2008	Low	Before Board:	2
F.F.22	Peter Balciunas memorial scholarship	2012	Low	Before Board:	2

F.F.23	Lucy Connolly endowment for the sciences scholarship	2010	Low	Before Board:	2
F.F.24	Fintan Kilbride memorial scholarship	2010	Low	Before Board:	2
F.F.27	Cadie Feeley trust fund	2010	Low	Included in Award Policy	2
F.F.28	Lily Hynes Trust Fund	2010	Low	Included in Award Policy;	2
F.F.29	DomnicMelino "A man for Others"award	2010	Low	Included in Award Policy to be rescinded,	2
F.F.30	Establishment of trust fund awards	2010	Low	Included in Award Policy	2
S.M.11	Student achievement award	2006	Low	Before Board; Awards report	2
T.03	Board room seating arrangement	By-Laws	Low		2
T.08	Appointees to municipal boards and organizations	By-Laws	Low		2
S.M.05	Sexual harassment	1997	Medium	Before Board to consolidate in H.M. 14	2
S.T.01	Transportation English language schools	2007	Medium	Coming to March 2015 Corporate	2
T.01	Conflict of interest Trustees	By-Laws	Medium		2
A.30	Alumni Awards	2010	na	Before Board; Included in Awards Policy	2

Policy work completed over last 2 years		Last Revised	Status in 2013		
H.M.37	Workplace violence	2014	High		1
T.02	Student Trustee	2015	High	Amended	1
A.23	Special Education Advisory Committee	2014	High		1
A.35	Accessibility Standards	2013	High		1
A.37	Communication Policy	2014	High		1
B.R.05	Permits	2014	High		1
F.M.08	Effective Financial Management & Control of Operations	2013	High		1
F.P.01	Purchasing	2014	High		1
H.M.17	Occupational Health & Safety	2014	High		1
S.19	Research conducted in the TCDSB	2013	High		1
S.26	Concussion Policy	2014	High		1
S.A.03	Attendance boundary policy	2014	High		1
S.E.01	School excursions	2013	High		1
S.M.08	Food and Beverage sold in schools	2015	High		1
S.S.04	Access to school premises	2015	High		1
S.S.09	Code of conduct INTERIM POLICY	2013	High		1
S.S.10	Progressive Discipline	2014	High		1
S.S.11	Bullying prevention and intervention	2013	High		1
T. 18	Filling a Trustee Vacancy	2012	High		1
T.14	Delegations	2012	High		1
T.15	Revision of information to an individual trustee	2012	High		1
T.19	Electronic participation in meetings of the Board	2013	High		1

APPENDIX B  
Grouped by Status of completion

H.C.06	Performance appraisal Director of Education	2013	High – new		1
A.38	Freedom of Information	2015	High (new)		1
A.17	Business Cards	2015	Low		1
A.33	Guidelines for Trustee, Parents & Staff in addressing school	2011	Low		1
B.M.07	Video security surveillance	2007	Low		1
S.02	School events: communications and invitee protocols	2012	Low	revised	1
S.08	Blessing and official opening of schools	2013	Low		1
S.25	Good Neighbour	2014	Low		1
T.05	Trustee honorarium	2012	Low (current)		1
T.04	Trustee code of conduct	2012	Low (current)		1
T.16	Logo use	2012	Low new		1
A.06	Advocacy	2012	Medium		1
B.M.06	Environmental practice waste management and purchasing	2014	Medium		1
H.M.38	Workplace accommodation for employees with disabilities	2014	Medium		1
S.24	Combined split grade classes for elementary schools	2013	Medium		1
A.15	Copyright and Fair Dealing Guidelines	2012	na		1
A.36	Multi-Year Accessibility Plan	2013	na		1



H.M.40	Fair Practice in Hiring and Promotion	2013	na		1
M. 01	Meta Policy Template	2012	na		1
P.04	Catholic parent involvement committee	2013	na		1
S.03	Mental Health and Well Being	2013	na		1
S.09	School accommodation review	2014/15	High		
S.22	Religious accommodation	2012	na		1
S.S.13	Victim's Rights	2014	na		1
S.S.14	Trespass	2014	na		1
T.07	Community engagement	2012	na		1
	<b>Pending High Priority for Revision (after those identified above in Green)</b>				
H.M.33	Acceptance of Hospitality or gifts	2007	High		4
A.14	Collections on Board Premises	2006	High		4
B.M.03	Additions and replacements priority & funding	1986	High		4
B.M.04	Capital expenditures forecast (CEF) categories	1986	High		4
H.M.39	Negotiation procedures	2008	High		4
H.T.07	Sick leave credit plan –reciprocal agreements	1986	High		4
S.16	Access to Pupil information	2007	High		4
S.P.05	International languages program	2003	High		4

	Medium Priority for Revision (at this time)				
A.03	Advertising	2007	Medium		4
A.16	Emergency School Closure	2006	Medium		4
A.18	Development Proposals, Amendments of Official Plans and bylaws	1987	Medium		4
A.29	Electronic Communication Systems	2012	Medium		4
A.31	Hand-Held (Mobile) Wireless Communication Device	2010	Medium		4
A.32	First Nations, metis and Inuit Voluntary Self-Identification	2010	Medium		4
B.G.02	Fencing	1986	Medium		4
B.M.02	Architects	1986	Medium		4
B.R.01	Rental of surplus school space	2006	Medium		4
B.R.02	Child care centres	2003	Medium		4
B.R.03	Rental properties	1986	Medium		4
B.R.04	Rental of school accommodation	1986	Medium		4
B.R.06	Use of school facilities in emergency situations	1990	Medium		4
F.M.03	Assessment	1986	Medium		4
F.M.04	Release of holdbacks	1986	Medium		4
F.P.04	Sweatshop free purchasing policy	2006	Medium		4
H.C.01	Job evaluation: non-union administrative. Clerical jobs	2007	Medium		4
H.C.02	Job change: non-union administrative, clerical jobs	2007	Medium		4
H.C.03	Job evaluation appeal non-union	2007	Medium		4

	administrative clerical jobs				
H.C.04	Department reorganization: non-union administrative clerical job	2007	Medium		4
H.C.05	Probationary period non union	2007	Medium		4
H.M.04	Sabbatical leave for Post Graduate study	2006	Medium		4
H.M.05	Sabbatical leave for undergraduate or non-degree study	2006	Medium		4
H.M.07	Continuing Education instructors	1986	Medium		4
H.M.19	Conflict resolution	1997	Medium		4
H.M.22	Vacation for non-union administrative clerical employees	1988	Medium		4
H.M.24	Catholic equity and inclusive education	2011	Medium		4
H.M.29	Benefits for non-union administrative clerical employees	1988	Medium		4
H.M.30	Complaint against a staff member	1997	Medium		4
H.M.31	Conflict of Interest: Employees	2002	Medium		4
H.M.34	No record of policy				4
H.M.36	Accessibility standards for customer service	2010	Medium		4
H.S.07	Overtime for non-union administrative clerical	1988	Medium		4
S.23	Prayer in schools	1993	Medium		4
S.T.03	Transportation procedure for annual review and removal of non-qualifying bus routes	2005	Medium		4

	Policies Considered Low Priority for Revision at this time				
A.26	Letterhead	2006	Low		
A.34	Information & Communication Technology Hardware and software standards	2012	Low		
B.B.05	Key control	1988	Low		
B.G.03	Weed control	2001	Low		
B.G.04	Motor Vehicles on School property	1986	Low		
B.G.06	Parking-School use	1986	Low		
B.M.01	Vandalism	1986	Low		
B.P.01	Carpet	1989	Low		
B.P.02	Plaques for new schools	1987	Low	Could consolidate to Blessings and Openings	
B.P.03	Signage new sites and building projects	1986	Low		
B.P.04	Window coverings	1986	Low		
B.P.05	Telephones in schools	1986	Low		
F.F.25	Donation	2010	Low		
F.F.26	Sponsorship	2010	Low		
F.M.02	Signing officers	1986	Low		
F.P.02	Book purchase	1986	Low		
F.P.03	Border brokers	1986	Low		
H.M.01	Eastern Rite employees Holy day	2006	Low		
H.M.08	Catholicity and school support	1986	Low		
H.M.09	Twenty-five year club	2007	Low		
H.M.10	Retirement ceremonies	2007	Low		
H.M.13	Employment interview expenses	2006	Low		

H.M.15	Probationary to permanent appointments	1987	Low		
H.M.16	Loan of personnel	1986	Low		
H.M.18	Work creation program	2007	Low		
H.M.20	Subsidy of individual courses	1998	Low		
H.M.21	Principal/Vice-Principal interviews	1992	Low		
H.M.25	Involvement in Municipal, Provincial and Federal elections	1982	Low		
H.M.26	Charter of Rights of the family	1990	Low		
H.M.27	AIDS (Acquired Immune Deficiency Syndrome)	1987	Low		
H.M.32	No record of policy		Low		
H.S.03	Caretaker deployment	1986	Low		
H.S.06	Permit supervisors	1988	Low		
H.S.08	Remuneration Employment elsewhere during working hours	1987	Low		
H.T.01	Qualifications Catholicity	1986	Low		
H.T.02	Employment of former Priests and Religions	1986	Low		
H.T.03	Teacher exchange	1986	Low		
H.T.04	Principals' reassignment	1986	Low		
H.T.05	Qualifications Religious Education courses	1986	Low		
H.T.06	Religious Education – Board of Education schools	1986	Low		
H.T.09	Religious Education course requirement	1992	Low		
LO1	Insurance for school volunteers	2006	Low		
LO2	Group Life Insurance	1986	Low		
P.02	Block Parent program	1986	Low		

APPENDIX B  
Grouped by Status of completion

P.03	Parents and professional activity days	2006	Low		
S.05	School organization change	2006	Low		
S.06	National flag	2006	Low		
S.07	School names	2006	Low		
S.11	Lunchroom supervision and facilities	1985	Low		
S.17	Suspected child abuse reporting	2007	Low		
S.18	Apprehension or arrest of pupils	2006	Low		
S.20	Program advertising for sec. schools and Continuing Ed.	1990	Low		
S.C.01	Adult education	1986	Low		
S.M.02	Student councils	2004	Low		
S.M.03	Absenteeism	2006	Low		
S.M.07	Fire Emergency procedures	1987	Low		
S.M.12	Use of dangerous chemicals with instructional program	1991	Low		
S.M.13	Cafeterias secondary schools	2006	Low		
S.M.14	Student Pregnancy	2006	Low		
S.M.15	Anaphylaxis	2006	Low		
S.P.01	Special Education	2006	Low		
S.P.07	Athletic activities in the Phys. And Health Ed. Program	2007	Low		
S.P.09	School safety patrols	2006	Low		
S.P.11	Credit courses outside Canada	1992	Low		
S.P.12	Religious Education course requirement for secondary pupils	1986	Low		
S.S.07	Dress code for pupils	2011	Low (current)		
B.R.07	Facility partnership	2010	Low new		

F.M.01	Employee expenses	2011	Low new		
F.M.07	Offering of hospitality or gifts	2011	Low new		
F.P.07	Disposal of surplus or obsolete furniture, fixtures & equipment	2010	Low new		
S.M.04	Fundraising in schools	2006	Low new		
S.M.09	Fees for learning materials and activities rationale	2012	Low new		
	Trustee constituent assistants Copyright and fair dealing policy	2012	(High)		
	<b>Policies which have been previously rescinded or for which there is no record</b>				
A.27	No record of policy		na		
A.28	No record of policy		na		
B.M.05	<b>Change Orders - Construction</b>		na		
B.R.02a	Child care and family support programs manual	2003			
F.P.05	No record of policy		na		
F.P.06	No record of policy		na		
H.C.05a	New employee	2007			
H.C.05b	Promotion	2006			
H.M.02	<b>Automobile Expenses</b>		na		
H.M.23	No record of policy		na		

H.S.01	Supplementary Pension		na		
H.S.02	Child Care Worker		na		
H.S.04	No record of policy		na		
H.S.05	No record of policy		na		
H.T.08	French Language Teachers' Leave of Absence		na		
R.01	Sharing	1986			
R.02	Demolition of existing buildings and potables	1986			
R.03	Demolition of purchased real property	1986			
R.04	Site acquisition and expansion	1987			
R.05	School sites expansion	1986			
R.07	Expropriation of real property	1968			
R.08	Disposal of surplus real property	1984			
R.09	Alternative arrangements for school facilities	2000			
R.10	School Sites operating budget surplus	2000			
S.04	Special Needs Schools		na		
S.12	Visitors to Schools		na		
S.21	No record of policy		na		



S.M.01	No record of policy		na		
S.M.10	No record of policy		na		
S.P.08	Driver Education program	1995			
S.T.02	Transportation French Language Schools		na		
S.T.04	TTC identification cards	2006			
T.09	Trustee Development		na		
T.12	Expenses of the office of the Chair of the Board		na		
T.13	Travel Allowance		na		



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### APPENDIX C POLICY REVISION PLAN UPDATE MARCH 2015 (REPORT) V2.DOCX

*Therefore the Law has become our tutor to lead us to Christ, so that we may be justified in faith. Galatians 3:24*

Created, Draft	First Tabling	Review
February 9, 2015	February 17, 2015	March 10, 2015
Loretta Notten, Superintendent of Governance, Policy and Strategic Planning		
<b>INFORMATION REPORT</b>		

#### 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 January 31<sup>st</sup>, 2013, the Board of Trustees adopted an action priority for each policy on the TCDSB Policy Register, informed by staff recommendation. That framework has acted as a primary guide in the work of policy revision of the board for the past two years. This report will provide a status update for all new, revised and rescinded policies since implementation of the Meta Policy Template, and further provides suggestions for an action plan for policy revision for the upcoming year of review.

## B. PURPOSE

1. This report is intended to report on the progress of policy revision to date and to present considerations for prioritizing policies for revision for the period of January 2015 to June 2015 and into the fall/winter of 2015.

## C. BACKGROUND

1. On March 20, 2012 the Board approved M. 01 Meta Policy, providing a framework by which all subsequent policy revision was to be guided.
2. Policy revision activities by various department were further reviewed for accuracy in consideration of new legislation, and were integrated into a full policy status report for the Governance Committee on November 14<sup>th</sup>, 2012.
3. On January 31<sup>st</sup>, 2013 the Board adopted a framework for policy review that consisted of 5 actions for consideration:

A. **RESCIND** the policy because it is:

- I. Operational and belongs in a procedural guideline or manual easily accessible by all stakeholders
- II. Closely mirrors language in the Education Act or other types of legislation
- III. Does not comply with current legislation
- IV. The policy originated from an initiative implemented by an external agency but the service/program no longer exists

**B. REVISE** the policy because:

- i. it needs to comply with legislation or regulation
- ii. component of the policy reflect guidelines and operational procedures
- iii. policy and regulation statement need to be re-written to accurately reflect Multi-Year Strategic Plan and appropriate legislation, and conform to the meta policy template.

**C. CONSOLIDATE** policies because:

- i. they are very succinct and narrow in focus
- ii. many brief, specific policies share a common theme with other policies
- iii. a single themed policy can more accurately align with the MYSP
- v. A newly consolidated policy can provide greater consistency with legislation/industry standards
- vi. It will reduce the number of policies on the register and provide greater ease of navigation for all stakeholders.

**D. RE-FORMAT** the policy because

- vii. It was enacted by the Board as a policy with in the past year, but it is not written in the proper Meta Policy template.

**E. NO ACTION** is required for a policy because:

- i. It already has been enacted in the proper Meta Policy template.

4. TCDSB Policies were given a priority status given the above-outlined framework and that has guided policy revision for the past two years.

**D. EVIDENCE/RESEARCH/ANALYSIS**

The status of recent policy review and revision categories is found in **Appendix A and B**. **Appendix A** presents the Policy Register as it appears on our website in Alpha order, with notations on level of completion (colour coded). **Appendix B** presents the Policy Register according to status of completion, (also colour coded). Staff have been recently consulted so that recommendations and commentary reflect current analysis of immediate priority items.

1. **NEW POLICIES:**

Since the implementation of the Meta Policy Template in March 2012, the Board has approved 15 new policies that were not previously on the TCDSB policy register.

Since January 2014 there have been 3 significant new policies, the Concussion Policy, Freedom of Information and the Good Neighbour Policy, with the Governance Policy Pending.

2. **REVISED POLICIES:**

Since the implementation of the Meta-Policy Template in March 2012, the Board has approved 41 revised policies from the TCDSB policy Register.

Since January 2014 there have been 27 revised policies from the register, including many of the previously identified high priority items such as the Elementary Admissions policy, the Consolidated Suspension and Expulsion policy, the School Accommodation policy, the School Boundary policy, the Purchasing policy, the Access to Schools policy, the Lines of Communication policy and the Food and Beverage policy. The CSAC (now Catholic School Parent Council Policy) is tentatively approved with minor amendments pending.

3. **REVISED POLICIES PENDING APPROVAL:**

There are currently 8 policies that are in the process of revision in the Meta Policy Template, with a number of them again representing high priority items, including: the Secondary Admissions Policy, the Harassment and Discrimination in the Workplace Policy and the French Program (Admission) Policy.

4. **POLICIES REQUIRING RE-FORMATTING in the META-POLICY TEMPLATE:**

There are 11 new and revised policies approved by the Board that need to be re-written in the full Meta-Policy Template.

5. **RESCINDED POLICIES:**

The Board rescinded 6 policies from the implementation of the Meta-Policy Template to December 2013. Since January 2014, the Board has rescinded another 26 policies, many in the area of Safe Schools and Administration.

6. **POLICIES PENDING RESCISSION:**

There are 5 Trustee policies awaiting rescission once the revised Trustee By-Laws are approved. There are another 31 policies currently before the Board to be consolidated or rescinded, including 27 which are connected to the new consolidated Awards Policy. Within the proposed plan there are another 6 policies that would be recommended for immediate rescind.

7. Based on the previous TCDSB Policy Revision Action Plan and recent consultation with staff, the policies considered to require prioritized revision are highlighted (in green and with notation) **in Appendix A** and also listed in the consolidated table below:

Policy Number	Policy name	Date last Revised	Comments 2013	Additional Comments
B.B.01	Design modifications	1986	High	Recommend spring 2015
B.B. 02	School Design-New and additions	1986	Medium	Recommend “high”; spring 2015
B.B.03	Portables-clustered	1986	Medium	Recommend spring 2015
B.B.04	Smoke free space	2007	Medium	Recommend high; spring 2015
B.B. 05	Key control	1988	Low	Recommend update to “high”
B.G. 01	Playground Equipment	2005	Medium	Board motion
R.06	Consultants real property	1988		Recommend <b>rescinding</b> ; incorporated in F.P. 01
H.M.03	Compassionate leave non union	1986	High	Update to reflect MOU
H.M.06	Sick leave plan non union	1986	High	Update to reflect MOU
H.M.11	Employment equity	2010	High	Revise per PPM 119 Fair Practice Hiring
H.M.12	Medical examinations and employment	1986	Low	Should be rescinded; non-applicable
H.S.09	Chaplaincy program	1987	Low	Requires relevant updating
P.01	Reporting to Parents	2006	Low	Consolidate with S.P. 13
S.A. 01	Admission of Pupils	2008	High	Consultation has occurred; polices for ES and SS pupils were connected; no secondary policy on register.
S.A. 02	Placement of Pupils	2008	High	Policies for elementary and secondary were connected

S.14	Vehicles secondary schools	1988		Recommend spring 2015 revision
S.M.06	Resource materials acquisition in schools	2006	High	Recommend rescinding; cross reference F.P. 01 Purchasing
S.P.02	French as a second language (FSL)	2008	High	Recommend Spring 2015; <b>consolidate</b> with SP 03, 04 and 10
S.P.03	Establishment of an elementary extended French center (FSL)	2006	High	Recommend Spring 2015; <b>consolidate</b> with SP 02, 04 and 10
S.P.04	Review of elementary extended French centre (FSL)	2006	High	Recommend Spring 2015; <b>consolidate</b> with SP 02, 03 and 10
S.P.10	Elementary French Immersion	2006	High	Recommend Spring 2015; consolidate with SP 02, 03, 04
S.P.13	Student and program assessment	2006	High	Recommend Spring 2015; revise consistent with <i>Growing Success</i>
S.S.02	Opening and closing exercises	2002	Low	Align with current practice
S.S.03	Alcohol and other drug abuse	2002	High	Recommend review
S.S.08	Principal's inquiry – suspensions and expulsion	2003	High	Requires Revision or consider rescinding – prescribed in Ed Act 311.1
S.S.12	Fresh Start <i>Review of suspension process</i> Police/School Board Protocol <i>Guide to review appeals from pupils suspension &amp; expulsions</i>	2008 2014 2006 2014	High <b>Done</b> In process <b>Done</b>	Recommend update Spring 2015
S.T. 05	Program Transportation	2006	Medium	Recommend Fall 2015
T.06	Invitation to school functions	1986	Low	Recommend rescind; captured in S. 02
T. 20	New Proposed Governance Policy	NEW	High	Per Board motion Jan 29 <sup>th</sup> , 2015
	Operational Procedure for	NEW	High	Recommend Spring 2015

	Inclement Weather			
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There are 30 policies identified above for priority work in the next year. There are another 8 policies thereafter that continue to have a ranking of “high” for policy revision per the current rankings. Another 34 policies have a ranking of “medium”. (Further, 11 policies require transition to the Meta-Policy Template.) All rankings are subject new legislation and new Program Policy Memorandums from the Ministry.

It should also be noted that some of the policies noted for immediate priority revision may require consultation in the development of the policy. For example many of the Human Resources policies, as well as those connected to Program and/or Assessment, as well as the upcoming Fresh Start Policy, which will be connected to our on-going Safe Schools’ Inquiry. Other Safe Schools policies may also be affected by the outcome of the inquiry.

In summary, since the implementation of the Meta Policy Template there has been updated work on 144 policies, with 145 pending – as captured in the table below. Policies also remain in a cycle of renewal, with an aspirational goal of review every 3-4 years to ensure policies remain current.

	Policies updated Nov 2012-Jan 2014	Policies updated Jan 2014-Feb 2015	Currently before Board pending approval	Identified as next Immediate Priorities	Remaining to be completed; rank of “High”	Remaining to be complete; rank of “Medium”	Remain to be complet ed rank of “Low”	<b>T O T A L</b>
New	12	3		1				16
Revise	14	27	8					49
Rescind	6	26	36*					68
Reformat				11				11
<b>Subtotal</b>	<b>32</b>	<b>56</b>	<b>44*</b>	<b>12</b>				<b>144</b>
				30	8	34	73	<b>145</b>
<b>TOTAL</b>	<b>32</b>	<b>56</b>	<b>44*</b>	<b>42</b>	<b>8</b>	<b>34</b>	<b>73</b>	<b>289</b>

*\*Note: 27 connected to Awards Policy*

## **E. METRICS AND ACCOUNTABILITY**

1. The Governance and Policy Committee will provide direction on the development of new policies, and the revision and rescission of policies throughout 2015.



**F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

APPENDIX C



REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON TRUSTEE SERVICES AND EXPENDITURES POLICY

*"When you walk, they will guide you; when you sleep, they will watch over you; when you awake, they will speak to you." Proverbs 6:22*

Created, Draft	First Tabling	Review
February 9, 2015	February 17, 2015	March 26, 2015
Ann Andrachuk, Chair, Governance and Policy Committee Loretta Notten, Superintendent Governance and Policy		

### 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:**

Ann Andrachuk, Chair  
Angela Kennedy, Vice Chair  
Maria Rizzo, Trustee Ward 5  
Mike Del Grande, Trustee Ward 7  
Gary Tanuan, Trustee Ward 8  
Jo-Ann Davis, Trustee Ward 9  
Nancy Crawford, Ex-Officio

## **A. COMMITTEE RECOMMENDATIONS**

At the February 17<sup>th</sup>, 2015 Governance and Policy Committee, it was recommended that:

1. the report be referred back to staff to include all of the figures and details of administrative support for Trustees.

At the March 10<sup>th</sup>, 2015 Governance and Policy Committee, staff were directed to bring back with the report to Board on March 26th:

1. the results of investigating if part time central staff for Trustees could be hired who would be able to go out into the field and the cost involved.
2. the cost differential between an Administrative Assistant and Constituency Assistant for the provision of Trustee Services.
3. the costs of Trustee expenses and report back on unspent amounts on an annual basis
4. A review of the expenses for Chair and Vice-Chair and bring back to the Board

## **B. ORIGIN**

TCDSB staff upon reviewing the changes to the 2014-15 Budget Expenditure Estimates approved at the Regular Board Meeting held on June 16, 2014 identified some additional reductions in the amount of \$9,630 (\$780 per trustee) to the trustees' expense budgets and a reduction of \$24,000 (\$2,000 per trustee to trustee assistant budgets), and consequently, amendments to the TCDSB Policy for Trustee Services and Expenditures (T.17) are required. Given that these changes in budget had been previously approved and also noting that the policy previously specified amounts, staff proposed articulating the policy in a manner that was appropriate to the amount approved, but also in such a way that the amount would be articulated in the policy appendices rather than in the policy itself. In this way – policy revision is not required every time the amount is updated.

## C. EXECUTIVE SUMMARY

The Trustee Services & Expenditure Policy (T.17) provides trustees with equipment and support services required by the Trustees to carry out their responsibilities as a member of the board. The policy also reimburses Trustees for professional development activities and specific out of pocket expenses incurred in carrying out their duties. This report recommends amendments to Board Policy T.17 in order to incorporate approved changes contained within the 2014-15 Budget Estimates. At the February 17<sup>th</sup>, 2015 meeting of Governance there were questions raised regarding which items were captured in Trustee Services and which were captured in Support Services. A table (Appendix D) was added to the report to show the different categories to which Trustees can charge expenses: Trustee Support Services, Professional Development, Telephone, Data & Internet Services and Expenses paid by the Board. Expenses for Trustee Assistant would be additional.

There were some questions that were further discussed at the March 10<sup>th</sup>, 2015 meeting of the Governance Committee and the policy was approved with a request that the additional information be provided when the policy was brought forward to the full board for approval. Staff provide the following additional information:

- Representatives from the Leadership Development and Governance Branch of the Ministry of Education reported that there is nothing in the Education Act that prevents part time staff for Trustees going out into the field but that the Ministry's expectation is that the funding provided should provide the supports to Trustees in the best and most cost-efficient way, which they believe is a shared services model. It was suggested that the best use of tax-payers money is paramount, and it is best directed to a central staff position at the board.
- The salary and benefit cost of one full time equivalent (FTE) Trustee Administrative Assistant position had been estimated at \$84,000 per the Report to Board in March/April 2012. Each trustee is entitled to a budget of \$10,000 for Contracted Trustee Assistants (on a go forward), and so, the total maximum cost if all 12 trustees elected to contract a trustee assistant would amount to \$120,000. Thus if all

trustees were supported through one central staff position, this would create a cost differential of \$36,000 to be funded from Central Board Administration. Currently, given that not all trustees elected to contract a Trustee Assistant, the Central Trustee Administrative Assistant position was retained at 0.5 FTE creating a cost pressure of \$42,000 which was offset by the savings generated by the absence of each trustee's \$12,000 budget allocation (previously). On a go-forward a full-time Central Trustee Assistant would be retained per the Board motion of January 29<sup>th</sup>, 2015, creating a cost savings of \$ 36,000 for the board. If trustees chose to utilize the full \$120,000 allowed, the Board would have to consider if there is merit in 1.5 central staff or if it is better to leverage the savings from one central support constituent assistant.

- The Budget Status Report for the previous Trustees' term of office (December 1<sup>st</sup> 2013 thru November 30<sup>th</sup> 2014, and the Budget Status Reports for the Chair and Vice Chair have been attached as Appendix E for information and reference. In total, there was \$141, 360 available for Trustee Expenses, and as a collective \$ 60, 331.14 was expended, with \$ 81, 028.86 unspent. (See Appendix E)
- The approved job-description for a TCDSB Trustee Constituent Assistant is also attached. (See Appendix F)

## **D. APPENDICES**

1. Appendix A: Revised Trustee Services and Expenditures Policy T. 17
2. Appendix B: Side by Side presentation of revised Trustee Services and Expenditures Policy
3. Appendix C: TCDSB's Operational Expense Procedures
4. Appendix D: TCDSB Trustee Expense Allowances (Individual and Pooled Resources)
5. Appendix E: Trustee Expenses 2014
6. Appendix F: TCDSB Trustee Constituent Assistant Job Description
7. Appendix G: Original Report to Governance Committee on Trustee Services and Expenditures T.17

## **E. MOTIONS**

That the Board amend Board Policy for Trustee Services and Expenditures (T.17) as described in Section D of the Report and amended in Appendix A.

