



## Special Meeting Agenda

BD:246A

Tuesday, November 24, 2020

7 p.m.

Electronic Meeting

Trustee Members

Alexander Brown (Chair), Michelle Aarts, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Harpreet Gill, Parthi Kandavel, Shelley Laskin, James Li, Alexandra Lulka, Dan MacLean, Christopher Mammoliti, Chris Moise, Patrick Nunziata, Zakir Patel, Robin Pilkey, Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks, Manna Wong

The purpose of the meeting is to consider reports from the Board Self-Assessment Committee and to discuss a private personnel matter.

	<b>Pages</b>
<b>1. Call to Order and Acknowledgement of Traditional Lands</b>	
<b>2. Declarations of Possible Conflict of Interest</b>	
<b>3. Board Self-Assessment Committee, Report No. 02, June 29, 2020</b> (For receipt)	1
<b>4. Board Self-Assessment Committee, Report No. 03, July 7, 2020</b> (For receipt)	21
<b>5. Board Self-Assessment Committee, Report No. 04, July 14, 2020</b> (For receipt)	23
<b>6. Board Self-Assessment Committee, Report No. 05, August 19, 2020</b> (For receipt)	25
<b>7. Board Self-Assessment Committee, Report No. 06, October 13, 2020</b> (For receipt)	27
<b>8. Board Self-Assessment Committee, Report No. 07, October 22, 2020</b> (For receipt)	29

9. **Board Self-Assessment Tool**  
To be presented
10. **Resolution into Committee of the Whole (Private Session)**  
(to consider matters that fall under Section 207(2) of the *Education Act*)
11. **Committee of the Whole Rises and Reports and the Meeting Reconvenes in Public Session**
12. **Report of the Committee of the Whole (Private Session), November 25, 2020**  
To be presented
13. **Adjournment**

Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the *Ombudsman Act* respecting the board.



**Board Self-Assessment Committee  
Report No. 02**

Monday, June 29, 2020  
3:30 p.m.  
Electronic Meeting

Members Present Trustees Parthi Kandavel (Chair), Alexander Brown, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, David Smith and Anu Sriskandarajah

Regrets Trustee James Li

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

Part A: Committee Recommendations

No matters to report

Part B: For Information Only

**1. Call to Order and Acknowledgement of Traditional Lands**

The meeting was called to order at 3:30 p.m. via WebEx teleconference, with Trustee Parthi Kandavel presiding.

**2. Election of a Chair and Vice-Chair of the Committee**

Trustee Brown, seconded by Trustee Smith moved: **That Trustee Parthi Kandavel be elected as Chair of the Board Self-Assessment Committee.**

**Carried**

Trustee Kandavel, seconded by Trustee Smith, moved: **That Trustee Trixie Doyle be elected as Vice-chair of the Board Self-Assessment Committee.**

**Carried**

### **3. Establishment of the Committee Mandate**

The mandate of the Board Self-Assessment Committee was discussed and determined to be as follows:

To develop the RFP, select a vendor/consultant for the Board Self-Assessment process and determine a timeline for the entire assessment process.

### **4. Development of Requirements for Request for Proposal and Scope of Work**

Trustees discussed with staff the requirements and scope of work for a self-assessment tool. Trustees referenced the York Region District School Board self-assessment document (see attached) when determining the requirements and scope of the Request for Proposal.

The committee discussed the following areas of possible focus/scope of TDSB self-assessment:

- Board Climate
- Strategic Goal Setting, Policy Development and Oversight
- Individual Trustee Success Factors

The committee agreed that the three main areas as taken from the YRDSB self-assessment are a good starting point for TDSB to determine the scope to be included in RFP

### **5. Adjournment**

The meeting adjourned at 4:30 p.m.

### Part C: Ongoing Matters

Trustees were asked to provide feedback related to the Development of Requirements for Request for Proposal and Scope of Work in a shared Google Doc.

Staff were asked to connect with other School Boards in order to determine best practices for self-assessment.

Submitted by: Parthi Kandavel, Committee Chair



**BOARD REPORT**



**Subject:** Annual Board of Trustees’ Assessment and Governance Action Plan for 2020

**Contact(s):** Board Chair J. Nathan

**Department(s):** Trustee Services Meeting

**ing Date:** February 4, 2020

**Recommendation**

That, in accordance with Board Policy #225.0, Governance and Procedure #225.1, Governance: Board of Trustees Assessment, the York Region District School Board approve the following recommendations.

- 1) That the Board confirm completion of the Annual Board of Trustees Assessment.
- 2) That the Board approve the Governance Action Plan for 2020 as outlined in Appendix A.

