

GOVERNANCE AND POLICY COMMITTEE

REGULAR MEETING

Public Session

AGENDA

MARCH 25, 2014

Maria Rizzo, Chair
Trustee Ward 5

Angela Kennedy, Vice Chair
Trustee Ward 11

Ann Andrachuk
Trustee Ward 2

John Del Grande
Trustee Ward 7

Peter Jakovic
Trustee Ward 1

TBA

Jo-Ann Davis
Ex-Officio

Nancy Crawford
Ex-Officio



MISSION

*The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ.
We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.*

VISION

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

Recording Secretary: Lalita Fernandes 222-8282 extension 2293

Angela Gauthier
Director of Education

Jo-Ann Davis
Chair of the Board

TERMS OF REFERENCE FOR GOVERNANCE FRAMEWORK COMMITTEE

The Governance Framework Committee is responsible for:

- A. Ensuring that governance structures, policies, protocols, processes and performance metrics:
 - a. advance the vision of the TCDSB, rooted in Catholic values and teachings.**
 - b. support the achievement of our Multi-Year Plan.**
 - c. conform to best practices.**
 - d. provide strategic cohesion and consistency.**
 - e. comply with the Education Act and other pertinent legislation.****

- B. Providing a meta policy framework to ensure all policy formation, monitoring and evaluation follow a standard process that reflects exemplary practices in policy development.**

- C. Carrying out a continuous review of the roster of existing policy to ensure conformity and advancement of (A) above.**

- D. Identifying the supports (e.g. capacity training) needed to implement the governance framework.**

- E. Ensuring ongoing governance reviews of the Board.**

- F. Ensuring that the TCDSB by-laws and the Trustee Code of Conduct reflect the vision and mission of the Board and adhere to good governance practices, the Education Act and other pertinent legislation.**

OUR MISSION

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OUR VISION

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**AGENDA
THE REGULAR MEETING OF THE
GOVERNANCE AND POLICY COMMITTEE**

PUBLIC SESSION

Maria Rizzo, Chair,

Angela Kennedy, Vice-Chair

Tuesday, March 25

5:30 P.M.

	Pages
1. Opening Prayer	
2. Roll Call & Apologies	
3. Approval of the Agenda	
4. Declarations of Interest	
5. Approval & Signing of the Minutes of the Meeting held February 18, 2014 for Public Session.	1 - 6
6. Delegations	
7. Presentation	
8. Committee Member/Trustee Matters (submitted 72 hours notice)	
9. Reports Requiring Action	
9.a B.M.06 - Environmental Practice Policy	7 - 12
9.b Working Draft of Good Neighbour Policy	13 - 29
9.c H.M.14 - Harassment and Discrimination in the Workplace Policy	30 - 85
9.d S. 10 CSAC Policy	86 - 111
10. Reports/Minutes of Special/Ad Hoc Committees	

11. **Reports For Information**
12. **Communications**
13. **Inquiries and Miscellaneous**
14. **Pending List**
15. **Adjournment**

112

**MINUTES OF THE REGULAR MEETING OF THE
GOVERNANCE AND POLICY COMMITTEE
HELD TUESDAY, FEBRUARY 18, 2014**

PUBLIC SESSION

PRESENT:

Trustee: M. Rizzo, Chair

A. Kennedy
A. Andrachuk
N. Crawford
J. Del Grande
P. Jakovic

A. Gauthier
G. Poole
R. McGuckin
P. Matthews
L. Notten
J. Yan

L. Fernandes, Recording Secretary

An apology was received from Trustee Davis who was unable to attend the meeting.

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that the agenda, as amended, be approved.

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the Minutes of the Meeting held January 21, 2014 for Public Session be approved with amendments to delete the last paragraph on page 1, and correct the spelling errors on page 3 and 5.

CARRIED

MOVED by Trustee Jakovic, seconded by Trustee Kennedy, that item 11c) be adopted as follows:

11c) Report regarding Good Neighbour Policy that we proceed to develop a Good Neighbour Policy based on the following to include but not limited to and that the content of this policy be consistent or added to other policies i.e New Design B.B.02

a) New building construction and or addition

That a communication strategy be developed at various stages through the process

- i) At the inception for public consultation pertaining to site modification
- ii) Notification of construction activity delineating activity and scheduling
- iii) Direct mail provided to adjacent neighbouring properties and properties in direct view of the school site.
- iv) The CSAC be made aware
- v) School/Community Meeting
- vi) Custom Signage for new school or addition construction
- vii) Website Information/parish bulletins

b) Site modification

That a communication strategy be developed at various stages through the process

- i) At the inception for public consultation pertaining to site modification
- ii) Notification of construction activity delineating activity and scheduling
- iii) Direct mail provided to adjacent neighbouring properties and properties in direct view of the school site.
- iv) The CSAC be made aware
- v) Custom Signage for new school or addition construction
- vi) Website Information/parish bulletins

c) Portables

That a communication strategy be developed at various stages through the process

- i) At the inception for public consultation pertaining to site modification
- ii) Notification of construction activity delineating activity and scheduling
- iii) Direct mail provided to adjacent neighbouring properties and properties in direct view of the school site.
- iv) The CSAC be made aware
- v) School/Community Meeting
- vi) Custom Signage for new school or addition construction
- vii) Website Information/parish bulletins

d) Major program changes such as French Immersion, daycares, Full Day Kindergarten, before and after school programs

That a communication strategy be developed at various stages through the process

- i) The CSAC be made aware
- ii) Custom Signage for new program
- iii) Website Information/parish bulletins
- iv) Notify local councilor

e) New Traffic around the school

- i) Notify local councillor
- ii) Notify CSACs

f) Social/Major School Events

- i) Flyer
- ii) Signage
- iii) Local school website

2. And that the following be included as procedures/regulations

- Political communication/liaison with politicians shall include the Trustee
- community notice through a mail drop or notice in the community newspaper

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Crawford, to add part 3 that staff provide a financial impact for consideration.

On the vote being taken, the Amendment was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that the agenda be reopened to deal with item 11b) Report regarding A.23 Special Education Advisory Committee Review.

CARRIED

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

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that item 11b) be adopted as follows:

11b) Report regarding A.23 Special Education Advisory Committee Review that the Policy on pages 80 to 85 of the Agenda be approved with the following:

1. SEAC will be regularly allotted time on the order paper of the Regular Board meeting to address the board and provide information and advice on special education programs and improving student achievement and well-being. The Board will inform SEAC of its response to the advice given.
2. Information, recommendations and advice to the Board will be augmented through the minutes of SEAC received at the Regular Board meeting.
3. The Board will annually determine the meeting dates for SEAC (minimum of 10), as per the process for its Standing and Statutory committees, at its regular meeting in December. All regular Committee meetings will take place at the TCDSB's Catholic Education Centre and are open for the public to attend. The Board shall ensure all members are able to participate fully in committee meetings by electronic means.
4. The Board will ensure that SEAC agendas and associated backup materials are distributed to members, trustees and associations and minutes of the meetings are recorded.

5. SEAC operations will conform to TCDSB Bylaws pertaining to statutory committee where they are not in conflict with governing legislation.
6. That the Chair of the Committee shall be a non- Trustee member and a Roman Catholic and the Vice-Chair of the Committee shall be Trustee member.
7. That the alternates be provided the materials and that the associations be advised that they could appoint an alternate.

Trustee Crawford requested that the question be divided.

On the vote being taken, part 1 was declared

CARRIED

On the vote being taken, part 2 was declared

CARRIED

On the vote being taken, part 3 was declared

CARRIED

On the vote being taken, part 4 was declared

CARRIED

On the vote being taken, part 5 was declared

CARRIED

On the vote being taken, part 6 was declared

CARRIED

On the vote being taken, part 7 was declared

CARRIED

The Chair declared a ten minute recess.

The meeting continued with Trustee Rizzo in the Chair

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that item 11a) be adopted as follows:

11a) Report regarding Policy S.10 Catholic School Advisory Council Consultation That a Special Meeting of the Committee be held on the 25th of March to deal with the CSAC Policy. That the Regular Meeting commence at 5:30 p.m. and that the Special Meeting be held at 7:00 p.m.

1. Special interest parties be invited
2. Staff and Trustees suggest names of individuals to Superintendent Notten
3. a communication be sent out to CSACs inviting them to the Special Meeting.

CARRIED

Staff were directed to re-type the survey in legible print.

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that item 10a) Terms of Reference be deferred to the next meeting of the Committee.

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that the meeting adjourn.

CARRIED

SECRETARY

CHAIR



REPORT TO

GOVERNANCE AND POLICY

ENVIRONMENTAL PRACTICE – B.M. 06 – POLICY

*"I can do all this through Him who gives me strength."
Philippians 4:13 (NIV)*

Created, Draft	First Tabling	Review
March 3, 2014	March 25, 2014	
L. Notten, Superintendent of Learning, Student Achievement and Well-Being M. Puccetti, Superintendent of Facilities		

RECOMMENDATION REPORT

Vision:

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Mission:

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- G. Poole
Associate Director of Academic Affairs

- A. Sangiorgio
Associate Director of Planning and Facilities

- S. Pessione
Associate Director of Business Services,
Chief Financial Officer and Treasurer

- Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

This report recommends that the Board’s Environmental Practice – Waste Management and Purchasing B.M.06 policy be updated to include the changes listed below as requested at the Regular Board Meeting of January 31, 2013.

