



Special Meeting Revised 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.

Pages

- | | |
|--|-----------|
| 1. Call to Order and Acknowledgement of Traditional Lands | |
| 2. Declarations of Possible Conflict of Interest | |
| 3. Board Self-Assessment Committee, Report No. 02, June 29, 2020
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| 4. Board Self-Assessment Committee, Report No. 03, July 7, 2020
(For receipt) | 21 |
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8.	Board Self-Assessment Committee, Report No. 07, October 22, 2020 (For receipt)	29
9.	Board Self-Assessment Tool	31
10.	Resolution into Committee of the Whole (Private Session) (to consider matters that fall under Section 207(2) of the <i>Education Act</i>)	
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 24, 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 iRFP

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>Review: 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>Deliverable: Revisions to the Board of Trustees' Assessment Questions will be completed by September 2020.</p>	<p>Board Governance Review Committee Meeting</p> <p>February 11, 2020</p>
2.	Review of the Governance: Board of Trustees' Assessment procedure (which includes a review of the process)	<p>Review: The Board Governance Review Committee will engage in a review of the <u>Governance: Board of Trustees' Assessment</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>Deliverable: Revisions to the Governance: Board of Trustees' Assessment procedure will be completed by September 2020.</p>	<p>Board Governance Review Committee Meeting</p> <p>March 3, 2020</p>
3.	Exploration of the Role of Student Trustee	<p>Learning: 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>Trustee Briefing Session (Tentative)</p> <p>March 10, 2020</p>

	Action	Details	Proposed Meeting/ Date
		<ul style="list-style-type: none"> • An overview of relevant legislation • Information about the Ontario Student Trustees' Association • A review of the Board's Student Trustee and Student Leadership and Student Voice policies and procedures • An overview of the Student Trustee Election Process • Connection to Ethical Leadership: Student Voice • Information about the York Region Presidents' Council • Support Structure for Student Trustees at YRDSB <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>Deliverables:</p> <ol style="list-style-type: none"> 1) Revisions to the Student Trustee and/or Student Leadership and Student Voice policies and procedure will be completed by December 2020. 2) Trustees and staff will proactively identify opportunities for Student Trustees to be engaged in Board and system initiatives. <p><u>Monitoring</u> 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.</p>	

	Action	Details	Proposed Meeting/Date
4.	Optional Professional Learning for Trustees on Budget Development and Monitoring	<p>Optional Learning: 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><u>Monitoring</u> 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.</p>	To be scheduled in consultation with the Chair and Budget Committee Chair in February and/or March.
5.	Professional Learning for Trustees on Succession Planning and Performance Evaluation	<p>Learning: 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><u>Monitoring</u> 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.</p>	<p>Trustee Briefing Session (Tentative)</p> <p>April 14, 2020</p>

	Action	Details	Proposed Meeting/ Date
6.	Self-Directed Professional Learning	<p>Learning: Trustees are encouraged to;</p> <ul style="list-style-type: none"> regularly reflect on the individual success factors outlined in Section 3 of the Board of Trustees Assessment Questions, and discuss professional learning needs with the Chair who will support the identification of learning opportunities. <p>As outlined in Policy and Procedure #220.0, Trustee Services, 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>Ongoing/ As identified by each individual trustee</p>

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

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.

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

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 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