*Motion as amended carried.*

**TCDSB Policy Register****Trustee Services and Expenditures T.17**

<b>Date</b>	<b>Date of Next</b> September 2019	<b>Dates of Amendment:</b> September 12, 2013 – Corporate Affairs May 15, 2012 - Board March 7, 2012 – Board February 14, 2012 – Governance and Framework Committee June 10, 2009 August 26, 2008 – Supervision Team (The Board)
<b>Cross Reference:</b>		

**Purpose:**

A Board Policy is required to establish the rules and regulations regarding the reimbursement of expenses, and the provision of central support services in compliance with the Ontario Education Act, Broader Public Sector Directive for Expenses, and any other related Ontario Regulations.

**Scope and Responsibility:**

The policy governs the manner in which the Toronto Catholic District School Board shall provide equipment and support services, reimburse Trustees for professional development activities and specified out-of-pocket expenses required to carry out their responsibilities as a member of the Board.

**Alignment with MYSP:**

Strengthening Public Confidence

Excellence in Governance

## **Policy**

The Toronto Catholic District School Board shall provide equipment and support services required by trustees to carry out their responsibilities as a member of the Board. In addition it will reimburse Trustees for professional development activities and specified out-of pocket expenses incurred in carrying out their duties.

Only expenses expressly permitted in this policy will be eligible for compensation.

### **Regulations:**

#### **A. Equipment**

1. Trustees will be provided with the following equipment and associated services for use throughout their term of office, the particular items be provided in consultation with the individual trustee. The cost for equipment and associated services will be funded through a block account within the Trustee Services budget and apportioned to Trustees according to use. Any charges above the specified limits will be the responsibility of individual trustees:
  - (a) home based computer and printer
  - (b) home based fax machine
  - (c) TCDSB home based telephone line
  - (d) cellular phone or Blackberry
  - (e) tablet computer (WiFi only)
  - (f) filing cabinet
  - (g) large cross cut shredder with accessories
  - (h) voice mail and answering service
  - (i) high speed internet service
  - (j) office software
2. All equipment and services will be in accordance with the Information Standard for Trustee Home Offices. Equipment may be obtained from the Boards standard supply catalogue *or* other equipment of equal dollar value. At the end of the Trustee's term of office the Trustee will have the option to purchase any equipment at the depreciated value or return the equipment to the Board.
3. Maximum expenditures, inclusive of taxes and service charges, for telephony, data and internet services shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits for the following services:



## APPENDIX A

- (a) cellular telephone services or Blackberry,
- (b) long distance charges,
- (c) high speed internet, associated telephone lines and associated costs to get emails on iPad or Tablets.

The monthly maximum to be reviewed annually to reflect cost increases.

### **B. Support Services**

1. Trustees will have access to the following services throughout their term of office:
  - (a) research, administrative and constituency supports
  - (b) newsletters
  - (c) courier delivery
  - (d) photocopying
  - (e) photography for Community events
  - (f) business cards
  - (g) promotional materials as approved by the Board
2. Research, administrative and constituency support will be provided through Trustee Services support personnel. The complement will be reviewed periodically to ensure effectiveness and efficiency of service.
3. Newsletters will be fact checked by the Communications Department in consultation with individual trustees. Trustees will retain editorial control. Printing services will be provided through the Board.
4. No newsletters or promotional materials will be provided for the trustee in the three months prior to an election
5. Costs for support services will be funded through a block account within the Trustee Services budget and apportioned to trustees according to use. Amounts expended on photocopying, business cards and promotional materials will be part of the maximum that can be claimed for out of pocket expenses outlined in section E.

### **C. Professional Development**

1. Trustees may subscribe to educational publications or periodicals, and with the prior approval of the Board, attend educational conferences, conventions or workshops to become knowledgeable and remain current with educational trends.

2. Professional development expenses may include:
  - (a) course, conference or workshop registration
  - (b) travel to the event via public transportation or personal vehicle according to section D of this policy
  - (c) standard hotel accommodation
  - (d) meals for the registrant not included in the registration fee. The allowable meal expense reimbursement limits will be set according to broader public sector guidelines of the Ministry of Education and published in the expense claim form.
  - (e) faxes, and internet charges related to the conduct of trustee duties
  - (f) where the professional development activity is outside of the Greater Toronto Area, transportation to the event via public carrier at the lowest practicable costs and taxi charges during the event may be included as expenses. If transportation to the event is via personal vehicle, applicable parking charges may be included in addition to the per kilometre reimbursement.
  - (g) individual memberships in educational organizations, subscriptions to local newspapers or educational periodicals.
3. Professional development will be reimbursed from a block account established for this purpose within the Trustee Services budget upon submission and approval of the Trustee Professional Development Expense Claim and original receipts as specified in Section F of this policy. Reimbursement for professional development activities shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits.
4. Courses of study, which lead to diplomas or degrees, or expenses not specifically detailed in this section of the policy, shall not be eligible for reimbursement.

#### **D. Travel on Board Business**

1. Trustees may be reimbursed for out of pocket travel expenses incurred while on Board business. Eligible expenses include:

## APPENDIX A

- (a) a rate per kilometre not to exceed the published Ministry of Education rate then in effect;
- (b) paid parking associated with the travel;
- (c) TTC tokens; and
- (d) taxi fares to and from the meeting site.

2. Travel expenses where previous approval was obtained by the Board of Trustees shall be reimbursed upon submission and approval of the Trustee Travel Expense Claim. The amount claimed will be charged against the maximum payable under this policy for out-of pocket expenses outlined in section E. Where approved claims exceed the per annum limit per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Limits, the travel expenses above that amount will be funded from a central account and apportioned to the Trustees for reporting purposes.

### E. Additional Out of Pocket Expenses

1. In addition to travel on Board business, trustees may be reimbursed for the following out-of pocket expenses incurred in their role as members of the Board:
  - (a) hospitality expenses, to hold school or ward based meetings shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits;
  - (b) consumable supplies for home-based office;
  - (c) postage for board business or communicating with constituents;
  - (d) development and printing of constituency materials other than newsletters including advertisements;
  - (e) Community and/or school or student recognition
  - (f) fees for information requests.
2. Reimbursement for out of pocket expenses shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits.

3. Reimbursement for out of pocket expenses incurred by the Chair of the Board in her/his capacity as Chair shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits.
4. Reimbursement for out of pocket expenses incurred by the Vice-Chair of the Board in her/his capacity as Vice-Chair shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits..
5. Out of Pocket Expenses will be reimbursed upon submission and approval of the Trustee Expense Claim Form from a block account established for this purpose within the Trustee Services Budget.

**F. Reimbursement for Out of Pocket Expenses**

1. All claims for reimbursement of out-of pocket expenses must be submitted to the Director of Education on administratively prescribed forms within two months of the expenses being incurred. Claims forms will detail the nature of the expense, the category of the expense, the rationale for the claim, the method of payment, and/or names of persons hosted or locations visited.
2. Only expenses specifically permitted under this policy may be claimed for reimbursement.
3. Where the forms have not been duly completed or the Director of Education is of the opinion that the claim is outside the provision of the policy the Director is authorized and obligated to deny the claim. Rationale for denial will be provided to the trustees prior to denial of the claim.
4. Hospitality expenses must be supported by the original restaurant receipts and credit card voucher. There will be no reimbursement for alcoholic beverages.
5. Cash expenses of over \$100 will not be reimbursed unless prior approval of the Director has been obtained.
6. Where a Trustee disagrees with the decision of the Director of Education, he/she may make a written statement of claim, which shall be placed on the agenda of the next public session of the Board for discussion and decision.

**G. Reporting**

1. All trustee expenses will be posted quarterly to the Board Web Site and reported publicly to the appropriate Committee of the Board according to the following categories
  - (a) Office Equipment and Supplies
  - (b) Telephone, Internet and Wireless Communication Services
  - (c) Postage and Printing
  - (d) Professional Development
  - (e) Travel for Board Business
  - (f) Hospitality
  - (g) Advertising and Promotion
  - (h) Research and Professional Services
2. All expense reports will remain on the Board website until 1 year after the expiry of the current term of office.

**I. General Provisions**

1. No transfer of funds is permitted between the various budgets established to support Trustee Services and Expenditures
2. Any surplus in the Trustee Services Budget will be placed into a ward priority needs fund at the end of the budget year for trustee expenses, to be dispersed with the approval of the Board on the recommendation of the Trustee.
3. The budget year for trustee expenses is from December 1<sup>st</sup> until November 30<sup>th</sup>.
4. Services and re-imbursement limits may be reduced to reflect budgetary considerations.
5. Where an amount has been paid by the Board to a trustee in violation of the *Education Act* or Board policy and where such amount has not been repaid to the Board, the Board will withhold all or part of a trustee's honorarium until the Board has been reimbursed in full.

## **J. Definitions**

Not of significance in this policy.

## **K. Evaluation & Metrics**

1. Financial reporting and public disclosure of trustee services and expenditures will be disclosed as required by this Board Policy on a quarterly basis.

DRAFT

**Corporate Affairs, Strategic Planning and Property Committee –  
Sept. 12, 2013**

**Policy**

The Toronto Catholic District School Board shall provide equipment and support services required by trustees to carry out their responsibilities as a member of the Board. In addition it will reimburse Trustees for professional development activities and specified out-of pocket expenses incurred in carrying out their duties.

The Toronto Catholic District School Board will, at the request of an elected Trustee, contract the services of Administrative Support who will provide administrative assistance to the elected Trustee in the normal performance of their duties during their term of office.

Only expenses expressly permitted in this policy will be eligible for compensation.

**Regulations:**

**A. Equipment**

1. Trustees will be provided with the following equipment and associated services for use throughout their term of office, the particular items be provided in consultation with the individual trustee. The cost for equipment and associated services will be funded through a block account within the Trustee Services budget and apportioned to Trustees according to use. Any charges above the specified limits will be the responsibility of individual trustees:

- (a) home based computer and printer
- (b) home based fax machine
- (c) TCDSB home based telephone line
- (d) cellular phone or Blackberry
- (e) tablet computer (WiFi only)
- (f) filing cabinet
- (g) large cross cut shredder with accessories

**PROPOSED**

**Policy**

The Toronto Catholic District School Board shall provide equipment and support services required by trustees to carry out their responsibilities as a member of the Board. In addition it will reimburse Trustees for professional development activities and specified out-of pocket expenses incurred in carrying out their duties.

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- (a) home based computer and printer
- (b) home based fax machine
- (c) TCDSB home based telephone line
- (d) cellular phone or Blackberry
- (e) tablet computer (WiFi only)
- (f) filing cabinet
- (g) large cross cut shredder with accessories

- (h) voice mail and answering service
- (i) high speed internet service
- (j) office software

2. All equipment and services will be in accordance with the Information Standard for Trustee Home Offices. Equipment may be obtained from the Boards standard supply catalogue or other equipment of equal dollar value. At the end of the Trustee's term of office the Trustee will have the option to purchase any equipment at the depreciated value or return the equipment to the Board.

3. Maximum expenditures, inclusive of taxes and service charges, for telephony, data and internet services will be as follows:

- (a) cellular telephone services, with a monthly expenditure limit of \$150 per month or Blackberry with a monthly expenditure limit of \$215 per month
- (b) long distance charges, \$200 per year
- (c) high speed internet and associated telephone lines, \$100 per month and associated costs to get emails on iPad or Tablets and the costs paid for as part of the office equipment given to Trustees.

The monthly maximum to be reviewed annually to reflect cost increases.

## B. Support Services

1. Trustees will have access to the following services throughout their term of office:

- (a) research, administrative and constituency supports
- (b) newsletters
- (c) courier delivery
- (d) photocopying

- (h) voice mail and answering service
- (i) high speed internet service
- (j) office software

2. All equipment and services will be in accordance with the Information Standard for Trustee Home Offices. Equipment may be obtained from the Boards standard supply catalogue **or** other equipment of equal dollar value. At the end of the Trustee's term of office the Trustee will have the option to purchase any equipment at the depreciated value or return the equipment to the Board.

3. Maximum expenditures, inclusive of taxes and service charges, for telephony, data and internet services shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures – Expense Limits for the following services:

- (a) cellular telephone services or Blackberry,
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- (e) photography for Community events
- (f) business cards
- (g) promotional materials as approved by the Board

2. Research, administrative and constituency support will be provided through Trustee Services support personnel. The complement will be reviewed periodically to ensure effectiveness and efficiency of service.
3. Newsletters will be fact checked by the Communications Department in consultation with individual trustees. Trustees will retain editorial control. Printing services will be provided through the Board.
4. No newsletters or promotional materials will be provided for the trustee in the three months prior to an election
5. Costs for support services will be funded through a block account within the Trustee Services budget and apportioned to trustees according to use. Amounts expended on photocopying, business cards and promotional materials will be part of the maximum that can be claimed for out of pocket expenses outlined in section E (\$4,800 per year).

### **C. Professional Development**

1. Trustees may subscribe to educational publications or periodicals, and with the prior approval of the Board, attend educational conferences, conventions or workshops to become knowledgeable and remain current with educational trends.
2. Professional development expenses may include:
  - (a) course, conference or workshop registration
  - (b) travel to the event via public transportation or personal vehicle according to section D of this policy
  - (c) standard hotel accommodation

- (e) photography for Community events
- (f) business cards
- (g) promotional materials as approved by the Board

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  - (a) course, conference or workshop registration
  - (b) travel to the event via public transportation or personal vehicle according to section D of this policy

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|--|---|
| <p>(d) meals for the registrant not included in the registration fee. The allowable meal expense reimbursement limits will be set according to broader public sector guidelines of the Ministry of Education and published in the expense claim form.</p> <p>(e) faxes, and internet charges related to the conduct of trustee duties</p> <p>(f) where the professional development activity is outside of the Greater Toronto Area, transportation to the event via public carrier at the lowest practicable costs and taxi charges during the event may be included as expenses. If transportation to the event is via personal vehicle, applicable parking charges may be included in addition to the per kilometre reimbursement.</p> <p>(g) individual memberships in educational organizations, subscriptions to local newspapers or educational periodicals.</p> <p>3. Professional development will be reimbursed from a block account established for this purpose within the Trustee Services budget upon submission and approval of the Trustee Professional Development Expense Claim and original receipts as specified in Section F of this policy. Reimbursement for professional development activities shall not exceed \$3,000 per annum per trustee.</p> <p>4. Courses of study, which lead to diplomas or degrees, or expenses not specifically detailed in this section of the policy, shall not be eligible for reimbursement.</p> | <p>(c) standard hotel accommodation</p> <p>(d) meals for the registrant not included in the registration fee. The allowable meal expense reimbursement limits will be set according to broader public sector guidelines of the Ministry of Education and published in the expense claim form.</p> <p>(e) faxes, and internet charges related to the conduct of trustee duties</p> <p>(f) where the professional development activity is outside of the Greater Toronto Area, transportation to the event via public carrier at the lowest practicable costs and taxi charges during the event may be included as expenses. If transportation to the event is via personal vehicle, applicable parking charges may be included in addition to the per kilometre reimbursement.</p> <p>(g) individual memberships in educational organizations, subscriptions to local newspapers or educational periodicals.</p> <p>3. Professional development will be reimbursed from a block account established for this purpose within the Trustee Services budget upon submission and approval of the Trustee Professional Development Expense Claim and original receipts as specified in Section F of this policy. Reimbursement for professional development activities shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits.</p> <p>4. Courses of study, which lead to diplomas or degrees, or expenses not specifically detailed in this section of the policy, shall not be eligible for reimbursement.</p> |
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**D. Travel on Board Business**

1. Trustees may be reimbursed for out of pocket travel expenses incurred while on Board business. Eligible expenses include:
  - (a) a rate per kilometre not to exceed the published Ministry of Education rate then in effect;
  - (b) paid parking associated with the travel;
  - (c) TTC tokens; and
  - (d) taxi fares to and from the meeting site.
2. Travel expenses where previous approval was obtained by the Board of Trustees shall be reimbursed upon submission and approval of the Trustee Travel Expense Claim. The amount claimed will be charged against the maximum payable under this policy for out-of pocket expenses outlined in section E. Where approved claims exceed \$2,000 per annum, the travel expenses above that amount will be funded from a central account and apportioned to the Trustees for reporting purposes.

**E. Additional Out of Pocket Expenses**

1. In addition to travel on Board business, trustees may be reimbursed for the following out-of pocket expenses incurred in their role as members of the Board:
  - (a) hospitality expenses, not to exceed \$500 per year, to hold school or ward based meetings;
  - (b) consumable supplies for home-based office;

**D. Travel on Board Business**

1. Trustees may be reimbursed for out of pocket travel expenses incurred while on Board business. Eligible expenses include:
  - (a) a rate per kilometre not to exceed the published Ministry of Education rate then in effect;
  - (b) paid parking associated with the travel;
  - (c) TTC tokens; and
  - (d) taxi fares to and from the meeting site.
2. Travel expenses where previous approval was obtained by the Board of Trustees shall be reimbursed upon submission and approval of the Trustee Travel Expense Claim. The amount claimed will be charged against the maximum payable under this policy for out-of pocket expenses outlined in section E. Where approved claims exceed the per annum limit per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures – Expense Limits, the travel expenses above that amount will be funded from a central account and apportioned to the Trustees for reporting purposes.

**E. Additional Out of Pocket Expenses**

1. In addition to travel on Board business, trustees may be reimbursed for the following out-of pocket expenses incurred in their role as members of the Board:
  - (a) hospitality expenses, to hold school or ward based meetings shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures – Expense Limits;

- (c) postage for board business or communicating with constituents;
- (d) development and printing of constituency materials other than newsletters including advertisements;
- (e) Community and/or school or student recognition
- (f) fees for information requests.

2. Reimbursement for out of pocket expenses shall not exceed \$4,800 per annum per Trustee.

3. Reimbursement for out of pocket expenses incurred by the Chair of the Board in her/his capacity as Chair shall not exceed an additional \$10,000.00 per annum.

4. Reimbursement for out of pocket expenses incurred by the Vice-Chair of the Board in her/his capacity as Vice-Chair shall not exceed an additional \$5,000.00 per annum.

5. Out of Pocket Expenses will be reimbursed upon submission and approval of the Trustee Expense Claim Form from a block account established for this purpose within the Trustee Services Budget.

#### **F. Reimbursement for Out of Pocket Expenses**

1. All claims for reimbursement of out-of pocket expenses must be submitted to the Director of Education on administratively prescribed forms within two months of the expenses being

(b) consumable supplies for home-based office;

(c) postage for board business or communicating with constituents;

(d) development and printing of constituency materials other than newsletters including advertisements;

(e) Community and/or school or student recognition

(f) fees for information requests.

2. Reimbursement for out of pocket expenses shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits.

3. Reimbursement for out of pocket expenses incurred by the Chair of the Board in her/his capacity as Chair shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits.

4. Reimbursement for out of pocket expenses incurred by the Vice-Chair of the Board in her/his capacity as Vice-Chair shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits.

5. Out of Pocket Expenses will be reimbursed upon submission and approval of the Trustee Expense Claim Form from a block account established for this purpose within the Trustee Services Budget.

#### **F. Reimbursement for Out of Pocket Expenses**

1. All claims for reimbursement of out-of pocket expenses must be submitted to the Director of Education on administratively

incurred. Claims forms will detail the nature of the expense, the category of the expense, the rationale for the claim, the method of payment, and/or names of persons hosted or locations visited.

2. Only expenses specifically permitted under this policy may be claimed for reimbursement.
3. Where the forms have not been duly completed or the Director of Education is of the opinion that the claim is outside the provision of the policy the Director is authorized and obligated to deny the claim. Rationale for denial will be provided to the trustees prior to denial of the claim.
4. Hospitality expenses must be supported by the original restaurant receipts and credit card voucher. There will be no reimbursement for alcoholic beverages.
5. Cash expenses of over \$100 will not be reimbursed unless prior approval of the Director has been obtained.
6. Where a Trustee disagrees with the decision of the Director of Education, he/she may make a written statement of claim, which shall be placed on the agenda of the next public session of the Board for discussion and decision.

#### **G. Trustee Assistants**

1. At the discretion of each elected Trustee, the Board will enter into a service contract with no more than two independent contractors at any given time. Signed copies of the contracts must be received by Human Services for TCDSB prior to commencement of the contract. No portion of the amount allowed for contracted administrative support which is unused may be carried forward to a future term of office.
2. Administratively, the following rules will apply with respect to independent contractors:

prescribed forms within two months of the expenses being incurred. Claims forms will detail the nature of the expense, the category of the expense, the rationale for the claim, the method of payment, and/or names of persons hosted or locations visited.

2. Only expenses specifically permitted under this policy may be claimed for reimbursement.
3. Where the forms have not been duly completed or the Director of Education is of the opinion that the claim is outside the provision of the policy the Director is authorized and obligated to deny the claim. Rationale for denial will be provided to the trustees prior to denial of the claim.
4. Hospitality expenses must be supported by the original restaurant receipts and credit card voucher. There will be no reimbursement for alcoholic beverages.
5. Cash expenses of over \$100 will not be reimbursed unless prior approval of the Director has been obtained.
6. Where a Trustee disagrees with the decision of the Director of Education, he/she may make a written statement of claim, which shall be placed on the agenda of the next public session of the Board for discussion and decision.

- (a) Each elected trustee is entitled to contract the services of no more than two independent contractors at any given time throughout their term of office as determined by their respective budget availability.
  - (b) As prescribed by Ontario Regulation 521/01, all independent contractors will, as a pre-condition of the Board entering into a service contract, provide the Board with a criminal background check
  - (c) Each elected trustee selecting the services of an independent contractor, and their respective independent contractor, will both forego the services previously provided by the Board's central administrative support staff employed to provide direct support services to trustees
  - (d) An independent contractor retained must provide their own cellular telephone, computer or printer in order that the trustee assistant's status as an independent contractor is not tainted for Income Tax purposes.
  - (e) Individual office space on TCDSB property, including telephone access, will not be provided to an independent contractor.
  - (f) An independent contractor's service contract will terminate not later than the end of the elected Trustee's term of office but may be renewed on an annual basis
  - (g) Independent Contractors must submit a signed and itemized monthly invoice to the Business Services for payment processing.
3. No independent contractor shall perform duties with respect to an election or re-election campaign of the trustee.
  4. Contracts for independent contractors and related documents shall be retained by the Human Resource Services department

for audit purposes.

## **H. Reporting**

1. All trustee expenses will be posted quarterly to the Board Web Site and reported publicly to the appropriate Committee of the Board according to the following categories
  - (a) Office Equipment and Supplies
  - (b) Telephone, Internet and Wireless Communication Services
  - (c) Postage and Printing
  - (d) Professional Development
  - (e) Travel for Board Business
  - (f) Hospitality
  - (g) Advertising and Promotion
  - (h) Research and Professional Services
2. All expense reports will remain on the Board website until 1 year after the expiry of the current term of office.

## **I. General Provisions**

1. No transfer of funds is permitted between the various budgets established to support Trustee Services and Expenditures
2. Any surplus in the Trustee Services Budget will be placed into a ward priority needs fund at the end of the budget year for trustee expenses, to be dispersed with the approval of the Board on the recommendation of the Trustee.
3. The budget year for trustee expenses is from December 1st until November 30th.
4. Services and re-imbursement limits may be reduced to reflect budgetary considerations.
5. Where an amount has been paid by the Board to a trustee in violation of the Education Act or Board policy and where such amount has not been repaid to the Board, the Board will

## **G. Reporting**

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  - (e) Travel for Board Business
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2. All expense reports will remain on the Board website until 1 year after the expiry of the current term of office.

## **I. General Provisions**

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2. Any surplus in the Trustee Services Budget will be placed into a ward priority needs fund at the end of the budget year for trustee expenses, to be dispersed with the approval of the Board on the recommendation of the Trustee.
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withhold all or part of a trustee's honorarium until the Board has been reimbursed in full.

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## TCDSB's OPERATIONAL EXPENSE PROCEDURES



The following rates are to be used in conjunction with Employee Expense Policy # F.M. 01 and Trustee Services and Expenditure Policy # T.17

***Meal Rates in Canada***

<b>Meal</b>	<b>Maximum Amount *</b>
Breakfast	\$8.75
Lunch	\$11.25
Dinner	\$20.00
After Hours Meal	\$17.00

\*Taxes and Gratuities included; Receipts required

***Mileage Rates (Not Covered by a Collective Agreement)***

<b>Total Kilometres Driven Per Year</b>	<b>Rate Per Kilometre</b>
0 – 4,000 km	\$0.40
4,001 – 10,700 km	\$0.35
10,701 – 24,000 km	\$0.29
Over 24,000 km	\$0.24

1. Meal Rates for travel to the USA: <http://www.njc-cnm.gc.ca/directive/index.php?sid=98&lang=eng>
2. Meal Rates for International travel (outside Canada and continental USA): [http://www.njc-cnm.gc.ca/directive/app\\_d.php?lang=eng](http://www.njc-cnm.gc.ca/directive/app_d.php?lang=eng)

**APPENDIX C**

**TCDSB's OPERATIONAL EXPENSE PROCEDURES**

**TRUSTEE EXPENSE LIMITS**

<b>Expense Category</b>	<b>Policy Ref.</b>	<b>\$ Limit</b>
Cellular telephone services or Blackberry	T.17 Reg.A.3(a)	Cellular - \$150 maximum per month Blackberry - \$215 per month
Long Distance Charges	T.17 Reg.A.3(b)	\$200 maximum per year
High Speed Internet, associated telephone lines, and related costs to get emails on iPad or tablets	T.17 Reg.A.3(c)	\$100 maximum per month
Support Services	T.17 Reg.B.5	\$4,020 maximum per annum
Professional Development	T.17 Reg.C.3	\$3,000 maximum per annum
Travel on Board Business	T.17 Reg.D.2	\$2,000 maximum per annum
Hospitality Expenses	T.17 Reg.E.1(a)	\$500 maximum per annum
Out-of-pocket expenses for the Chair	T.17 Reg.E.3	\$10,000 maximum per annum
Out-of-pocket expenses for the Vice-Chair	T.17 Reg.E.4	\$5,000 maximum per annum

### Individual Resources

Trustees Services  
Budget **\$11,000**

#### Breakdown:

Telephone, Data &  
Internet Services  
**\$3,980**

- Voice mail & Internet service (\$100/mo)
- Long Distance (\$200/yr)
- Cell phone service (\$150/mo) or BlackBerry service (\$215/mo)

Support Services  
**\$4,020**

- Office Equipment and Supplies
- Postage & Printing
- Travel for Board Business
- Hospitality (\$500/yr)
- Advertising & Promotion
- Research & Professional Services

Professional Development  
**\$3,000**

- Educational conferences, conventions or workshops re educational trends
- Diploma/degree programs are not eligible

**Note:** Out of pocket reimbursement shall not exceed \$4,020/yr  
Chair & Vice-Chair limits are higher

### Pooled Resources

Expenses Paid by Board

- Home based computer, printer, fax & telephone
- Computer software
- Cell phone equipment or BlackBerry equipment
- Filing cabinet
- Shredder

Travel on Board Business  
•Up to **\$2,000/yr** (in excess will be charged to Trustee's budget)

## Trustee Expense Summary

As at November 30, 2014

Ward	Trustee	Budget	Telephone, Data & Internet Services	Support Services	Professional Development	Total Expenditures	Unspent Balance
Ward 1	Jakovic	11,780.00	1,924.54	5,395.50	-	7,320.04	4,459.96
Ward 2	Andrachuk	11,780.00	2,101.55	2,198.80	1,052.69	5,353.04	6,426.96
Ward 3	Piccininni	11,780.00	1,916.60	2,345.47	1,172.62	5,434.69	6,345.31
Ward 4	Bottoni	11,780.00	1,252.39	1,032.00	1,062.86	3,347.25	8,432.75
Ward 5	Rizzo	11,780.00	2,861.54	924.83	-	3,786.37	7,993.63
Ward 6	D'Amico	11,780.00	2,070.06	-	733.37	2,803.43	8,976.57
Ward 7	Del Grande	11,780.00	1,825.74	4,581.48	335.99	6,743.21	5,036.79
Ward 8	Tanuan	11,780.00	1,915.67	3,277.08	1,114.47	6,307.22	5,472.78
Ward 9	Davis	11,780.00	734.88	-	-	734.88	11,045.12
Ward 10	Poplawski	11,780.00	1,786.82	571.62	665.57	3,024.01	8,755.99
Ward 11	Kennedy	11,780.00	1,930.16	3,244.11	990.27	6,164.54	5,615.46
Ward 12	Crawford	11,780.00	1,850.48	6,085.61	1,376.37	9,312.46	2,467.54
<b>TOTAL</b>		<b>141,360.00</b>	<b>22,170.43</b>	<b>29,656.50</b>	<b>8,504.21</b>	<b>60,331.14</b>	<b>81,028.86</b>

**TRUSTEE EXPENSES FOR CHAIR**  
**December 1, 2013 to November 30, 2014**

842349	<b>Trustee Year - Dec 01, 2013 to Nov 30, 2014</b>	<b>Amount</b>
	<b>Approved Budget Allocation</b>	<b>10,000.00</b>
	<b>Expenditures</b>	
1/10/2014	The Printing House - Business Cards	48.72
1/13/2014	Angel Foundation - Christmas Cards	140.00
2/14/2014	OCSTA - Annual General Meeting	665.57
5/15/2014	Trustee Expense Claim - Professional Development	327.30
5/15/2014	Trustee Expense Claim - Mileage	81.30
5/15/2014	Trustee Expense Claim - Postage	20.00
11/10/2014	Pina Foods - Hospitality TAPCE Commissioning Ceremony	356.56
11/28/2014	Trustee Expense Claim - Mileage	170.00
	<b>Total Expenditures as at November 30, 2014</b>	<b>1,809.45</b>
	<b>Budget Remaining as at November 30, 2014</b>	<b>8,190.55</b>

**TRUSTEE EXPENSES FOR VICE-CHAIR**  
**December 1, 2013 to November 30, 2014**

842350	<b>Trustee Year - Dec 01, 2013 to Nov 30, 2014</b>	<b>Amount</b>
	<b>Approved Budget Allocation</b>	<b>5,000.00</b>
	<b>Expenditures</b>	
3/31/2014	Trustee Expense Claim - Professional Development	56.99
3/31/2014	Trustee Expense Claim - Mileage	32.40
6/20/2014	Trustee Expense Claim - Hospitality	66.25
11/28/2014	Trustee Expense Claim - Hospitality	55.00
	<b>Total Expenditures as at November 30, 2014</b>	<b>210.64</b>
	<b>Budget Remaining as at November 30, 2014</b>	<b>4,789.36</b>

## Roles and Responsibilities of Trustee Constituents Assistant

### Major duties and responsibilities

The primary function of this position is to provide administrative/secretarial support in the efficient operation of the Toronto Catholic District School Board Trustee Constituent Office, by performing duties such as:

- Supporting the Trustees in their communication between schools, parents, communities and various departments of the Board
- Responding to general inquiries from constituents and/or referring the issues to the appropriate senior staff
- Coordinating, scheduling and confirming meetings and appointments
- Recording minutes/notes for community/Ward meetings
- Preparing newsletters, flyers, forms, lists by utilizing established formats
- Preparing general correspondence, as required
- Supporting, organizing and coordinating Ward events
- Providing general office duties such as maintaining filing and follow-up systems; sorting and/or distributing mail, e-mail, faxes, newsletters, notices; photocopying materials, etc.