B. BACKGROUND

1. The Board’s policy on Environmental Practice with regard to Waste Management and Purchasing B.M.06 was last revised in 1998 (Appendix “A”).
2. The Policy Status report that went to Policy and Governance in January 2014 identified that *B.M. 06 Environmental Practice – Waste Management and Purchasing* policy should be reviewed and brought into alignment with the new Meta Policy template.
3. Informed by policy, TCDSB has shown environmental leadership on a number of fronts, including but not limited to some of the following practices and initiatives: Eco-Schools; energy and water conservation; litter-less lunches; waste reduction through consistent recycling and resource management; the use of environmentally and socially-friendly products; establishing outdoor green spaces at Board facilities; engaging with internal and external partners to further enhance environmental responsibility; integrating environmental and social responsibility in all areas of curriculum.
4. The Board’s Ad-Hoc Environmental Committee reviewed the policy document and suggest the following:

The Environmental Practice – Waste Management and Purchasing B.M.06

Be renamed as: **Environmental Practice B.M. 06**

The Policy will govern all environmental practice within the Board, including – but not limited to – Waste Management and Purchasing. The new title is intended to be more all – encompassing. Each of the changes reflected below have a similar intent and genesis.

Policy

1. Remain the same. (See Appendix A)
2.
 - i) Remain the same.
 - ii) Change to - *“increase the extent to which environmental issues are integrated into school board policies, procedures and strategic plans.”*
 - iii) Change to – *“enhance the integration of environmentally responsible practices in the management of resources; purchasing, application and disposition.”*

In both cases the language speaks to both improvement of practice and the Board’s Multi-Year Strategic Plan goal to lead in the Stewardship of Resources.

Regulations:

1. Change to – *“All staff to ensure they comply with the environmental practices adopted by the Board”*, to present a more inclusive statement.
2. Remain the same.
3. Change to – *“Construction and demolition projects will comply with legislation and regulation on environmental policies in effect.”*
4. Change to – *“Resources, materials and services will be provided to comply with policies.”*

In each of the 3 cases above (Regulations 1, 3 and 4) language is more inclusive and comprehensive. Intent of the Regulations remains the same with respect to the 3-Rs: Reduce, Reuse, Recycle, but is more comprehensive, inclusive of all responsible environmental practices.

5. Remain the same, however, given past practice, the committee would transition to a Working Committee. The Superintendent of Facilities may send a designate and the full committee will be comprised of the following members:
 - a. Superintendent of Facilities or designate
 - b. Religious Education/Curriculum Staff
 - c. Science Curriculum Staff
 - d. Materials Management Staff
 - e. Communications Staff
 - f. Facilities/Maintenance Staff
 - g. CPCO – Elementary
 - h. CPCO – Secondary
 - i. TSU Representative
 - j. TECT Representative
 - k. Student Representative
 - l. CUPE 1280 Member
 - m. CUPE 1328 member
 - n. Parent member – CSAC

C. STAFF RECOMMENDATION

This report recommends that the Board’s Environmental Practice – Waste Management and Purchasing B.M.06 policy be updated to include the changes listed in Appendix “A”.

CURRENT (1998)

Title: Environmental Practice-Waste Management and Purchasing

Policy

1. The Toronto Catholic District School Board is committed to providing leadership and direction for the protection and conservation of the environment.
2. In order to promote environmentally responsible practice in the workplace, all employees of the Board will:
 - a) comply with all environmental legislation;
 - b) follow accepted standards and practices;

PROPOSED

Title: Environmental Practice

Purpose:

For the TCDSB to align its Environmental policy with the Provincial policies, (Ministries of Environment, Education and Labour).

Scope and Responsibility:

The scope extends to staff members, students, stakeholders, suppliers and contractors.

Alignment with MYSP:

Living our Values.
Providing Stewardship of Resources.
Strengthening Public Confidence.

Financial Impact:

The financial impact is realized through savings in waste management and energy reduction.

Legal Impact:

Possible contravention to Municipal and Provincial Policies which may result in fines.

Policy:

1. The Toronto Catholic District School Board is committed to providing leadership and direction for the protection and conservation of the environment
2. In order to promote environmentally responsible practice in the workplace, all employees of the board will:
 - i) comply will all environmental legislation.
 - ii) increase the extent to which environmental issues are

- c) continually demonstrate, by attitude and example, that preservation of the environment and concern for detrimental effects on the environment are integral parts of every function of the Board.

Regulations

1. The Principal or Site Manager shall ensure, by leadership and example, that all staff under his/her jurisdiction comply with the environmental practices adopted by the Board as outlined in the School Administrators' Manual.
2. The Board shall consider environmentally friendly criteria in the purchase of goods and services which meet its standards of performance. Tender specifications will include a statement to this effect.
3. Construction and demolition projects will comply with legislation and regulations for waste audits, waste reduction work plans and a source separate implementation.
4. Financial resources will be reassigned to provide the necessary materials and services required to comply with the 3-Rs regulations.
5. A standing joint committee will be established with a membership which includes representatives from the following groups:
 - a) Parents (1)
 - b) Employees covered under CUPE contracts (1)
 - c) OECTA Teachers, Elementary Unit (1)
 - d) OECTA Teachers, Secondary Unit (1)
 - e) Principals, Elementary Schools (1)
 - f) Principals, Secondary Schools (1)
 - g) Planning and Facilities Department staff (1)

integrated into school board policies, procedures and strategic plans.

- iii) Enhance the integration of environmentally responsible practices in the management of resources; purchasing, application and disposition.

Regulations:

1. All staff to ensure they comply with the environmental practices adopted by the Board.
2. The Board shall consider environmentally friendly criteria in the purchase of goods and services which meet its standards of performance. Tender specifications will include a statement to this effect.
3. Construction and demolition projects will comply with legislation and regulations on environmental policies in effect.
4. Resources, materials and services will be provided to comply with industrial practices and governing environmental policies.
5. A working Environmental Committee be retained with a membership which includes representatives from the following groups:
 - a. Superintendent of Facilities or designate
 - b. Religious Education/Curriculum Staff
 - c. Science Curriculum Staff
 - d. Materials Management Staff
 - e. Communications Staff
 - f. Facilities/Maintenance Staff
 - g. CPCO - Elementary
 - h. CPCO – Secondary

6. The committee, described in Regulation 5 above, will meet at least once per year under the following mandate:
- a) Interpret legislation.
 - b) Review existing practices and compliance with such.
 - c) Promote recycling awareness and provide instructions to users.
 - d) Consider, and implement if feasible, new initiatives to reduce, reuse or recycle materials.

- i. TSU Representative
- j. TECT Representative
- k. Student representative
- l. CUPE 1280 member
- m. CUPE 1328 member
- n. Parent member – CSAC

Definitions:

Evaluation and Metrics:

That TCDSB continually demonstrate, by attitude and example, that preservation of the environment and concern for detrimental effects on the environment are integral parts of every function of the Board. Examples of metrics to be referenced would include but would not be limited to: energy reduction statistics, waste management data, environmental honours (eg., Eco schools' designation), purchasing practices.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

GOOD NEIGHBOUR DRAFT POLICY REPORT

*"I can do all this through Him who gives me strength."
Philippians 4:13 (NIV)*

Created, Draft	First Tabling	Review
February 13, 2014	February 18, 2014	March 25, 2014
Click here to enter name and position of Lead Author. M. Puccetti, Superintendent of Facilities Services L. Notten, Superintendent of Education J. Yan, Director of Communications		
INFORMATION REPORT		

Vision:

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S. Pessione

Associate Director of Business Services,
Chief Financial Officer and Treasurer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report is intended to provide an update on the development of the Good Neighbour Policy and the potential costing implications for materials and human resources for consideration in regards to its creation.

B. PURPOSE

1. On August 22, 2013 the Board requested staff provide information regarding the creation of a Good Neighbour Policy.

“that staff create a policy that would outline guidelines to promote healthy neighbour/school relations in other words “GOOD NEIGHBOUR” Policy”

(i) where there are renovations, additions or other construction at a school that staff develop a standard practice for informing neighbours including responsible persons

(ii) When there are program changes or other exciting initiatives

2. In support of the Community Engagement Policy T.07, the Good Neighbour Policy recognizes the importance of communicating information to neighbours located near a school, with regards to construction work that may impact the neighbourhood.

1. The Good Neighbour Policy also acknowledges that the programs and initiatives of a local school may be of interest to community residents – and that there is a benefit to inspiring public confidence in the Board, as leaders in education and Catholic values.