**Purpose**

Board [Policy #225.0, Governance](#) outlines the Board of Trustees’ governance responsibilities. Consistent with [Good Governance](#) practices, the Board of Trustees Assessment procedures outlines how the Board of Trustees will assess its overall governance performance. The outcome of this process is the creation of a Governance Action Plan which will support the Board of Trustees and individual trustees develop the necessary knowledge and skills in order to perform their role in a way that instills confidence in public education and upholds the requirements in the Education Act.

**Background**

The Board Governance policy outlines the responsibilities of trustees of the York Region District School Board. It requires trustees to engage in a robust Orientation Program to onboard the Board of Trustees to the York Region District School Board and their legal governance role. A summary of all professional learning provided to trustees as part of the 2018-2019 Trustee Orientation Program is outlined in Appendix B.

At the November 5, 2019 Board meeting, in accordance with Procedure # 225.1, Board of Trustees’ Assessment, the Board of Trustees approved the process and timelines (Appendix D) associated with the 2019-2020 Board of Trustees’ Assessment.

On November 12, 2019, as part of this process, trustees engaged in additional governance learning. At this session trustees had an opportunity to ask questions of an external governance expert to ensure they have a clear understanding of governance and the legal framework under which school boards operate. At the conclusion of this session, trustees had a common, shared and agreed upon understanding of their role in policy development, budget development and the difference between governance and day-to-day operations in accordance with the *Education Act*.

Between November 12 and 19, 2019, trustees (including student trustees) were asked to anonymously respond to 40 questions (Appendix C) related to the following Climate and Governance areas:

- Trustee to Board as a Whole
- Trustee to Trustee
- Trustee to Director of Education and other members of Senior Team
- Establishing Strategic Priorities and Goals
- Board Policy and Resource Allocation
- Oversight of the Director and Overall Performance of the Board of Trustees
- Committee Chairs

In addition, on November 26, 2019, trustees met with an external consultant who went through seven additional Governance-related questions related to the Board Chair and Vice-Chair.

As of the deadline, 12 out of 14 trustees responded to the Board of Trustees Assessment questions. Following the deadline one additional trustee completed the survey.

Trustees were also asked to engage in personal reflection with regard to overall governance and organizational knowledge and self-awareness. 84.6 percent of trustees who responded to the survey confirmed they had reviewed the seventeen Individual Success Factors for Self-Reflection and considered these as part of their personal growth and professional learning needs.

#### *Summary of Results*

Overall, there was a general consensus that the Board is performing well in most areas. Over 75 per cent of respondents showed agreement with 66 percent of the questions. An external consultant reviewed responses to questions where respondents answered Neutral, Don't Know or reflected a lack of agreement and identified the following areas of focus to support trustees' knowledge or awareness of their governance role;

- Relationships: Student Trustee Engagement
- Oversight: Budget Development and Monitoring
- Knowledge Development: Succession Planning and Performance Review Processes
- Relationships: Climate Among Board Members

**At the January 14, 2020 Board Governance Review Committee meeting, trustees discussed the results and their experiences with the process and identified items for inclusion in a Governance Action Plan for 2020 (Appendix A). This plan outlines actions, on which the Board of Trustees will undertake, in order to support their identified needs. These actions will contribute to good governance in the York Region District School Board.**

#### *Public Communication*

**In accordance with the Governance: Board of Trustees Assessment procedure, the Board Chair will work with staff to ensure the final Governance Action Plan (Appendix A) is available to public.**

#### **Connection to Multi-Year Strategic Plan**

**The Board of Trustees' Assessment supports the Board's commitment to Empowering Ethical Leadership by ensuring that the Board of Trustees is leading by focusing on students and upholding the values of the York Region District School Board.**

**Trustees engage in critical self-reflection to examine their leadership for ethical practices and ensure good governance.**

**Confirmation of completion of the Board of Trustees' Assessment and sharing of the Governance Action Plan, in accordance with the process outlined in the Governance policy and the Governance: Board of Trustees Assessment procedure, demonstrates accountability and transparency and fosters confidence in public education. The Board Governance Review Committee will engaged in ongoing monitoring, at least two times annually, to ensure the actions identified in the Governance Action Plan are being completed.**

#### **Budget Impact**

**Support for the Board of Trustees is provided through Corporate Secretariat and Trustee Services which is part of the Director's Office Budget. All costs associated with supporting the Board of Trustee Assessment is part of the [Director's Office Budget](#).**

**Timelines**

**Timelines are outlined in Appendix D and are aligned with the requirements of Board Policy #225.0, Governance and Procedure #225.1, Governance: Board of Trustees Assessment.**