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### APPENDIX G TRUSTEE SERVICES AND EXPENDITURES POLICY REVISED.DOCX

*"When you walk, they will guide you; when you sleep, they will watch over you; when you awake, they will speak to you."*

Proverbs 6:22

Created, Draft	First Tabling	Review
February 3, 2015	February 17, 2015	<a href="#">Click here to enter a date</a>
L. Notten, Superintendent of Governance, Policy and Strategic Planning P. Matthews, Legal Counsel P. De Cock, Comptroller of Business Services & Finance		
<b>RECOMMENDATION REPORT</b>		

**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 Trustee Services & Expenditure Policy (T.17) provides trustees with equipment and support services required by the Trustees to carry out their responsibilities as a member of the board. The policy also reimburses Trustees for professional development activities and specific out of pocket expenses incurred in carry out their duties. This report recommends amendments to Board Policy T.17 in order to incorporate approved changes contained within the 2014-15 Budget Estimates.

## **B. PURPOSE**

1. TCDSB staff upon reviewing changes to the 2014-15 Budget Expenditure Estimates approved at the Regular Board Meeting held on June 16, 2014 identified some additional reductions in the amount of \$9,630 (\$780 per trustee) to the trustees' expense budgets and trustee assistant budgets be reduced by \$24,000 (\$2,000 per trustee), and consequently, amendments to the TCDSB Policy for Trustee Services and Expenditures (T.17) are required.

## **C. BACKGROUND**

1. The Board approved the following motions during the Regular Board meeting held on June 16, 2014:
  - I. Trustee Expense budget be reduced by \$9,360 (\$780 per trustee)
  - II. Trustee Administrative Assistants budget be reduced by \$24,000 (\$2,000 per trustee)
2. The Board approved the Staff Recommendation appearing in the Report regarding Considerations and Proposed Plan for Effective Governance at the Regular Board meeting held on January 29<sup>th</sup> 2015 as follows:
  - I. That individual Trustee Constituency Assistants be removed and that the TCDSB Policy with respect to Trustee Constituent Assistants be reviewed.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. Arising from an overall review of the approved amendments, TDCSB staff has identified the need to recommend a few changes to the Policy for Trustees Services and Expenditures (T.17) in order to provide greater clarity and ensure compliance with the Education Act. The additional recommended changes to the Policy T.17 also appear in Appendix A in Bold and Shaded.
2. In summary, the changes required to incorporate the approved changes include the following:
  - In **policy**, regulation B.5, the maximum amount that can be claimed for out of pocket expenses outlined in Section E be reduced from \$4,800 to \$4,020. (**See Appendix A**)
  - In **policy**, regulation E.2, the reimbursement for out of pocket expenses be reduced from \$4,800 to \$4,020. (**See Appendix A**)
  - **In policy**, regulation G regarding Trustee Assistants be removed. (**See Appendix B – Side by Side policy comparison**)
  - Remove any reference to any expense limits and relocate into TCDSB's Policy Register as a supporting Operational Procedural Document (Appendix C).
3. A side-by-side comparison of the existing and proposed Policy T.17 appears in Appendix B.
4. A graphic illustration of the various expense category limits and the respective expense details contained within each category appears in Appendix D.

## **E. STAFF RECOMMENDATION**

That the Board amend Board Policy for Trustee Services and Expenditures (T.17) as described in Section D of the Report and amended in Appendix A.



REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON CATHOLIC SCHOOL PARENT COUNCIL POLICY S. 10 FOLLOW UP

*For as in one body we have many members, and the members do not all have the same function, so we though many, are one body in Christ, and individually members of one another.*

*Romans 12:4-5*

Created, Draft	First Tabling	Review
March 10, 2015	March 26, 2015	<a href="#">Click here to enter a date.</a>
Ann Andrachuk, Chair, Governance and Policy Committee Loretta Notten, Superintendent Governance and Policy		
<b>RECOMMENDATION REPORT</b>		

### 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:

Ann Andrachuk, Chair  
Angela Kennedy, Vice Chair  
Maria Rizzo, Trustee Ward 5  
Mike Del Grande, Trustee Ward 7  
Gary Tanuan, Trustee Ward 8  
Jo-Ann Davis, Trustee Ward 9  
Nancy Crawford, Ex-Officio

## A. COMMITTEE RECOMMENDATIONS

At the March 10<sup>th</sup> meeting of the Governance and Policy Committee the revised TCDSB Catholic School Parent Council Policy and Operational Procedures were approved with the following editorial changes:

1. Operational Procedures Protocol, #6b) to read “The Chair or at least one of the co-chairs of the Catholic School Parent Council must be Roman Catholic
2. Under Policy Cross Reference: add the Policies regarding Respectful Workplace, Conflict Resolution and any others that may apply.
3. Under Evidence/Research/Analysis, #4, amend the words “The minimum number of council members is 7 and parents must form the majority.
4. Page 52 Under Evidence/Research/Analysis, 5b) add the words “of the Board”
5. Page 54, Under Evidence/Research/Analysis #10, recommend that staff communicate to schools that “*After delegations from CPIC and OAPCE, trustees passed an amendment to the Catholic School Parent council policy. Schools and CSAC’s will now maintain separate bank accounts, at the same banking institution, and the merging of bank accounts is no longer required.*”

And that staff:

Add a new fourth bullet under Operational Procedures 7 vi – “A by-law that establishes a process for the governance of the CSPC and its affairs” and further provide a template to all CSACs to assist with their governance and that the template be added to the Parent Council Handbook

## **B. ORIGIN**

The Catholic School Advisory Policy S.10 and the corresponding Operational Procedures were presented to Board for approval on February 19<sup>th</sup>, 2015. At that time twenty-three different amendments were approved. The amendments approved were not linked or identified specifically to a particular document. That is, there is a CSAC Policy, Operational Procedures and CSACs also have a CSAC handbook and By-Laws. For clarity and to ensure the amendments are both implemented as intended and also that they are not contradictory, this report presents staff's suggested action in terms of the amendment. Further, the amendments approved requested that the process for removing a member of a Catholic School Parent Council be brought back to Governance for review. This report presented to Governance offered staff's follow up on that request.

## **C. EXECUTIVE SUMMARY**

Catholic School Parent Councils have a presence in all of our TCDSB schools and have an important role to play in parent engagement. The councils have their foundation in Ontario Regulation 612/00, which provides significant guidance and parameters for related policy. In an effort to support schools, the TCDSB has, over time, also provided school councils with a number of support tools/resources to assist them in their governance and operation. In addition to the policy and operational procedures, there is a CSAC handbook (to be renamed and re-distributed) and by—laws. The 23 amendments suggested at the February 19<sup>th</sup>, 2015 meeting of the Board need to be situated in one of the 4 referenced documents and for clarity and precision, this report offered commentary on how amendments were incorporated and where further clarity was requested.

At the Governance Committee there was discussion regarding the request for criteria to remove a parent council member. Staff indicated that criteria and assessment of the criteria can be subjective and potentially difficult to arbitrate. Further there was the caution that it could lead to legal challenges and staff noted that no other GTA board has such a stipulation. Trustees requested a provision that all councils write a by-law in regards to governance and that the revised Catholic School Parent Council handbook include a template that could guide councils in such a by-law. Finally, trustees reiterated that all schools should unmerge their bank accounts per the amendment they authored to the CSPC policy.

## **D. APPENDICES**

1. Appendix A: Catholic School Parent Council Side by Side Feb 2015 to March 2015 (with all amendments from February 19<sup>th</sup> Board highlighted)
2. Appendix B: Catholic School Parent Council Operational Procedures (with all amendments from February 19<sup>th</sup> Board highlighted)
3. Appendix C: Report to Governance on CSPC Policy Update.

## **E. MOTIONS**

That the Board adopt the revised Policy S. 10 Catholic School Advisory Council (Appendix A) and the revised TCDSB Catholic School Council Operational Procedures Protocol (Appendix B) with the amendments identified in the Action Plan above.

*Motion as amended was declared carried.*

**CURRENT**

<b>Date Approved:</b>	<b>Review Cycle:</b> 2018	<b>Dates of Amendment:</b> 14 June 01; 20 June 96; 16 Nov.92;20 Oct 83; 19 Nov 81
<b>Cross Reference:</b> <ul style="list-style-type: none"> <li>• Reg. 298 – Operation of Schools – General</li> <li>• Reg. 612 – School Councils School Councils – a Guide for Members, 2001, Ontario Ministry of Education</li> </ul> <p>==</p> <b>Attachment(s):</b> Catholic Schools Council Operational Procedures		

**Purpose:**

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

**PROPOSED**

<b>Date Approved:</b> February 19 <sup>th</sup> , 2015	<b>Review Cycle:</b> 2018	<b>Dates of Amendment:</b> 14 June 01; 20 June 96; 16 Nov.92;20 Oct 83; 19 Nov 81
<b>Cross Reference:</b> <ul style="list-style-type: none"> <li>• Reg. 298 – Operation of Schools – General</li> <li>• Reg. 612 – School Councils School Councils – a Guide for Members, 2001, Ontario Ministry of Education</li> <li>• H.M. 14 Harassment and Discrimination Policy and The Respectful Workplace</li> <li>• H.M. 19 Conflict Resolution Policy</li> </ul>		
<b>Attachment(s):</b> 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 Council (CSC) 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 CSC shall function in an 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 Council (CSC), and will be guided by Catholic values and doctrine. The CSC Chair and at least one of the Co-Chairs must be Roman Catholic. The CSC shall not be incorporated.

**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 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 CSC may make recommendations to the principal of the school on any matter, and the principal shall consider each recommendation and advise the CSC of the action taken in response to the recommendation.
3. The principal will act as a resource person to the CSC 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 CSC 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 CSC to a vice-principal of the school.
6. A CSC may make recommendations to the Board on any matter, and the Board shall consider each recommendation and advise the CSC of the action taken in response to the recommendation.
7. The Board shall solicit the views of CSCs with

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;
- iv. Principal Profile, to assist in the selection and placement of principals and vice-principals.

8. A CSC 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 CSC will be held within the first 30 days of each school year, with parents constituting the majority of the members. Unless otherwise stated in the by-laws the minimum number of parent members will be seven. On behalf of the CSC, the principal will communicate information about elections to the parent community of the school at least 14 days prior to the election.

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;
- 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

10. Every effort will be made to ensure that CSC is representative of the diversity within a school community.
11. Composition of the CSC will be consistent with the Education Act, and will also include the local pastor or designate, parent representative from the Toronto Association of Parents in Catholic Education (TAPCE), as derived from the Ontario Association of Parents in Catholic Education (OAPCE), and, where possible, a person who has a special interest in Special Education.
12. There must be a minimum of six CSC meetings, which includes the Annual General Meeting, open to the public in each school year.
13. CSC 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.
14. All communications from CSC 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.
15. All CSC shall function and will be governed by Ontario Regulation 612/00 (found in Operational Procedures in Appendix A)

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 Toronto Association of Parents in Catholic Education (TAPCE), as derived from the Ontario Association of Parents in Catholic Education (OAPCE), 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

16. Each CSC 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 CSC
- 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]. CSC by-laws must be distributed and verified each year at the Annual General Meeting.

17. All funds collected by CSCs shall be retained by the school principal in the school banking account. CSCs will advise the principal about spending funds collected by CSCs consistent with TCDSB policies.

18. Where CSC bank accounts are maintained separate from the school account, all CSC accounts must be merged with the school account by no later than August 31, 2015.

19. The CSC may engage in fundraising activities related to charitable, humanitarian, educational or services consistent with the tenets of Catholicism. All

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)

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.

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.

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]

20. Each CSC will annually submit a written report on its activities to the principal of the school and the principal will post the report to the school's portal site. Upon request, the report will be made available to members of the Board.
21. CSC shall create minutes of all its meetings and records of all its financial transactions 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.
22. Operational Procedures and Financial Procedures provided will govern the respective activities of Catholic School Councils of the TCDSB.

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.

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 CSC 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, where applicable, will be monitored.

**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.

## **Rationale**

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. It is believed that Catholic schools must foster the spiritual, physical, intellectual, social and emotional development of all students working collaboratively in a manner consistent with the Ontario Catholic Graduate School Expectations and the Catholic social teachings. In applying Catholic Social Teachings to all that we do at TCDSB, parents will be supported in their integral role of nurturing the relationship between home, school and parish.

Schools must draw on the vast knowledge and expertise available in the community and involve its many resources, especially the family and the parish, in the education of children.

The purpose of Catholic School **Parent** Councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents. Therefore, a Catholic School **Parent** Council shall function in an advisory role to the principal and shall achieve its purpose by making recommendations to the school principal and, where appropriate, to the Board on any matter in accordance with the Education Act and TCDSB Policies, Guidelines and Operating Procedures.

## **Operational Procedures:**

### **1. Membership**

The Toronto Catholic District School Board recognizes as members of the Catholic school community the following:

- (a) The parents/guardians of students enrolled at the school.
- (b) The school staff members, including teaching and non-teaching personnel.
- (c) The Pastor and the Parish designates.
- (d) The school trustee.
- (e) The students.
- (f) All Separate School ratepayer within the area serviced by the school.

### **2. Composition of Council**

The Catholic School **Parent** Council shall be established during the first 30 days of each school year, be as representative as possible of the Catholic school community, be chaired by a parent/guardian of the school elected by Council members, and be composed of a majority of Roman Catholic members as defined in the Education Act:

- (a) Parents/guardians of students enrolled in the school, who are to make up a majority of the council membership.
- (b) The principal of the school.
- (c) One teacher who is employed at the school, to be elected by teachers who are employed at the school.
- (d) One person who is employed at the school, other than the principal, vice-principal or any other teacher, to be elected by persons other than the principal, vice principal or any other teacher employed at the school.

- (e) One pupil appointed by the student council or, in the case of schools without student councils, elected by other students.
- (f) The Pastor or Parish designate.
- (g) One or more community representatives appointed by the Council.
- (h) One person appointed by the local Catholic School **Parent** Council to act as liaison with the Ontario Association of Parents in Catholic Education, if the school is affiliated with the Association by virtue of school and/or TCDSB membership.
- (i) One person, where possible, who has a special interest in Special Education.
- (j) The school Trustee and the school Superintendent of Education shall have standing at the Catholic School **Parent** Council meeting for the purposes of updating the council on relevant matters or to act as a resource person, as required.

### **3. Election of Parent Members**

- (a) A person is qualified to be a parent member of a Catholic School **Parent** Council if he or she is a parent/guardian of a pupil enrolled in the school.
- (b) A person is not qualified to be a parent member of a Catholic School **Parent** Council if,
  - i. he or she is employed at the school; or
  - ii. he or she is an employee of the TCDSB unless he or she takes reasonable steps to inform people qualified to vote in the election of parent members of that employment.
  - iii. a person is qualified to vote in an election of parent members of a Catholic School Council if he or she is a parent/guardian of a pupil who is enrolled in the school.
- (c) The number of parent members elected to the Catholic School **Parent** Council shall be consistent with those established in the Catholic School **Parent** Council's bylaws. Unless otherwise stated in the by-laws the minimum number of **council** members will be seven, **and parents shall still be the majority member. Other members may include** school personnel, community representatives and the pastor, (while still ensuring the majority are parents).
- (d) An election of parent members shall be held during the first 30 days of each school year, on a date that is fixed by the chair or co-chairs of the Catholic School **Parent** Council after consulting with the principal of the school.
- (e) Despite subsection (4), if a new school is established, the first election of parent members to the Catholic School **Parent** Council shall be held during the first 30 days of the school year, on a date that is fixed by the Board.
- (f) The principal shall, at least 14 days before the date of the election of parent members, on behalf of the Catholic School **Parent** Council, give written notice of the date, time and location of the election to every parent of a pupil who is enrolled in the school.
- (g) The election of parent members shall be by secret ballot.
- (h) Proxy votes are not allowed.

### **4. Other Elections**

- (a) A person is qualified to vote in an election of one teacher representative if they are a teacher, other than the principal or vice-principal, who is employed at the school.
- (b) A person is qualified to vote in an election of a non-teaching representative if they are employed at the school and are not a teacher, principal or vice-principal employed at the school.
- (c) A person is qualified to vote for an election of the student representative if they are a pupil enrolled in the school.



## **5. Term of Office**

The term of office for an elected or appointed Catholic School **Parent** Council member is one year.

- (a) A member of a Catholic School **Parent** Council may be re-elected or reappointed, unless otherwise provided by the by-laws of the council.
- (b) A vacancy in the membership of a Catholic School Council shall be filled by election or appointment in accordance with the by-laws of the Council.
- (c) A vacancy in the membership of the Catholic School Council does not prevent the council from exercising its authority.

## **6. Officers**

- (a) A Catholic School **Parent** Council shall have a chair, who is a parent elected by members of the Council or, if the by-laws of the Council provide, two co-chairs, and may have such other officers as are provided for in the by-laws of the Council.
- (b) **The Chair and at least one of the co-chairs of the Catholic School Parent Council must be Roman Catholic.**
- (c) An employee of the TCDSB cannot serve as chair or co-chair of the Council.
- (d) Vacancies in the office of chair, co-chair or any other officer shall be filled in accordance with the by-laws of the Council.

## **7. The Catholic School Council**

- (a) The Catholic School **Parent** Council shall:
  - i. Promote Catholic faith and Gospel Values.
  - ii. **Establish its goals, priorities and procedures, consistent with the Mission and Vision of the Board, the tenets of the Catholic faith and within Ministry and Board policies.**
  - iii. Hold a minimum of six meetings per year, including the Annual General Meeting. **All meetings** shall be accessible and open to members of the Catholic school community, the first meeting to be held within the first 35 days of the school year and after elections, on a date fixed by the principal.
  - iv. Ensure that for each meeting:
    - a majority of Council members are present
    - a majority of the members present are parent members; and
    - the quorum requirement shall be established accordingly
  - v. If necessary, establish committees to make recommendations to the Council; such committees to include at least one parent member of the Council and to be governed by the Council's by-laws.
  - vi. Develop by-laws governing the conduct of its affairs including:
    - by-law that governs election procedures and the filling of vacancies;
    - by-law that establishes rules respecting participation in proceedings in cases of conflict of interest;

- by-law that establishes a conflict resolution process, consistent with the Board's policy, for internal Council disputes.
  - **by-law that establishes a process for the governance of Catholic School Parent Councils and its affairs**
- vii. Keep minutes and records of all meetings and financial transactions for a minimum of 4 years, and make these available at the school for examination without charge by any person from the Catholic school community.
- viii. Not engage in fundraising activities unless:
- the activities are conducted in accordance with the Board policy S.M. 04, Fundraising in Schools; and F.P. 01 Purchasing.[[hyperlink to policies](#)]
  - The activities are to raise funds for a purpose approved by the Board through the school principal; and
  - The funds are used in accordance with Board policy and per legislation. Fundraising revenue cannot be spent on programs, services, instruction, staffing, materials or equipment that should be provided by the board.
- ix. Consult with parents of pupils enrolled in the school about matters under consideration by the Council and communicate regularly with parents and other members of the community to seek their views and preferences with regard to matters being addressed by the Council.
- x. Submit on an annual basis, a written report on its activities, including fundraising, to the principal and to the Board.
- xi. Not be incorporated.

## **B. CSPC CHAIR**

The Chair of the Catholic School **Parent** Council shall:

- i. Call Council meetings.
- ii. Prepare the Agenda for Council meetings in consultation with the Principal.
- iii. Chair council meetings.
- iv. Access the Board provided e-mail account, for the function and distribution of materials to the CSC.
- v. Ensure that the minutes of Council meetings are recorded and maintained.
- vi. Participate in information and training sessions.
- vii. Communicate regularly with the school principal in an effort to work cooperatively to improve student achievement and well-being.
- viii. Ensure that there is regular communication with the Catholic school community supported by the school's principal.
- ix. Consult with the Catholic **Parent** Involvement Committee, senior board staff and Trustees, as required.
- x. Upon request, provide the local trustee with copies of the minutes of the meeting.

## **C. CSPC MEMBERS**

The Members of the Catholic School **Parent** Council shall:

- i. Participate in Council meetings.
- ii. Participate in information and training programs.

- iii. Act as a link between the Council and the community in support of school programs to improve pupil achievement.
- iv. Make recommendations to the principal and, where necessary, to the Board to improve student achievement and well-being, and enhance the accountability of the education system.
- v. Make every effort to be as representative of the school community as possible
- vi. Conduct their meetings in an invitational, harmonious manner in the context of Gospel Values.
- vii. Be entitled to one vote, in votes taken by the Council, should the Council make recommendations to the principal and/or Board through a voting process.
- viii. Receive reimbursement for expenses incurred in the normal course of their duties as Council members in accordance with Board policy, but shall not receive any remuneration for serving as a Council member.

## **8. The Principal**

The Principal of the school shall:

- (a) Act as a resource person for the Catholic School **Parent** Council and will be a non-voting member.
- (b) Provide information and seek input on program and academic matters as well as provide information on budget and finances of the school.
- (c) Solicit the views of the Council with respect to the following:
  - i) The establishment or amendment of school policies and guidelines and the development of implementation plans that relate to pupil achievement or to the accountability of the education system to parents including,
  - ii) A local code of conduct governing the behaviour of all persons in the school, and
  - iii) School policies or guidelines related to appropriate dress for pupils.
  - iv) School action plans for improvement, based on EQAO reports on the results of tests of pupils, and the communication of those plans to the Catholic community.
- (d) Facilitate the establishment of the Catholic School **Parent** Council and assist in its operation.
- (e) Support and promote the Council's activities.
- (f) Present at each meeting of the Catholic School **Parent** Council, the current financial position and balance of all school and **CSPC** accounts using the TCDSB accounting template.
- (g) Provide for the prompt distribution to each member of the Council of any materials received from the Ministry that are identified by the Ministry as being for distribution to Council members.
- (h) Post any materials distributed to members of the Council in a location that is accessible to all parents.

- (i) Give written notice of the dates, times and locations of Council meetings to every parent in accordance with the timelines established in the by-laws. Attend every meeting of the Council, unless he or she is unable to do so by reason of illness or other cause beyond his or her control.
- (j) Assist the Council to post minutes and agendas of the meetings in the school, on the school portal and sent electronically to all Council members.
- (k) Act as a resource person to the Council and assist the Council in obtaining information relevant to the functions of the Council, including information relating to relevant legislation, regulations and policies.
- (l) Consider each recommendation made by the Council and advise the Council of the action taken in response to the recommendation.
- (m) The principal shall make available to the Catholic School **Parent** Council sample By-laws provided by the board staff and keep them updated from time to time.
- (n) If the principal or Board does not support the advice of the Catholic School **Parent** Council or proposed expenditure of funds, it will be provided in writing at the next Catholic School **Parent** Council meeting to be included as an appendix to the minutes including the basis in Board policy, law or solid grounding that the advice was not in the best interest of the school or Board.
- (o) Report the composition of the Council to the local supervisory officer before November 1 of each year.

## **9. Consultation by Board**

The Toronto Catholic District School Board shall consider each recommendation made to the Board by Catholic School **Parent** Councils, shall advise such Councils of the action taken in response to the recommendation, and shall solicit the views of local Catholic School **Parent** Councils with respect to the following:

- (a) The establishment or amendment of Board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
  - (i) Policies and guidelines with respect to the conduct of persons in TCDSB schools.
  - (ii) Policies and guidelines respecting appropriate dress for pupils in TCDSB schools.
  - (iii) Policies and guidelines respecting the fundraising activities of Catholic School **Parent** Councils.
  - (iv) Policies and guidelines respecting conflict resolution processes for internal Council disputes.
  - (v) Policies and guidelines respecting reimbursement by the Board of expenses incurred by council members.

- (b) The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including,
  - (i) Implementation plans for policies and guidelines with respect to the conduct of persons in schools.
  - (ii) Implementation plans for policies and guidelines respecting appropriate dress for pupils.
- (c) Board action plans for improvement, based on the EQAO reports on the results of tests of pupils and the communication of those plans to the Catholic community.
- (d) The process and criteria applicable to the selection and placement of principals and vice-principals.
- (e) That any Catholic School **Parent** Council recommendation which might impact globally on TCDSB special education programs or services be referred to the Special Education Advisory Committee for information and comments; and that any recommendation of the Special Education Advisory Committee that might impact on special education programs and services in schools be referred to the Catholic School **Parent** Councils of the potentially impacted schools for information and comments.

#### **10. Consultation with Parents**

A Catholic School **Parent** Council shall consult with parents of pupils enrolled in the school about matters under consideration by the council.

#### **11. Annual Report**

- (a) Every Catholic School **Parent** Council shall annually submit a written report **by May** on its activities to the principal of the school and to the board that established the council.
- (b) A report of all fundraising activities shall be included in the annual report.
- (c) The principal shall, on behalf of the school council, give a copy of the annual report to every parent of a pupil who, on the date the copy is given, is enrolled in the school by:
  - (i) giving the report to the parent's child for delivery to his or her parent; and
  - (ii) posting the report in the school in a location that is accessible to parents.
- (d) **Any and all approved recommendations from Council can be included in the annual report/**
- (e) **Any and all approved recommendations can be placed on the agenda of the Board at the request of the council at any time throughout the year**
- (f) **Utilize the template provided to Councils in the CSPC Handbook.**



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### APPENDIX C CATHOLIC SCHOOL PARENT COUNCIL POLICY S.10 FOLLOW-UP (REPORT).DOCX

*For as in one body we have many members, and the members do not all have the same function, so we though many, are one body in Christ, and individually members one of another. Romans 12:4-5*

Created, Draft	First Tabling	Review
March 2, 2015	March 10, 2015	<a href="#">Click here to enter a date.</a>
Loretta Notten, Superintendent Governance, Policy and Strategic Planning Carla Marchetti, Coordinator of International Languages and Parent/Community Engagement John Shain, Superintendent of Learning, Achievement and Parental Engagement		

#### 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 Catholic School Advisory Policy S.10 and the corresponding Operational Procedures were presented to Board for approval on February 19<sup>th</sup>, 2015. At that time eighteen different amendments were approved. The amendments approved were not linked or identified specifically to a particular document. That is, there is a CSAC Policy, Operational Procedures and CSACs also have a CSAC handbook and By-Laws. For clarity and to ensure the amendments are both implemented as intended and also that they are not contradictory, this report presents staff's suggested action in terms of the amendment. Further, the amendments approved requested that the process for removing a member of a Catholic School Parent Council be brought back to Governance for review. This report presents staff's follow up on that request.