2. On February 18th the Policy and Governance Committee direction that staff *proceed to develop a Good Neighbour Policy based on the following to include but not limited to and that the content of this policy be consistent or added to other policies i.e New Design B.B.02*

*a) **New building construction and or addition** that a communication strategy be developed at various stages through the process*

- i) At the inception for public consultation pertaining to site modification*
- ii) Notification of construction activity delineating activity and scheduling*
- iii) Direct mail provided to adjacent neighbouring properties and properties in direct view of the school site.*
- iv) The CSAC be made aware*
- v) School/Community Meeting*
- vi) Custom Signage for new school or addition construction*
- vii) Website Information/parish bulletins*

- b) **Site modification** that a communication strategy be developed at various stages through the process
- i) At the inception for public consultation pertaining to site modification
 - ii) Notification of construction activity delineating activity and scheduling
 - iii) Direct mail provided to adjacent neighbouring properties and properties in direct view of the school site.
 - iv) The CSAC be made aware
 - v) Custom Signage for new school or addition construction
 - vi) Website Information/parish bulletins
- c) **Portables** That a communication strategy be developed at various stages through the process
- i) At the inception for public consultation pertaining to site modification
 - ii) Notification of construction activity delineating activity and scheduling
 - iii) Direct mail provided to adjacent neighbouring properties and properties in direct view of the school site.
 - iv) The CSAC be made aware
 - v) School/Community Meeting
 - vi) Custom Signage for new school or addition construction
 - vii) Website Information/parish bulletins
- d) **Major program changes such as French Immersion, daycares, Full Day Kindergarten, before and after school programs** that a communication strategy be developed at various stages through the process
- i) The CSAC be made aware
 - ii) Custom Signage for new program
 - iii) Website Information/parish bulletins
 - iv) Notify local councilor
- e) **New Traffic around the school**
- i) Notify local councillor
 - ii) Notify CSACs
- f) **Social/Major School Events**
- i) Flyer
 - ii) Signage
 - iii) Local school website
2. And that the following be included as procedures/regulations
- Political communication/liaison with politicians shall include the Trustee
 - community notice through a mail drop or notice in the community newspaper
3. That staff provide a financial impact for consideration

C. BACKGROUND

1. The Board has several new school and major additions planned, as part of recently approved Capital Program, including Full Day Kindergarten Year 5 Additions and Retrofits. In addition the Board approved a two-year school renewal program, which includes exterior repairs to the site and building roof, windows, structural repairs and site improvements such as field, asphalt and play area upgrades. These projects may impact neighbours adjacent to the school in terms of noise, dust and increased volume of construction vehicles to and from the school.
2. New school construction and construction of major additions, such as approved in the Phase 5 of the Capital Program, are required to apply for Site Plan Approval (SPA) from the city of Toronto. Typically as part of the SPA process, the City Councillor can request a community meeting to present the new facility or addition design.
3. The Board Policy *New Design – Schools and Additions B.B.02*, provides direction regarding consultation with the school community, regarding new school and addition design. The school community is defined as parents, Local Trustee, Area Superintendent, the pastor(s) and “others who have an interest in the school”.
3. In addition to meeting with the school design community during the design development phase of a new construction project, facilities staff provide monthly project status update letters to principals to distribute to parents and staff. These letters are posted on the Board’s web site, under Planning and Facilities.

D. OPTIONS FOR CONSIDERATION

1. **Staff recommended option** regarding a neighbourhood communication approach
 - A) **Exterior Signage** – Can take one of two forms: a banner sign or light-weight (non-permanent Coreplast) sign board, mounted to the fence or on the front facade of the school or a temporary ground mount sign, mounted into the ground and intended to weather the elements for the length of the project or development. In either case the sign would announce a school improvement initiative, such as a new capital project, directing inquiries to a central Board contact point (both telephone and web site).

Benefits:

 - Banners do not require a sign permit from City as it is a temporary sign, and signs/banners can be installed and removed by maintenance or custodial staff.
 - Using a standardized message (for example, “Investing in our Schools”) would result in cost savings regarding the preparation and manufacturing of the signs/banners.
 - As well, providing minimal information on the sign/banner, would mean the signs do not risk being out of date or having incorrect information.

- Visible to neighbours and people driving by the site.

Concerns:

- Signs/banners are temporary and can fade or be damaged by exterior elements.
- Too many signs can “clutter” the exterior of the school.

Cost:

- Temporary ground mount signs may require a sign permit, which may cause delays and has a financial cost implication.
- Creating signage for every project underway (as suggested within Appendix A: Draft Operational Procedures) in and of itself will require the considerable time and effort within the printing department and material costs will also be moderate. This exceeds current practice and represents a significant commitment on the part of the Board.

Estimated costs per year would be approximately \$34, 800 just for new site construction and additions. They increase exponentially for any and all other considerations beyond new construction. (See Appendix C)

- Currently, the Facilities department does not have staff with the necessary graphic design skills or a communication background to prepare signage. The Board has one graphic designer on staff. This person oversees the design of materials for school and program use.
- The work represented in this policy addition as a whole, would generate the need for an additional FTE for an additional communications staff person to co-ordinate and undertake the work – to prepare the communication plan for each school and project, design the signs, prepare letters and announcements as well as coordinate community meetings. (This would come at a cost of 1 FTE – approximately \$70,000 - \$100,00 in salary).

2. Other communication options:

A) Mailing Letters to Immediate Neighbours

Benefit: more personal approach, acknowledges neighbour’s importance to the school, provides more information than a sign board could provide.

Concern/Cost:

- Given the scope of the many types of projects and events (new construction, additions, site plan modifications, portables, special events) that have been suggested for personalized communication, there is considerable concern that this could be the work of a dedicated communications person to help in the drafting of all letters. This would contribute to additional cost of preparing, printing and distributing letters. Would recommend this option be reserved for new school construction, additions and major site plan modification.
- The method of distribution for the letters also needs to be considered. Mailing them has a cost implication (approximately \$65 per school per

project/event). Hand delivering them has a significant time implication, and possible collective agreement implications, regardless of who carries forward this task (principals, teachers or students).

- Planning staff time to prepare mailing distribution list addresses.
- The policy and corresponding procedures do not adequately contemplate the workload/expectation if the immediate neighbour happens to be a high rise building/apartment/condominium.

B) Website Information:

Benefit: increasingly, people turn to the internet to research information. The Board's web site provides a variety of up to date resources, links and information regarding school initiatives and facility improvements.

Concern:

- Requires on-going resources to keep web site information current.

Cost:

- Fairly minimal in terms of material resources, but does require an on-going time commitment within the Communications department to keep website information posted and current.
- Requires dedicated communications person, to collect information from various project supervisors and external consultants – such as project schedule updates, photographs showing construction progress for example, drawings and other information. In the aggregate this expectation could amount to a full time job, based on an estimate of 8 hours of work per school per project, for the duration of the project. (See Appendix C).

C) Custom Signage for new school or addition construction;

Benefit: Provides specific information regarding construction, and demonstrates investment in the school. The message can be directed to the neighbourhood, (“a new elementary school is planned for your neighbourhood of xxxdale”).

Concern:

- Custom signs could become out of date if there are delays or changes to the project.
- Consideration needs to be given that if signs and announcements are made inviting comments or feedback, reaction could be negative and projects could be delayed several months. This could be particularly problematic in the case of construction intended for the summer months.
- Need to be sensitive to the fact that timelines might suffer, as a result deadlines might not be met if extended. Staff will need to assess how reflective a concern voiced may or may not be of a larger community.

Costs:

- City of Toronto Sign Bylaw requires a permit for signs whether mounted on posts or mounted to the building façade, there is a cost for the permit.
- Increased graphic design, manufacturing and installation costs for more permanent signs as compared to temporary signs or banners. Temporary signs (non-permanent) are preferred as a more cost-efficient option.
- Full time communications/graphic design staff person would potentially be required to coordinate the design of all signage and maintain consistent graphic identity.

D) Parish Newsletters:

Benefit/Cost: Connects the school and parish community, with minimal to no cost to the Board.

Concern:

- Not all neighbours attend the local church.

E) Open House or School Event – Invite neighbours to attend an Open House or school event(s) (picnic, BBQ, fun fair etc) and provide information at the event regarding new projects.

Benefit: Provides school an opportunity to showcase student achievements and fosters a connection with neighbours, “school as community hub” model.

Concern:

- Requires school staff to spearhead the initiative, to include neighbours.
- Requires either exterior signage or letters to distributed to neighbours.
- Infrequent, usually these are annual events.

Cost:

- Usually sponsored by the local CSAC and should not be mandated as part of a central Communications strategy, unless funds are provided centrally. Currently there would be no identifiable budget line. Open Houses and Community BBQs on a once annual basis can be regarded as a “best practice”.
- Communications staff person may be called upon to provide any supporting documentation such as poster or panel board announcing the project such as drawing (3-d concept design, or site plan) of the project.

F) Announcements in local community newspapers – in the form of an advertisement.

Benefit: reaches a broader section of the community.

Concern/Cost:

- There is a cost to place an advertisement in the local community newspaper and given the volume of projects undertaken by the TCDSB, this would place an undue burden to the Communications budget. This is not a preferred/recommended option.

E) **School/Community Meeting** – invite neighbours to attend a school meeting prior to Site Plan Approval submission.

Benefit: Notifies all parents and neighbours of the scope of work and the estimated timeline specific to the project.

Can provide community buy-in in advance of site plan approval process – which may address local councillor’s concerns about impact of construction in the neighbourhood.

Concern:

- Requires school staff to spearhead the initiative, to include neighbours, and to organize distribution of notices/invitations regarding the meeting.
- Requires either exterior signage or letters to distributed to neighbours.
- Meeting would occur after a project has been approved and an architectural consultant has been appointed to prepare the concept design.