Action/Meeting/Date	Action(s)/Status
<i>Board Governance Review Committee Meeting</i> October 24, 2019	COMPLETE Planning for Board of Trustees Self-Assessment <ul style="list-style-type: none"> - Review Board-approved questionnaire - Differentiation of questions - Review timeline
<i>Board Meeting</i> November 5, 2019	COMPLETE Approve Timelines
<i>Development of Online Survey and Individual Self-Assessment Tool (Optional)</i> November 5, 2019 to November 12, 2019	COMPLETE Staff to create Google Form for Online Surveys
<i>Board Governance Review Committee Meeting</i> November 12, 2019	COMPLETE Governance: Going Deeper ... One Year Later! <ul style="list-style-type: none"> - Discuss Governance Model
<i>Administration of Questionnaire</i> November 12, 2019 to November 19, 2019	COMPLETE Trustees to Complete On-Line Survey <ul style="list-style-type: none"> - Anonymous - Multiple Choice
<i>Director of Education Assessment of the Board of Trustees</i> November 12, 2019 to November 19, 2019	COMPLETE
<i>Individual Self-Assessment</i> November 12, 2019 to November 19, 2019	COMPLETE 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	COMPLETE Send results to Facilitator
<i>Board Governance Review Committee Meeting</i> November 26, 2019	COMPLETE <ul style="list-style-type: none"> - 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	COMPLETE <ul style="list-style-type: none"> - Discussion re leadership positions on the Board (Chair/Vice-Chair/Committee Chair etc.)
<i>Development of Governance Action Plan</i> November 27, 2019 to January 3, 2020	COMPLETE <ul style="list-style-type: none"> - External facilitator to review data and develop a Governance Action Plan.
<i>Board Governance Review Committee Meeting Tuesday, January 14, 2020</i> ** all trustees invited/encouraged to participate.	COMPLETE <ul style="list-style-type: none"> - Review of input collected - Review Governance Action Plan using an analysis and reporting format that facilitates dialogue on <ul style="list-style-type: none"> (a) Opportunities to leverage personal and collective strengths, and (b) Areas of improvement. - Make a recommendation to the Board of Trustees - Discuss public communication
<i>Board Meeting</i> Tuesday, February 4, 2020	SCHEDULED <ul style="list-style-type: none"> - Discussion of Governance Action Plan with opportunities for dialogue on <ul style="list-style-type: none"> (a) Opportunities to leverage personal and collective strengths, and (b) Areas of improvement. - Approval of Governance Action Plan
<i>Public Communication</i> Wednesday, February 5, 2020	SCHEDULED <ul style="list-style-type: none"> - Confirmation of Completion of Board of Trustees Assessment and Governance Action Plan
<i>Implementation of Action Items in Governance Action Plan</i> February 2020-January 2021	ONGOING <ul style="list-style-type: none"> - Chair/Director/Board Governance Review Committee to support implementation of specific actions.
<i>Board Governance Review Committee</i> June 2, 2020	<ul style="list-style-type: none"> - Monitoring of Progress of achievement of items in the Governance Action Plan
<i>Board Governance Review Committee</i> October 13, 2020	<ul style="list-style-type: none"> - Monitoring of Progress of achievement of items in the Governance Action Plan

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 Concerns

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.

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



Revised Draft Board Self-Assessment Tool

Submitted to:

Self-Assessment Sub-Committee
Toronto District School Board

Submitted by:

Charles Ungerleider
Directions Evidence and Policy Research Group, LLP
1231 Pacific Boulevard, Suite #219
Vancouver, BC, Canada
V6Z 0E2

24 November 2020



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Introduction to the Self-Assessment Tool

A self-assessment is an educational exercise that is designed to help improve performance.

The self-assessment approach approved by the SASC is a multistage exercise that involves the Board of Trustees in all stages. This is the data gathering stage. The next stage is to represent the results so that they can be interpreted by the Board. That stage is typically followed by a Board session in which the Board develops plans for improving Board performance. The key stage is acting on the plans that the Board has made.

This survey is a vehicle for gathering data from members of the Board of Trustees. The instrument is lengthy. The survey will be available to trustees from DATE to DATE. Trustees can complete the survey in a single session or multiple sessions.

Trustees who wish to respond to the survey over several sessions can use the “Save and Continue” button that appears on each page of the survey. Please make a note of the LINK or CODE so that when you return to the survey it will allow you to continue from where you stopped. Please complete the survey on the same computer.

The survey has been set up to protect the anonymity of the respondents. Neither I, nor you, nor staff know who the respondents are unless they identify themselves in some way. Please avoid doing that.

Suggestion: Be thoughtful about your responses, but do not agonize about them. The survey responses are stimulus material for interpretation and discussion by the Board.