## B. PURPOSE

Catholic School Parent Councils have a presence in all of our TCDSB schools and have an important role to play in parent engagement. The councils have their foundation in Ontario Regulation 612/00, which provides significant guidance and parameters for related policy. In an effort to support schools, the TCDSB has, over time, also provided school councils with a number of support tools/resources to assist them in their governance and operation. In addition to the policy and operational procedures, there is a CSAC handbook (to be renamed and re-distributed) and by—laws. The 23 amendments suggested at the February 19<sup>th</sup>, 2015 meeting of the Board need to be situated in one of the 4 referenced documents and for clarity and precision, this report offers commentary in that regard. Further, it specifically follows up on the Board motion:

*That Criteria be established to remove a member of Council that may include: A member of the school Parent Council may be removed based on criteria to be developed by staff and sent to the Governance committee for review. The criteria may include considerations of attendance, non-performance of duties, conflict of interest.*

## C. BACKGROUND

1. At the Board meeting held on February 19<sup>th</sup>, 2015, trustees considered the report, *Policy S.10 Catholic School Advisory Council Consultation Feedback*, along with the Operational Procedures to support CSACs in their work at TCDSB schools. The policy was approved with 23 proposed amendments.
2. For clarity and to ensure the amendments are both implemented as intended and also that they are not contradictory, this report presents staff's suggested action in terms of the amendment.

## D. EVIDENCE/RESEARCH/ANALYSIS

1. At the Board meeting of February 19<sup>th</sup>, 2015, the following amendments were made to the S. 10 Catholic School Council Policy. Following each amendment is commentary regarding how staff recommends proceeding on the amendment.

Amendment	Proposed Action / Analysis
1. That the name change to Catholic School Parent Council from Catholic School Advisory Council and that at least one of the co-chairs must be Roman Catholic	<p>Policy Regulation 1 amended. (<i>Note this still allows for Chair – if there is only one – to be non-Catholic. Please confirm intent has been captured.</i>)</p> <p>Operational Procedures, (new) 6 (b) added in section on Officers.</p> <p>Title of council amended in all locations where it is used.</p>
<p>2. That Criteria be established to remove a member of Council that may include:</p> <p>A member of the school Parent Council may be removed based on criteria to be developed by staff and sent to the Governance committee for review. The criteria may include considerations of attendance,</p>	<p><b>Concern:</b> Please see analysis that follows this table.</p>



non-performance of duties, conflict of interest.	
3. That the composition of the Council will be consistent with the Education Act and will also include the local pastor or designate, a parent representative from the Ontario Association of Parents in Catholic Education (OAPCE) Toronto	<p>This is consistent with what was already in the operational Procedures under Composition of Council (#2). It is also cross-referenced in Policy – regulation 9.</p> <p><b>Concern:</b> It might be prudent to use the language “where possible” as in other regulations, as it may not be possible to always enforce the participation of the identified members.</p>
4. That a minimum number of members on the committee shall be seven. (This number includes school personnel, community representatives and the pastor)	<p>This has been incorporated in Regulation 9 of the policy and 3 c) of the Operational Procedures, but it needs to be noted that it is problematic.</p> <p><b>Concern:</b> Per Regulation 612, the majority of council members must be parents. If the minimum number of council members is 7 inclusive of all of the various roles, it is entirely possible parents would be in the minority.</p>
5. That as 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.	<p>A revised regulation 22 has been included in Policy and a revision has been made to #11 in Operational Procedures.</p> <p><b>Concerns:</b> May is early in the year for the report. In order to be ready for a May CSAC meeting, the report may have to be completed in April, but in any event is likely to exclude any events or funds spent/used in the months of May, June, July or August. May and June can be busy months of school activity. It is</p>

	<p>recommended that the report be given at the Annual General Meeting in September so as to give a full report on the previous year.</p> <p>The second part of the motion is somewhat unclear - suggested wording: The local trustee will determine if this should be shared with the full Board of trustees. (or that the intent be given greater clarity).</p>
<p>a) Any and all approved recommendations from Council can be included in this report.</p> <p>b) Any and all approved recommendations can be placed on the agenda at the request of the council at any time throughout the year.</p> <p>c) As per legislation the board will consider each recommendation and advise council of the action taken in response to the recommendation.</p> <p>d) That a template be developed and distributed to Councils on preparing an annual report.</p>	<p>Each of these can be included in #11 of Operational Procedures (and CSAC handbook)</p> <p>OK</p> <p>Need to clarify which “agenda” – School Council agenda or Board agenda (or CPIC or OAPCE)</p> <p>Already in #9 in Operational Procedures.</p> <p>Already available; will be located in the revised TCDSB CSPC Handbook, in addition to on Board website.</p>
6. That at the start of each school year, the information package provided to CSACs will include links to the board and committee	<p>This is an established practice, but will be embedded in the TCDSB CSPC Handbook</p>

minutes and agendas, their local trustees page and public consultations pages.	
7. That the TCDSB policies, operational and financial procedures will govern the respective activities of all school councils.	Guidelines will be consolidated and provided within the TCDSB CSPC Handbook. (Financial Guidelines currently housed on the Budget/Financial Page of the Board website will also be consolidated in the CSPC handbook)
a) The Parent School Council will govern their activities within the ministry, board policies, school mission and the tenets of the Catholic faith.	Language was in Operational Procedures 7 (a) iii but has been augmented.
b) There shall be no proxy votes at Council meetings	Added as new Regulation 10 in Policy and 3.h) in Operational Procedures.
c) No member of the school parent council will participate in proceedings if they have a conflict of interest	Language was already embedded in Policy Regulation 17 ii) but a stand- alone regulation (#18) has been added to the Policy.
d) All activities of the council will be reported to the parents on an annual basis.	Was embedded in policy; wording revised and found in Regulation 22 of Policy.
e) The parent school council may engage in fundraising activities related to charitable foundations, educational or services consistent with the tenets of Catholicism.	Was already present in policy. See Regulation 21.
f) As per legislation, fundraising revenue cannot be spent on programs, services, instruction, staffing, materials or equipment that should be provided by the Board.	The revision as been amended to Operational Procedure 7 viii) (adding additional detail to what was already present). Will also be embedded in CSPC Handbook.

g) All funds raised will be reported to the parent community.	Amendment added to Regulation 21 in Policy; also cross-references Operational Procedures 11 on Annual Report.
h) Consolidate to one document	Financial Guidelines will be placed in the revised CSPC Handbook.
8. Under Diversity Include " <i>Where possible</i> " to Regulation 10	Included – see Regulation 11 (one new regulation above has affected numbering)
All meetings including inaugural meeting are open to the public.	Was in policy (former regulation 12). See revised wording – Policy Regulation 13.
9. Under Regulation 17 All funds collected by the CSC shall be retained at the school for preparation and deposit to a CSC account.	See Policy Regulation 19 (two new regulations above have affected numbering)
10. Under Regulation 18 CSC will maintain a bank account, separate from a school account, under the name of the school CSC. The school and CSC accounts will be held at the same institution & location.	See Policy Regulation 20 (two new regulations above have affected numbering)  <b>Note</b> – staff understand that there is no obligation for the 40% of schools who have already merged bank accounts to reverse that action, if they are satisfied with the merged accounts.

2. Staff would like to highlight some additional considerations before acting on the recommendation that *Criteria be established to remove a member of Council that may include: A member of the school Parent Council may be removed based on criteria to be developed by staff and sent to the Governance committee for review. The criteria may include considerations of attendance, non-performance of duties, conflict of interest.*

Regulation 7 vi) of the Operational procedures mandates a by-law that establishes rules respecting participation in proceedings in cases of conflict of

interest. Those rules would govern non-participation but do not currently contemplate removal.

Regulation 3 b) of the Operational Procedures identifies those persons who may not be qualified to be a parent member of the Council and Regulations 1, 2, 4 and 6 of the Operational Procedures give additional qualifications for members of council. Thus it is felt that the criteria for removal due to “conflict of interest” is sufficiently addressed in the existing Operational Procedures.

Criteria for removal due to non-attendance is not contemplated in Regulation 612, however nor does the regulation preclude such a consideration. A possible guideline in this regard might be failure to attend 3 meetings, similar to the obligation for Trustees. This is a clear guideline that can be enforced, while potentially leaving room for discretion in an extenuating circumstance such as illness. That said – the current CSAC By-Laws on attendance (7.2) indicate that council member “*may be asked by Council to forfeit his/her position within the council. This request may occur if the members missed attendance seriously impacts the present year CSAC business.*” This By-Law is recommended as sufficient.

Determining non-performance of duties and any other criteria for removal will be challenging and is not recommended. Challenges include identifying who will be the arbiter of “non-performance” and against what standard? Catholic School Council members are assuming voluntary positions. Catholic School Parent Councils can involve complex personality dynamics and opening a door to “removal of a member” could exacerbate some local tensions. It also opens the door to legal challenges and costs associated with such challenges.

The board has policies dealing with conflict resolution which continue to be the recommended avenue for dealing with local relationship dynamics that might become aggravated.

Further, it should be noted that developing such criteria for removal would require consultation with stakeholders.

## E. ACTION PLAN

1. The CSAC Policy and Operational Procedures are now ready to move forward to the policy register with the amendments approved by Board.

The table above identifies where the amendments will be found. The following additional actions/(amendments to the amendments) coming out of the analysis above are recommended:

- a. Do not provide criteria for removal of a member, or if the board approves such a regulation, limit it to non-attendance (eg., missing 3 meetings).
  - b. Amendment 3 regarding Composition – use the language “where possible”.
  - c. Amendment 4 regarding minimum number of members – change language to reflect “minimum number of council members is 7 and parents must form the majority”. (Do not list various roles in this regulation)
  - d. Amendment 5 regarding Annual report – change month report is presented to September and clarify who will determine if the report is shared with the board.
  - e. Amendment 5b) regarding approved recommendation on agendas – clarify which agenda is being referenced.
  - f. Amendments 9 and 10 – communicate to schools that while Policy allows for separate bank accounts, there is nothing to prevent schools which have merged their accounts from continuing to do so.
2. The CSAC Handbook will be revised to include TCDSB Financial Procedures, as well as templates for annual reports.
  3. It is recommended that schools use a consistent banking program, for example “Quick Books”, if they have not merged their bank accounts with school bank accounts. In cases where this has been done, templates are provided and assistance in reconciliation at the local school and from the board level can be provided.

## **F. METRICS AND ACCOUNTABILITY**

1. Amendments to the S.10 CSAC policy will be communicated to all principals, CSACs and school communities using various modalities of communication.
2. Regulations placed in policy need to be enforced.

3. Parents welcomed and were receptive to the CSAC Consultation process used to solicit feedback and, as such, can be repeated on an annual basis in order to solidify successes and target challenges. A Board report based on subsequent consultations and recommendations based on the feedback would be provided.

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

1. Once the revised Policy and Operational Procedures are approved in their entirety, a broad-based communication strategy to all stakeholders will ensure awareness regarding the updates. This can include Communication Department e-Blasts, tweets, e-News, as well as email communication to all CSAC Chairs and updates at Principal Meetings.

## **H. STAFF RECOMMENDATION**

That the Board adopt the revised Policy S. 10 Catholic School Advisory Council (Appendix A) and the revised TCDSB Catholic School Council Operational Procedures Protocol (Appendix B) with the amendments identified in the Action Plan above.





**REPORT TO**

**REGULAR BOARD**

**REPORT OF THE GOVERNANCE AND POLICY  
COMMITTEE ON COMMUNICATION  
REGARDING ROLES AND RESPONSIBILITIES OF  
TRUSTEES**

*Where there is no guidance, a people falls, but in abundance of counsellors, there is safety.  
Proverbs 11:14*

Created, Draft	First Tabling	Review
February 17, 2015	March 26, 2015	
Ann Andrachuk, Chair, Governance and Policy Committee Loretta Notten, Superintendent Governance and Policy		
<b>RECOMMENDATION REPORT</b>		

**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:**

Ann Andrachuk, Chair  
Angela Kennedy, Vice Chair  
Maria Rizzo, Trustee Ward 5  
Mike Del Grande, Trustee Ward 7  
Gary Tanuan, Trustee Ward 8  
Jo-Ann Davis, Trustee Ward 9  
Nancy Crawford, Ex-Officio



## **A. COMMITTEE RECOMMENDATIONS**

At the February 17<sup>th</sup>, 2015 Governance and Policy Committee, staff were directed to:

1. Include the City Wards and the Trustee Wards
- 2, Include the Board logo at the top

At the March 10<sup>th</sup>, 2015 Governance and Policy Committee, staff were directed to:

1. Select the white background version of “Roles and Duties of Trustees”

## **B. ORIGIN**

On January 28<sup>th</sup>, 2015 the Board approved a staff report that presented *Considerations and a Proposed Plan for Effective Governance*. Amongst the recommendations in the report was the development of a Communication “Trustee Mailer” that would highlight the role of Trustees and what TCDSB aspires to when we use the term “Good Governance”, consistent with our Multi-Year Strategic Plan priority of “*Excellence in Governance*”.

## **C. EXECUTIVE SUMMARY**

Excellence in Governance is one of six strategic priorities in our TCDSB Multi-Year Strategic Plan. Sound understanding of the roles and responsibilities of Trustees and of staff is integral to a good governance model. At the February 17<sup>th</sup>, 2015 meeting of the Governance Committee trustees offered a wide array of commentary on the communication tool and staff were directed to incorporate the input received. The revised Communication Tool was created – updated both in terms of content and with two versions. The central difference being that one was primarily white and maroon in colour, the second one have some further infusion of gold colour throughout. Trustees preferred the white and maroon version and offered no further commentary on the text. Distribution is to be limited to electronic means, including an immediate release in the spring and a link in August/September mailings for the new school year.

## **D. APPENDICES**

1. Appendix A: York Catholic Trustee Communication Tool
2. Appendix B1: TCDSB Trustee Communication Tool – Maroon and Gold
3. Appendix B2: TCDSB Trustee Communication Tool - Maroon
4. Appendix C: Original Report to Governance on Communication Regarding Roles and Responsibilities of Trustees

## **E. MOTIONS**

That the TCDSB “Trustee Mailer” will be posted to the TCDSB Website and profiles in TCDSB communications department electronic correspondence, including Twitter, e-News, It Starts in the Schools, etcetera.

*Motion as amended carried.*

# York Catholic District School Board Meet Your Board of Trustees 2014 - 2018



**Elizabeth Crowe**  
Chair of the Board  
Aurora/King/  
Whitchurch-Stouffville



**Marlene Mogado**  
Vice-chair  
Markham  
Milliken/Markham/Unionville



**Theresa McNicol**  
East Gwillimbury/  
Georgina/Newmarket



**Carol Cotton**  
Markham  
Thornhill/Unionville



**Dominic Mazzota**  
Richmond Hill



**Ann Stong**  
Richmond Hill



**Teresa Ciaravella**  
Vaughan  
Maple/Kleinburg



**Dino Giuliani**  
Vaughan  
Woodbridge: Area 2, Ward 2



**Cathy Ferlisi**  
Vaughan  
Thornhill/Concord



**Maria Marchese**  
Vaughan  
Woodbridge: Area 3, Ward 3



**Joe McLeod**  
Student Trustee  
Non-voting member



**Natasha Iaboni**  
Student Trustee  
Non-voting member

Trustees are the community’s advocate for public education. They are required to carry out their responsibilities in a manner that assists the Board in fulfilling its duties under the Education Act.

### Role and Duties of Trustees

- The school trustee is a member of a team. Trustees function as a corporate board, being the legislative source of all decisions. Individual trustees are granted no authority through the Education Act;
- To ensure there is a process in place to allow individual trustees to bring forward their community’s perspective prior to a corporate Board decision
- To communicate the views and decisions of the Board back to their constituents
- To support the Board’s Multi-Year Strategic Plan promoting student achievement and well-being, and the attainment of the Ontario Catholic School Graduate Expectations;
- To develop, maintain, monitor and evaluate policies and organizational structures that support and promote the Board’s Strategic Commitments which include the: Integration of Our Catholic Faith, Continuous Improvement of Student Achievement, Effective Use of Our Resources, and Engaging Our Communities
- To act as stewards of Catholic Education by ensuring that:
  - Gospel Values are embedded in all policies and practices
  - Provincial Curriculum is taught by Catholic Teachers from a uniquely Catholic perspective
  - Support is provided for faith formation of students and staff
  - Active collaboration is undertaken with our Catholic community to strengthen the home, school, parish partnership
- To hire and evaluate the Director of Education, who is responsible for the day-to-day management of the system

### What Does This Mean for Catholic Families in York Region

The YCDSB has established policies and procedures to ensure that parents will have their specific questions answered and/or concerns addressed. Trustees are always willing to listen to parental concerns, especially those pertaining to Board policy. Trustees will refer parents to the following protocol with respect to individual school-based concerns:

- Your classroom teacher and/or school principal is the first point of contact for any questions or concerns you may have;
- Should you need further assistance, your Area Superintendent of Education is available to assist you;
- In the event of any outstanding question and/or concern, please contact Frances Bagley, Coordinating Superintendent for assistance;
- The Director of Education, Patricia Preston, is always available for consultation and assistance with unresolved issues.

### Catholic School Supporter Declaration

To help us nurture the gift of Catholic Education in the years to come, we ask for the support of every Catholic. Declaring yourself as an “*English Separate School Supporter*,” on your property tax assessment helps to ensure that our Provincial Government continues to fund Catholic Education. Catholic school parents/electors/supporters are encouraged to ensure that they are registered appropriately for the purposes of school board tax support as English Separate School Support is a requirement for admission to York Catholic District School Board Elementary schools. Every time you move, you must declare yourself an English-separate school supporter/elector.

Please check your registration by calling the Municipal Property Assessment Corporation (MPAC) at 1-866-296-6722, or visit the website at [www.mpac.ca](http://www.mpac.ca). You may also get an Application for Direction of School Support by calling the York Catholic District School Board Admissions Office at 905-713-2711, ext. 2451 or 2453, or by visiting our website at [www.ycdsb.ca](http://www.ycdsb.ca).

### York Catholic District School Board Multi-Year Strategic Plan

<b>Mission Statement</b>  Guided by Gospel values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.	<b>Vision Statement</b>  Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.	<b>Core Values</b> <pre>graph TD; Excellence --- Equity; Equity --- Inclusion; Inclusion --- Respect; Respect --- Integrity; Integrity --- Catholicity; Catholicity --- FiscalResponsibility[Fiscal Responsibility]; FiscalResponsibility --- Excellence; Catholicity --- Faith; Faith --- Catholicity</pre>	<b>Strategic Commitments</b>  <div>Integration of Our Catholic Faith</div> <div>Continuous Improvement of Student Achievement</div> <div>Effective Use of Our Resources</div> <div>Engaging Our Communities</div>
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# TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2014-2018



**Joseph Martino**

Ward 1  
(City Wards 1,2,4)



**Ann Andrachuk**

Ward 2  
(City Wards 3,5,6)



**Sal Piccininni**

Ward 3  
(City Wards 7,12)



**Patrizia Bottoni**

Ward 4  
(City Wards 8,9,10)



**Maria Rizzo**

Ward 5  
(City Wards 15,16,23,25)



**Frank D'Amico**

Ward 6  
(City Wards 11,17)



**Michael Del Grande**  
**Chair, 2014-15 Ward 7**

(City Wards 24,37,39,40)



**Garry Tanuan**

Ward 8  
(City Wards 41,42,44)



**Jo-Ann Davis**

Ward 9  
(City Wards 19,20,21,22,27,28)



**Barbara Poplawski**

Ward 10  
(City Wards 13,14,18)



**Angela Kennedy**

Ward 11  
(City Wards 26,29,30,31,32,33,34)



**Nancy Crawford**  
**Vice-Chair, 2014-15**

Ward 12  
(City Wards 35,36,38,43)



**Chris MacDonald  
& Hannah McGroarty**  
Student Trustees, 2014-15

*Transforming  
the world  
through witness,  
faith, innovation  
& action*





## Who are Trustees and Why are they Important?

Trustees, as the governing body of the School Board, have a vital role in setting policy, establishing a budget that focuses on student achievement and well-being, and in providing strategic direction for the Board as a whole. They are locally-elected representatives of the public, and they are the community's advocate for public education. A trustee participates in making decisions that benefit the entire board district while representing the views and decision of the board back to their constituents.

## What do Trustees Do?

**Advocate:** Trustees promote and protect Catholic education – with our partners and the community at large. How? Trustees attend parent council and school community meetings and represent the ward at Board and in the community. Trustees ensure that the Provincial Curriculum is taught by Catholic Teachers from a Catholic perspective.

**Facilitator:** Trustees ensure fair processes in resolving student, parent, and school issues. How? Trustees work with senior staff and partners – where needed - to identify and bring together those who can best resolve the identified issue. Trustees improve policy or process through board motions where a gap has been shown to exist and ensure active collaboration between home, school and parish.

**Governance:** Trustees develop and continue to improve the framework in place for effective and transparent decision-making for our students. How? Working with trustee colleagues and our Director, and through membership on the Governance & Policy Committee.

**Strategic Planner:** The board of trustees has responsibility for developing the Board's Multi-Year Strategic Plan, approving our annual budget and for supporting our board's mission and vision.

**Policy Maker:** Trustees develop, maintain and monitor policies which embed our Gospel values while enabling student and system success, as well as regularly evaluating the impact and effectiveness of these policies and making adjustments where necessary.

## Addressing Questions and Concerns

TCDSB has established policies and procedures to ensure that parents will have their questions and concerns addressed in a timely manner. Trustees are always willing to listen to parental concerns, especially those pertaining to Board policy. Trustees will refer parents to the following protocol with respect to individual school-based concerns:

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## Help us Nurture the Gift of Catholic Education

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### SIX STRATEGIC COMMITMENTS

1. Living our Catholic Values
2. Fostering Student Achievement and Well-Being
3. Strengthening Public Confidence
4. Providing Stewardship of Resources
5. Achieving Excellence in Governance
6. Inspiring and Motivating Employees



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REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### APPENDIX C REVISED COMMUNICATION REGARDING ROLES AND RESPONSIBILITIES OF TRUSTEES MAR 2015.DOCX

*Where there is no guidance, a people falls, but in an abundance of counsellors there is safety. Proverbs 11:14*

Created, Draft	First Tabling	Review
February 9, 2015	February 17, 2015	March 10, 2015
Loretta Notten, Superintendent Governance, Policy and Strategic Planning John Yan, Senior Coordinator of Communications		

#### 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

On January 28<sup>th</sup>, 2015 the Board approved a staff report that presented *Considerations and a Proposed Plan for Effective Governance*. Amongst the recommendations in the report was the development of a Communication “Trustee Mailer” that would highlight the role of Trustees and what TCDSB aspires to when we use the term “Good Governance”, consistent with our Multi-Year Strategic Plan priority of “*Excellence in Governance*”. At the February 17<sup>th</sup>, 2015 meeting of the Governance Committee trustees offered a wide array of commentary on the communication tool and staff were directed to incorporate the input received. The revised Communication Tool is appended to this report.

## B. PURPOSE

1. Excellence in Governance is one of six strategic priorities in our TCDSB Multi-Year Strategic Plan. Sound understanding of the roles and responsibilities of Trustees and of staff is integral to a good governance model. Arising from a staff report on Governance Considerations, trustees gave the following direction:

*Trustees in conjunction with staff develop a communication to all TCDSB stakeholders outlining the roles and responsibilities of trustees, to be posted to the TCDSB website and highlighted in communication to parents with Winter 2015 report cards.*

2. At the February 17<sup>th</sup>, 2015 meeting of the Governance Committee staff were directed to incorporate all input from trustees. Staff were directed to:

- a. Include the City Wards and the Trustee Wards*
- b. Include the Board logo at the top*

## C. BACKGROUND/ANALYSIS

1. In the Governance Plan Part 1, priorities that were identified included the implementation of new TCDSB By-Laws, the development and implementation of a new Multi-year Strategic Plan, policy development and revision, as well as clear and effective management of various Board committees.

2. Our current TCDSB Multi-Year Strategic Plan identifies “*Achieving Excellence in Governance*” as one of its six key strategic priorities. In the comprehensive system report card that was completed in 2014, this priority emerged as one where there was room for growth. Areas for improvement that were identified included enhanced clarity around roles and responsibilities.
3. In sharing and examining practices from Catholic Boards across our province, those which clearly delineate the role of trustees and communicate the same to their stakeholders were identified as a best practice at the OCSTA/Ministry of Education Trustee Orientation. One such sample was shared from York Region Catholic District School Board. (See Appendix A)
4. TCDSB trustees approved the co-development of a communication to TCDSB stakeholders on the roles and responsibilities of trustees. The item was referred to the Governance Committee for consideration and development.
5. Feedback was received and suggestions made at the February 17<sup>th</sup>, 2015 governance Committee meeting and as a result, staff have revised the communication tool.

## D. VISION

VISION	PRINCIPLES	GOALS
The call to be a Catholic trustee is one that calls each trustee to be a prophetic voice, which serves the good of the whole, informed by our Catholic Social Teachings and Gospel values. TCDSB aspires to be a model of excellence in governance and a proud	Excellence in Governance	1. Clear understanding by all TCDSB stakeholders regarding the roles and responsibilities of our Board of Trustees, complemented by an equally clear understanding of the roles and responsibilities of staff.

VISION	PRINCIPLES	GOALS
representative of Catholic Education in the province of Ontario.		2. Open lines of communication.

## E. ACTION PLAN

1. A communication to all TCDSB stakeholders had been drafted for the consideration and input of trustees for the February meeting of the Governance Committee. It has since been revised to reflect Trustee input. The communication clarifies the trustee role and proper communication channels. (See Appendix B)
2. Winter report cards across TCDSB schools have for the most part been distributed at the beginning of February, so a modified distribution to TCDSB stakeholders must be contemplated.
3. The “Trustee Mailer”, once approved, can be posted to the TCDSB website and schools can be directed to include a reference to the link in their monthly newsletter and messaging. Further it can be highlighted in the regular distribution tools used by our TCDSB Communication department. At the beginning of the new school year, the Trustee Mailer could be included in new school year communications, to introduce parents to the Trustees and to clarify their roles and responsibilities.

## F. METRICS AND ACCOUNTABILITY

1. The MYSP metrics and report card provide feedback on results achieved.
2. The Board of Trustees is accountable to the TCDSB system stakeholders and to the Ministry of Education.

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

1. The TCDSB “Trustee Mailer” will be posted to the TCDSB Website and profiled in TCDSB communications department electronic correspondence, including Twitter, e-News, It Starts in the Schools, etcetera.

2. The TCDSB “Trustee Mailer” will be included in fall communications from local schools as the new school year begins.

## **H. STAFF RECOMMENDATION**

That the Board approve for distribution the revised TCDSB “Trustee Mailer” as presented in Appendix B.

APPENDIX C

**MINUTES OF THE  
SPECIAL MEETING OF THE  
SPECIAL EDUCATION ADVISORY COMMITTEE  
HELD WEDNESDAY, MARCH 11, 2015**

**PUBLIC SESSION**

**PRESENT:**

M. Taylor, Chair  
R. Del Grosso  
D. Imbrogno  
J. MacKenzie  
S. Mastronardi  
M. Pugh - Teleconference  
G. Romanino  
M. Taylor  
G. Webster

Gary Poole  
Paul DeCock  
Anne Marie Cassin  
John Wilhelm  
P. Stachiw  
S. Menary  
A. Coke  
Linda Maselli-Jackman  
Don Reid  
Odilia Pariselli  
Rachelina Macchia

Lalita Fernandes, Recording Secretary  
G.Mak

MOVED by John Mackenzie and Giselle Romanino, that the agenda, as amended, be approved.