Cost:

- If limited to major projects (new school or addition) – the process can be managed at a reasonable cost to the Board (approximately \$34,800 per year) and it has been currently built into the capital budget as part of consultant services. Communication of the meetings would be through letters, website and parish bulletin. All other projects can be communicated to the school community through a letter and website updates as appropriate, with meetings optional, as appropriate, at the discretion of the local administration, in conjunction with the school superintendent, otherwise costs could exponentially grow with no identifiable funding source. (See Appendix C)

3. Key information to consider for a Project or Program specific exterior sign and/or letter:

- Name and type of project (i.e. new school, addition or renewal initiative) or the name/type of initiative (program).
- Contact information to get more information (TCDSB web site, central Board telephone number or telephone number to staff person/department responsible for the project or initiative).
- Ward Information
- Board Logo and graphic information related to the local school or program initiative
- Preliminary concept drawing showing the new building or addition (upon retaining services of the architectural firm for the project)
- Note: a letter could provide more information, such as project description.

4. Key information to consider for a generic exterior sign:

- Generic name to identify the initiative, such as “Investing in our Schools”.
- Contact information to get more information (TCDSB web site, central Board telephone number.
- Board Logo and standard graphic design or treatment for the signs/banners.

E. METRICS AND ACCOUNTABILITY

- The success of a Good Neighbour Policy may be difficult to measure however, it is anticipated there would be fewer complaints received by either Trustees or staff from residents regarding construction activity at the school, or impacting the neighbourhood.
- In addition, the majority of telephone or emails complaints or inquiries would be directed to one central Board contact point and from there, more efficiently directed to the appropriate department or staff person for a response.
- The Good Neighbour policy may also have the added benefit of attracting new students because the neighbours or community learn about new construction or program initiatives occurring at the school – this is a question that could be asked of parents at the time of registration.
- Meeting attendance sheets from community meetings can be used to provide a distribution list (email address preferable).

Risks:

- Complaints or inquiries received at the central contact point, could then be tracked and reported back to the Board, but additional complaints and negative community feedback could significantly delay project timelines.
 - Further, if there are complaints to the addition of a portable(s), the Board's response may be limited as they are needed to meet immediate accommodation issues.
 - Many of the requested communication strategies do not have an identifiable funding source, particularly given the volume of projects in which TCDSB engages and no other Board or jurisdiction has such a comprehensive requirement. The funding would have to be found from within the Administration envelope which is already under considerable pressure.
 - Finally, the impact of a Good Neighbour Policy can only be measured if it is capable of being effectively implemented and enforced. Cost implications and the investment in human resources/time commitments should be considered carefully, weighed against other cost and time pressures which staff balance.
- Please see Appendix C.

F. STAFF RECOMMENDATION:

1. That the Board approve the S. 25 Good Neighbour Policy (as found in Appendix A)
2. That the Operational Procedures for Policy S. 25 outlined in Appendix B be assessed and considered only if a funding source can be identified.



POLICY SECTION: Schools

[Appendix A]

SUB-SECTION:

POLICY NAME: Good Neighbour

POLICY NO: S. 25

Date Approved:	Date of Next Review: 2017	Dates of Amendments:
Cross References Community Engagement Policy T. 07 School Design – New and Additions B.B. 02		
Appendix A – Operational Procedures		

Purpose

The Good Neighbour Policy recognizes the importance of community information to neighbours located near a school, with regards to construction work, as well as major events, that may impact the neighbourhood.

Scope and Responsibility

This policy extends to all schools within the TCDSB. The Director is responsible for implementation of this policy.

Alignment with MYSP:

Inspiring Public Confidence

Financial Impact

The communication initiatives within the impacted communities will have a cost and will have potentially significant financial impact on the TCDSB budget.

Legal Impact

There is no legal obligation connected to this policy.



POLICY SECTION: Schools

[Appendix A]

SUB-SECTION:

POLICY NAME: Good Neighbour

POLICY NO: S. 25

Policy

Upon undertaking planning for a new school initiative, including construction of a new building or addition, as well as any significant school community event, communication shall be offered to the immediate local school community for its information and consideration, before being acted upon by the Board.

Regulations

1. The principal in conjunction with relevant staff, up to and including, communications department, school superintendent and superintendent of facilities, shall determine the structure and content of all communication to all immediate neighbours regarding the intended initiative, be it construction or a special event.
2. In the event of new construction, a building addition, a site modification, additional portables, major new program changes and/or a large special event, a communication strategy will be developed to encompass the various stages of the process. Specific Guidelines for each are found within the Operational Procedures.
3. All school/community meetings and all communications with local politicians shall be done in collaboration with the school trustee and school superintendent.

Definitions

Metrics

1. The success of the policy is anticipated to be a stronger community connection between the school and the surrounding neighbours. Fewer complaints received by school and board staff, as well as the local trustee would also be anticipated.
2. The majority of telephone and email inquiries/complaints will be more efficiently directed to the appropriate department or staff person for a response.

S. 25 Good Neighbour Policy DRAFT Operational Procedures

1. In the event of new construction or an addition, a communication strategy will be developed to encompass the various stages of the process, including:
 - a) At the inception for public consultation pertaining to site modification.
 - b) At notification of construction activity delineating activity and scheduling.
 - c) Direct mail provided to adjacent neighbouring properties and properties in direct view of the site.
 - d) The CSAC of the affected school will be made aware.
 - e) A school/community meeting will be called.
 - f) A (non-permanent) custom sign board notifying of the new school or addition construction.
 - g) Website information and parish bulletins will be updated as appropriate.

2. In the event of site modification, a communication strategy will be developed to encompass the various stages of the process, including:
 - a) At the inception for public consultation pertaining to site modification.
 - b) At notification of construction activity delineating activity and scheduling.
 - c) Direct mail provided to adjacent neighbouring properties and properties in direct view of the site.
 - d) The CSAC of the affected school will be made aware.
 - e) A (non-permanent) custom sign board notifying of the new school or addition construction.
 - f) Website information and parish bulletins will be updated as appropriate.

3. In the event of portables being added to a school site, a communication strategy will be developed at various stages of the process, including:
 - a) At the inception for public consultation pertaining to site modification.
 - b) At notification of construction activity delineating activity and scheduling.
 - c) Direct mail provided to adjacent neighbouring properties and properties in direct view of the site.
 - d) The CSAC of the affected school will be made aware.
 - e) A school/community meeting.
 - f) A (Coreplast) custom sign board notifying of the new school or addition construction.
 - g) Website information and parish bulletins will be updated as appropriate.

4. In the event of major program changes, (such as French Immersion, daycares, before and after school programs), being added to a school site, a communication strategy will be developed at various stages of the process, including:
 - a) The CSAC being made aware.
 - b) Custom signage notifying of the new program.

- c) Website information and parish bulletins will be updated as appropriate.
 - d) Notify the local municipal councilor.
5. In the event of a new traffic pattern/flow being added to a school site, a communication strategy will be developed at various stages of the process, including:
- a) The CSAC being made aware.
 - b) Notify the local municipal councilor.
6. In the event of a major school event at a school site, a communication strategy will be developed, including:
- a) A flyer to the immediate adjacent neighbouring properties and properties in direct view of the site.
 - b) Simple custom signage to notify of the event.
 - c) Local school website information will be updated as appropriate.

Appendix C

	From 2014 to 2017					
Type of Project or Event	Estimated Materials Cost per event	Estimated Hours to Complete Task per Project or Event	Comments /Impact of Schedule or Project Delivery	Is there a Current Funding Source?	Is Action Recommended	Total Estimated Materials Costs System Wide
New School or Major Additions						
Public Consultation Meetings, with hand-outs/drawing boards x 3 meetings over design development and project updates	\$600	96	Already part of Board Policy B 01.B design development process and City's Site Plan Approval process, for a community centre	YES - Incorporated into capital project budget	YES	\$12,000
Direct Mail to adjacent Neighbours (estimate \$65/ mailing x 100 nieghbours)	\$65	16	May impact project schedule into allow neighbours time to follow up.	NO	NO	\$0
Monthly CSAC & School Community Letter	\$125	16	Already part of school's community enagement plan	YES - through school block budget	YES	\$2,500
Banner or Temporary sign on fence	\$500	4	Signs are not very durable. Capital projects can take up to 5 years from initiation to completion.	NO	NO	\$0
Ground-mounted temporary sign (may require City signage permit)	\$1,500	8	Cost does not include permti fees. Cost includes graphic design. Installation done by Board forces.	YES - through capital project budget	YES	\$30,000
On-going Website update throughout duration of project	\$0	16	Requires decicated communications staff person to collect images, prepare text and other information to post on the web site	NO - no budget identified for additional staff resources required	YES	\$0
Announcement in Community Newspaper	\$1,500	4	as above	NO	NO	\$0
Parish Bulletin Announcement	na	4	as above	Yes	YES	\$0
Sub Total x 20 projects	\$85,800	3280	equivalent to 87 weeks			\$44,500
Site Improvement or Exterior Envelope Repair Projects greater than \$150,000						
Public Consultation Meetings, with hand-outs/drawing boards x 2 meetings (finalize scope and to present project schedule, and to update project status through construction)	\$150	10	Renewal projects typically occur over the summer, when there school is over - as such only one meeting may be required. Contrcators must follow City Noise Bylaws regarding hours of work.	NO	NO	\$0