Values and Goals of the Board

This section of the assessment is intended to reveal the different priorities that trustees place on the values and goals expressed Board policy.

Values

Even when they share the same values, people differ in the relative priority they place on the values they hold. The Board's policy framework included eight values. Please rank the values below from 1 (most important to you) to 8 (least important to you). I have taken the liberty of adding text [in brackets] to better render the phrases into value statements.

Values: The TDSB	Rank
[attempts to meet] each and every student's interests, strengths, passions, identities, and needs.	
[is or seeks to be] a strong public education system.	
[fosters] a partnership of students, staff, family, and community.	
[fosters] shared leadership that builds trust, supports effective practices, and enhances high expectations.	
[supports] the diversity of our students, staff, and our community.	
[takes pride in] the commitment and skills of our staff.	
[is known for] equity, innovation, accountability, and accessibility.	
[provides] learning and working spaces that are inclusive, caring, safe, respectful, and environmentally sustainable.	

Please use the space below to clarify responses or makes comments pertinent to the VALUES section.

Goals

The Board has several goals, including those set out in the Multi-Year Strategic Plan. Please indicate how well the Board is working toward the realization of each goal.

Goal: The TDSB works to	Consistently well	Well	Adequately	Poorly	Not at all
transform student learning.					
create a culture for student and staff well-being.					
provide equity of access to learning opportunities for all students.					
allocate human and financial resources strategically to support student needs.					
build strong relationships and partnerships within school communities to support student learning and well-being.					
advocate on behalf of the TDSB and the communities it serves.					

Please use the space below to clarify responses or makes comments pertinent to the GOALS section.

Board Governance

Governance is the core responsibility of the Board of Trustees. The items below address most of responsibilities of the Board. Please read each of the responsibilities and indicate how well the Board (as a corporate entity) carries out the responsibility. *[randomize the list]*

Board of Trustees – Part 1

The Board of Trustees	Consistently well	Well	Adequately	Poorly	Not at all
gives direction to the Director only by formal, recorded votes.					
uses student achievement results to evaluate the performance of the organization.					
advocates for the TDSB and the students it serves.					
maintains a constructive two-way dialogue with students, employees, parents, and citizens as a means of engaging them in the work of the TDSB.					
has written policies that address the outcomes that TDSB students will achieve.					
has written policies about the matters delegated to the Director of Education.					
has written policies defining the Board's work and how it will accomplish its work.					
has written policies defining the role of the Director of Education.					
approves budgets within the sustained fiscal limitations of the TDSB.					
regularly reviews Board policies.					
evaluates the performance of the Director of Education.					
evaluates its own performance on a regular basis.					

The Board of Trustees	Consistently well	Well	Adequately	Poorly	Not at all
appoints an independent auditor to conduct an annual review of the TDSB's financial position.					
advocates on behalf of the TDSB with outside bodies and senior government.					
receives regular reports about student achievement and well-being.					
puts the interest of the TDSB at the centre of the decision-making process.					
reviews a range of alternatives before authorizing a course of action.					
approves the bargaining mandate for collective bargaining with unionized employees and the agreements reached with them.					
approves the total compensation packages for all exempt employees of the TDSB.					
completed a board governance orientation program for the education sector after the most recent election.					
directs the operational organization through and only through the Director of Education.					
informs the citizens of Toronto about the achievement and well-being of students.					
is responsible for protecting the interests, image, credibility, and financial viability of the TDSB.					
ensures that all students receive the programs and services to which they have a right under provincial legislation.					
acts in the best interest of the TDSB.					

The Board of Trustees	Consistently well	Well	Adequately	Poorly	Not at all
has a Board professional development plan.					
protects privacy and maintains confidentiality.					
maintains relationships with external agencies and superordinate bodies.					
spends more time on strategic planning than on immediate issues and problems.					
works collectively to instill public confidence in the TDSB.					

Please use the space below to clarify responses or makes comments pertinent to the BOARD OF TRUSTEES – PART 1 section.