**Additional Resources**

**Appendix A: DRAFT Governance Action Plan for 2020**

**Appendix B: York Region District School Board Trustee Orientation Program Summary**

**Appendix C: Board of Trustees Assessment Tool**

**Appendix D: Timelines**



APPENDIX A  
DRAFT GOVERNANCE ACTION PLAN 2020

	Action	Details	Proposed Meeting/ Date
1.	Review Board of Trustees' Assessment Questions	<p><b>Review:</b> The Board Governance Review Committee will engage in a review of the Board of Trustees' Assessment Questions to ensure they are meeting the needs of the Board. The review will take into consideration feedback from trustees.</p> <p>This will involve a preliminary review by trustees followed by engagement of an external consultant.</p> <p><b>Deliverable:</b> Revisions to the Board of Trustees' Assessment Questions will be completed by September 2020.</p>	<p><b>Board Governance Review Committee Meeting</b></p> <p>February 11, 2020</p>
2.	Review of the Governance: Board of Trustees' Assessment procedure (which includes a review of the process)	<p><b>Review:</b> The Board Governance Review Committee will engage in a review of the <u><a href="#">Governance: Board of Trustees' Assessment</a></u> procedure to ensure the process is meeting the needs of the Board. The review will take into consideration trustee feedback and experiences from the most recent process.</p> <p>If required, an external consultant will support this process.</p> <p><b>Deliverable:</b> Revisions to the Governance: Board of Trustees' Assessment procedure will be completed by September 2020.</p>	<p><b>Board Governance Review Committee Meeting</b></p> <p>March 3, 2020</p>
3.	Exploration of the Role of Student Trustee	<p><b>Learning:</b> To support effective decision making, trustees (including student trustees) will engage in professional learning about the role of student trustees. This will include, at a minimum;</p>	<p><b>Trustee Briefing Session (Tentative)</b></p> <p>March 10, 2020</p>

	Action	Details	Proposed Meeting/ Date
		<ul style="list-style-type: none"> <li>• An overview of relevant legislation</li> <li>• Information about the <a href="#">Ontario Student Trustees' Association</a></li> <li>• A review of the Board's <a href="#">Student Trustee</a> and <a href="#">Student Leadership and Student Voice</a> policies and procedures</li> <li>• An overview of the Student Trustee Election Process</li> <li>• Connection to <a href="#">Ethical Leadership: Student Voice</a></li> <li>• Information about the York Region Presidents' Council</li> <li>• Support Structure for Student Trustees at YRDSB</li> </ul> <p>As part of this process, trustees and student trustees will have an opportunity to discuss how they might enhance engagement of Student Trustees at the Board and how this might be addressed through Board policy or governance structures.</p> <p><b>Deliverables:</b></p> <ol style="list-style-type: none"> <li>1) Revisions to the Student Trustee and/or Student Leadership and Student Voice policies and procedure will be completed by December 2020.</li> <li>2) Trustees and staff will proactively identify opportunities for Student Trustees to be engaged in Board and system initiatives.</li> </ol> <p><b><u>Monitoring</u></b>  <b>The Board of Trustees will see an increase in the number of respondents reporting Strongly Agree or Agree on questions related to Student Trustees and/or comments will reflect an overall increase in understanding.</b></p>	

	Action	Details	Proposed Meeting/ Date
4.	<p><i>Optional Professional Learning for Trustees on Budget Development and Monitoring</i></p>	<p><b>Optional Learning:</b> Staff will offer trustees an optional learning opportunity on School Board Finance, Budget Development and Monitoring. Interested trustees will be asked to identify learning needs in advance so that staff can structure the session accordingly.</p> <p>The session will support good governance the Board's oversight role.</p> <p><b><u>Monitoring</u></b>  <b>The Board of Trustees will see an increase in the number of respondents reporting Strongly Agree or Agree on questions related to Budget Development and Monitoring and/or comments will reflect an overall increase in understanding.</b></p>	<p><b>To be scheduled in consultation with the Chair and Budget Committee Chair in February and/or March.</b></p>
5.	<p>Professional Learning for Trustees on Succession Planning and Performance Evaluation</p>	<p><b>Learning:</b> A professional learning opportunity will be provided to Trustees' to share information about Succession Planning and Performance Evaluation within the school board context.</p> <p>The session will support good governance and the Board's oversight role.</p> <p><b><u>Monitoring</u></b>  <b>The Board of Trustees will see an increase in the number of respondents reporting Strongly Agree or Agree on questions related to Succession Planning and Performance Evaluations and/or comments will reflect an overall increase in understanding.</b></p>	<p><b>Trustee Briefing Session (Tentative)</b></p> <p>April 14, 2020</p>