Appendix C

	From 2014 to 2017					
Type of Project or Event	Estimated Materials Cost per event	Estimated Hours to Complete Task per Project or Event	Comments /Impact of Schedule or Project Delivery	Is there a Current Funding Source?	Is Action Recommended	Total Estimated Materials Costs System Wide
Direct Mail to adjacent Neighbours (estimate \$65/mailling x 100 nieghbours)	\$65	16	May impact project schedule into allow neighbours time to follow up.	NO	NO	\$0
CSAC & School Community Letter	\$125	16	No newsletter during summer	YES - through school block budget	YES	\$13,750
Banner or Temporary sign on fence	\$500	4	Use of a generic slogan, such as "Investing in Our Schools" to cover range of renewal projects, (site, roof, windows and brick repairs) - with link to Board's web address for more detail	NO	YES	\$55,000
Ground-mounted temporary sign (may require City signage permit)	\$1,500	8	As above	NO	NO	\$0
On-going Website update throughout duration of project	\$0	8	Requires decicated communications staff person to collect images, prepare text and other information to post on the web site	NO	YES	\$0
Sub Total x 110 projects	\$257,400	6820	equivalent to 182 weeks			\$68,750
Portables - Average 30 schools receive portables per year						
Public Consultation Meetings, with hand-outs/drawing boards x 2 meetings (at inception & to present project schedule)	\$400	108	City no longer requires Site Plan Approval for installation of portables at a school - neighbours objections to a portable placement may not be resolved given site restrictions and result in delays, impacting student accomodation	NO	NO	\$0
Direct Mail to adjacent Neighbours (estimate \$65/mailling x 100 nieghbours)	\$65	16	May impact project schedule into allow neighbours time to follow up.	NO	NO	\$0
CSAC & School Community Letter	\$125	16	No newsletter during summer	YES - through school block budget	YES	\$11,250
Banner or Temporary sign on fence	\$500	4	Unclear as to what the sign would announce.	NO	NO	\$0
Ground-mounted temporary sign (may require City signage permit)	\$1,500	8	Unclear as to what the sign would announce.	NO	NO	\$0

Appendix C

	From 2014 to 2017					
Type of Project or Event	Estimated Materials Cost per event	Estimated Hours to Complete Task per Project or Event	Comments /Impact of Schedule or Project Delivery	Is there a Current Funding Source?	Is Action Recommended	Total Estimated Materials Costs System Wide
On-going Website update throughout duration of project	\$0	8	Annual update to the individual school website -	YES	YES	\$0
Parish Bulletin Announcement	na	4		na	YES	\$0
Sub Total x 90 projects	\$233,100	14760	equivalent to 394 weeks			\$11,250
Estimate 30 Schools per year with Program Changes.						
CSAC & School Community Letter	\$125	16		YES	YES	\$11,250
Banner or Temporary sign on fence	\$500	4	Temporary signage to be reviewed/refreshed	NO	YES	\$45,000
Ground-mounted temporary sign (may require City signage permit)	\$1,500	8	Assumes changes will become permanent and part of school program plan	NO	NO	\$0
On-going Website update throughout duration of project	\$0	8	Part of current web updating	YES	YES	\$0
Notify the local Councillor	na	na		na	YES	\$0
Sub Total x 90 program changes	\$191,250	3240	equivalent to 86 weeks			\$56,250
Traffic Flow Changes per school - 5 per year						
CSAC & School Community Letter	\$75	8	Majority of changes are result of new school construction or addition, would be part of community consultation for that initiative.	YES	YES	\$1,125
Notify the local Councillor	na	na		na	YES	\$0
Sub Total x 15 Traffic Flow Changes	\$1,125	120	equivalent to 3 weeks			\$1,125
Estimate 3 Major School Events per year x 200 Schools						
Direct Mail to adjacent Neighbours (estimate \$65/ mailing x 100 nieghbours) x 3 times a year	\$195	48	Requires staff resources to prepare letters and mailing lists	NO	NO	\$0
Banner or Temporary sign on fence x 3 events per year	\$500	8	Requires staff resources to prepare letters and mailing lists	NO	NO	\$0
CSAC & School Community Letter	\$125	16		YES	YES	\$75,000
Update local school website	na	na	Additional duties for existing communication staff to update web site, and individual school web sites	YES	YES	\$0

Appendix C

	From 2014 to 2017					
Type of Project of Event	Estimated Materials Cost per event	Estimated Hours to Complete Task per Project or Event	Comments /Impact of Schedule or Project Delivery	Is there a Current Funding Source?	Is Action Recommended	Total Estimated Materials Costs System Wide
Sub Total of 600 events/yr at 200 Schools	\$492,000	72	equivalent to 2 weeks			\$75,000
Total	\$1,260,675	28,292	total hours equivalent to 754 weeks/based on 37.5 hour work week	total estimated material costs system wide over three years of recommended		\$256,875



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

H.M. 14- HARASSMENT AND DISCRIMINATION IN THE WORKPLACE

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

Created, Draft	First Tabling	Review
March 17, 2014	March 25, 2014	Click here to enter a date.
Isolina Varano- Coordinator of Conflict Resolution- Human Resources Department Rory McGuckin, Superintendent of Human Resources Loretta Notten, Superintendent of Education		
<h3>RECOMMENDATION REPORT</h3>		

Vision:

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

Mission:

The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.



- G. Poole
Associate Director of Academic Affairs
- A. Sangiorgio
Associate Director of Planning and Facilities
- S. Pessione
Associate Director of Business Services,
Chief Financial Officer and Treasurer
- Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

H.M. 14- Harassment and Discrimination in the Workplace Policy and Guidelines requires updating and revisions to ensure that the Board is in line with relevant legislative changes. Also proposed within the scope of the Board's work on H.M. 14 is that the Board's Sexual Harassment policy (H.M. 28) be eliminated given that H.M. 14 is an umbrella policy that covers all the protected grounds of the Human Rights Code.

B. PURPOSE

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

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

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

C. BACKGROUND/EVIDENCE/RESEARCH

1. In 2007, the Board unanimously approved H.M. 14- Addressing Harassment and Discrimination in the Workplace policy and the guidelines titled, "*The Respectful Workplace.*"
2. Since that time, it became clear that there has been confusion regarding how complaints against non-employees would be addressed through the policy.
3. In 2010, amendments to the Occupational Health and Safety Act were made that legislated that all employers have comprehensive policies and programs to address harassment, discrimination and workplace violence.
4. In addition, changes in the Human Rights legislation resulted in additional protected grounds being added to the Human Rights Code among other changes in reference to time limits for filing complaints. These changes need to be reflected in our policy and guidelines.
5. Further amendments are being made to delineate the different processes and options available to all TCDSB stakeholders to address harassment and discrimination.

6. The next step in the approval, consolidation and implementation process will be a further consultation with all of the federations to ensure full awareness regarding the amendments that have been made to *The Respectful Workplace* document as a result of the changes in legislation.

D. VISION

VISION	PRINCIPLES	GOALS
The TCDSB is committed to ensuring that harassment and discrimination in the workplace will not be tolerated.	Living Our Values Inspired and Motivated Employees	To maintain a workplace that is free of harassment and/or discrimination of any kind for all employees and TCDSB stakeholders.

E. ACTION PLAN

#1 Explanation of Options/Scenarios
<p>Complaints against non-employee TCDSB stakeholders will be directed to the local Administrator and/or Area Superintendent for investigation.</p> <p>Timelines and guidelines will ensure accountability and credibility in the process.</p> <p>Further education of all TCDSB stakeholders regarding the policy and guidelines will be explored. The Conflict Resolution department will develop a video podcast that will be available through the TCDSB Portal.</p>

# 2 Resource & Compliance Requirements			
Resources	Complaint Process	Timelines & Guidelines	Further Education
Curriculum / Professional Learning	Ongoing training has been provided to new staff at new hire orientation sessions. Administrators/Managers are encouraged to in-service staff every two years. The policy is posted on the Occupational Health	This is in keeping with legislative requirements for ongoing education regarding policies and programs that address harassment and discrimination.	A video podcast will be created and made available online via the TCDSB portal and website.

	and Safety Board at each work site. A hard copy of the guidelines are also posted for accessibility reasons.		
Capital / Infrastructure	Not applicable		
Human Resources	The Conflict Resolution department has two staff members who are trained in investigating and mediating complaints of harassment and discrimination.		
Costs/Funding Source	Costs for education and investigation are absorbed by the Human Resources Department.	There is no cost unless if an external subject matter expert is required to conduct an investigation or provide sensitivity training or counselling. Cost is dependent on source. The Human Resources Department will fund the above unless otherwise agreed upon by the Employee Relations Department.	
Legal / Policy Compliance	The proposed revisions will be in keeping with legislative changes.		

F. METRICS AND ACCOUNTABILITY

Once approved, there will be a review by a standing committee of employees and board representatives of this policy and related procedures with a report to the Board every three years.

G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The amended policy and guidelines will be reviewed by a committee of union/professional association delegates in keeping with our consultative requirements under the various collective agreements.