Board of Trustees – Part 2

The Board members	Always	Often	Sometimes	Infrequently or not at all
arrive at meetings having read and thought about the items on the agenda.				
understand the rules of procedure governing meetings.				
support decisions of the Board publicly even if they were not in favor of the decision.				

The Board members	Always	Often	Sometimes	Infrequently or not at all
do not allow differences of opinion and perspective to damage their relationships with colleagues on the Board.				
can explain to their constituents the Board's obligation to act in the best interest of the TDSB.				
maintain confidentiality and protect privacy.				
can voice their opinions and their perspectives at meetings without fear of being ostracized.				
employ evidence and logic in defending my perspective on issues.				
possess the confidence to chair Board or its Standing Committee meetings.				
can explain and defend Board decisions with which they did not agree.				
understand the legislative and regulatory framework within which the Board must operate.				
are comfortable saying publicly that they do not understand an issue.				
can see issues from perspectives other than their own.				
fully understand their role as Board members.				
can read and understand a school board financial statement.				
can tolerate ambiguity and uncertainty.				
resist the temptation to give operational direction.				
refer community members to the appropriate Board officials when they have encountered problems rather than trying to solve the problem themselves.				

The Board members	Always	Often	Sometimes	Infrequently or not at all
avoid public criticism of one another.				
can fulfill their responsibilities under the School Act and still advocate for their wards.				

Please use the space below to clarify responses or makes comments pertinent to the BOARD OF TRUSTEES – PART 2 section.

Responsibilities of Board and Committee Chairs

Board Chair

The Chair of the Board <i>[randomize list]</i>	Always	Often	Sometimes	Infrequently or not at all
monitors the Board's actions to ensure the actions are consistent with the Board's policies and procedures.				
monitors the Board's actions to ensure that the actions comply with the Board's obligations to external and superordinate authorities.				
conducts Board meetings to ensure that they are focussed on issues within the Board's purview as set out in Board policy.				
ensures that discussions of the Board are productive, efficient, and orderly.				

conducts debriefings and self-assessments with the Board and Director of Education on a timely basis to improve Board deliberations.				
ensures that there is an annual summative evaluation of the Director of Education.				
represents the Board as its official spokesperson about Board official business as determined by the Board as a whole.				
executes all documents authorized by the Board, except as prescribed or proscribed by law.				
develops proposed agendas for Board meetings in cooperation with the Director of Education.				
does not exercise authority as an individual.				
does not give direction to the Director of Education without Board authorization.				

Please use the space below to clarify responses or makes comments pertinent to the VALUES section.

Chairs of Standing Committees of the Board

Please respond to the items only for those Committees on which you sit as a member or a member *ex officio*.

Finance, Budget, and Enrolment Committee

The Chair of the Finance, Budget, and Enrolment Committee of the Board	Always	Often	Sometimes	Infrequently or not at all
monitors the Committee's actions to ensure the actions are consistent with Board and Committee policies and procedures.				
conducts Committee meetings to ensure that they are focused on issues within the Committee's purview as set out in Board policy.				
ensures that discussions of the Committee are productive, efficient, and orderly.				
conducts debriefings and self-assessments with Committee members on a timely basis to improve Committee deliberations.				
reports in a regular and timely manner to the Board.				
develops proposed agendas for Committee meetings in cooperation with the Board Chair.				
does not exercise authority as individuals.				
does not give direction to the Director of Education or any Board employee.				

Please use the space below to clarify responses or makes comments pertinent to the FINANCE, BUDGET, AND ENROLLMENT COMMITTEE section.

Program and School Service Committee

The Chair of the Program and School Service Committee of the Board	Always	Often	Sometimes	Infrequently or not at all
monitors the Committee's actions to ensure the actions are consistent with Board and Committee policies and procedures.				
conducts Committee meetings to ensure that they are focused on issues within the Committee's purview as set out in Board policy.				
ensures that discussions of the Committee are productive, efficient, and orderly.				
conducts debriefings and self-assessments with Committee members on a timely basis to improve Committee deliberations.				
reports in a regular and timely manner to the Board.				
develops proposed agendas for Committee meetings in cooperation with the Board Chair.				
does not exercise authority as individuals.				
does not give direction to the Director of Education or any Board employee.				