	Action	Details	Proposed Meeting/ Date
6.	Self-Directed Professional Learning	<p><b>Learning:</b> Trustees are encouraged to;</p> <ul style="list-style-type: none"> <li>• regularly reflect on the individual success factors outlined in Section 3 of the Board of Trustees Assessment Questions, and</li> <li>• discuss professional learning needs with the Chair who will support the identification of learning opportunities.</li> </ul> <p>As outlined in <a href="#">Policy and Procedure #220.0, Trustee Services</a>, funds are allocated to each trustee to engage in professional learning over the Term of Office.</p> <p>Trustee participation in Professional Learning Activities is reported annually through the Board Standing Committee.</p>	<p><b>Ongoing/ As identified by each individual trustee</b></p>

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**APPENDIX B**  
**YORK REGION DISTRICT SCHOOL BOARD**  
**TRUSTEE ORIENTATION PROGRAM SUM-**  
**MARY**

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**Since the 2018 Municipal Election, trustees have engaged in an extensive amount of learning and training to support a smooth transition into the role. Below is a high-level summary of the training that was provided to trustees as part of their orientation.**

- Welcome to the York Region District School Board
- Technology Logistics
- Governance 101
- Human Rights and Equity 101
- Governance 102
- Ontario Public School Boards' Association Public Education Symposium 2019: Trustee Orientation Program
  - [Parliamentary Procedures – Setting the Stage](#)
  - [Parliamentary Procedures – Beyond the Basics](#)
  - [Everything a Trustee Needs to Know about Best Practices for Board Meetings](#)
  - [Supporting Student Leaders](#)
  - [How OPSBA Supports Trustees and School Boards](#)
  - [Trustees and their Boards – The Legal Framework](#)
- Budget 101: Overview of Education Funding, Budget Development Process and Timelines
- Overview of Curriculum and Instructional Services Departmental Overview
- Information Technology Services
- Trustee Engagement Opportunity - Defining Ethical Leadership
- Board Planning Process, including Data Management (Power BI tool), Role of the Data Coordination Committee and Ongoing Monitoring
- Communications and Media Relations and Indigenous Education
- Inclusive School and Community Services
- Student Success Overview
- Budget 102: Going Deeper
- Places of Worship Faith Tour
- Ethical Leadership
- Leadership Development Overview
- Student Accommodation, Enrolment and Staffing
- Human Rights and Accessibility Training
- Enrolment and Staffing Process
- Student Services
- Graduation Protocols

- Quest, School Council Forums and Regional Parent Symposium
- Continuing and International Education Services Overview
- Human Resources Overview
- Plant Services Overview
- Planning and Property Development Services Overview
- Unconscious Bias Training
- Good Governance: Going Deeper into the Policy Review Process
- Caring and Safe Schools
- Student Discipline Committee
- Community Use of Schools and Special Interest Service Providers
- Legal, Legislative and Administrative Services Overview
- Good Governance: One Year Later
- Mental Health and Well-Being

**The following training is currently scheduled beginning in January 2020.**

- Budget Development (Part 2)
- Anti-Oppression (Part 1)
- Business and Finance Services Overview
- Equity Series: Anti-Racism (Anti-Semitism)
- Equity Series: Indigenous Education
- Anti-Oppression (Part 2)
- The Ontario Curriculum: An Overview
- Online Learning: Overview and Demonstration

**Any additional training, identified as part of the Governance Action Plan 2020 will be added to the schedule in consultation with the Board Chair.**

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**APPENDIX C**  
**YORK REGION DISTRICT SCHOOL**  
**BOARD BOARD OF TRUSTEES ASSESS-**  
**MENT**

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**Section 1: Board Climate**

*Questions will be assessed on the following scale:*

- *Strongly agree*
- *Agree*
- *Neutral*
- *Disagree*
- *Strongly disagree*
- *I Don't Know*

*All responses of less than Neutral will require trustees to provide additional context and suggestions for improvement.*

***1(a) Trustee to the Board as a Whole***

1. Through the Board's engagement with the community, the vision, mission and values are reflective of the input of families, parents, students and other community members within the region.
2. The Board builds a climate that supports student success and emphasizes teamwork with shared accountability amongst the Board, the Director of Education, Senior Team and school staff.
3. Board decisions are made based on data and evidence rather than opinion or politics.
4. The Board makes decisions as a whole.
5. Individual trustees publicly support the decisions of the Board.
6. All trustees adhere to the Trustee Code of Conduct.
7. Individual trustees do not make comments or statements on behalf of the Board without authorization from the Board Chair.
8. The Board follows a procedure to handle challenging matters in a manner that encourages dialogue with staff and relevant stakeholders.
9. Trustees are responsible for being present at and participate in Board, Advisory and Board Committee meetings on which they are members.