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

H. STAFF RECOMMENDATION

1. To move forward with the draft amended policy and guidelines for consultation with our federation partners.
2. To further educate all TCDSB stakeholders, a podcast will be recorded and made available to all stakeholders via the TCDSB website.
3. That the Board rescind Policy H.M. 28- Sexual Harassment and adopt revised H.M. 14- Harassment and Discrimination in the Workplace, (attached as Appendix A).

Date Approved: May 2, 2007	Date of Next Review: April, 2017	Dates of Amendment: March 2014
<p>Cross Reference:</p> <ul style="list-style-type: none"> • Education Act, Section 301-303 • Ontario College of Teachers Act • Occupational Health and Safety Act • Municipal Freedom of Information and Protection of Privacy Act • Ontario Human Rights Code • H.M. 24 Catholic Equity and Inclusive Education Policy • H.M. 28 Sexual Harassment • S.S. 09 Code of Conduct <p>Appendix A: The Respectful Workplace</p>		

Purpose:

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

Scope and Responsibility:

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

Alignment with MYSP:

Living Our Values
 Inspired and Motivated Employees
 Strengthening Public Confidence

Financial Impact:

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

Legal Impact:

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

Policy

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

Regulations:

1. The TCDSB document, The Respectful Workplace: Addressing Harassment and Discrimination, 2014, will govern the operational procedures for dealing with allegations of harassment and discrimination in the workplace. (**Appendix A**)
2. A complaint may be initiated by an individual who believes they have been harassed or by those who are covered by this policy who have witnessed directly or have reasonable grounds to suspect that harassment is occurring.
3. Any complaint must be filed within six (6) months following the incident(s) of harassment; however, the time limit may be extended at the discretion of the Board.
4. There shall be both a mediated process and a formal complaint resolution process available.
5. Individuals who engage in harassment may be disciplined up to and including dismissal.
6. Any determination arising from an investigation may be subject to an appeal process.
7. Complaints must not be made in a frivolous or vexatious manner or in bad faith and may be subject to disciplinary procedures if so determined.
8. All persons involved in a harassment/discrimination investigation shall maintain confidentiality to the fullest extent practicable and appropriate under the circumstances. Any breach of confidentiality is subject to appropriate disciplinary action.
9. Records will be retained in keeping with the requirements of the Municipal Freedom of Information and Protection of Privacy Act, the Human Rights Code and the Education Act.
10. The Director of Education will develop and implement protocols and procedures that discourage harassment and ensure that suitable awareness and training is available to all those covered by the policy.

Definitions:**Discrimination**

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

Harassment

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

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

Workplace

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

Evaluation and Metrics:

1. There will be a review by a standing committee of employee and board representatives of this policy and related procedures with a report to the Board every three years.

THE RESPECTFUL WORKPLACE

***ADDRESSING HARASSMENT
AND DISCRIMINATION***



THE RESPECTFUL WORKPLACE

ADDRESSING HARASSMENT AND DISCRIMINATION

Policy and Guidelines



Angela Gauthier
Director of Education

Jo-Ann Davis
Chair of the Board



**TORONTO CATHOLIC DISTRICT SCHOOL BOARD
TRUSTEES 2013 - 2014**

Wards

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| 1. Peter Jakovic | 416-512-3401 |
| 2. Ann Andrachuk | 416-512-3402 |
| 3. Sal Piccininni | 416-512-3403 |
| 4. Patrizia Bottoni | 416-512-3404 |
| 5. Maria Rizzo | 416-512-3405 |
| 6. Frank D'Amico | 416-512-3406 |
| 7. John Del Grande | 416-512-3407 |
| 8. Garry Tanuan | 416-512-3408 |
| 9. Jo-Ann Davis, Chair | 416-512-3409 |
| 10. Barbara Poplawski | 416-512-3410 |
| 11. Angela Kennedy | 416-512-3411 |
| 12. Nancy Crawford, Vice-Chair | 416-512-3412 |
| William Lawrence, Student Trustee | 416-512-3413 |
| Enrique Olivo, Student Trustee | 416-512-3417 |

Angela Gauthier, Director of Education
Jo-Ann Davis, Chair of the Board

Revised February 2014

Toronto Catholic District School Board
80 Sheppard Ave. E., Toronto, Ontario M2N 6E8 · 416 222-8282
www.tcdsb.org



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Message from the Director of Education



Message from the Chair of the Board



Acknowledgements

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



Initial Development

Anthony Bellissimo	Former President, Toronto Elementary Catholic Teachers- OECTA, 2007
Kathleen Gardiner	Former President, Toronto Secondary Unit, OECTA
Angela Gauthier	Former Superintendent of Human Resources
David Gorringer	President, CUPE 1280
George Kolos	Former Vice-President, TSU, OECTA
Kirk Mark	Senior Coordinator of Race & Ethnic Relations Multiculturalism - Curriculum and Accountability Team
Jim Matthews	Corporate Services, Policy Review, Chairperson
John Pecsénye	Former President, Toronto Elementary Catholic Teachers- OECTA, 2006
Maureen Ryan	Former President, CUPE 1328
Felix Salazar	President, Toronto Occasional Teachers Local, OECTA
Domenic Servello	President, CUPE 3155
Isolina Varano	Coordinator of Conflict Resolution, Human Resources
Glenn Webster	Former President, Association of Professional Student Services Personnel

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Consultation Review Members

Rory McGuckin	Superintendent of Education
	Human Resources & Labour Relations
Loretta Notten	Superintendent of Learning, Student Achievement and Well Being, Area 1

Domenic Servello	President, CUPE 3155
Jose Duarte	President, CUPE 1328
Felix Salazar	President, Toronto Occasional Teachers Local, OECTA
Julian Farinha	President, CUPE 1280
Julie Mazzucca-Peter	President, Association of Professional Student Services Personnel
Rene Jansen-In de Wal	President, Toronto Secondary Unit, OECTA
Mario Bernardo	President, Metro Toronto Elementary Unit, OECTA
Marguerite Thomson	President, Toronto Catholic Elementary Schools Principals/Vice Principals Association
Marty Farrell	Representative, Management, Administrative, Professional Association



Preface



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

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

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

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

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

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

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

Statement of Commitment



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

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

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

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

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

Policy Statement



2

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

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

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

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

Purpose of the Policy

3

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

The objectives of the Policy are to:

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

■ THE LEGAL DEFINITION AND RIGHTS - HARASSMENT

The *Ontario Human Rights Code* and *Bill 168—An Act to Amend the Occupational Health and Safety Act with respect to Violence and Harassment in the Workplace* establish an employee’s right to freedom from harassment in the workplace and an employer’s corresponding obligation to provide a workplace that is free from harassment.

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

These rights and responsibilities are covered in the following sections of *Bill 168 the Occupational Health and Safety Act* and the *Ontario Human Rights Code*:

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

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

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

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

And:

Section 5(2)

Every person who is an employee has a right to freedom from harassment in the workplace by the employer or agent of the employer or by another employee because of race, ancestry,

place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, family status or disability.

And:

Section 7 (2)

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


■ TCDSB POLICY DEFINITION – HARASSMENT

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

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

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

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



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

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

■ THE DEFINITION OF DISCRIMINATION

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

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

■ THE DEFINITION OF WORKPLACE

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



■ OTHER DEFINITIONS:

Complainant

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

Respondent

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

Mediated Complaint Resolution

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

Formal Complaint Resolution

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

Responsibilities

■ A SHARED RESPONSIBILITY

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

Boards of inquiry convened under the *Human Rights Code* have held that those who have the authority to prevent the continuation or repetition of harassment may be accountable for failing to exercise their ability to do so. This accountability extends to anyone in a management or supervisory position. The Board is responsible for responding to complaints of harassment and discrimination regardless of the relationship between the people involved.

Trustees

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

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

Director of Education

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

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

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

Superintendent of Human Resources

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

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

Supervisory Personnel

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

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

Conflict Resolution Personnel or assigned personnel

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

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

Facilitator(s)

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

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

Employees, Contracted Employees, and Volunteers

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

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

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

Beginning the Process



HARASSMENT – THE DISCERNMENT PERIOD

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

Was the behaviour unwelcome?

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

Was it deliberate?

Has the behaviour created a negative work environment for you?

Has it been a course of behaviour over time?

Have you let the individual know the behaviour is unwelcome?

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

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

QUESTIONS AND CONTACTS

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

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

OECTA – TORONTO SECONDARY UNIT – 416-633-5502

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

OECTA – TORONTO OCCASIONAL TEACHERS – 416-636-5644

CUPE – 1328 – 416-512-9493

CUPE – 1280 – 416-989-5035

CUPE - 3155 – 416-393-5309

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

All enquiries will be confidential.

REPRISAL

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

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

will be treated as harassment.