CARRIED

Julie Mazzuca-Peter, representing the Association of Professional Student Services Personnel (APSSP), addressed the Committee regarding budget cuts to Special Education.

MOVED by Glen Webster, seconded by Sandra Mastronardi, that the presentation by Julie Mazzuca-Peter, representing the Association of Professional Student Services Personnel (APSSP) regarding the Budget Deficit Reduction Report be received.

CARRIED

MOVED by Dario Imbrogno, seconded by John Mackenzie, that based on careful consideration and needs analysis, SEAC recommends to the board that no further reductions be made to Special Education and that not only should current funding be sustained but an increase be considered to meet the augmented needs of students in the TCDSB with Special Education requirements.

CARRIED.

MOVED by Rosanna Del Grosso, seconded by Dario Imbrogno, that item 10b) be adopted as follows:

**10b) Special Education Budget**

1. SEAC recommends to the Board that the Ministry be asked why they are forcing funding cuts on Special Education when they are still going through the ministry review.
2. SEAC recommends to the Board that the Ministry be asked why the funds are being re-distributed.

CARRIED.

MOVED by Sandra Mastronardi, seconded by Giselle Romanino that SEAC recommends that the Board provide the Committee with results of the survey and copies of presentations from the delegations.

CARRIED.

MOVED by John Mackenzie, seconded by Giselle Romanino, that the meeting adjourn.

CARRIED.

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SECRETARY

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CHAIR





REPORT TO

REGULAR BOARD

## REPORT ON APPLICATION OF TRESPASS POLICY

*But the gift is not like the trespass. For if the many died by the trespass of the one man, how much more did God's grace and the gift that came by the grace of the one man, Jesus Christ, overflow to the many! Romans 5:15*

Created, Draft	First Tabling	Review
January 19, 2015	January 29, 2015	<a href="#">Click here to enter a date.</a>
Loretta Notten, Superintendent of Governance, Policy and Strategic Planning Vincent Burzotta, Superintendent of Student Success, Alt Ed and Safe Schools		
<b>INFORMATION REPORT</b>		

### Vision:

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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 September 2014 the Board of Trustees passed a revised Trespass Policy S.S. 14. Regulation 474 of the *Education Act* in collaboration with the *Trespass to Property Act*, authorizes principals to ensure the safety of their school community and authorizes the principal to respond to those individuals who are perceived to pose a threat to the safety of any member of the school community. The Trespass Policy is tightly connected to the Access to Schools Policy S.S. 04.

## B. PURPOSE

At the Nov 5<sup>th</sup>, 2014 meeting of the Student Achievement, trustees directed staff to explore “*what can be done to support our school communities and staff and that staff bring back the Policy on Protocol and Trespass Orders as part of the report coming back*” and “*that the report that comes back as a result of the delegations, there be a draft policy outlining protocol for issuing trespass notice and an appeal process.*”

## C. BACKGROUND

1. Ontario Regulation 474/00 of the *Education Act* (the “Act”) governs access to schools and outlines those who have rights of access, those actions which can subsequently compromise or prevent an individual’s access and the recourse that principals are given under the Act. Section 3(1) of that Regulation provides:

**3. (1)** A person is not permitted to remain on school premises if his or her presence is detrimental to the safety or well-being of a person on the premises, **in the judgment of the principal**, a vice-principal or another person authorized by the board to make such a determination.

2. Regulation 298/11.(1) of the Education Act also outlines the duties of a principal, which include organization and management of the school, and supervision of pupils reg. 298/11.(3)(e) of *The Act*. Principals have been vested with the responsibility of ensure the safe operation of their schools and the safety of all who learn and work in this same environment.
3. In September 2014, the TCDSB Board of trustees approved a revised Trespass Policy SS. 14. The policy ensures that a positive, safe and

inclusive and accepting school climate is maintained in situations where an individual may be trespassing on school property. Failure on the part of a principal to take all reasonable steps to protect the safety of individuals on Board premises may result in the Board being held liable for any harm that might come to the individual. TCDSB Trespass Policy SS. 14 cross-references Regulation 474/00 of *The Education Act*, (Access to Schools) and the *Trespass to Property Act* as the foundations for the policy.

4. A “*Cease and Desist*” letter signed by the principal is also an option within a progressive process, that could be used in advance of a Trespass Notice being issued. The “Cease and Desist” letter clearly communicates the school and board’s position regarding consequences if the undesired behaviour continues. If there is a perceived element of danger with respect to a trespass situation, the police shall be contacted.
5. In issuing a Trespass Notice, principals consult with their Superintendent. Superintendents engage in regular communication with Trustees, and shall inform their local trustee of any school where a Trespass notice has been issued.
6. Other relevant policies that impact on a situation where the principal is dealing with a problematic individual, include H.M. 37 – Workplace Violence and H. M. 14 – Harassment and Discrimination.
7. In addition to the Education Act, school board employees are also subject to Ministry of Labour legislation, under Bill 168 and the *Occupational Health and Safety Act*, which offers protection from workplace violence. Under *the Act*, an employer can appeal an order but a parent cannot appeal Ministry of Labour ruling.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. Principals are called upon daily to make judgement calls for their community. They have been empowered to be the principal of a TCDSB school because their professional judgement has been deemed to be sound. They are further guided by the policies of the TCDSB and provincial legislation.

2. Principals are called upon to provide a safe learning environment and do on occasion issue progressive discipline to their students. On occasion, principals are also called upon to issue Trespass notices, so as to ensure safety of their community. Trespass notices are but one mechanism available to Principals, but one that they require the confidence to call upon, should they determine that it is appropriate to ensure the safety of their community.
3. Principals work with their superintendent to ensure their decisions are based on sound professional judgment and prudent principles.
4. If an individual wishes to appeal or discuss a Trespass Notice, the individual should contact the school superintendent, who is always readily available to provide a second opinion and advise the principal. If a stakeholder were not satisfied with the response of the school superintendent, the cause could be brought to the attention of the Director of Education. These steps are also consistent with Policy A. 33 *Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns*. Legally however, the ultimate decision-maker with respect to the issuing and rescinding of a trespass notice is exclusively the legal purview of the principal, pursuant to Ontario Regulation 474/00, Section 3(1). The Board of Trustees is not vested with the responsibility of hearing trespass appeals.
5. A review of eight Catholic Boards comparable to Toronto Catholic reveals that an appeal of trespass notices is not contemplated, outside of a consultation with the school superintendent. Boards that were reviewed were York Catholic, Dufferin Peel Catholic, Durham Catholic, Ottawa Catholic, London Catholic, Halton Catholic, Simcoe Muskoka Catholic and Windsor Catholic. All vest the responsibility of a trespass notice with the principal, per *the Education Act*.

## **E. METRICS AND ACCOUNTABILITY**

1. The Safe Schools department can include in its annual report the number of Trespass notices that were issued.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



REPORT TO

## SPECIAL EDUCATION ADVISORY COMMITTEE

### ACCOUNTABILITY FRAMEWORK FOR SPECIAL EDUCATION 2014-2015

*"So you, son of man, I have made a watchman for the house of Israel. Whenever you hear a word from my mouth, you shall give them warning from me." Ezekiel 33:7*

#### Created, Draft

January 12, 2015

#### First Tabling

January 21, 2015

#### Review

January 20, 2016

F. Piddisi, Superintendent of Special Services

#### INFORMATION REPORT

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Associate Director of Planning and Facilities

Angela Gauthier

Director of Education

## A. EXECUTIVE SUMMARY

1. An Accountability Framework for Special Education (AFSE) was established and approved by SEAC/Board (*February 17, 2010 /March 3, 2010*) for the annual review of special education programs and services in order that student achievement and well-being is reported and that programs and services are continually renewed and improved, fairly and equitably, on an evidentiary basis. The AFSE is fully aligned with the TCDSB Board Learning and Improvement Plan for Student Achievement (BLIPSA) and the TCDSB Multiyear Strategic Plan (MYSP).
2. This current AFSE Report outlines the following next steps and planned improvements designed to support the TCDSB achievement and well-being goals for students with special educational needs in the 2015 – 2016 academic year:
  - a. There is an understanding that the use of EQAO goals to foster student achievement and well-being is not useful for students with Blind/Low Vision, Deaf and Hard of Hearing, Developmental Disability, Giftedness, Mild Intellectual Disability and Multiple Exceptionalities. Further, the aggregate EQAO information for Behaviour comprises so few students that if EQAO is used it must be used with caution in making system decisions as the results in most cases reflect specific individual circumstances.
  - b. JUMP Math is being introduced and supported in all Intensive Support Programs across the exceptionalities.
  - c. Lexia literacy support is being provided as required across the system as a Tier Two and a Tier Three intervention.
  - d. The support demands created by Full Day Learning present a range of significant challenges including physical, medical, behavioural and curricular needs. Staff will address this need through the revision of the Kindergarten Intervention Needs Development (KIND) Intensive Support Program shifting to a focus on capacity building at the school level.
  - e. Intensive Support Program Teams for Behaviour to support students with social/emotional needs are being investigated through action research as one alternative to the Intensive Support Program Behaviour Classroom.

- f. Exemption rates for students with Autism are declining however still too high. Staff are addressing this successfully through newly developed guidelines for staff working with parents and students.
- g. The focus of instructional improvement related to the achievement and well-being of students identified with Giftedness will be delivered and measured in relation to students' organization and self-regulation learning skills as most all of them meet or exceed the Provincial standards in literacy and numeracy.
- h. In the targeted areas of reading, mathematics and credit accumulation our results were mixed for students with a Learning Disability. We did not meet our elementary mathematics target and in fact did worse. However, the trend is positive for students in Grade Nine. In reading our results were flat in the primary and junior assessments and did not meet our annualized goal of 3 percent improvement however with respect to the secondary assessment (OSSLT) we exceeded our goal through a 7 percent increase of students achieving at or above the Provincial standard. EQAO and CAT4 results from students who participated in Empower Reading indicate significant reading gains across all measures. We did not increase the percentage of students with LD who earned 16 credits by the end of Grade 10 however the percentage of students who earned 14 credits was 86 percent compared to 90 percent for all students. Given the mixed results we will continue with our Empower Reading programs and strategies, focus on Learning Skills for all students with LD and introduce a new strategy for elementary mathematics achievement through the use of JUMP Math resources and support.
- i. We did meet our gap closing goals in the Primary Division Provincial assessments for students with Language Impairment however we did not meet our goals in the Junior Division. The reasons are unclear and so we plan to continue our goals to close the gap between students with LI and all students. To help us do that we will continue our work with Early Learning, provide professional development opportunities for our ISP Teachers to be able to deliver more strategies which support social and language development and pilot a new evidence-based resource: Focussed Intervention Program for Phonemic Awareness (FIPPA).

- j. The aggregate achievement and well-being goals developed for elementary students with Mild Intellectual Disability will now be expressed and measured through the percentage of students who achieve at Levels 3 and 4 in Language Arts and Number Sense and Numeration expectations as described in the Individual Education Plan and reported on the Provincial Report Card. Professional development for staff is being provided in developing the Individual Education Plan with these achievement goals in mind.
  - k. The aggregate achievement and well-being goals developed for students with Multiple Exceptionalities and/or Developmental Disability are expressed and measured through the number of successful functional literacy and numeracy expectations met in the Individual Education Plan. These measures focus teachers to set and meet semester based achievement targets. Professional development for staff is being provided on an ongoing basis.
  - l. Improvements in the achievement and well-being of our Blind / Low Vision students will be linked to providing all eligible students with appropriate, individual accommodations for all Provincial assessments.
  - m. Improvements in the achievement and well-being of our Deaf and Hard of Hearing students will be linked to targets related to the use of hearing assistance technologies which permit students to access the curriculum fully.
- 3. It is understood that any planned changes and/or improvements arising from this report will be entirely funded through the reallocation of existing funds within the Special Education Department.
  - 4. This report is provided for the information of SEAC.

## **B. PURPOSE**

- 1. SEAC's advice to Board is required as the AFSE is a part of the TCDSB's Special Education Plan and the Board's Learning and Improvement Plan for Student Achievement.



## **C. BACKGROUND**

1. An accountability framework was established for the annual review of all special education programs and services in order that student achievement and well-being is reported and that programs and services are continually renewed and improved.
2. The Accountability Framework for Special Education, as applied to each of the Ministry recognized exceptionalities and placements, consists of two distinct parts: a descriptive overview of the department's program *and* a corresponding measure or goal for improvement. The goals are an integral part of the TCDSB Board Learning Improvement Plan for Student Achievement and along with the program description, they can be found on the TCDSB public website.
3. A standing Program Review Committee for each of the exceptionalities meets on a regular basis to collect and analyse student achievement and well-being data. Each Program Review Committee is an expert panel of teachers, social workers, psychologists, speech and language pathologists, autism specialists, educational researchers, teacher federation representatives, educational assistants, Child and Youth Workers and school and area administrators. The AFSE through the work of the Program Review Committees provides the context for continuous improvement and for reaching the student achievement and well-being goals articulated by provincial initiatives, including: *Learning for All: K-12 (L4A K-12)*, *Caring and Safe Schools in Ontario*, *Growing Success* and *Assessing Achievement in Alternative Areas (A4)*.

## **D. EVIDENCE/RESEARCH**

1. See Appendixes A, B, C, D and E:
  - a. Appendix A: *EQAO Results over time by LD, Special Education and All Students*
  - b. Appendix B: *EQAO Results over time by LI, Special Education and All Students*
  - c. Appendix C: *EQAO Trends by Special Education and LD Elementary*
  - d. Appendix D: *EQAO Trends by Special Education and LD Grade 9*
  - e. Appendix E: *EQAO Trends by Special Education and LD OSSLT*

*f. Appendix F: EQAO Results over time by Autism, Special Education and All Students*

**E. ANALYSIS / NEXT STEPS**

1. Program Review Committee: *Autism*

- a. 2014 Goals: That the current achievement gap between students identified with Autism and all students be reduced (See Appendix F):

1. from 42 percent to 38 percent in Grade 3 Reading
2. from 37 percent to 33 percent in Grade 6 Reading
3. from 17 percent to 15 percent on OSSLT

b. Observations:

1. Overall, it appears that students while with Autism achieve below their peers on provincial assessments in grades 3 and 6, they perform at levels closer to their peers on the OSSLT and the Grade 9 assessment of Mathematics. (See Appendix F.)
2. The results from the May, 2014 EQAO assessments indicate that primary reading results for students with Autism have remained consistent (25 percent). The gap between students with Autism and all students has remained fairly consistent over the last 4 years. (See Appendix F.)
3. For the Junior Division, reading results have shown improvement since 2010/11, but have dropped in May 2014, with 28 percent of students reaching at or above the provincial standard. The gap between students with Autism and all students has improved slightly over the last 4 years, with a 3 percent drop in the gap from 2010/11 to 2013/14. (See Appendix F.)
4. On the OSSLT the results for students with Autism showed a 9 percent improvement from 2012/13 to 2013/14. Students with Autism achieved a 74 percent success rate, a gap of 10 percent when compared to all students. Results should be treated with caution, as numbers are very low. (See Appendix F.)

5. Exemption rates for students with Autism are high compared to all students with special needs and provincial results for students with Autism. In grade 3, the exemption rate dropped 10 percent from 2012/13 at 52 percent to 2013/14 at 42 percent. In grade 6 the exemption rates also dropped from 41 percent in 2012-13 to 33 percent in 2013/14, a positive trend.

c. 2015 Goals: Based on the 2014 results that the current achievement gap for students with Autism and all students be reduced to:

1. 40 percent in Grade 3 Reading
2. 41 percent in Grade 6 Reading
3. 9 percent on the OSSLT
4. 32 percent in Grade 3 Mathematics
5. 33 percent in Grade 6 Mathematics

(Note: In grade 9 the mathematics achievement results for students identified with Autism exceed or are consistent with 'all students'.)

d. Next Steps:

1. The committee has developed information for administrators for students with Autism regarding preparation for EQAO assessments and guidelines for exemptions. A drop in exemption rates has been noted as a result of this resource. This information will be shared with board staff working with students with Autism and their parents. Information will also be included in the guidelines for staff regarding 'assessment literacy' to address concerns such as anxiety for students with Autism.
2. A list of effective literacy resources for students with Autism has been developed and will be shared with board staff. These resources will be made available for staff in each region of the board.
3. JUMP math is being made available for students with Autism in Intensive Support Programs (ISPs). Access to other literacy resources for students with Autism will also be investigated (e.g., Prodigy).

4. Information on assistive technology usage for students with Autism during provincial assessments will be explored. This is an important consideration for this group of students.
5. Professional development for staff working with students with Autism will continue to be provided with an emphasis on effective literacy and numeracy instruction.
6. Programs for students with Autism will continue to be expanded in response to identified need, using evidence informed practices.

## 2. Program Review Committee: *Behaviour*

- a. 2014 Goals: For students identified with Behaviour who participate on provincial assessments, the current achievement gap be reduced by 10 percent between students identified with Behaviour and all students, as measured through primary, junior, Grade 9 EQAO assessments and OSSLT in Reading, Writing and Mathematics by May 2014.
- b. Observations: The 2013-2014 Grade 3 and 6 EQAO results for Behaviour are opposite to 2012-2013 results. For 2013-2014, the percentage of Primary students identified with Behaviour who fall within the Level 3 and 4 achievement categories across the EQAO assessments is larger than that of their Junior counterparts. A larger percentage of junior students identified with Behaviour fall within the Level 2 achievement category across the EQAO assessments in Reading and Writing than that of their Primary counterparts.  
  
(The number of students identified Behaviour is so small that percentages are only valuable for general understanding of trends.)
- c. 2015 Goals: For students identified with Behaviour who participate on provincial assessments, the current achievement gap be reduced by 8 percent between students identified with Behaviour and all students, as measured through primary, junior and intermediate assessments (i.e., Lexia, JUMP Math and EQAO) in Reading, Writing and Mathematics by June 2015.

d. Next Steps:

1. Focus on social/emotional prerequisite skills for learning Reading, Writing and Mathematics
  - a. Development of social skills, self-esteem, self-advocacy and self-regulation skills
  - b. Teach compensatory strategies for attention and organizational deficits
2. Focus on strategies for teaching Reading, Writing and Mathematics
  - a. Use JUMP Math
  - b. Use Lexia Reading Programme
  - c. Use Empower programme where available
  - d. Use of Assistive technology (e.g. Smart Board, Premier, Co-writer, Draft Builder, Kurzweil and Dragon Naturally Speaking.

3. Program Review Committee: ***Blind and Low Vision (B/LV)***

a. 2014 Goals:

1. Primary:

- a. A 12 percent increase in the number of students identified BLV who achieve level 3 in Primary EQAO assessment in:
  - b. Reading from 25 percent to 37 percent
  - c. Writing from 74 percent to 86 percent

2. Junior:

- a. A 16 percent increase in the number of students identified BLV who achieve level 3 in Junior EQAO assessment in Reading, Writing and Mathematics from 17 percent to 33 percent.

- b. Observations: There are too few students identified as B/LV to make statistically reliable EQAO Goals. More suitable goals would pertain to enabling students who are B/LV to participate in EQAO testing.

- c. 2015 Goals: Observations regarding the use of accommodations for EQAO and other testing in 2014-2015 will focus on students not only in the Primary and Junior Divisions, but also those in the Intermediate and Senior Divisions. Observations will be documented in February and May 2015.
  - 1. 100 percent of TCDSB students who receive TDSB/TCDSB Vision Program support, who are eligible to write the EQAO/OSSLT tests, and who are cognitively able to do so will participate in the testing with appropriate accommodations.
  - 2. Accommodations for students who receive TDSB/TCDSB B/LV supports will be provided through intentional conversations between the B/LV Itinerant teachers and classroom teachers.
- d. Next Steps:
  - 1. List and Track accommodations used for EQAO for B/LV students and their impact on student success (February and May 2015).
  - 2. Students who are visually impaired and are integrated in the regular classroom and who have multiple special needs will be provided with additional support.
  - 3. Itinerant Vision Teachers will continue to hold the following qualification: Teaching Students Who Are Blind – Part 1.
  - 4. Continue to train students with blindness and low vision about how to travel using a white cane or dog guide in the school and local community through certified Orientation and Mobility (O/M) specialists.

4. Program Review Committee: *Developmental Disability / Multiple Exceptionalities*

a. 2014 Goals:

1. Developmental Disability (DD) Program Goals: By June 2014 elementary students with a DD identification will collectively meet 70 percent of the functional literacy skills expectations as outlined on the IEP and as reported on the alternative report card.
2. Multiple Exceptionalities (ME) Program Goals: By June 2014 elementary students with an ME identification will collectively meet 70 percent of the functional literacy skills expectations as outlined on the IEP and as reported on the alternative report card.

b. Observations:

1. Developmental Disability (DD) Programs:

- a. Alternate achievement measures were analysed for students identified with a Developmental Disability as EQAO results were not an appropriate measure for this group of students.
- b. Based on the June 2014 Alternative Report Card elementary students identified with a Developmental Disability collectively met 58 percent of the overall number of functional literacy skill expectations as outlined in their IEP. This represents an 11 percent decline from the findings from June 2013, but is higher than the findings from June 2012 (when students met 54 percent of overall number of functional literacy skill expectations).
- c. For 2013/2014 a numeracy goal was identified and was analysed based on the functional numeracy skill expectations on the June 2014 Alternative Report Card. Results for functional numeracy skill expectations

indicate that 60 percent of these expectations were being met by DD students. This information will be used as a baseline for future planning.

## 2. Multiple Exceptionalities Programs

- a. Alternate achievement measures were analysed for students identified with a Multiple Exceptionality as EQAO results were not an appropriate measure for this group of students.
- b. Based on the June 2014 Alternative Report Card elementary students identified with Multiple Exceptionalities collectively met 51 percent of the overall number of functional literacy skill expectations as outlined in their IEP. This represents a 13 percent decline when compared to results from June 2012 and 2013.
- c. For 2013/2014 a numeracy goal was identified and was analysed based on the functional numeracy skill expectations on the June 2014 Alternative Report Card. Results for functional numeracy skill expectation indicate that 52 percent of these expectations were being met by ME students. This information will be used as a baseline for future planning

### c. 2015 Goals:

#### 1. Developmental Disability Program Goals:

- a. By June 2015, 70 percent of the functional literacy expectations as outlined on the IEP and as reported on the alternative report card will be met for elementary students with a DD identification.
- b. By June 2015, 70 percent of the functional numeracy expectations as outlined on the IEP and as reported on the alternative report card will be met for elementary students with a DD identification.



## 2. Multiple Exceptionalities Programs Goals:

- a. By June 2015, 70 percent of the functional literacy expectations as outlined on the IEP and as reported on the alternative report card will be met for elementary students with a ME identification.
- b. By June 2015, 70 percent of the functional numeracy expectations as outlined on the IEP and as reported on the alternative report card will be met for elementary students with a ME identification.

### d. Next Steps (DD/ME):

1. Plan and communicate with staff and parents about the ME and DD Program Review process, including goals. Information is available on the board website. In addition, a newsletter about ME and DD initiatives will be developed for staff and parents.
2. Enhance achievement in functional literacy and functional numeracy for students identified with Multiple Exceptionalities (ME) and Developmental Disabilities (DD). The following activities have been recommended by the committee:
  - a. That the alternative report card be reviewed. It has been recommended that the alternative report card include an achievement scale that indicates the level of independence for students on an alternative curriculum.
  - b. A collaborative inquiry is being developed with staff in ME-DD programs to investigate issues related to effective literacy and numeracy programming.
  - c. A 'best practices guide' for ME and DD programs to support evidence informed practices. Resources to support each area will also be provided.

- d. Resources at the secondary level are also being developed, with a focus on the 'Pathway to Community Participation'.
- e. Continue to provide professional development for staff working with students in ME and DD programs. The provision of IEP workshops specifically focussed on literacy and numeracy programs for students identified as ME and DD will be provided in the Fall of 2015.
- f. Identification criteria for ME and DD have been updated to reflect new DSM 5 diagnostic criteria. Placement guidelines are also being reviewed.

5. Program Review Committee: *Deaf and Hard-of-Hearing (D/HH)*

a. 2014 Goals:

- 1. Transition all D/HH students in elementary Oral Intensive Support Placement (ISP) classrooms to 100 percent personal hearing assistance technology by June 2014.
- 2. Transition all D/HH students in elementary Oral D/HH ISP classroom settings to 100 percent usage of hearing assistance technology by June 2014, including the use of classroom sound field systems.
- 3. Target all grade 8 students in Oral D/HH ISP settings for 100 percent usage of personal hearing assistance technology—by June 2014.
- 4. Target hearing assistance technology usage by the grade 8 cohort in their transition to secondary: the goal is 50 percent usage in grade 9.

b. Observations:

- 1. Through role modelling, education and prompting, the use of hearing assistance technology increased for ISP students, in the regular classroom.

2. From an acoustic perspective, the all-day JK/SK classes have a higher noise floor (~ 80dB A). As a result, instead of using the typical JK/SK integration for ISP students we used reverse integration to address the poorer signal to noise ratios in the larger classes.
3. In Grades 1-7 at Cosmas and Damien 100 percent of the students used Hearing Assistance Technologies (17 students in total).
4. In Preschool, JK and SK 75 percent of the students at The Divine Infant used Hearing Assistance Technologies (6 out of 8 students).
5. 100 percent of all other students at The Divine Infant used Hearing Assistance Technology.

c. 2015 Goals:

1. 100 percent use of Hearing Assistance Technology (HAT) to access the curriculum.

d. Next Steps:

1. Track the number of students, who use Hearing Assistance Technology (HAT) for the purpose of improving their ability to:
  - a. access the curriculum
  - b. gain an understanding of when to use HAT
  - c. appreciate the value of HAT usage for the improvement of their academic performance
2. Provide support for three types of student transition:
  - a. Elementary ISP to elementary regular class placements
  - b. Elementary grade 8 ISP to secondary ISP class placement
  - c. Elementary grade 8 ISP to secondary regular class placement

3. Use 21<sup>st</sup> Century fluencies and technologies, to connect Regular Classroom and Intensive Support Program Class students from around the Board to facilitate peer learning experiences and support collaborative access to curriculum.

6. Program Review Committee: *Giftedness*

- a. 2014 Goals: To increase the percentage of students identified with Giftedness in Grade 6 who have excellent Self-regulation and Organizational skills by 5 percent and maintain the improvement for this cohort through Grade 8 to ensure successful transition into secondary.
  1. While almost all students identified with Giftedness achieve Levels 3 and 4 in the Reading, Writing and Mathematics on the EQAO assessments, tracking of the assessment of the learning skills of the Grade 8 cohort (2013-14) when they were in Grade 7, 6, and 5 indicated an overall decline in the percentage of students who achieved excellent on the Term 2 Learning Skills section of the Provincial Report Card.
  2. Improvement in learning skills would encourage and support students in achieving levels 3/4 on EQAO assessments and prepare them for secondary and post-secondary education therefore improvement of the learning skills of Self-Regulation and Organization have been targeted for students with an identification of Giftedness.
- b. Observations:
  1. For the 2013/2014 Grade 6 student cohort, the chart below shows the evaluation of their Organization and Self-Regulation Learning Skills from their Grade 5 Term 2 Provincial Report Card. These data provide the baseline for tracking of these students.

Baseline 2013/2014 for Grade 6 cohort (From Grade 5 Term 2 Provincial Report Card)		
	Organization	Self-Regulation
Excellent	62.9 percent	66.4 percent
Good	28.9 percent	28.2 percent
Satisfactory	5.7 percent	4.6 percent
Needs Improvement	2.5 percent	0.7 percent

2. The February 2014 – Term 1 Provincial Report Card Learning Skills data for the 2013-14 Grade 6 student (same) cohort was collected. The percentage of students achieving Excellent in Organization and Self-Regulation will be used to assess students' progress in relation to the Goal:

2013/2014 Term 2 Grade 6 Data (n=280)		
	Organization	Self-Regulation
Excellent	68.9 percent	65.7 percent
Good	22.5 percent	25.7 percent
Satisfactory	7.5 percent	7.1 percent
Needs Improvement	1.1 percent	1.4 percent

- c. 2015 Goals for students identified with Gifted in Grade 7 (2013-14 Grade 6 Cohort):

1. that the percentage who achieve Excellent on Organization based on Term 2 report card, increase by 5 percent from 63 percent to 68 percent
2. that the percentage of students who achieve Excellent on Self-Regulation based on Term 2 report card increase by 5 percent from 66 percent to 71 percent

- d. Next Steps:

1. Continue capacity-building professional development to Regular Classroom teachers and school Special Education Teachers (SET - Elementary/Secondary)

2. Continue collaboration/communication between Regular Classroom teachers, school Special Education Teachers (SETs) and Intensive Support Program teachers in the Gifted Programs regarding strengths, needs, accommodations recorded in the Individual Education Plan (IEP)
3. Gifted Placement Review Committee (GPR Committee) will develop and share with schools information that addresses learning needs of a student identified with Giftedness and provides some resource suggestions for teachers (i.e., Gifted Department Newsletters)
4. Continue capacity building professional development to Special Education teachers of Gifted Programs (Elementary/Secondary)
5. Share strategies and resources to meet achievement goals at monthly meetings.
6. Plan presentation for teachers and parents of the Gifted Program on Supporting Student Mental Health and Well-Being with a focus on strategies for developing Organization and Self-regulation skills for students identified with Giftedness (i.e., April/May Information Night).