*1(b) Trustee to Trustee*

1. Trustees interact respectfully with the Board Chair, particularly as it relates to their role as spokesperson for the Board.
2. Trustees deal respectfully with one another.
3. Trustees feel free to state their opinion without fear of criticism from fellow trustees, particularly as it relates to an opinion that is not shared by the majority.
4. Trustees seek input from the Student Trustees.
5. Trustees make an effort to get to know their trustee colleagues.
6. Trustees make an effort to get to know the Student Trustees.

*1(c) Trustee to Director of Education and other members of Senior Team*

1. A climate of courtesy, respect and trust is maintained between trustees and the Director of Education.
2. A climate of courtesy, respect and trust is maintained between trustees and members of Senior Team.
3. Trustees respect that the Director of Education is responsible for the day-to-day operations of the York Region District School Board through the Senior Team.
4. Trustees engage Corporate Secretariat and Trustee Services prior to making requests for system-level data.
5. The Board Chair, Director of Education and Corporate Secretariat and Trustee Services are alerted in advance of Board meetings of contentious topics that may be raised for discussion.

**Section 2: Governance**

*2(a) Establishing Strategic Priorities and Goals*

1. The Multi-Year Strategic Plan is incorporates feedback from members of the community.
2. The Multi-Year Strategic Plan directly supports student achievement and well-being.
3. The Board uses the Multi-Year Strategic Plan and the annual Budget process to make decisions and ensure legislated obligations are considered.
4. The Board follows a formal process to receive updates and reports on the achievement of the goals and priorities outlined in the Multi-Year Strategic Plan.
5. The Board engages in the cyclical review of Board policies and ensures there is an opportunity for input from staff, school councils, families and members of the community.



**2(b)*****Board Policy and Resource Allocation***

1. The Board develops and maintains policies, budgets and organizational structures that are aligned with the Multi-Year Strategic Plan.
2. Trustees participate in the annual Budget Development Process, ensuring that there is alignment with the Multi-Year Strategic Plan and all other legislated obligations.
3. The Board ensures effective stewardship of resources by monitoring the Budget and operational strategies required to approve a balanced budget.
4. The Board provides proper oversight when working with the Director of Education to establish Board policy governing employment matters.
5. Presentations to the Board of Trustees show direct connections to the Multi-Year Strategic Plan.

**2(c)*****Oversight of the Director and Overall Performance of the Board of Trustees***

1. The performance review of the Director of Education is aligned with the annual review of the Multi-Year Strategic Plan.
2. The Board supports leadership development of the Director of Education.
3. The Board ensures there is a succession plan in place for members of Senior Team.
4. The Board provides oversight to ensure that all staff receive regular performance evaluations.
5. The annual Board of Trustees Assessment process is necessary to support continuous improvement of the Board of Trustees.
6. The Board of Trustees annually reviews the York Region District School Board Operational By-Laws.

**2(d)*****Board Chair (Facilitated Discussion Questions)***

1. The Board has an appropriate committee meeting structure to govern decision making.
2. The Board Chair ensures that trustees have time and the information they need to make informed decisions at Board meetings.
3. The Board Chair acts as the spokesperson on behalf of the Board of Trustees, unless otherwise determined by the Board.
4. The Board Chair conveys decisions to the Director of Education on behalf of the Board of Trustees.
5. The Board Chair provides leadership to the Board of Trustees and ensures focus on the Multi-Year Strategic Plan and Board mission, vision and values.

2(e)

*Board Vice-Chair (Facilitated Discussion Questions)*

1. The Vice-Chair of the Board provides effective mentorship to the Student Trustees.
2. The Vice-Chair provides effective support to the Chair of the Board.

2(f)

*Committee Chair's*

1. The Chairs of the following committees effectively fulfil their role as Committee Chair as outlined in the Governance policy.
  - *List all relevant committees here*
2. The Chairs of the following committees communicate effectively with other members of the committee and the Board of Trustees.
  - *List all relevant committees here*
3. The Chairs of the following committees ensure the Operational By-Laws and/or Terms of Reference are reviewed annually.
  - *List all relevant committees here*
4. The Chairs of the following committees effectively address attendance at meetings.
  - *List all relevant committees here*

**Section 3: Individual Success Factors for Self Reflection**

*The following questions will not be assessed on a rating scale. They are intended to guide trustees in assessing and engaging in conversations about their own personal areas of growth and professional learning needs.*

***3(a) Overall Governance***

1. I understand the Board's Operational By-Laws and policies.
2. I understand why only the Board Chair is the Spokesperson for the Board.
3. I would be seen by other members of the Board to uphold decisions of the Board.
4. I actively listen, ask questions and request information to enable my full participation and informed decision making.
5. I understand the difference between governance (the Board's oversight role) and operations (the Director's job in making decisions with regard to day-to-day matters).
6. I understand the role of the Board of Trustees in overseeing the performance review process for the Director of Education.