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



■ SCOPE OF APPLICATION

A. Workplace

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

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

B. Individuals

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



Mediated Complaint Resolution

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

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

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

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

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



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

Some Helpful Hints in Writing a Letter:

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

Formal Complaint Resolution



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

A signed written complaint shall include:

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

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

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

2. The Superintendent of Human Resources/Designate will confirm in writing to the complainant, receipt of the complaint within seven (7) working days.
3. The Superintendent of Human Resources/Designate will forward a copy of the complaint to the respondent within seven (7) working days of receipt of the complaint.*
4. The investigation process shall begin within ten (10) working days but no later than 15 working days of the request to the Superintendent of Human Resources unless circumstances dictate otherwise. The Superintendent of Human Resources may conduct the investigation directly, or may assign a Designate(s) to act in this role. In order to ensure objectivity, the designation of investigators will be determined by the needs of the complaint, and may include the use of trained Board personnel **such as personnel from the Conflict Resolution Department, Administrators (in the cases involving parental harassment)** and/or external consultants. The investigation shall conclude within

seventy (70) working days from the commencement of the investigation unless circumstances dictate otherwise.

5. The Superintendent of Human Resources/Designate will discuss the complaint separately with the two parties, and may consult with others who are in a position to provide relevant information. Both parties may recommend relevant witnesses.* Both parties and all witnesses have the right to union representation during these and any other discussions during this process.
6. With Respect to Teachers re: 18 (1) (b) Regulation made under the Teaching Profession Act. A member shall..... on making an adverse report on another member, furnish him (her) with a written statement of the report at the earliest possible time and not later than three days after making the report.*Teaching Profession Act . Despite any regulation made under subsection (1), a member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need not provide him or her with a copy of the report or with any information about the teacher.

Following the interviews, documentation will be prepared by the Superintendent of Human Resources/Designate, or the external consultant, if one has been assigned, based on the information provided during the interviews. Both parties will be given a copy of a summary report and will have the opportunity to respond to the findings within ten (10) working days of receipt of the report.

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

The grounds for review are:

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

9. No review of the decision will be undertaken with regard to the claim that the conclusions drawn by the investigator(s) based on findings of fact were incorrect.
10. A review will affirm or amend a decision or require that a new investigation be undertaken
11. The complainant, at any stage, may choose to withdraw the complaint. The Board, however, may still be obliged to investigate.
12. The provisions of this Policy do not take away an employee's right to take action outside of its provisions. For example, using any of the internal options does not mean one cannot exercise other rights such as filing a complaint directly to the Ontario Human Rights Tribunal.



Complaint Against A TCDSB Non-Employee Stakeholder

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

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

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

2. The investigation process shall begin within ten (10) working days but no later than fifteen (15) working days unless circumstances dictate otherwise. The investigation shall conclude within thirty (30) working days from the commencement of the investigation unless circumstances dictate otherwise.

If necessary, the School Administrator/Manager will put safety measures in place until the investigation process is completed.

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

4. Once the investigation is completed, the School Administrator/Manager will meet separately or together with the relevant parties to resolve the complaint. If the incident is resolved at this stage, no further action will be taken.

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

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

6. The grounds for review are:

- the Designate did not comply with the procedures set out in this Policy; or
 - new evidence has become known after the decision but before the expiry of the ten (10) working days limitation period for requesting a review.
7. No review of the decision will be undertaken with regard to the claim that the conclusions drawn by the Designate(s) based on findings of fact were incorrect.

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

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

Recourse for the Respondent



1. If you are at fault, cease the behaviour.
2. If you believe that the complaint is unfounded and/or made in bad faith, you may wish to discuss the matter with a superordinate/field superintendent/appropriate supervisory officer and/or the Conflict Resolution Department and /or your union or association representative.



■ CO-OPERATION OF PARTIES

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

■ TIME LIMIT FOR FILING COMPLAINT

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

■ TIME

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

■ NEUTRALITY OF THE INVESTIGATION

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

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



■ REASSIGNMENT PENDING INVESTIGATION

Where a formal complaint has been filed, depending on the circumstances of each case, the complainant and/or respondent may be assigned to another location while the investigation is being conducted. Such action will be considered on a case-by-case basis to protect the interests of relevant parties.

■ APPEAL PROCESS

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

■ CONFIDENTIALITY

The Board understands that it is difficult to come forward with a complaint of harassment and discrimination and recognizes a complainant's and respondent's interest in keeping the matter confidential.

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

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

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



■ RECORD KEEPING

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

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

■ CORRECTIVE ACTIONS

Respondent

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

Responses may include but not be limited to:

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



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

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

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

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

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

■ PROFESSIONAL RELATIONSHIP

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

■ FRIVOLOUS OR VEXATIOUS COMPLAINTS

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

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

Education and Training



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

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

Education and Training

All Board employees will be inserviced on the Harassment and Discrimination Policy and Guidelines following approval by the Board of Trustees. New personnel will be informed of the Harassment Policy and Guidelines during the orientation process.

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

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



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Appendix B

**HARASSMENT AND DISCIMINATION IN THE
WORKPLACE H.M. 14**

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

Purpose:

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

Scope and Responsibility:

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

Alignment with MYSP:

Living Our Values
Inspired and Motivated Employees
Strengthening Public Confidence

Financial Impact:

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

Legal Impact:

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

Policy

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

Regulations:

1. The TCDSB document, The Respectful Workplace: Addressing Harassment and Discrimination, 2014, will govern the operational procedures for dealing with allegations of harassment and discrimination in the workplace. (**Appendix A**)
2. A complaint may be initiated by an individual who believes they have been harassed or by those who are covered by this policy who have witnessed directly or have reasonable grounds to suspect that harassment is occurring.
3. Any complaint must be filed within six (6) months following the incident(s) of harassment; however, the time limit may be extended at the discretion of the Board.

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

Definitions:

Discrimination

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

Harassment

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

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

Workplace



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

Evaluation and Metrics:

1. There will be an annual review by a standing committee of employee and board representatives of this policy and related procedures with a report to the Board.

Appendix B

HUMAN RESOURCES – MISCELLANEOUS TCDSB POLICY REGISTER SEXUAL HARASSMENT H.M. 28

Policy

Sexual Harassment is contrary to Catholic values and undermines the Board's mission to provide a Catholic education. The Board, therefore, will not tolerate sexual harassment in the workplace and is committed to providing a workplace that is free from sexual harassment.

Regulations

1. Sexual harassment is a form of discrimination based on sex. It is prohibited in Ontario by the Human Rights Code (R.S.O. 1990, C.H. 19) and is illegal. Sexual harassment is vexatious conduct based on sex by a person who knows or ought reasonably to know that such conduct is unwelcome.
2. The policy will be enforced where activities related to the business of the Board take place. All persons working for the Board or carrying out Board business are covered by the policy.
3. The Director of Education will develop and implement policies and procedures that discourage employment-related sexual harassment and ensure that all employees are aware of the problem of sexual harassment. The Director will ensure that all employees are informed about the Policy, their rights and responsibilities by providing the training and resources for

personnel to fulfil their responsibilities under this policy.

4. When dealing with allegations of sexual harassment, staff should refer to the Toronto Catholic District School Board booklet "Sexual Harassment: Policy and Guidelines: Employees Revised Edition 2001" which provides specific details and procedures for all employees.
5. There is an obligation on all persons involved in a sexual harassment investigation to maintain confidentiality.
6. Records will be retained in keeping with the requirements of the Municipal Freedom of Information and Protection of Privacy Act and the Ontario Human Rights Code.
7. The policy will be reviewed after one year and every three years thereafter to determine its effectiveness and the need for modifications.

CURRENT	PROPOSED
<p>Policy:</p> <p>The Toronto Catholic District School Board believes:</p> <ul style="list-style-type: none"> • That schools must foster the spiritual, physical, intellectual, social and emotional development of all students by using the various resources of the community of which they are a part; • That schools must draw on the vast knowledge and expertise available in the community and involve its many resources, especially the family and the parish, in the education of children; • That working together collaboratively is a way of living which is deeply rooted in God’s Word; • That the principal of the school is responsible and is in charge of the instruction and the discipline of students and for the organization and management of the school; • That the purpose of Catholic School Advisory Councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents; <p>Therefore, a Catholic School Advisory Council shall function in an advisory role to the principal and shall achieve its purpose by making recommendations to the school principal and, where appropriate, to the Board on any matter in accordance with the Education Act and TCDSB Policies, Guidelines and Operating Procedures.</p> <p>REGULATION:</p> <ol style="list-style-type: none"> 1. Membership 	<p>Policy:</p> <p>The Catholic School Advisory Council (CSAC) of each school in the TCDSB will, through the active participation of parents, endeavour to improve student achievement and well-being and to enhance the accountability of the education system to parents. Each CSAC shall function in an advisory role by making recommendations to the principal of the school , and, where necessary, to the Board, on any matter in accordance with the Education Act, TCDSB policies and, guidelines and operating procedures.</p> <p>Regulations:</p> <ol style="list-style-type: none"> 1. The school council at every school shall use the name Catholic School Advisory Council, and will comprise a majority of Roman Catholic members. The CSAC shall not be

The Toronto Catholic District School Board recognizes as members of the Catholic school community the following:

- The parents/guardians of students enrolled at the school;
- The school staff members, including teaching and non-teaching personnel;
- The Pastor and the Parish designates;
- The school trustee;
- The students.
- All Separate School ratepayer within the area serviced by the school

2. Composition of the Council

The Catholic School Advisory Council shall be established during the first 30 days of each school year, shall be as representative as possible of the Catholic school community, shall be chaired by a parent/guardian of the school elected by Council members, and shall be composed of a majority of Roman Catholic members as defined in the Education Act:

- (a) Parents/guardians of students enrolled in the school (to make up a majority of council membership).
- (b) The principal of the school.
- (c) One teacher who is employed at the school, to be elected by teachers who are employed at the school.
- (d) One person who is employed at the school, other than the principal, vice-principal or any other teacher, to be elected by persons other than the principal, vice principal or any other teacher employed at the school.
- (e) One pupil appointed by the student council or, in the

incorporated.