Please use the space below to clarify responses or makes comments pertinent to the PROGRAM AND SCHOOL SERVICES COMMITTEE section.

Governance and Policy Committee

The Chair of the Governance and Policy Committee of the Board	Always	Often	Sometimes	Infrequently or not at all
monitors the Committee's actions to ensure the actions are consistent with Board and Committee policies and procedures.				
conducts Committee meetings to ensure that they are focused on issues within the Committee's purview as set out in Board policy.				
ensures that discussions of the Committee are productive, efficient, and orderly.				
conducts debriefings and self-assessments with Committee members on a timely basis to improve Committee deliberations.				
reports in a regular and timely manner to the Board.				
develops proposed agendas for Committee meetings in cooperation with the Board Chair.				
does not exercise authority as individuals.				
does not give direction to the Director of Education or any Board employee.				

Please use the space below to clarify responses or makes comments pertinent to the GOVERNANCE AND POLICY COMMITTEE section.

Board Code of Conduct

Instructions: Consider the following statements drawn from the Board Code of Conduct and appraise the Board's adherence to the statement:

Code provision	The board follows the provision in the Code of Conduct			
	Always	Often	Sometimes	Infrequently or not at all
Transparency, accountability, and public confidence are fundamental components for the effective governance of school boards as public bodies responsible to their communities and to the provincial government. The conduct of the members of the Board of Trustees must be of the highest standard to maintain the confidence of the public.				
Members of the Board shall serve and be seen to serve their school communities in a constructive, respectful, conscientious, and diligent manner.				
Members of the Board shall recognize the public trust in the expenditure of TDSB funds efficiently and in the best interests of students.				
Members of the Board should be committed to performing their functions with integrity and to avoiding the improper use of the influence of their office, and conflicts of interest, both apparent and real.				
Members of the Board are expected to perform their duties in office and arrange their private affairs in a manner that promotes public confidence and will bear close public scrutiny.				
Members of the Board shall seek to serve the public interest by upholding both the				

Code provision	The board follows the provision in the Code of Conduct			
	Always	Often	Sometimes	Infrequently or not at all
letter and the spirit of the laws of the Federal Parliament and Ontario Legislature, and the bylaws and policies adopted by the Board.				
No member of the Board shall disclose or release by any means to any member of the public any confidential information acquired by virtue of their office, in either oral or written form, except when required by law or authorized by the Board to do so. This is a continuous obligation that extends beyond the member's term of office.				
Members of the Board should not access or attempt to gain access to confidential information in the custody of the Board unless it is necessary for the performance of their duties and not prohibited by Board policy.				
Members of the Board are expected to carry out their duties with impartiality and objectivity. Members must decline from accepting a gift, benefit, or hospitality because of the risk that this will compromise the objectivity of the member of the Board or lead to an appearance of lack of objectivity, bias, or influence on the part of the member.				
No member of the Board should use, or permit the use of Board staff members, Board events, Board facilities, Board funds, Board information, and Board infrastructure or other resources (e.g., Board-owned materials, websites, and social media				

Code provision	The board follows the provision in the Code of Conduct			
	Always	Often	Sometimes	Infrequently or not at all
platforms) for activities other than the business of the TDSB.				
No member of the Board may obtain personal financial gain from the use or sale of Board-developed intellectual property (e.g., inventions, creative writings and drawings), computer programs, technical innovations, or other items capable of being patented, since all such property remains exclusively that of the Board.				
No member of the Board shall use the facilities, equipment, supplies, services or other resources of the Board (including newsletters, social media sites and websites linked through the Board's website, contact information including email addresses obtained as a result of the member's performance of his or her duties as a Trustee) for any election campaign or campaign-related activities.				
No member of the Board shall undertake campaign-related activities on Board property unless permitted by Board policy.				
No member of the Board shall use the services of persons for election-related purposes during hours in which those persons receive any compensation from the Board.				
No member of the Board shall use the influence of his or her office for any purpose other than for the exercise of his or her official duties.				