## 7. Program Review Committee: *Learning Disability*

### a. 2014 Goals:

1. By June 2014 there will be a 3 percent increase in the percentage of students with LD who reach level 2 and above in mathematics as measured through Junior division EQAO assessments.
2. By June 2014 there will be a 3 percent increase in the number of students with LD who reach level 3 and 4 in reading as measured through Junior division EQAO assessments.
3. By June 2014 there will be a 2 percent increase in Grade 10 credit accumulation for students with LD (from 73 to 75 percent).

b. Observations:

1. *Mathematics achievement: the Junior EQAO assessment in May 2014* indicated no increase in the percentage of students with LD who reach level 2 and above, but in fact there was a decrease from 63 percent to 56 percent. 17 percent of students with LD reached the provincial standard compared to 18 percent last year, in spite of the professional development for Special Education Teachers for the past 3 years for the application of Leaps and Bounds as resources. (These results are consistent with a decreasing percentage of all students reaching provincial standards in mathematics at the Junior level, both at TCDSB and at the provincial level.) Compared to reading and writing, a relatively large percentage of students with LD has been well below provincial standards, at Level 1 in mathematics (40 percent in 2011, 35 percent in 2012, 33 percent in 2013 and 36 percent in 2014). Therefore, increasing the percentage of students who are achieving at Level 2 and above seems to be a goal that continues to reflect current student needs. (See Appendix C.)
2. *Mathematics achievement: the Grade 9 EQAO assessment* indicated an increasing trend for students with LD both in Academic and Applied courses in the past 3 years: 70 percent, 77 percent and 82 percent reaching provincial standards in Academic, and 30 percent, 33 percent and 34 percent reaching provincial standards in Applied courses. More data are required about students with LD who are taking Locally Developed courses in mathematics and thus are not included in the Grade 9 EQAO data. (See Appendix D.)
3. *Mathematics instruction/programming: data collected in 2014* through the survey of Special Education Teachers who participated in professional development in mathematics indicate that the training and resources made available to them are promising for closing the gap for students placed in the regular class. For successful implementation a closer collaboration (including co-planning and co-teaching) with the regular classroom teachers is required. However, at this time, this appears to be a gap which needs to be addressed in order to effectively utilize these teaching resources and strategies. On the other hand, data from the survey

indicate that these resources are not sufficient to meet the needs of those students who have significant Learning Disabilities. In order to respond to this need, additional alternative resources (JUMP Math) are being implemented in LD Intensive Support Programs in 2014-15.

4. *Reading achievement: the results of the Junior EQAO assessment* in 2014 indicated that the percentage of students with LD who reach level 3 and 4 remains the same as last year, at 38 percent. It should be noted that EQAO data have shown an increasing trend for students with LD from 2011, with the following percentages of students with LD performing at the provincial standard: 30 percent (2011), 35 percent (2012), 38 percent (2013) and 38 percent (2014). (See Appendix C.)
5. *The results of OSSLT* indicate that 60 percent of (first time eligible) students with LD were successful, an increase of 7 percent compared to 2013. Data indicate that students receiving test accommodations for EQAO do not take advantage of the available use of assistive technology to the extent that would be desirable. Reasons and ways to facilitate it need to be investigated. (See Appendix E.)
6. *Reading instruction/programming: Empower Reading intervention* is being offered to students with identified or suspected LD to address difficulties in decoding and spelling (Grade 2-5 and 6-8) and in reading comprehension (Grade 2-5). This intervention is provided in 80 TCDSB schools. *Data collected* from participating students indicated that: across grades, across programs and across settings, students made significant gains on all reading measures. Their teachers also reported that most students were more likely to participate in reading and enjoy it - and feel better about themselves as readers. The long-term impact of Empower Reading has also been evaluated by assessing students' reading achievement 4 and 5 years after completing Empower, and there is evidence of improvement in both CAT4 and EQAO results. However, while students demonstrate substantial progress upon completing Empower Reading, many continue to have reading test scores below grade level and will need on-going support.



7. *Credit accumulation:* At the end of 2013-14 school year, 70 percent of Grade 10 students with LD had 16/16 or more credits, compared to 81 percent of all Grade 10 students. This represents a decrease from 73 percent in 2013. On the other hand, 86 percent of Grade 10 students with LD have completed 14 or more credits, compared to 90 percent of all Grade 10 students.

c. 2015 Goals:

1. *In Mathematics in the Junior Division:* decrease the percentage of students with LD in the lowest achievement category (Level 1 on EQAO in Grade 6, and Stanines 1,2,3 on CAT4 in Grade 5) by June 2015.
2. *In Reading in the Junior Division:* increase in the percentage of students with LD who reach level 3 and 4 on the EQAO assessments by June 2015.
3. Increase the percentage of *Grade 10 Credit Accumulation* for students with LD compared to June 2014.

d. Next Steps:

1. Continue to implement Empower Reading intervention, including the systematic and strategic implementation of the additional components of Empower Reading intervention, i.e. Comprehension (in grades 2-5), and Decoding in grades 6 -8).
2. Upon the completion of the research phase of the secondary reading intervention (PHAST PACES) by SickKids' Learning Disability Research Program, introduce the elements of the TCDSB model used for overseeing and supporting the elementary Empower Reading into secondary schools.
3. Implement a strategic roll-out of Lexia Reading (a digital literacy intervention), targeting students with LD who require continued support to improve their reading.
4. In Mathematics, continue to provide the Special Education Teacher (SET) with support and resources for use in the regular classroom and in alignment with the curriculum used in the regular

classroom. Continue to provide professional development (including the impact of LD on mathematics skill acquisition) to SET and regular classroom teachers. Explore ways and implement strategies to facilitate a closer collaboration between the regular classroom teacher and SET in order to increase the achievement of students with LD.

5. In Mathematics in Intensive Support Programs (ISPs), support the implementation of JUMP Math through appropriate professional development for teachers, and monitor effectiveness by continuous systematic tracking of student progress.
6. Focus on the use of assistive technology by students with LD by investigating and addressing the reasons for inadequate use of technology as accommodation.
7. In secondary school explore pass/fail rates in key courses for students with LD in order to devise/implement strategies to increase credit accumulation.
8. Continue to provide professional development (centrally and locally) for classroom teachers and school staffs; SETs, Empower and ISP teachers to facilitate a better understanding of the academic and social-emotional/mental health implications of LD, and strategies to foster success .
9. Focus on supporting the development of Learning Skills in students with LD. Facilitate the understanding of the role and development of executive functioning skills by providing professional development to classroom teachers and SETs. Focus on developing self-regulation and self-advocacy skills in students with LD. Offer learning opportunities (central and local) to students on LD to facilitate understanding, acceptance, and inclusion on part of peers, and self-understanding, self-advocacy and self-regulation for students with LD.
10. Continue to provide central and local in-services for parents on LD and on their role in fostering academic success, resilience and positive mental health.

8. Program Review Committee: *Language Impairment*

- a. 2014 Goals: That the achievement gap between students identified with Language Impairment (LI) and all students be maintained or reduced by 5 percent:
  1. from a 47 percent gap (in 2013-14) to a 42percent gap (for 2014-15) in Grade 3 Reading
  2. from a 49 percent gap (in 2013-14) to a 44percent gap (for 2014-15) in Grade 6 Reading
  3. from a 46 percent gap (in 2013-14) to a 41percent gap (for 2014-15) on the OSSLT students.
- b. Observations:
  1. The sample size of students identified with LI who wrote the EQAO Primary Reading assessment and the Junior Reading assessment has remained relatively small and similar in size over the last 3 years. 51 students wrote the primary assessment in 2011-12; 68 students in 2012-13; and 48 students in 2013-14, and 52 students wrote the Junior assessment in 2011-12; 49 students in 2012-13; and 73 students in 2013-14. For the following observations, bear in mind the small sample size that participated in the Primary and Junior assessments.
  2. In 2013-14, the Grade 3 Reading results suggest LI students achieved the goal, closing the gap by 7 percent, rather than 5 percent as stated in the 2013-14 goal [i.e., 54 percent (2012-13) to 47 percent (2013-14)]. (See Appendix B.)
  3. In 2013-14, the Grade 6 Reading results suggest LI students increased the gap by 1 percent rather than decreasing the gap by 5 percent, as stated in the 2013-14 goal [i.e., 48 percent (in 2012-13) to 49 percent (2013-14)]. (See Appendix B.)
  4. In the past 3 years the number of students identified with LI participating in the EQAO Grade 9 Mathematics assessments is small in both Academic and Applied courses. The percentage of students with LI achieving the provincial

standard on the academic assessment in 2013-14 was 40 percent (2 students), and in 2012-13, 50 percent (2 students) and on the Applied assessment, 46 percent (10 students) achieved the provincial standard in 2013-14, and 18 percent (4 students) in 2012-13. (See Appendix B.)

5. The number of First Time Eligible students identified with LI participating in the OSSLT has been small: 16 students in 2011-12; 25 students in 2012-13; 38 students in 2013-14. The percentage of students with LI that were successful on the OSSLT in 2013-14 was 38 percent (9 students), and in 2012-13, 45 percent (9 students) were successful. (See Appendix B.)
- c. 2015 Goal: That the achievement gap between students identified with LI and all students continue to be reduced by 5 percent on the Primary and Junior Reading assessments, and the OSSLT for First Time Eligible students.
  - d. Next Steps:
    1. Continue to develop resources to support the delivery of evidence-based approaches for oral language and literacy instruction for students with communication difficulties.
    2. Facilitate early intervention support for students with oral language and literacy difficulties (i.e., speech-language pathology Early Identification consultations to every FDK classroom; board wide Early Identification of Children's Learning Needs Strategy).
    3. Partner with Early Learning to support Full Day Kindergarten Educator Teams in exploring and applying strategies to promote social, language, and literacy development in the classroom (i.e., modified Hanen® Learning Language and Loving It program).
    4. Provide strategic PD opportunities to all LI-ISP teachers, support staff and regular classroom teachers across all divisions who support students with the LI identification to

address critical student learning needs in both literacy and math.

5. Continue to support the implementation of specialized literacy and math programs in the LI-ISP classes (e.g., Empower Reading intervention, including implementation of the Comprehension, grades 2-5 component and JUMP Math for numeracy).
6. Develop resource materials for SBSLT teams to support successful transitions for students entering and exiting Kindergarten Language Programs and LI-ISP classes.
7. Pilot in select schools new evidence-based resource, Focussed Intervention Program for Phonemic Awareness (FIPPA), to support the achievement of literacy goals for primary students.

9. Program Review Committee: ***Mild Intellectual Disability***

a. 2014 Goals:

1. By June 2014 in the elementary panel 50 percent of student identified with a Mild Intellectual Disability (MID) in Grades 1- 6 will meet Level 3 or 4 in the Language Arts expectations in the area of Reading in the student Individual Education Plan (IEP) as reported on the Elementary Provincial Report Card.
2. By June 2014 in the elementary panel 50 percent of students identified with a Mild Intellectual Disability (MID) in Grades 7 -8 will meet Level 3 or 4 in the Language Arts expectations in the area of Reading in the student Individual Education Plans as reported on the Elementary Provincial Report Card.
3. By June 2014 in the elementary panel 60 percent of students identified with a Mild Intellectual Disability (MID) in Grades 1 – 6 will meet Level 3 or 4 in the Mathematics expectation - Number Sense and Numeration -in the student Individual Education Plans as reported on the Elementary Provincial Report Card.

4. By June 2014 in the elementary panel 50 percent of students identified with a Mild Intellectual Disability (MID) in Grades 7-8 will meet Level 3 or 4 in the Mathematics expectation - Number Sense and Numeration -in the student Individual Education Plans as reported on the Elementary Provincial Report Card.

b. Observations:

1. The Elementary Report Card data (June 2014) results for Language Arts for Grades 1 – 6 were 36 percent of student achieving Level 3 or 4 on the Ontario Curriculum Expectations from the student IEP. The results reflect a decline in achievement from June 2013 where 44 percent of Grade 1 – 6 students achieved Level 3 or 4.
2. The Elementary Report Card data (June 2014) results for Language Arts for Grades 7- 8 were 41 percent on the Ontario Curriculum Expectations from the student IEP. The results represent an increase in achievement from the June 2013 where 37 percent of the students achieved Level 3 or 4.
3. The Elementary Report Card data (June 2014) – Number Sense and Numeration for Grades 1 – 6 where 53 percent on the Ontario Curriculum Expectations from the student IEP. The results reflect an increase in achievement from the June 2013 where 48 percent of students achieved Level 3 or 4.
4. The Elementary Report Card data (June 2014) – Number Sense and Numeration for Grades 7 – 8 where 50 percent on the Ontario Curriculum Expectations from the student IEP. The results reflect an increase in student achievement from June 2013 where 40 percent of students achieved Level 3 or 4.
5. The number of students identified with a Mild Intellectual Disability (Grades 1 – 6, N= 101; Grades 7-8, N=98) requires that any interpretation of data and trends should be completed with caution when considered for future planning.

c. 2015 Goals:

1. By June 2015 in the elementary panel 50 percent of students identified with a Mild Intellectual Disability (MID) in Grades 1 – 6 will meet Level 3 or 4 in the Language Arts expectations in the area of Reading in the student Individual Education Plans as reported on the Elementary Provincial Report Card.
2. By June 2015 in the elementary panel 50 percent of students identified with a Mild Intellectual Disability (MID) in Grades 7 -8 will meet Level 3 or 4 in the Language Arts expectations in the area of Reading in the student Individual Education Plans as reported on the Elementary Provincial Report Card.
3. By June 2015 in the elementary panel 50 percent of students identified with a Mild Intellectual Disability (MID) in Grades 1 – 6 will meet Level 3 or 4 in the Mathematics expectation - Number Sense and Numeration -in the student Individual Education Plans as reported on the Elementary Provincial Report Card.
4. By June 2015 in the elementary panel 50 percent of students identified with a Mild Intellectual Disability (MID) in Grades 7-8 will meet Level 3 or 4 in the Mathematics expectation - Number Sense and Numeration -in the student Individual Education Plans as reported on the Elementary Provincial Report Card.

d. Next Steps:

1. Focus on implementation of JUMP Math in MID ISP Classes. Provide support to MID ISP Teachers through professional development.
2. Focus on development of IEP's linking learning expectations to achievable Ontario Curriculum Learning Expectations. Provide professional development to MID ISP Teachers in IEP writing. Provide professional development to SET Teachers in IEP development.
3. Investigate monitoring student progress through Alternative Report Card Learning expectations.

4. Investigate the year 5, 6, and 7 high school exit/ graduation data for students with a Mild Intellectual Disability.
5. Investigate the programming pathways in secondary school for students with a Mild Intellectual Disability (MID).
6. The identification criteria for MID has been updated to reflect the DSM-V diagnostic criterion.

## **F. METRICS AND ACCOUNTABILITY**

1. The Accountability Framework for Special Education (AFSE) is a process in that it provides expert advice based on a comprehensive, evidentiary and practical review of the major programs and services in special education. It supports our capacity to implement incremental changes to program services that support our MYSP. This AFSE Annual Report to SEAC is part of the Special Education Plan, reviewed by SEAC, and submitted to the Ministry of Education through the completion of a checklist provided by the Ministry.
2. The AFSE is an integral part of both the Board Learning and Improvement Plan for Student Achievement (BLIP/SA) and the Multi-Year Strategic Plan (MYSP).
3. The next steps generated in this report were developed through the on-going collaborative work of the AFSE Program Review Committees (PRC). The PRCs for each exceptionality report to the Superintendent of Special Services who in turn submits a comprehensive report (AFSE Report) to SEAC.
4. The Revised Goals for 2015 are tentative and will be revisited and finalized in the fall based on the analysis of all relevant data that will become available at that time.
5. The Program Review Committee's continue their work on an on-going basis.

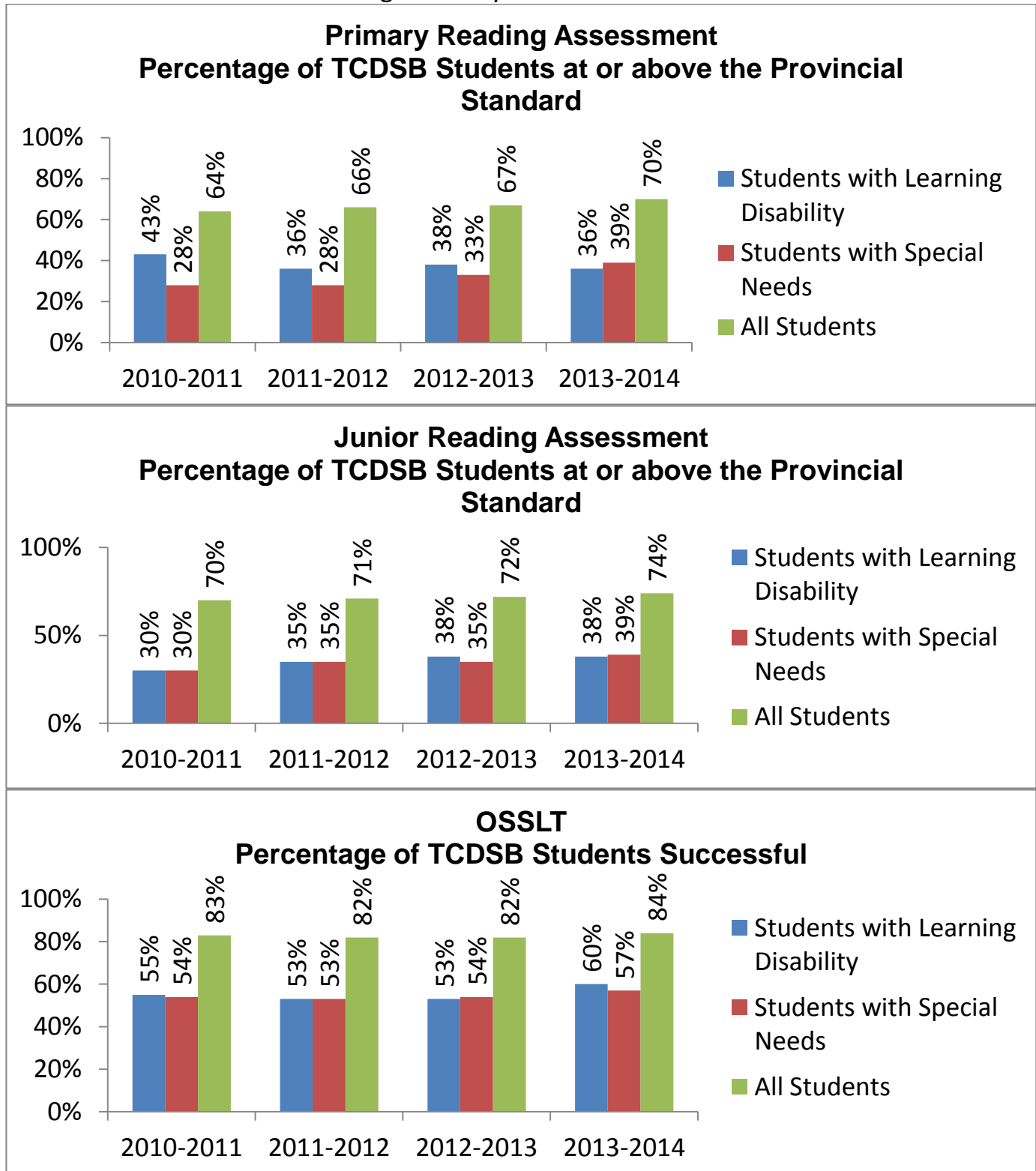


## **G. CONCLUDING STATEMENT**

1. This report is for the consideration of SEAC.

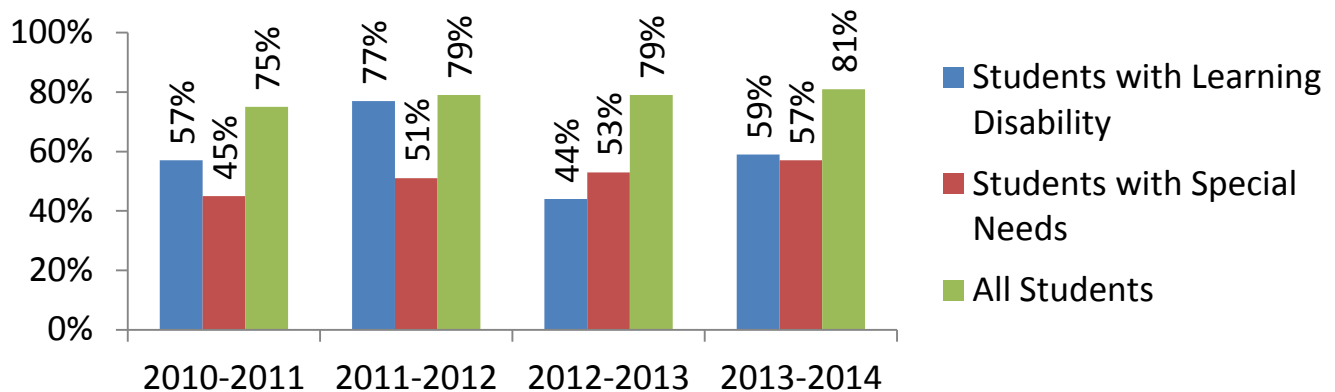
**EQAO RESULTS OVER TIME****Learning Disability**

Results for students with Learning Disability are as follows:

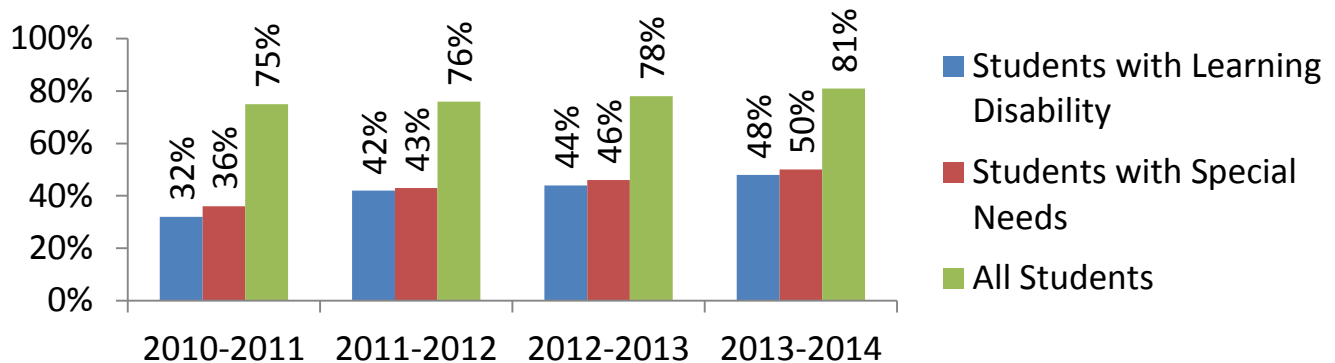


**Note:** Exercise caution in interpreting the data for students with Learning Disability due to small number of students.

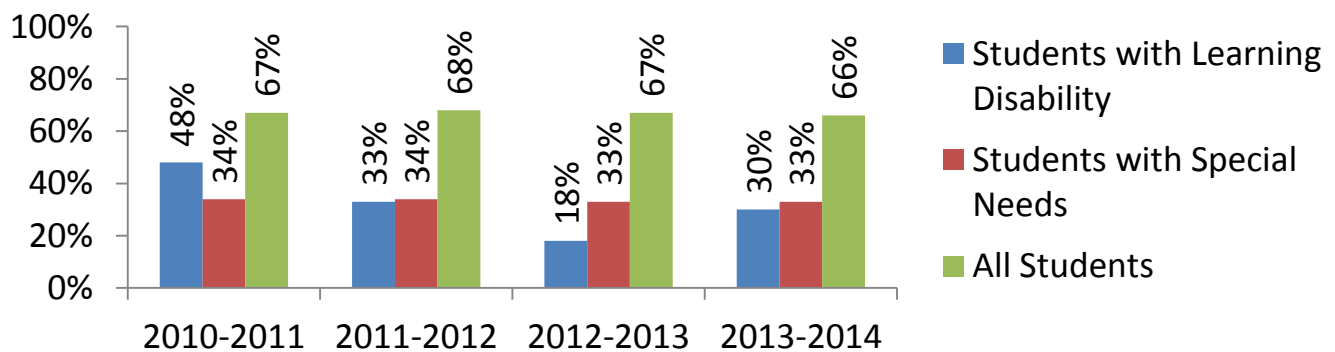
### Primary Writing Assessment Percentage of TCDSB Students at or above the Provincial Standard



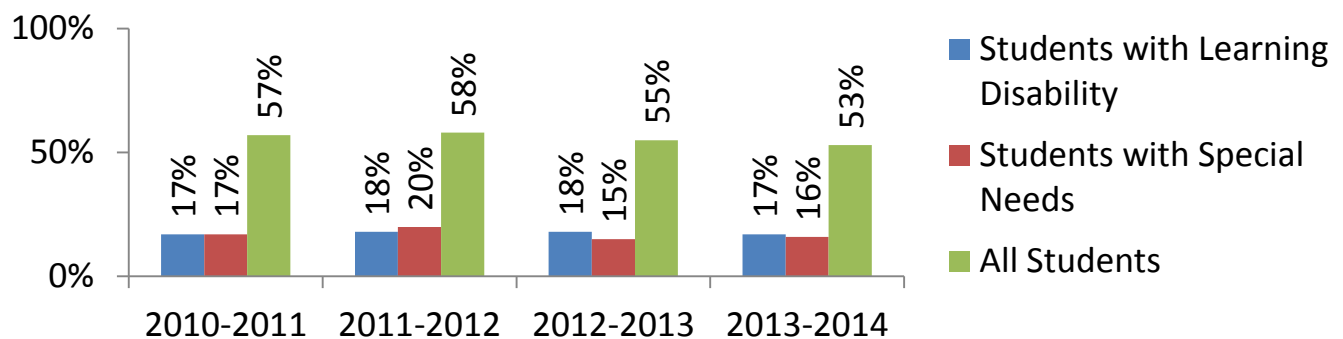
### Junior Writing Assessment Percentage of TCDSB Students at or above the Provincial Standard



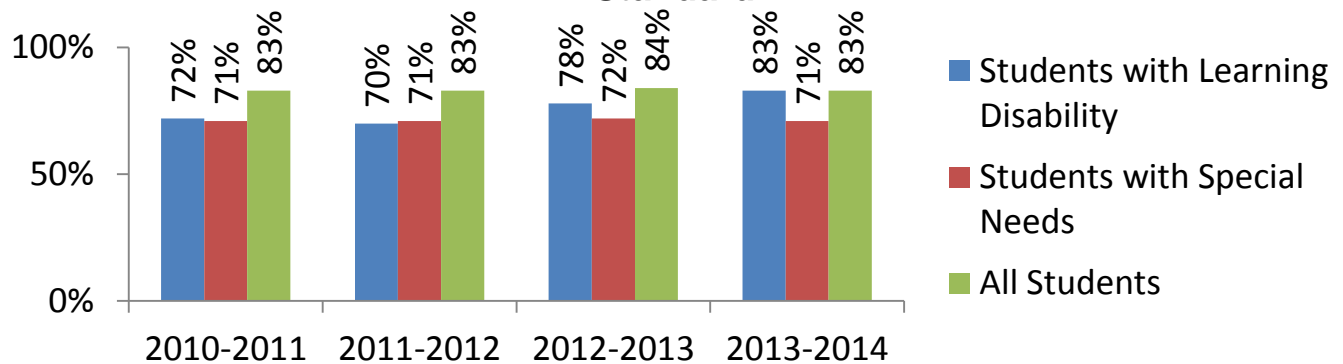
### Primary Mathematics Assessment Percentage of TCDSB Students at or above the Provincial Standard