7. I commit the time required to fulfil my governance responsibilities including attending Board, Advisory and Board Committee meetings on which I am a member.
8. I come prepared to fully participate in meetings.
9. I understand the Board's committee meeting structure and options available to me with regard to recommendations coming from these committees.
10. I regularly attend and engage in Board and committee meetings and only in exceptional circumstances use audio conference to participate.

**3(b)*****Organizational Knowledge and Self-Awareness***

1. I understand and take into consideration the Multi-Year Strategic Plan and the Board's mission, vision and values when making decisions.
2. I am accessible to members of the public and attend appropriate school activities.
3. I am open to dialogue with my constituents.
4. While not necessarily an expert, I have a good understanding of:
  - All facets of the Board Budget Development process
  - Financial performance of the YRDSB
  - The Director's Annual Plan
  - Areas of risk associated with the Board's strategic priorities and associated risk mitigation strategies
5. I understand the Ministry of Education's funding model and take this into consideration when making decisions.
6. I keep current on issues impacting public education in the Province of Ontario and trends that may have an impact on the York Region District School Board and its stakeholders.
7. I effectively apply my knowledge, expertise and experience to matters being considered by the Board of Trustees.

**I take advantage of professional development opportunities to increase my effectiveness as a trustee.**

**Note: Trustees will be asked to acknowledge that they have engaged in self-reflection using the questions outlined in Section 3.**



**APPENDIX D  
Timelines**

<b>Action/Meeting/Date</b>	<b>Action(s)/Status</b>
<i>Board Governance Review Committee Meeting</i> October 24, 2019	<b>COMPLETE</b> Planning for Board of Trustees Self-Assessment - Review Board-approved questionnaire - Differentiation of questions - Review timeline
<i>Board Meeting</i> November 5, 2019	<b>COMPLETE</b> Approve Timelines
<i>Development of Online Survey and Individual Self-Assessment Tool (Optional)</i> November 5, 2019 to November 12, 2019	<b>COMPLETE</b> Staff to crate Google Form for Online Surveys
<i>Board Governance Review Committee Meeting</i> November 12, 2019	<b>COMPLETE</b> Governance: Going Deeper ... One Year Later! - Discuss Governance Model
<i>Administration of Questionnaire</i> November 12, 2019 to November 19, 2019	<b>COMPLETE</b> Trustees to Complete On-Line Survey - Anonymous - Multiple Choice
<i>Director of Education Assessment of the Board of Trustees</i> November 12, 2019 to November 19, 2019	<b>COMPLETE</b>
<i>Individual Self-Assessment</i> November 12, 2019 to November 19, 2019	<b>COMPLETE</b> Trustees will be asked to acknowledge completion of self-reflection  Trustees may reach out to the Chair to discuss identified learning needs, as appropriate
<i>Survey Results to Facilitator</i> November 20, 2019	<b>COMPLETE</b> Send results to Facilitator
<i>Board Governance Review Committee Meeting</i> November 26, 2019	<b>COMPLETE</b> - Review Results of On-Line Survey - Discuss questions related to the Chair/Vice-Chair with external facilitator - Discuss key findings of both

Action/Meeting/Date	Action(s)/Status
<i>Informal Meeting of Trustees</i> November 26, 2019	<b>COMPLETE</b> <ul style="list-style-type: none"> <li>- Discussion re leadership positions on the Board (Chair/Vice-Chair/Committee Chair etc.)</li> </ul>
<i>Development of Governance Action Plan</i> November 27, 2019 to January 3, 2020	<b>COMPLETE</b> <ul style="list-style-type: none"> <li>- External facilitator to review data and develop a Governance Action Plan.</li> </ul>
<i>Board Governance Review Committee Meeting Tuesday, January 14, 2020</i> <b>** all trustees invited/encouraged to participate.</b>	<b>COMPLETE</b> <ul style="list-style-type: none"> <li>- Review of input collected</li> <li>- Review Governance Action Plan using an analysis and reporting format that facilitates dialogue on                             <ul style="list-style-type: none"> <li>(a) Opportunities to leverage personal and collective strengths, and</li> <li>(b) Areas of improvement.</li> </ul> </li> <li>- Make a recommendation to the Board of Trustees</li> <li>- Discuss public communication</li> </ul>
<i>Board Meeting</i> Tuesday, February 4, 2020	<b>SCHEDULED</b> <ul style="list-style-type: none"> <li>- Discussion of Governance Action Plan with opportunities for dialogue on                             <ul style="list-style-type: none"> <li>(a) Opportunities to leverage personal and collective strengths, and</li> <li>(b) Areas of improvement.</li> </ul> </li> <li>- Approval of Governance Action Plan</li> </ul>
<i>Public Communication</i> Wednesday, February 5, 2020	<b>SCHEDULED</b> <ul style="list-style-type: none"> <li>- Confirmation of Completion of Board of Trustees Assessment and Governance Action Plan</li> </ul>
<i>Implementation of Action Items in Governance Action Plan</i> February 2020-January 2021	<b>ONGOING</b> <ul style="list-style-type: none"> <li>- Chair/Director/Board Governance Review Committee to support implementation of specific actions.</li> </ul>
<i>Board Governance Review Committee</i> June 2, 2020	<ul style="list-style-type: none"> <li>- Monitoring of Progress of achievement of items in the Governance Action Plan</li> </ul>
<i>Board Governance Review Committee</i> October 13, 2020	<ul style="list-style-type: none"> <li>- Monitoring of Progress of achievement of items in the Governance Action Plan</li> </ul>