Please use the space below to clarify responses or makes comments pertinent to the BOARD CODE OF CONDUCT section.

Beliefs of the Board

Please select the response that comes closest to your belief.

Statement of Belief <i>[randomize list]</i>	Strongly Disagree	Disagree	Agree	Strongly Agree	I do not know
Community groups/organizations should have fair and equitable access to Board facilities when they are not being used for educational purposes.					
Students should have the right to access programs and schools that best meet their needs, interests, and aptitudes.					
Trustee newsletters or similar trustee publications produced and paid for by the Board and intended for mass distribution to constituents should not contain criticisms of other trustees or statements that could cause the Board embarrassment or liability.					
Parents and community members should have opportunities to participate in the school system, and the Board should provide the support necessary to achieve that goal.					
The Director of Education should not be obligated to follow direction from individual					

Statement of Belief <i>[randomize list]</i>	Strongly Disagree	Disagree	Agree	Strongly Agree	I do not know
trustees, or committee chairs unless such authority has been specifically delegated by the Board as a whole.					
There should be demonstrable evidence that the TDSB is committed to Employment Equity.					
There should be demonstrable evidence that hiring, employment, and promotion practices in the TDSB are equitable.					
The Board should abide by its established Communications Protocol and Information Flow Protocol when posing questions to the Director of Education.					
Systemic barriers to equitable recruitment, selection, hiring, training and development, career counselling, transfer processes, performance assessment, and promotion in the TDSB should be identified and eliminated.					
The Board should never give direction to any employee of the Board who reports directly or indirectly to the Director of Education.					
The TDSB's outreach activities and affirmative action strategies (e.g., encouragement, mentoring, training, and staff development) should ensure that there is equitable representation in all occupational groups within the TDSB.					
The TDSB should maintain an environment respectful of human rights and free of discrimination and harassment for all persons.					

Statement of Belief <i>[randomize list]</i>	Strongly Disagree	Disagree	Agree	Strongly Agree	I do not know
The Board should not formally or informally evaluate any employee of the Board except for the Director of Education.					
The TDSB should provide a safe, nurturing, and positive learning and working environment, free of harassment and discrimination, where every individual is treated with dignity and respect.					
Being accountable for and finding ways to improve student achievement should be of paramount importance to the TDSB.					
The performance of the TDSB should be synonymous with the performance of the Director of Education.					
The TDSB should enable all students to reach high levels of achievement and acquire the knowledge, skills, and values they need to become responsible members of a democratic society.					
The TDSB should hold high expectations for all learners.					
Environmental literacy for all students should be integral to the TDSB's mission to help prepare our students to become responsible members of a democratic society.					
The TDSB should have a performance management process it uses to develop clear objectives for the Board and the Director of Education and to provide an annual evaluation of the Director's work.					

Please use the space below to clarify responses or makes comments pertinent to the BELIEFS section.

Equity and its Application

Issues of equity are a prime concern for TDSB. Most everyone can agree in principle with equity. The challenge arises in attempting to apply one's conception of equity. The exercise below describes in broad terms a fictional school board (the Metropolitan School Board), its policy about ensuring equity, and decisions that the (fictional) Director has made.

The task for Members of the Board of the TDSB is to decide if the Director was or was not in compliance with the Metropolitan School Board's equity policy and to explain his/her reasons for the judgment made. We will distill your responses and present them to you in a manner that will illustrate the various ways that trustees conceive of equity without linking either the judgments or the justifications with specific individuals.

Is the Director in compliance with the Board's equity policy?

The Metropolitan Board of Education serves a very diverse citizenry. Its student population is approximately 120,000 and its annual budget is approximately \$1.2B.

There is a 6-member Board of Trustees. Each trustee represents citizens in one of the six regions. Each region serves approximately the same number of pupils but differs in other ways.