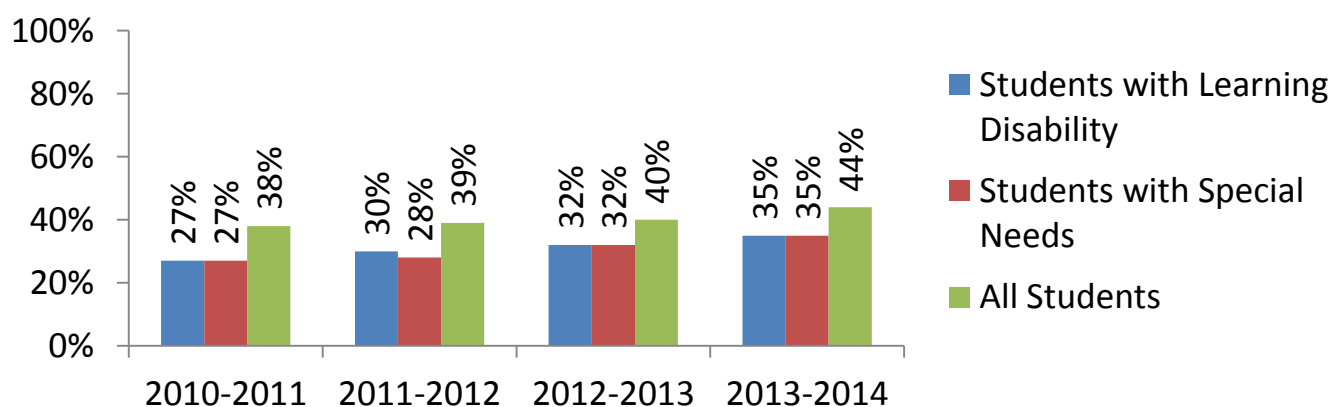
### Junior Mathematics Assessment Percentage of TCDSB Students at or above the Provincial Standard



### Grade 9 Academic Percentage of TCDSB Students at or above the Provincial Standard

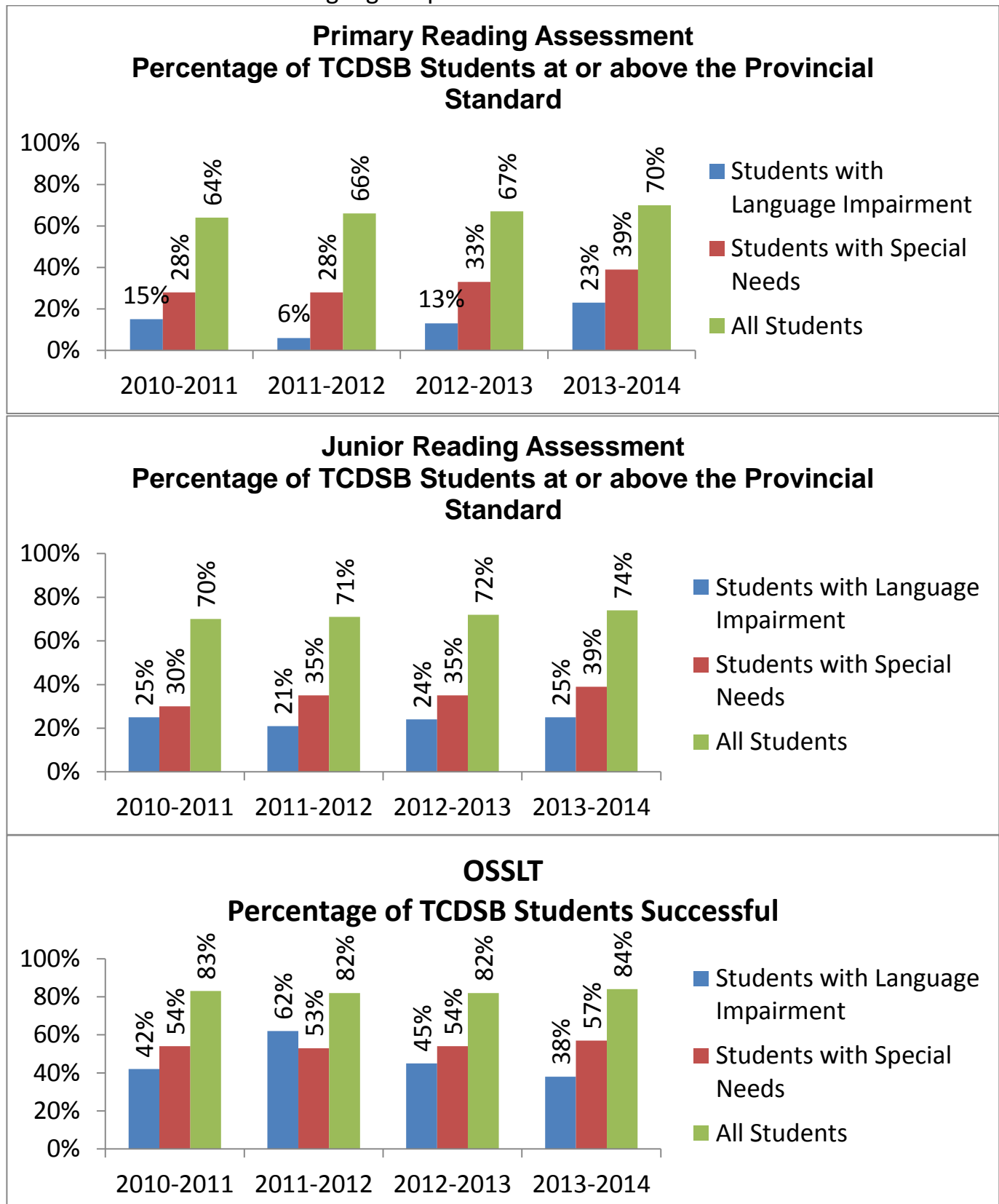


### Grade 9 Applied Percentage of TCDSB Students at or above the Provincial Standard



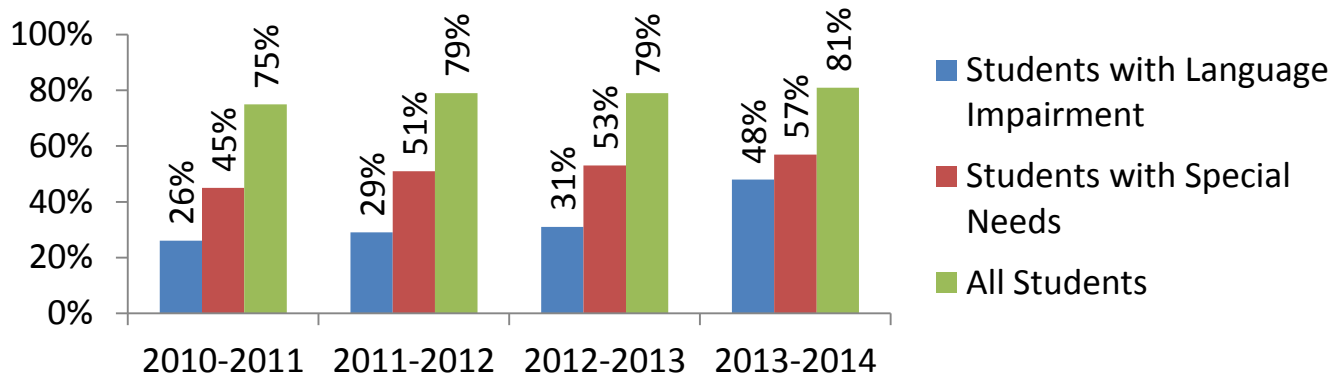
**EQAO RESULTS OVER TIME****Language Impairment**

Results for students with Language Impairment are as follows:

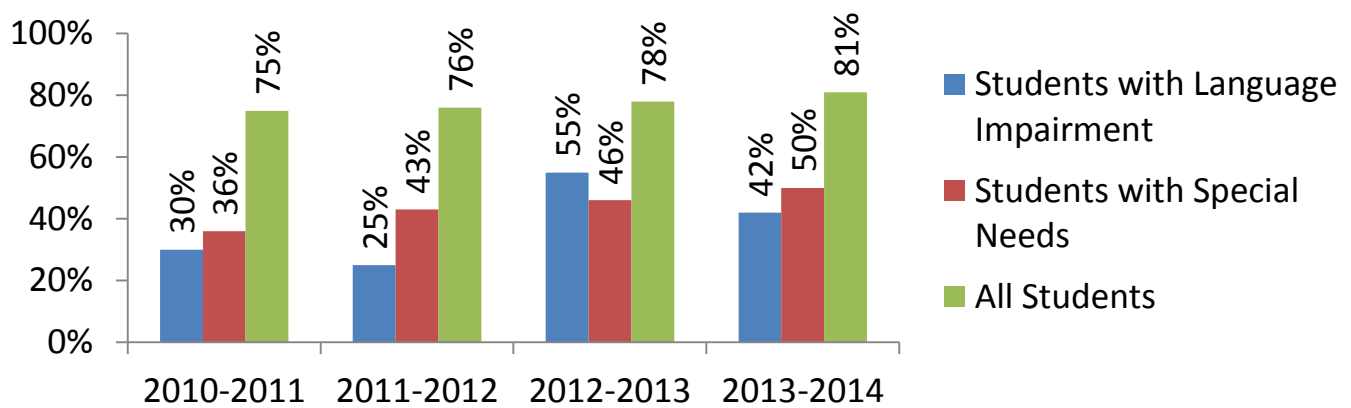


**Note:** Exercise caution in interpreting the data for students with Language Impairment due to small number of students.

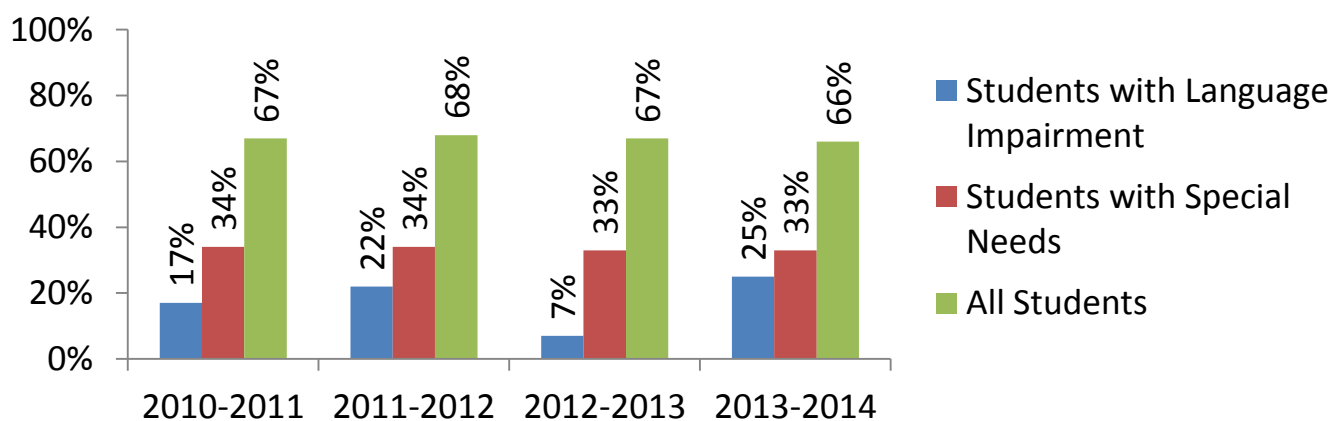
### Primary Writing Assessment Percentage of TCDSB Students at or above the Provincial Standard



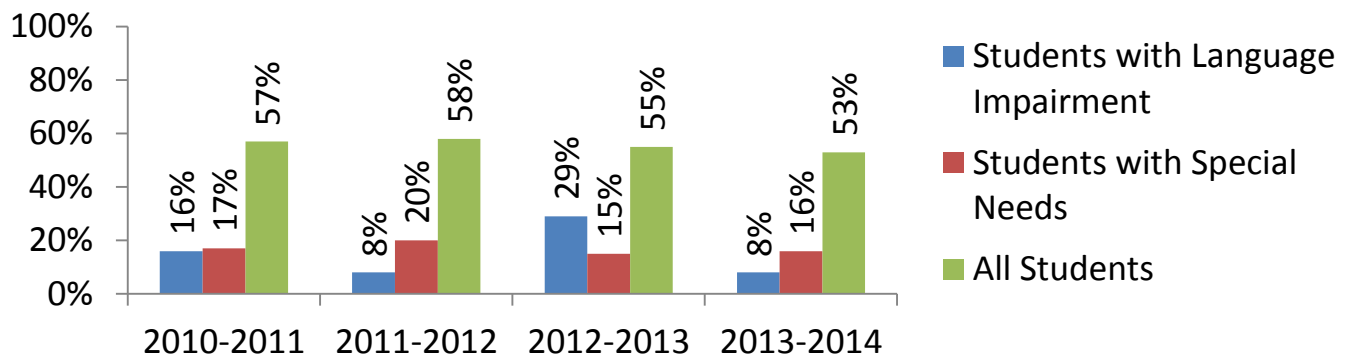
### Junior Writing Assessment Percentage of TCDSB Students at or above the Provincial Standard



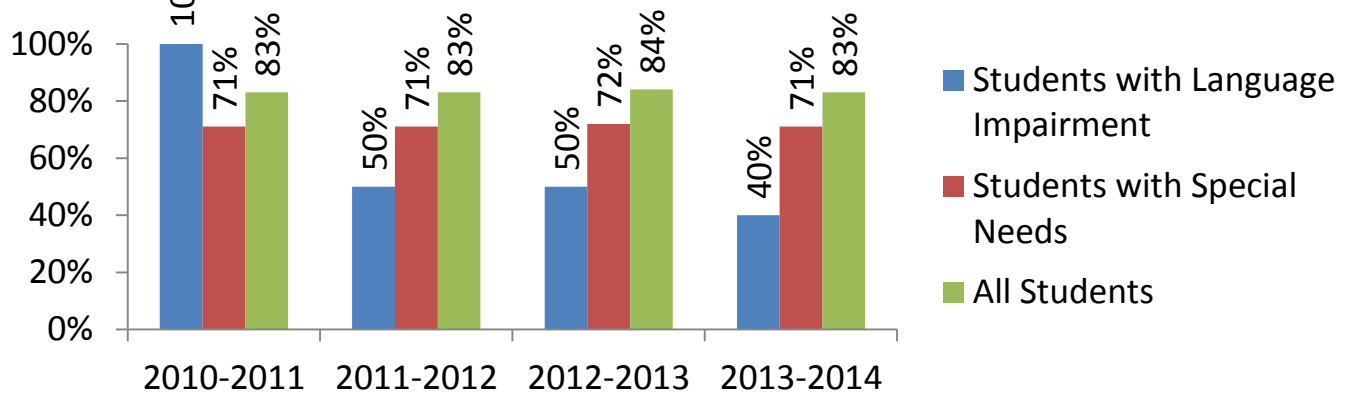
### Primary Mathematics Assessment Percentage of TCDSB Students at or above the Provincial Standard



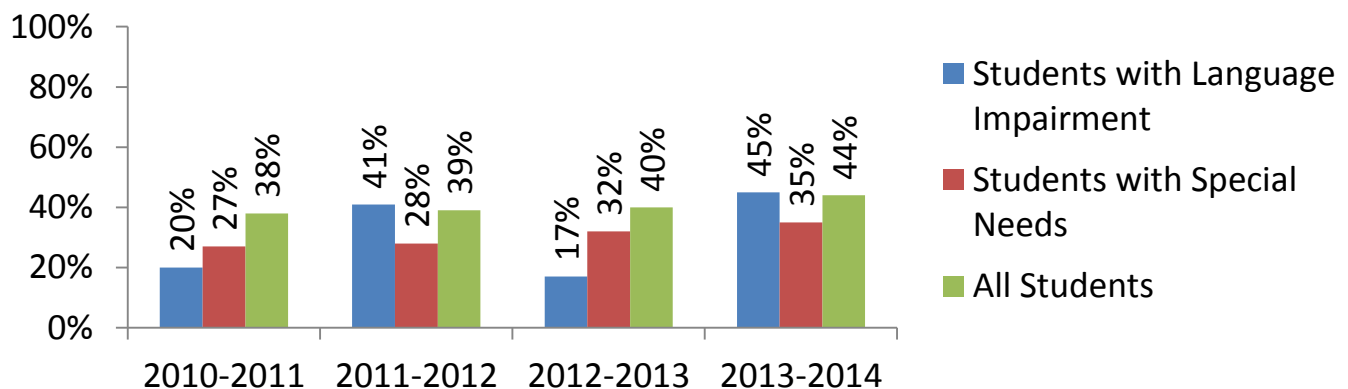
### Junior Mathematics Assessment Percentage of TCDSB Students at or above the Provincial Standard



### Grade 9 Academic Percentage of TCDSB Students at or above the Provincial Standard



### Grade 9 Applied Percentage of TCDSB Students at or above the Provincial Standard



### Reading Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2011 - 2012 N = 967		2012 - 2013 N = 1,028		2013 - 2014 N = 1,086		2011 - 2012 N = 39		2012 - 2013 N = 36		2013 - 2014 N = 39	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	19	2%	28	3%	36	3%	0	0%	2	6%	3	8%
Level 3	251	26%	310	30%	385	35%	14	36%	15	42%	11	28%
Level 2	366	38%	429	42%	417	38%	18	46%	13	36%	17	44%
Level 1	176	18%	129	13%	105	10%	5	13%	2	6%	7	18%
NE 1	29	3%	14	1%	25	2%	0	0%	2	6%	0	0%
No Data	13	1%	5	<1%	6	1%	0	0%	0	0%	0	0%
Exempt	113	12%	113	11%	112	10%	2	5%	2	6%	1	3%

### Writing Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2011 - 2012 N = 967		2012 - 2013 N = 1,028		2013 - 2014 N = 1,086		2011 - 2012 N = 39		2012 - 2013 N = 36		2013 - 2014 N = 39	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	9	1%	11	1%	18	2%	0	0%	1	3%	1	3%
Level 3	484	50%	533	52%	605	56%	30	77%	23	64%	22	56%
Level 2	358	37%	355	35%	333	31%	8	21%	11	31%	15	38%
Level 1	2	<1%	15	1%	15	1%	0	0%	0	0%	0	0%
NE 1	2	<1%	3	<1%	5	<1%	0	0%	0	0%	0	0%
No Data	10	1%	7	1%	6	1%	0	0%	0	0%	0	0%
Exempt	102	11%	104	10%	104	10%	1	3%	1	3%	1	3%

### Math Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2011 - 2012 N = 972		2012 - 2013 N = 1,042		2013 - 2014 N = 1,105		2011 - 2012 N = 39		2012 - 2013 N = 37		2013 - 2014 N = 40	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	20	2%	27	3%	40	4%	3	8%	3	8%	2	5%
Level 3	311	32%	317	30%	322	29%	10	26%	18	49%	10	25%
Level 2	397	41%	507	49%	496	45%	20	51%	14	38%	18	45%
Level 1	109	11%	74	7%	130	12%	1	3%	1	3%	9	22%
NE 1	13	1%	6	1%	11	1%	2	5%	0	0%	0	0%
No Data	12	1%	7	1%	9	1%	0	0%	0	0%	0	0%
Exempt	110	11%	104	10%	97	9%	3	8%	1	3%	1	2%



### Reading Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2011 - 2012 N = 1,185		2012 - 2013 N = 1,347		2013 - 2014 N = 1,158		2011 - 2012 N = 295		2012 - 2013 N = 255		2013 - 2014 N = 222	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	12	1%	23	2%	13	1%	1	<1%	6	2%	2	1%
Level 3	402	34%	443	33%	433	37%	103	35%	91	36%	82	37%
Level 2	536	45%	661	49%	509	44%	146	49%	134	53%	110	50%
Level 1	135	11%	122	9%	114	10%	38	13%	19	7%	19	9%
NE 1	7	1%	6	<1%	1	<1%	2	1%	2	1%	0	0%
No Data	8	1%	8	1%	5	<1%	0	0%	0	0%	1	<1%
Exempt	85	7%	84	6%	83	7%	5	2%	3	1%	8	4%

### Writing Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2011 - 2012 N = 1,185		2012 - 2013 N = 1,347		2013 - 2014 N = 1,158		2011 - 2012 N = 295		2012 - 2013 N = 255		2013 - 2014 N = 222	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	21	2%	21	2%	15	1%	3	1%	3	1%	3	1%
Level 3	487	41%	594	44%	561	48%	122	41%	108	42%	103	46%
Level 2	577	49%	597	44%	465	40%	164	56%	133	52%	103	46%
Level 1	5	<1%	31	2%	21	2%	2	1%	5	2%	4	2%
NE 1	1	<1%	11	1%	8	1%	0	0%	1	<1%	0	0%
No Data	11	1%	9	1%	6	1%	0	0%	1	<1%	1	<1%
Exempt	83	7%	84	6%	82	7%	4	1%	4	2%	8	4%

### Math Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2011 - 2012 N = 1,179		2012 - 2013 N = 1,347		2013 - 2014 N = 1,160		2011 - 2012 N = 295		2012 - 2013 N = 255		2013 - 2014 N = 222	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	21	2%	17	1%	19	2%	2	1%	2	1%	3	1%
Level 3	210	18%	186	14%	168	14%	51	17%	44	17%	34	15%
Level 2	460	39%	565	42%	440	38%	128	43%	114	45%	89	40%
Level 1	371	31%	461	34%	431	37%	104	35%	84	33%	81	36%
NE 1	9	1%	15	1%	9	1%	1	<1%	2	1%	5	2%
No Data	9	1%	12	1%	7	1%	0	0%	0	0%	2	1%
Exempt	99	8%	91	7%	86	7%	9	3%	9	4%	8	4%

### Grade 9 - Academic

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2011 - 2012 N = 182		2012 - 2013 N = 212		2013 - 2014 N = 188		2011 - 2012 N = 99		2012 - 2013 N = 120		2013 - 2014 N = 80	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	9	5%	7	3%	9	5%	2	2%	3	2%	2	2%
Level 3	120	66%	146	69%	125	66%	67	68%	90	75%	64	80%
Level 2	34	19%	43	20%	37	20%	22	22%	20	17%	10	12%
Level 1	16	9%	12	6%	16	9%	6	6%	7	6%	4	5%
Below Level 1	1	1%	2	1%	1	1%	1	1%	0	0%	0	0%
No Data	2	1%	2	1%	0	0%	1	1%	0	0%	0	0%

### Grade 9 - Applied

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2011 - 2012 N = 705		2012 - 2013 N = 636		2013 - 2014 N = 740		2011 - 2012 N = 465		2012 - 2013 N = 397		2012 - 2013 N = 377	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	38	5%	43	7%	51	7%	25	5%	26	7%	28	7%
Level 3	160	23%	160	25%	211	29%	115	25%	102	26%	103	27%
Level 2	280	40%	257	40%	278	38%	194	42%	163	41%	139	37%
Level 1	147	21%	120	19%	134	18%	89	19%	74	19%	71	19%
Below Level 1	57	8%	42	7%	54	7%	27	6%	22	6%	29	8%
No Data	23	3%	14	2%	12	2%	15	3%	10	3%	7	2%

### OSSLT - FTE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2011 - 2012 N = 1,217		2012 - 2013 N = 1,139		2013 - 2014 N = 1,147		2011 - 2012 N = 771		2012 - 2013 N = 648		2013 - 2014 N = 581	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	508	53%	480	54%	499	57%	331	53%	275	53%	266	60%
Not Successful	450	47%	416	46%	380	43%	293	47%	240	47%	179	40%
Fully Participating	958	79%	896	79%	879	77%	624	81%	515	79%	445	77%
Absent	7	1%	1	<1%	6	1%	4	1%	1	<1%	1	<1%
Deferred	252	21%	242	21%	262	23%	143	19%	132	20%	135	23%

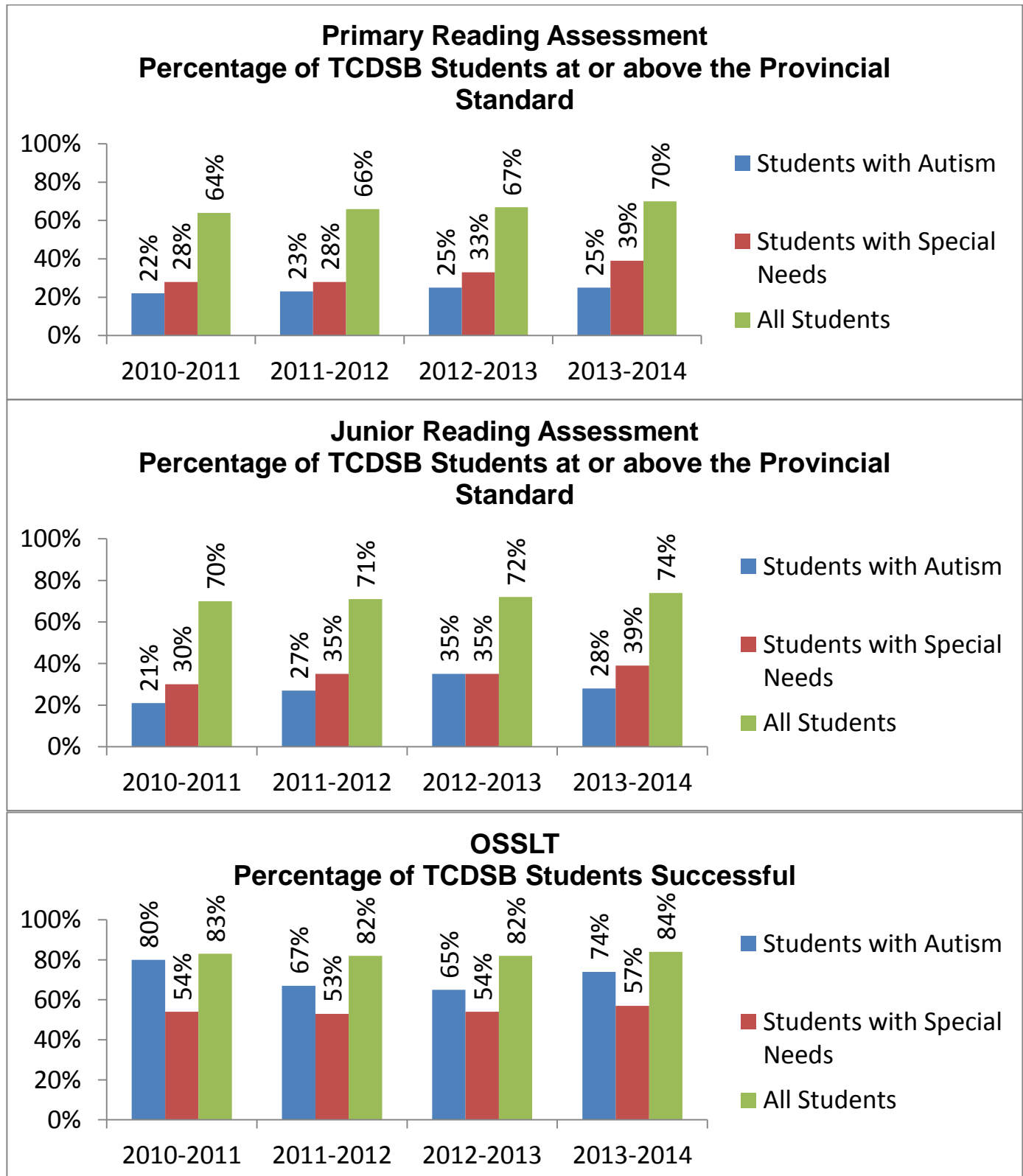
### OSSLT - PE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2011 - 2012 N = 947		2012 - 2013 N = 919		2013 - 2014 N = 875		2011 - 2012 N = 580		2012 - 2013 N = 588		2013 - 2014 N = 512	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	169	34%	184	32%	156	34%	114	38%	118	33%	92	38%
Not Successful	324	66%	392	68%	308	66%	185	62%	241	67%	152	62%
Fully Participating	493	52%	576	63%	464	53%	299	52%	359	61%	244	48%
Absent	34	4%	33	4%	46	5%	17	3%	20	3%	26	5%
Deferred	78	8%	36	4%	40	5%	48	8%	21	4%	20	4%
OSSLC	342	36%	274	30%	325	37%	216	37%	188	32%	222	43%

Note: Successful and Not Successful percentages are based on those Fully Participating.