Updated: January 22, 2020



**Board Self-Assessment Committee  
Report No. 03**

Tuesday, July 7, 2020  
4:00 p.m.  
Electronic Meeting

Members Present Trustees Parthi Kandavel (Chair), Alexander Brown, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, David Smith and Anu Sriskandarajah

Regrets Trustee James Li

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

Part A: Committee Recommendations

No matters to report

Part B: For Information Only

**1. Call to Order and Acknowledgement of Traditional Lands**

The meeting was called to order at 4:00 p.m. via WebEx teleconference, with Trustee Parthi Kandavel presiding.

**2. General Discussions: Agenda, General Questions and Conernns**

Trustee Kandavel (Chair of Committee) welcomed everyone and started by providing an overview of the last and the purpose of this meeting: define scope of Board Self-Assessment Tool in RFP and in general, discuss requirements/possible specifications for RFP (including scoring rubric for vendor selection), review best practices (e.g. YRDSB) and go through examples with committee members, and discuss next steps, and possible timelines/commitment associated with the selection process.

**3. Discussion on Development of Requirements for RFP/Determine Scope of Work**

**Discussion on Development of Requirements for RFP/Determine Scope of Work**

The Committee discussed the level of detail needed in the RFP. Staff advised that the Board Self-Assessment RFP will be similar to the Executive Search Services RFP in terms of length/details and types of information needed.

**Discussion on the Role of Integrity Commissioner (IC)**

The Committee discussed including working with the TDSB Integrity Commissioner be part of the RFP process.

**Review of Annual Board of Trustees' Assessment and Governance – Appendix C (YRDSB Trustees Assessment)**

Trustees agreed that further discussions to enhance draft RFP will take place at next meeting.

Further discussions and review of RFP/scoring rubric will also be discussed at the next meeting on July 14, 2020.

**4. Adjournment**

The meeting adjourned at 5:40 p.m.

Part C: Ongoing Matters

Trustees were asked to provide feedback related to the Development of Requirements for Request for Proposal and Scope of Work in a shared Google Doc and to confirm the role of the Integrity Commissioner in the Board Self-Assessment Process

Staff were asked to connect with other School Boards in order to determine best practices for self-assessment and to develop a draft RFP based on Committee recommendations.

Submitted by: Parthi Kandavel, Committee Chair





**Board Self-Assessment Committee**  
**Report No. 04**

Tuesday, July 14, 2020  
4:00 p.m.  
Electronic Meeting

Members Present Trustees Parthi Kandavel (Chair), Alexander Brown, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, David Smith and Anu Sriskandarajah

Regrets Trustee James Li

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

Part A: Committee Recommendations

No matters to report

Part B: For Information Only

**1. Call to Order and Acknowledgement of Traditional Lands**

The meeting was called to order at 4:00 p.m. via WebEx teleconference, with Trustee Parthi Kandavel presiding.

**2. Discussion on Review of Board Self-Assessment RFP Preparation Package**

The Committee reviewed the draft Board Self-Assessment RFP Preparation Package at the meeting through Google Docs. Committee members agreed through general consensus.

Staff provided an overview of the draft Board Self-Assessment RFP Preparation Package (including background, scope, weighting/criteria). Trustees agreed in general consensus to add language re: equity and well-being to the RFP.

Trustees had a discussion around the importance regarding the intricate balance of equity, diversity, and experience when weighting and evaluating potential vendor(s) for selection.

Decision: Scope, Background, Scope of Work, and Updated Weighting Criteria as presented in Draft RFP Package were agreed by all Trustees present.