Regions 1 (Centre City) and Region 2 (Parkland) encompass part of the city's downtown core and extend out to the suburbs. Centre City's population includes many of the workers who are part of the City's large hospitality industry as well as the clerical and technical staff that work in the City. Parkland's population includes many retirees who have returned to the City's core, younger families, and the residents of a suburban area that has developed in the last 15-20 years because of construction of a major freeway. That suburb is home to many of the service workers and clerical and technical workers who are employed downtown.

Regions 3 (Metro Ville) and 4 (City Island), like Regions 1 and 2 are each located in the city. Metro Ville includes a large population of apartment dwellers roughly divided between renters

and residents of the City's social housing. Located in City Island are the light industries that remain in the community (plumbing and electrical supply and repair companies, a server-farm, a manufacturer of chains and fasteners, etc.) and the homes of those who work in those industries – residents living in semi-detached row houses. About half of City Island's families live in apartments that have been built where the warehouse district was once located.

Region 5 (University Hills), as its name implies, is the site of a major research university. The population of the region is, compared to the other regions, quite affluent. The population includes many of the non-academic staff at the University and its affiliated hospital and most of its professional staff.

Region 6 (Middleton) is a region primarily populated by middle-income families and individuals. Some reside in single-family homes and others in older apartments and newer condominiums. Many of the school-age children in in Middleton come from two-income families.

Metropolitan Board of Education has two priorities. Improving outcomes for students and reducing or eliminating educational inequalities.

One of the Board's policies states ***"The Metropolitan Board of Education (MBE) believes that public education is an important force for overcoming social and educational inequalities. Therefore, The MBE expects that the Director of Education (Director) will work to ensure equity among students and in the treatment of students, parents, staff, and community."*** The Director of Education proposed, and the Board accepted, the interpretation of equity to mean ***"the impartial assignment of opportunities, rewards, and punishments in light of the careful consideration of the needs and circumstances of students, schools, and school communities."***

Decisions about programming and operations are the purview of the Director and the Director's team. Trustees must decide whether the Director of Education is following its policy as stated above, considering the Director's justification for the decisions made.

1. When Clara Rose, a chemistry teacher, received the Governor General's Award for Excellence in teaching the publicity it attracted (television, Facebook, podcasts, Twitter, newspapers) prompted a flood of requests from parents to allow their offspring to enroll in her Chemistry 11 classes. To manage the flood of requests, the school proposed, and the Director approved, the following criteria (in priority order) for determining eligibility to enroll.
 - a. Grade attained in Science 10
 - b. Recommendation of the guidance counsellor that the nominee had a good chance of having honour roll status in grade 11 and 12
 - c. Participation in extra-curricular activities

Response format for each case:

☐ The director is following the Board's equity policy

☐ The director is NOT following the Board's equity policy

Please explain your response:

2. The hospitality industry in the City is booming and there are employment opportunities for qualified high school students to begin a career in culinary arts. There is only one high school, located in the far eastern part of the city, that is equipped with a commercial kitchen for providing such a program. The Director approved the location of the program in that school. The program accommodates 140 students per year. Students in the school will be given priority access and the places will be open to any student in any region of the school district, but every applicant must provide her or his own transportation.

☐ The director is following the Board's equity policy

☐ The director is NOT following the Board's equity policy

Please explain your response:

3. Over the years, the Metropolitan Board of Education has seen attrition of high-performing high school students whose parents have enrolled them in private schools that offer the International Baccalaureate Program. The principal of University Hills High School has proposed, and the Director approved that University Hills Secondary School can offer the

International Baccalaureate program. The Director argues that, although the MBE will have to license the right to offer the program, the retention of market share will be worth the additional expense that she feels confident can be raised by the parents' committee.

☐ The director is following the Board's equity policy

☐ The director is NOT following the Board's equity policy

Please explain your response:

4. There are several courses offered throughout the MBE that are materials intensive (photography, furniture design, culinary arts, film production). The Director has decided that students enrolled in those courses must pay a materials fee equivalent to the wholesale cost of the consumable materials required.