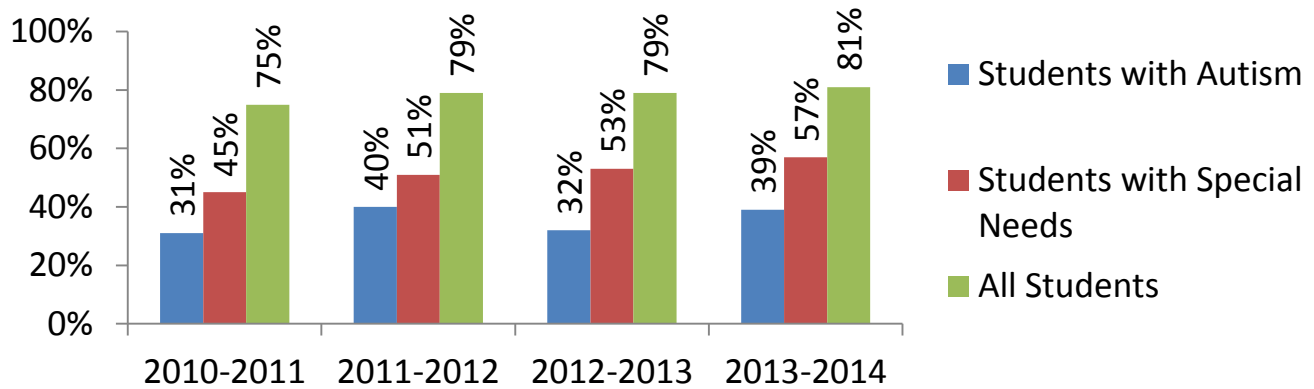
**EQAO RESULTS OVER TIME****Autism**

Results for students with Autism are as follows:

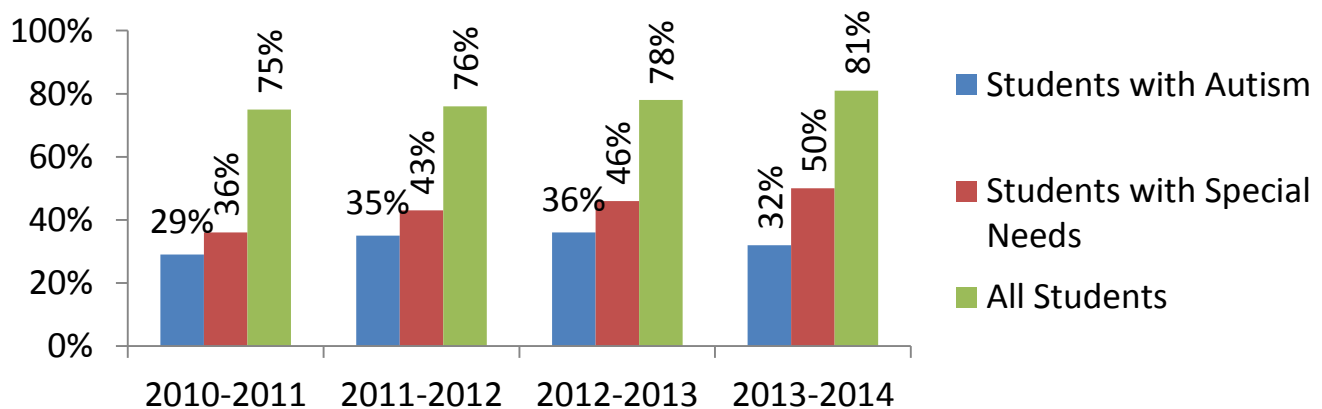


**Note for OSSLT Results:** Exercise caution in interpreting the data for students with Autism, the “n” is small (n = 15 in 2010-11, n = 15 in 2011-12, n = 31 in 2012-13 and n=38 in 2013-14)

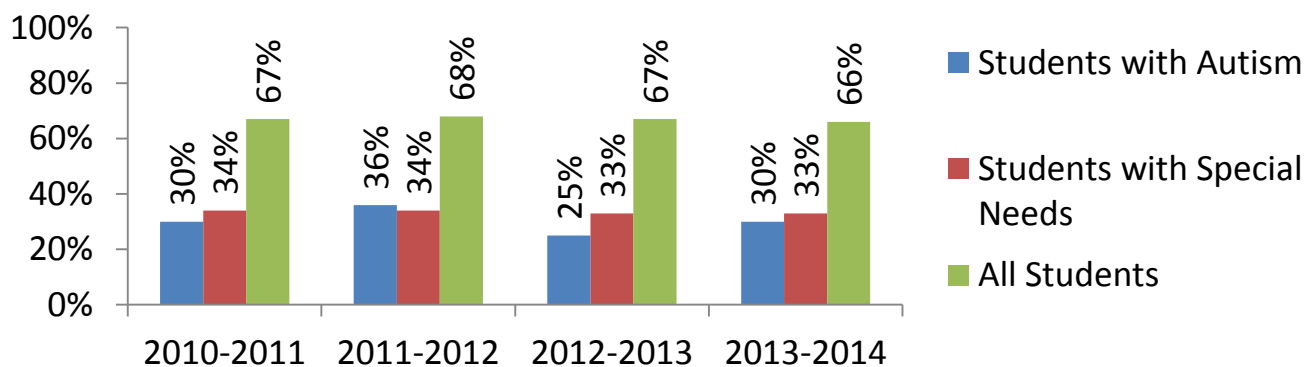
**Primary Writing Assessment  
Percentage of TCDSB Students at or above the Provincial  
Standard**



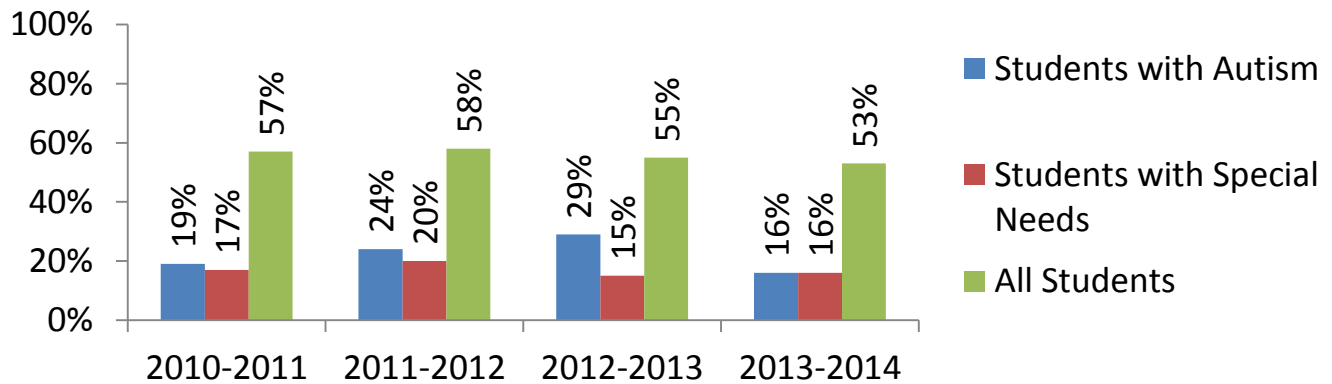
**Junior Writing Assessment  
Percentage of TCDSB Students at or above the Provincial  
Standard**



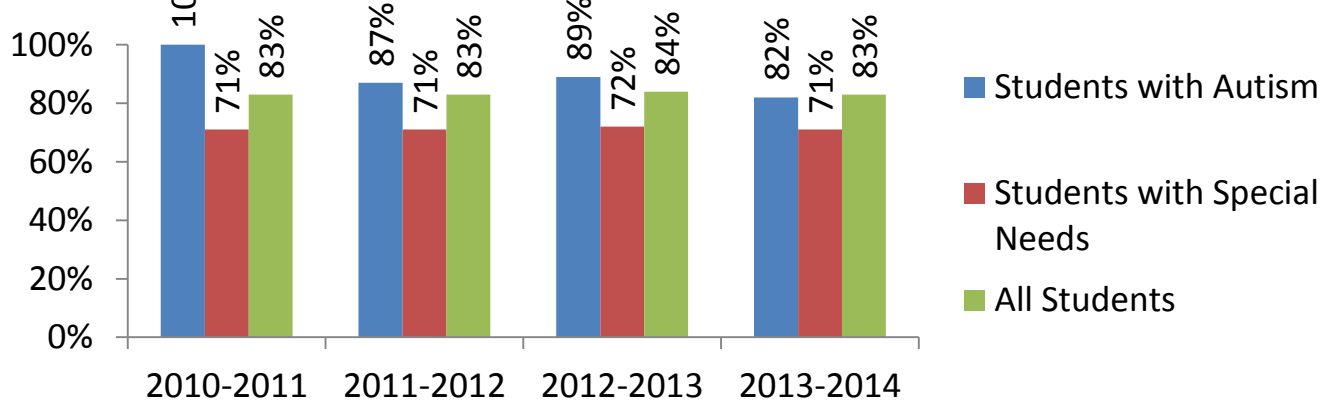
**Primary Mathematics Assessment  
Percentage of TCDSB Students at or above the Provincial  
Standard**



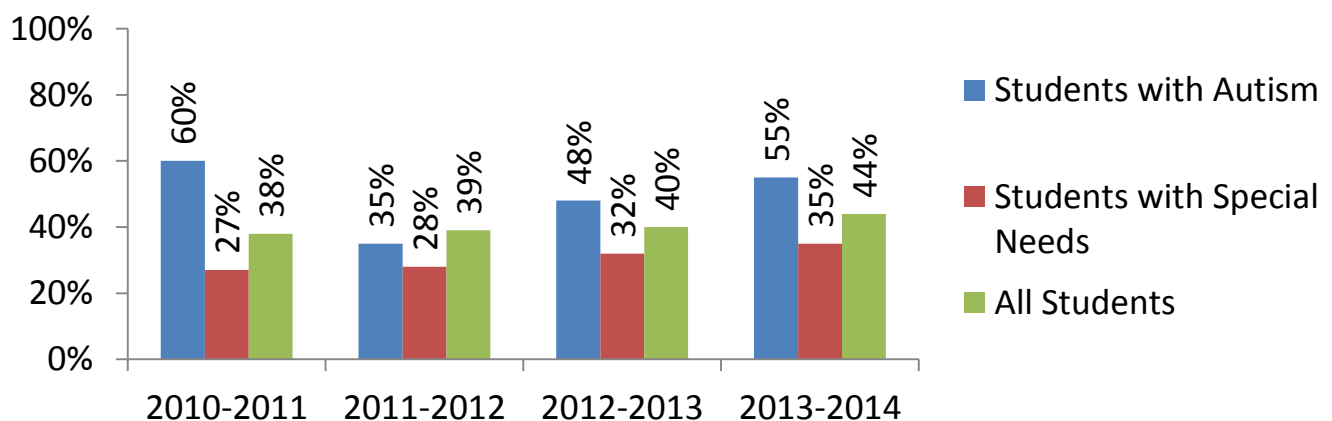
### Junior Mathematics Assessment Percentage of TCDSB Students at or above the Provincial Standard



### Grade 9 Academic Percentage of TCDSB Students at or above the Provincial Standard



### Grade 9 Applied Percentage of TCDSB Students at or above the Provincial Standard





## REPORT TO

## REGULAR BOARD

# EDUCATION DEVELOPMENT CHARGES (EDC) STATUS REPORT AND AMENDMENT TO BY- LAW TO INCREASE CHARGES

*Proverbs 22:9*

*A generous man will himself be blessed, for he shares his food with the poor.*

Created, Draft	First Tabling	Review
April 17, 2015	April 23, 2015	
D. Bilenduke; Senior Coordinator, Finance J. Ruscitti; Senior Manager, Planning Services J. Volek; Senior Coordinator of Planning, Accountability and Admissions P. De Cock; Comptroller, Business Services		
<b>INFORMATION REPORT</b>		

### **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

This report provides an update on the status of the EDC Reserve. The report also informs the Board of the need to consider amending the EDC By-law to increase the charge to help offset any future deficit in the EDC account as a result of the anticipated increase in EDC obligations when compared to future EDC revenue. This will be the subject of a further report to the Board at the regular meeting of May 21, 2015.

## B. PURPOSE

When approving EDC By-law #178 at its meeting on June 6, 2013 the Board of Trustees requested the following:

*“EDC By-law with a term of 5 years (staff to prepare **a status report** to the Board each May for the term of the By-law on the EDC account and **a recommendation** on whether or not to amend the Bylaw);”*

## C. EVIDENCE/RESEARCH/ANALYSIS

1. Attached as *Appendix ‘A’* is a summary report of activity in the EDC reserve since its inception in 2001. Over this time, the Board has collected over \$129M in revenues while spending over \$103M on property acquisitions.
2. In the current fiscal year the TCDSB has collected \$5.7M in revenues and has spent \$15.9M on property acquisitions, leaving an unencumbered balance in the reserve of \$23,928,542.
3. Expenses are various legal and due diligence costs in administering the By-law and purchasing properties. Interest revenue on the reserve is calculated annually in August for the whole year.
4. TCDSB continues to receive monthly remittances from the City of Toronto of the charges it has collected on behalf of the Board.
5. The current rates are \$841 per dwelling unit and \$0.67 per square foot of gross floor area (GFA) for non-residential development. Over the term of the current By-law, the charge will increase from \$693 per dwelling unit (as of July 1, 2013) to \$1309 per dwelling unit (as of July 1, 2017), and from \$0.62 to \$0.94 per square foot of gross floor area for non-residential development over that same period.



6. Upon expiry of the By-law, the Board qualifies and becomes eligible to adopt a new by-law if it has a deficit in the EDC account, or has more students than capacity in either the elementary or secondary panel. If the Board fails to qualify based on the enrolment/capacity criterion, but its EDC account is in a deficit position, the Board would be eligible to adopt a new By-law.
7. An accelerated site acquisition program of the sites identified in the EDC Background Study will lead to a deficit in the EDC account. Also contributing to the deficit are site expenditures which have been higher than originally estimated for the By-law. The estimated EDC deficit, following committed acquisitions, is approximately \$60M.
8. Fiscal prudence requires that the Board monitor the EDC account balance and associated expenditure commitments against the account to ensure that the deficit remains manageable for the Board.
9. Under the legislation, the Board has the opportunity to amend the By-law to increase the charge beyond the phase-in rates should the deficit become too large.
10. The Board approved increase in the charge is to be phased in annually over the five year term of the By-law. The annual increase in the charge is shown below.

**Current charge on residential development:**

<b>By-Law Period</b>	<b>Period</b>	<b>Residential Charge</b>
	Charge to June 30, 2013	\$ 544
Year 1	July 1, 2013 to June 30, 2014	\$ 693
Year 2	July 1, 2014 to June 30, 2015	\$ 841
Year 3	July 1, 2015 to June 30, 2016	\$ 990
Year 4	July 1, 2016 to June 30, 2017	\$ 1150
Year 5	July 1, 2017 to June 30, 2018	\$ 1309

**Current charge on non-residential development:**

<b>By-Law Period</b>	<b>Period</b>	<b>Non-Residential Charge</b>
	Charge to June 30, 2013	\$ 0.58
Year 1	July 1, 2013 to June 30, 2014	\$ 0.62
Year 2	July 1, 2014 to June 30, 2015	\$ 0.67
Year 3	July 1, 2015 to June 30, 2016	\$ 0.71
Year 4	July 1, 2016 to June 30, 2017	\$ 0.83
Year 5	July 1, 2017 to June 30, 2018	\$ 0.94

11. A further report will be prepared for the consideration of Trustees at the regularly scheduled meeting of the Board on May 21, 2015. The report will present the amendment to be considered for passage by the Board. The proposed amendment will rescind the phase-in rates and expedite an increase in the charge in order to delay an anticipated EDC deficit as a result of EDC obligations which are likely to outpace future EDC revenues. The Board would be required to borrow externally to fund any deficit in the EDC account. The proposed amendment will also increase the charge to offset any site expenditures to date that were higher than originally estimated. More specifically, instead of a charge of \$990 per dwelling unit and \$0.71 per square foot of gross floor area for non-residential development effective for July 1, 2015, the respective charges would be at least \$1,309 and \$0.94. Based on rescinding the phase-in rates alone, there is the potential for the Board to realize an annual increase in EDC revenue estimated at \$12M, assuming the level of residential and non-residential building permits is consistent with 2014. This would be an additional \$36M over the remaining three years left in the term of the By-law.
12. An amendment to the EDC By-law requires a 20 day notification period followed by a public meeting. Consideration of an amendment by Trustees at the May 21<sup>st</sup> Board meeting would satisfy the 20 day notification period and the public meeting could be conducted as part of the Board meeting.

#### **D. METRICS AND ACCOUNTABILITY**

1. The Planning Department will continually reassess the revenue requirements against anticipated land acquisition costs as identified in the By-law.
2. A similar report will be prepared for the Board's consideration in April 2016.

#### **E. CONCLUDING STATEMENT**

This report is presented for the consideration of the Board.

EDC SUMMARY REPORT			
	Prior Years (Totals)	Sept 1/2014 - August 31/2015	TOTAL
<b>REVENUES:</b>			
EDC Remittance - May - August 2001	\$ 1,437,884		\$ 1,437,884
EDC Remittance - September 2001 - August 2002	7,073,230		7,073,230
EDC Remittance - September 2002 - August 2003	13,100,286		13,100,286
EDC Remittance - September 2003 - August 2004	6,814,494		6,814,494
EDC Remittance - September 2004 - August 2005	5,442,440		5,442,440
EDC Remittance - September 2005 - August 2006	7,192,261		7,192,261
EDC Remittance - September 2006 - August 2007	3,121,518		3,121,518
EDC Remittance - September 2007 - August 2008	6,655,907		6,655,907
EDC Remittance - September 2008 - August 2009	6,515,003		6,515,003
EDC Remittance - September 2009 - August 2010	6,495,400		6,495,400
EDC Remittance - September 2010 - August 2011	12,705,422		12,705,422
EDC Remittance - September 2011 - August 2012	11,620,732		11,620,732
EDC Remittance - September 2012 - August 2013	13,279,902		13,279,902
EDC Remittance - September 2013 - August 2014	22,004,870		22,004,870
EDC Remittance - September		\$ -	-
EDC Remittance - October		326,194	326,194
EDC Remittance - November		69,166	69,166
EDC Remittance - December		0.00	-
EDC Remittance - January		344,835	344,835
EDC Remittance - February		136,585	136,585
EDC Remittance - March		4,810,020	4,810,020
EDC Remittance - April			-
EDC Remittance - May			-
EDC Remittance - June			-
EDC Remittance - July			-
EDC Remittance - August			-
<b>TOTAL REVENUES</b>	<b>\$ 123,459,349</b>	<b>5,686,800</b>	<b>\$ 129,146,150</b>
<b>EXPENSES:</b>			
<b>Legal Costs</b>			
- Miller Thomson	\$ 941,563	\$ 155,803	\$ 1,097,366
<b>Consultants:</b>			
- Ameresco / Quadrant Advisory	225,263	154,052	379,315
- C.N. Watson & Associates	1,761,970		1,761,970
- Walker, Nott, Dragicevic	141,784		141,784
- Kellough, Pestl, Singh/ Kearns Manci	154,345		154,345
- GGA Communications/ GSI Group	281,418	25,218	306,636
<b>TOTAL - Consulting Costs</b>	<b>\$ 2,564,779</b>	<b>\$ 179,270</b>	<b>\$ 2,744,049</b>
<b>Other:</b>			
- Greater Toronto Home Builders (EDC By-Law Appeal)	131,612		131,612
- Other Various	2,004,750	45,037	2,049,787
<b>TOTAL - Other Costs</b>	<b>\$ 2,136,362</b>	<b>45,037</b>	<b>\$ 2,181,399</b>
<b>TOTAL EXPENSES</b>	<b>\$ 5,642,705</b>	<b>380,110</b>	<b>\$ 6,022,814</b>
<b>Site Purchases:</b>			
-Site Purchase Prior Years	87,230,758		87,230,758
-Site Purchase Current Years		15,939,357	15,939,357
<b>TOTAL - Site Purchases</b>	<b>\$ 87,230,758</b>	<b>\$ 15,939,357</b>	<b>\$ 103,170,115</b>
<b>REVENUES less EXPENDITURES</b>	<b>\$ 30,585,887</b>	<b>\$ (10,632,666)</b>	<b>\$ 19,953,220</b>
Interest on Reserve Balance	\$ 3,975,322		\$ 3,975,322
<b>EDC RESERVE FUND BALANCE</b>	<b>\$ 34,561,209</b>	<b>\$ (10,632,666)</b>	<b>\$ 23,928,542</b>

## ANNUAL REPORTS DUE TO BOARD AND COMMITTEES AS OF APRIL 23, 2015

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Affairs
2	January (A)	Corporate Affairs	Monthly Financial Report	Associate Director Business Services
3	February (A)	Student Achievement	External Research Report	Associate Director Academic Affairs
4	February (A)	Student Achievement	Accountability Framework for Special Education	Associate Director Academic Affairs
5	February (A)	Corporate Affairs	Planning Enrolment Projection	Associate Director of Planning and Facilities
6	February (A)	Corporate Affairs	Legal Fees Report	Associate Director Business Services
7	February (A)	Corporate Affairs	Statement Reserves Accumulated Surplus	Associate Director Business Services
8	February (A)	Corporate Affairs	Monthly Financial Report	Associate Director Business Services
9	February (A)	Regular Board	Policy Budget Timeline and Public Consultation Survey	Associate Director Business Services
10	February (A)	Regular Board	Metrics for MYSP 6 Strategic Directions	Director of Education
11	March (A)	Corporate Affairs	Monthly Financial Report	Associate Director Business Services
12	March (A)	Student Achievement	Staffing Status Report for Next School Year	Associate Director Academic Affairs
13	April (A)	Student Achievement	Conflict Resolution Department Report	Associate Director Academic Affairs
14	April (A)	Corporate Affairs	Monthly Financial Report	Associate Director Business Services
15	April (A)	Regular Board	Non-Resident VISA Student Fees for September 2013	Associate Director Academic Affairs
16	April (A)	Regular Board	Education Development Charges Policy Review	Associate Director of Planning and Facilities
17	May (A)	Student Achievement	Report regarding Updates on items referred to in Ministry of Education Operational Review	Associate Director Academic Affairs
18	May (A)	Student Achievement	Staffing Status Report for Next School Year	Associate Director Business Services
19	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Affairs
20	May (A)	Corporate Affairs	Monthly Financial Report	Associate Director Academic Affairs
21	June (A)	Student Achievement	21 <sup>st</sup> Century Learning Update	Associate Director Business Services
22	June (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Affairs
23	June (A)	Regular Board	Budget Estimates	Associate Director Academic Affairs

24	September (A)	Student Achievement	Secondary School Enrolment Update	Associate Director Business Services
25	September (A)	Student Achievement	Secondary School Enrolment Report	Associate Director Academic Affairs
26	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Affairs
27	September (A)	Student Achievement	Full Day Kindergarten Enrolment Report	Associate Director Academic Affairs
28	September (A)	Corporate Affairs	Enrolment for September Report	Associate Director Academic Affairs
29	September (A)	Corporate Affairs	Trustee Honorarium Report	Associate Director Academic Affairs
30	September (A)	Corporate Affairs	Monthly Financial Report	Associate Director Business Services
31	September (A)	Regular Board	Angel Foundation for Learning Year In Report	Associate Director Business Services
32	September (A)	Student Achievement	Community Engagement	Director of Education
33	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Affairs
34	October (A)	Student Achievement	Annual Safe Schools Report	Associate Director Academic Affairs
35	October (A)	Student Achievement	Information Report on the International Languages Program to include dates, statistical trends, surveys, results of previous assessments in changing demographics (city-wide population and home language dynamics) and immigration patterns in all wards.	Associate Director Academic Affairs
36	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO) · Grade 9 Assessment of Mathematics (second semester and full-year students) and OSSLT Assessment (EQAO)	Associate Director Academic Affairs
37	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
38	October (A)	Corporate Affairs	Trustee Honorarium Report	Associate Director Business Services
39	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Affairs
40	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Affairs
41	November (A)	Student Achievement	Religious Accommodation Report	Associate Director Academic Affairs
42	November (A)	Corporate Affairs	Monthly Financial Report	Associate Director Business Services

43	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
44	November (A)	Regular Board	Audited Financial Statements	Associate Director Business Services
45	November (A)	Student Achievement	Board Learning Improvement Plan	Associate Director Academic Affairs
46	December (A)	Corporate Affairs	Revised Budget Estimate for Consideration	Associate Director Business Services
47	December (A)	Regular Board	Director's Annual Report	Director of Education

## PENDING LIST AND ROLLING CALENDAR AS OF APRIL 23, 2015

#	Date Requested	Due Date	Committee/Board	Subject	Delegated To
1	Oct-14	Oct-15	Student Achievement	Update Report on the Pilot Project for Jump Math	Associate Director Academic Affairs
2	Dec-14	Mar-15	Student Achievement	Further Report as to the merits of the proposal as expressed by the previous Trustee's motion regarding Mary Ward Admission and Programming Options	Associate Director Academic Affairs
3	Jan-15	Jun-15	Student Achievement	Detailed Report with a plan on the schools that are low and non-existent DPA, the schools that have DPA and details of the criteria going to be used to close the gap. The report is also to include student feed back and to determine what further supports are needed for sustaining the program.	Associate Director Academic Affairs
4	Jan-15	May-15	Student Achievement	Report regarding the impact that the French Immersion Program at St. Conrad will have on the programs and facilities at the school	Associate Director Academic Affairs
5	Feb-15		Student Achievement	Staff investigate the chaplaincy model at the elementary panel within the existing allocation given the financial realities.	Associate Director, Academic Affairs
6	Mar-15		Student Achievement	School Year Calendar 2015-2016 Report regarding school year calendar for Secondary Schools.	Associate Director Academic Affairs
7	Mar-15	Deferred to come back at a later date to be determined by the Director	Student Achievement	Piping In Classical Music To Washrooms & Parking Lots To Address Safe School Concerns	Associate Director, Academic Affairs



8	Oct-13	Feb-2014 R - May-15	Corporate Affairs	<p>Report that outlines a strategy that will address housing those students that represent over enrolment at Our Lady of Wisdom for the 2014 school year and look at providing possible caps/boundaries including French Immersion for over-subscribed schools when the Admissions Policy comes back for review.</p> <p>Report regarding French Immersion Program: Recommendations for Oversubscribed FI Program Schools - that St. Cyril be referred back to staff as an oversubscribed French Immersion program school and possible solutions.</p> <p>Report regarding the feasibility of establishing a French Immersion Program at St. Conrad Catholic School to be included in the report to come to Board</p>	Associate Director Academic Affairs
9	Mar-14	Jun-2014 R - Jan 2015	Corporate Affairs	That the director initiate meetings with community colleges and high schools that provide culinary programs to pursue educational opportunities and report back to the Board	Associate Director, Business Services
10	Jun-14	Jun-15	Corporate Affairs	Report regarding compliance, risks and any operational changes that will impact our school communities with respect to the FAQs and Canada's Anti-Spam Law (CASL) and Canadian Educational Advancement	Legal Counsel

11	Dec-14	Deferred until such time that deficit is under control	Corporate Affairs	Report regarding System-Wide Approach to Digital School Signage	Associate Director of Planning and Facilities
12	Dec-14	May-15	Corporate Affairs	Information and Communications Technology Update Supplementary Report with information on the cost and benefit analysis of i) completed projects ii) projects in progress and iii) projects awaiting funding	Business Services
13	Dec-14		Corporate Affairs	Report on how the money that was allocated by Trustees to their individual wards was used or whether the principals or CSACs directed the money elsewhere.	Business Services
14	Jan-15	Oct-15	Corporate Affairs	Plan to reduce under-utilized (small schools) with less than a 65% utilization rate.	Associate Director Planning and Facilities
15	Feb-15	May-15	Corporate Affairs	Report on Bill 8 into law, the impacts (short and-long-term) and potential risks (financial, legal, operational, reputational) to both the Corporate Board and the Board	General Counsel
16	Feb-14	Apr-2015 R - June 15	Corporate Affairs	Report regarding Breakdown of the funding subsidies that exists and the amounts with respect to the Permit Policy	Associate Director of Planning and Facilities
17	Jun-14	Jun-15	Regular Board	Trustees to be in-serviced on the new banking system and that a communication be developed to include advantages for consolidation of funds, the cost savings for fees, insurance liability and greater efficiencies.	Associate Director of Business Services

18	May-15		Regular Board	That staff meet with Our Lady of Peace School community to develop some solutions regarding the Early French Immersion Program for the school and some alternatives within Etobicoke. Staff were directed to add St. Leo Catholic School to the report coming back on French Immersion.	Associate Director of Planning and Facilities Associate Director Academic Affairs
19		Pending response from the Bishops	Regular Board	Report on the Admission of Orthodox students to elementary schools	Associate Director Academic Affairs