### **3. Adjournment**

The meeting adjourned at 5:35 p.m.

### Part C: Ongoing Matters

Trustees on agree on Timeline as per below:

- Chris Ferris to post final RFP to online RFP portal week of July 20
- 15 calendar days to be posted
- All trustees to receive hardcopies of proposals submitted for bid
- Reconvene committee meeting week of August 17 (Potentially August 18th and 20th at 1 pm to review, evaluate and score all RFPs)
- Interviews tentatively scheduled for August 25th and make recommendation to Board for August 26th (follow up with Denise re: timing/confirmation to present to Board)

Submitted by: Parthi Kandavel, Committee Chair



## **Board Self-Assessment Committee Report No. 05**

Thursday August 19, 2020  
3:30 p.m.  
Electronic Meeting

Members Present      Trustees Parthi Kandavel (Chair), Alexander Brown, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, David Smith and Anu Sriskandarajah

Regrets                      Trustee James Li

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

### Part A: Committee Recommendations

No matters to report

### Part B: For Information Only

#### **1. Call to Order and Acknowledgement of Traditional Lands**

The meeting was called to order at 3:30 p.m. via WebEx teleconference, with Trustee Parthi Kandavel presiding.

#### **2. Discussion on Reviewing Scores and Finalizing Firms to Interview**

Trustee Kandavel advised the committee members that they would be selecting vendors for the interview.

Staff provided an overview of the scoring framework and process related to the selection of the appropriate vendors.

**Decision:** Based on the final scoring results provided by Trustees, it was decided that the shortlisted firms be invited for an interview.

### **3. Adjournment**

The meeting adjourned at 5:15 p.m.

#### Part C: Ongoing Matters

Trustees agree on timeline regarding interview process as per below:

- Chris Ferris to draft interview questions for review by Trustees
- The interviews to be held via Webex, to follow up with vendors with the interview time/calendar invites for Webex once Board Services staff has it set.

Submitted by: Parthi Kandavel, Committee Chair



**Board Self-Assessment Committee**  
**Report No. 06**

Tuesday, October 13, 2020  
4:00 p.m.  
Electronic Meeting

Members Present Trustees Parthi Kandavel (Chair), Alexander Brown, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, David Smith and Anu Sriskandarajah

Regrets Trustee James Li

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

Part A: Committee Recommendations

No matters to report

Part B: For Information Only

**1. Call to Order and Acknowledgement of Traditional Lands**

The meeting was called to order at 4:03 p.m. by electronic means, with Trustee Parthi Kandavel presiding.

**2. Overview of Memo to Successful Search Firm**

The Committee discussed the Trustees the Board-Self Assessment Report provided by the successful vendor – Directions Evidence.

Special Meeting

November 24, 2020

### **3. Adjournment**

The meeting adjourned at 6:02 p.m.

#### Part C: Ongoing Matters

No matters to report

Submitted by: Parthi Kandavel, Committee Chair



**Board Self-Assessment Committee  
Report No. 07**

Thursday, October 22, 2020  
5:00 p.m.  
Electronic Meeting

Members Present Trustees Parthi Kandavel (Chair), Rachel Chernos Lin, Stephanie Donaldson, James Li and Anu Sriskandarajah

Regrets Trustees Alexander Brown and David Smith

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

Part A: Committee Recommendations

No matters to report

Part B: For Information Only

**1. Call to Order and Acknowledgement of Traditional Lands**

The meeting was called to order at 5:00 p.m. by electronic means, with Trustee Parthi Kandavel presiding.

**2. Overview of “TDSB Board Self-Assessment Tool Draft” From Directions Evidence**

Directions Evidence and Trustees agree to go over the sections on the document.

### **3. Adjournment**

The meeting adjourned at 7:02 p.m.

#### Part C: Ongoing Matters

Trustees decide to review the next draft of the tool via email, instead of reconvening for another meeting. The revised draft of the tool will be emailed by Directions Evidence to the Trustees and staff involved. Trustees and Directions Evidence agree for to do some form of roll-out of the tool in November of 2020.

Submitted by: Parthi Kandavel, Committee Chair



### **Acknowledgement of Traditional Lands**

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

### **Reconnaissance des terres traditionnelles**

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

### **Funding Information Requirement**

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

### **[1]Closing of certain committee meetings**

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board



# Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

## We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

## Our Goals

### **Transform Student Learning**

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

### **Create a Culture for Student and Staff Well-Being**

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

### **Provide Equity of Access to Learning Opportunities for All Students**

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

### **Allocate Human and Financial Resources Strategically to Support Student Needs**

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

### **Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being**

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.