☐ The director is following the Board's equity policy

☐ The director is NOT following the Board's equity policy

Please explain your response:

5. The MBE has excellent music programs the students in which have won accolades. Enrollments have increased steadily over the years. The district's stock of instruments is aging, but the MBE does not have the resources to refresh them. It plans to announce that,

beginning in two years' time, students who wish to enroll in the music programs will need to supply their own instruments.

☐ The director is following the Board's equity policy

☐ The director is NOT following the Board's equity policy

Please explain your response:

6. The Director has approved a breakfast program for all elementary school students in the four regions of the MBE that are in the centre of the City because the Director believes provision of a breakfast program will benefit elementary school students whose families experience food insecurity. The program will require \$20M/year. Although costly, the Director believes strongly that such a program will produce better school attendance and more positive educational outcomes.

☐ The director is following the Board's equity policy

☐ The director is NOT following the Board's equity policy

Please explain your response:

7. The Director has authorized the establishment of a Mom & Tots program in Region 3 (Metro Ville) that has the largest population of newcomers who speak languages other than English. The Director believes that having such a program will smooth the transition to

kindergarten for students that often struggle in their initial entry to school, hastening their language development and the language development of their mothers so the toddler's language English language skills are reinforced by an adult in the home.

☐ The director is following the Board's equity policy

☐ The director is NOT following the Board's equity policy

Please explain your response:

8. The MBE offers a suite of alternative programs, several which are designed to retain students who, in the absence of those programs, might leave prior to graduation. The class sizes at these alternative schools are set below the contractual limits in the teachers' collective agreement to allow the teachers more time to meet the needs of the students.

☐ The director is following the Board's equity policy

☐ The director is NOT following the Board's equity policy

Please explain your response:

9. The Director has approved the establishment of an outdoor-adventure school experience for middle school students. But, to provide sufficient supervision, parents must volunteer and pay for their own food and accommodation.

- ☐ The director is following the Board's equity policy
- ☐ The director is NOT following the Board's equity policy

Please explain your response:

10. For a variety of reasons there are schools in the MBE that are sought by parents of students from outside their catchment areas. Provision is made for cross-catchment enrollment on a space-available basis. The Director authorizes a plan to allow schools to prioritize applications on a first come first served basis after accommodating parents of children whose siblings attended the same school (legacy registration).

- ☐ The director is following the Board's equity policy
- ☐ The director is NOT following the Board's equity policy

Please explain your response:

11. For many years, the MBE has offered full-day kindergarten for students in school located in communities faced by economic challenges. A disproportionate number of the children in these schools come to school without knowledge of their colours, shapes, numbers, and letters. These communities are also ones in which newcomers to Canada initially settle. Many of the children of these newcomers do not speak English. A significant proportion of the children in these schools are Indigenous.

The MBE research department has been following the educational trajectories of these students. It has found that the initial gains made by the students in these schools fade by the beginning of grade three and they graduate from school in the same proportion as their peers who have only had the benefit of half-day kindergarten, the norm in most of the schools in the MBE. Having learned of these results, the director decides that the MBE will no longer support a full-day kindergarten program. The Director decided to use the savings from cancelling the full-day kindergarten program to mount a professional learning program for all primary teachers intended to build their capacity for developing early literacy and numeracy.

- ☐ The director is following the Board's equity policy
- ☐ The director is NOT following the Board's equity policy

Please explain your response:

12. Parent fund-raising occurs in most of the schools in the MBE. A few schools raise quite large sums of money each year. The majority raise moderate amounts, and a few very little. In keeping with the Board's equity policy, the Director of Education has announced that, beginning in the next school years, all schools in the MBE will be taxed 25% of the funds raised by parents. Those funds will be re-allocated to schools to create greater equity among schools.

- ☐ The director is following the Board's equity policy
- ☐ The director is NOT following the Board's equity policy

Please explain your response:

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Please use the space below to comment on any facet of the survey.

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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.