2. A CSAC may make recommendations to the principal of the school on any matter, and the principal shall consider each recommendation and advise the CSAC of the action taken in response to the recommendation.
3. The principal will act as a resource person to the CSAC and shall assist the Council in obtaining information relevant to the duties and functions of the Council.
4. The principal will provide information and solicit the views of CSAC on matters concerning:
 - (i) student achievement and the School Learning Improvement Plan;
 - (ii) annual funding for parent involvement;
 - (iii) the school budget;
 - (iv) school policies and procedures including the code of conduct;
 - (v) school uniform or dress code.
5. The principal of a school may delegate any of his or her powers or duties as a member of CSAC to a vice principal of the school.
6. A CSAC may make recommendations to Board on any matter, and the Board shall consider each recommendation and advise the CSAC of the action taken in response to the recommendation.
7. The Board shall solicit the views of CSACs with respect to the:
 - (i) establishment or amendment of board policies or guidelines;
 - (ii) development of implementation plans for new initiatives that relate to student achievement or to the

<p>case of schools without student councils, elected by other students (mandatory in secondary schools; in elementary schools, appointed by the principal after consultation with the other members of the council).</p> <p>(f) The Pastor or Parish designate.</p> <p>(g) One or more community representatives appointed by the Council.</p> <p>(h) One person appointed by the local Catholic School Advisory Council to act as liaison with the Ontario Association of Parents in Catholic Education, if the school is affiliated with the Association by virtue of school and/or TCDSB membership.</p> <p>3. Election of Parent Members</p> <p>(a) A person is qualified to be a parent member of a Catholic School Advisory Council if he or she is a parent/guardian of a pupil enrolled in the school.</p> <p>(b) A person is not qualified to be a parent member of a Catholic School Advisory Council if,</p> <p>(i) he or she is employed at the school; or</p> <p>(ii) he or she is an employee of the TCDSB unless he or she takes reasonable steps to inform people qualified to vote in the election of parent members of that employment.</p> <p>(c) A person is qualified to vote in an election of parent members of a Catholic School Advisory Council if he or she is a parent/guardian of a pupil who is enrolled in the school.</p>	<p>accountability of the education system to parents;</p> <p>(iii) board action plans for improvement based on EQAO reports;</p> <p>(iv) Principal Profile, to assist in the selection and placement of principals and vice-principals.</p> <p>8. A CSAC may make recommendations to the Board’s Catholic Parent Involvement Committee (CPIC) on matters relating to:</p> <p>(i) strategies for parent engagement;</p> <p>(ii) identifying and reducing barriers to parent engagement;</p> <p>(iii) creating a welcoming environment for parents;</p> <p>(iv) strategies for parents to support their child(ren)’s learning at home and at school.</p> <p>9. The election of parent members to CSAC will be held within the first 30 days of each school year, with parents constituting the majority of the members. On behalf of the CSAC, the principal will communicate information about elections to the parent community of the school at least 14 days prior to the election.</p> <p>10. Every effort will be made to ensure that CSAC is representative of the diversity within a school community.</p> <p>11. Composition of the CSAC will be consistent with the Education Act, and will also include the local pastor or designate, and a parent representative from the Toronto Association of Parents in Catholic Education (TAPCE), as derived from the Ontario Association of Parents in Catholic Education (OAPCE)</p> <p>12. There must be a minimum of four CSAC meetings open to the public in each school year. The first CSAC meeting must occur within 35 days after the election.</p> <p>13. CSAC may solicit and take into consideration the advice of</p>
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<p>(d) An election of parent members shall be held during the first 30 days of each school year, on a date that is fixed by the chair or co-chairs of the Catholic School Advisory Council after consulting with the principal of the school.</p> <p>(e) Despite subsection (4), if a new school is established, the first election of parent members to the Catholic School Advisory Council shall be held during the first 30 days of the school year, on a date that is fixed by the Board.</p> <p>(f) The principal shall, at least 14 days before the date of the election of parent members, on behalf of the Catholic School Advisory Council, give written notice of the date, time and location of the election to every parent of a pupil who is enrolled in the school.</p> <p>(g) The election of parent members shall be by secret ballot.</p>	<p>parents of students enrolled in the school with regards to matters under consideration by the Council.</p> <p>14. All communications from CSAC intended for distribution to parents of children in the school will be approved by the Principal prior to the communication being sent to the intended recipients.</p> <p>15. Each CSAC may develop by-laws governing the conduct of its activities. At minimum, the following by-laws must be developed:</p> <p>(i) a by-law governing election procedures and the filling of vacancies in the membership of the CSAC.</p> <p>(ii) a by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest.</p> <p>(iii) A by-law that establishes a conflict resolution process for internal Council disputes, consistent with TCDSB policy <u>H.M.19 Conflict Resolution</u>. [hyperlink to policy]</p>
<p>4. Term of Office</p> <p>(a) The term of office for an elected or appointed Catholic School Advisory Council member is one year, renewable by election or appointment, unless otherwise provided by the by-laws of the Council.</p> <p>(b) A vacancy in the membership of a Catholic School Advisory Council shall be filled by election or appointment in accordance with the by-laws of the Council.</p>	<p>16. All funds collected by CSACs shall be retained by the school principal in the school banking account. CSACs will advise the principal about spending funds collected by CSACs consistent with TCDSB policies.</p> <p>17. Where CSAC bank accounts are maintained separate from the school account, all CSAC accounts must be merged with the school account by no later than August 31, 2015.</p>
<p>5. Officers</p> <p>(a) A Catholic School Advisory Council shall have a chair, who is a parent elected by members of the Council or,</p>	<p>18. The CSAC may engage in fundraising activities related to charitable, humanitarian, educational or services consistent with the tenets of Catholicism. All fundraising shall be carried out under the jurisdiction and supervision of the principal, and will be governed by TCDSB policies <u>S.M.04 Fund Raising in Schools</u>, and <u>F.P.01 Purchasing</u>. [hyperlink to policies]</p>

if the by-laws of the Council provide, two co-chairs, and may have such other officers as are provided for in the by-laws of the Council.

- (b) An employee of the TCDSB cannot serve as chair or co-chair of the Council.
- (c) Vacancies in the office of chair, co-chair or any other officer shall be filled in accordance with the by-laws of the Council.

6. The Catholic School Advisory Council

- (a) The Catholic School Advisory Council shall:
 - (i) Promote Catholic faith and Gospel Values.
 - (ii) Establish its goals, priorities and procedures, consistent with the Mission and Vision of the Board.
 - (iii) Hold a minimum of four meetings per year which shall be accessible and open to members of the Catholic school community, the first meeting to be held within the first 35 days of the school year after elections on a date fixed by the principal.
 - (iv) Ensure that for each meeting:
 - a majority of Council members are present
 - a majority of the members present are parent members; and

19. Each CSAC will annually submit a written report on its activities to the principal of the school and the principal will post the report to the school’s portal site. Upon request, the report will be made available to members of the Board.

20. CSAC shall create minutes of all its meetings and records of all its financial transactions for a minimum of four years. The principal will retain these minutes and records and make them available at the school for examination without charge for any member of the Catholic community.

21. The Operational Procedures and Financial Procedures provided will govern the respective activities of Catholic School Advisory Councils of the TCDSB.

Evaluation and Metrics:

1. The annual report of CSAC activities will serve as an assessment of the council’s work to support student achievement and well-being at the school.

2. The utilization of parent involvement funds and Parent Reaching Out (PRO) grants, where applicable, will be monitored.

<ul style="list-style-type: none"> • a majority of the members present are Roman Catholic; <p>and the quorum requirement shall be established accordingly;</p> <p>(v) If necessary, establish committees to make recommendations to the Council; such committees to include at least one parent member of the Council and to be governed by the Council’s by-laws.</p> <p>(vi) Develop by-laws governing the conduct of its affairs including:</p> <ul style="list-style-type: none"> • A by-law that governs election procedures and the filling of vacancies; • A by-law that establishes rules respecting participation in proceedings in cases of conflict of interest; • A by-law that establishes a conflict resolution process, consistent with the Board’s policy, for internal Council disputes. <p>(vii) Keep minutes and records of all meetings and financial transactions for a minimum of 4 years, and make these available at the school for examination without charge by any person from the Catholic school community.</p> <p>(viii) Not engage in fundraising activities unless:</p> <ul style="list-style-type: none"> • The activities are conducted in 	
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<p>accordance with the Board policy S.M. 04, Fundraising in Schools; and</p> <ul style="list-style-type: none"> • The activities are to raise funds for a purpose approved by the Board through the school principal; and • The funds are used in accordance with Board policy. • Consult with parents of pupils enrolled in the school about matters under consideration by the Council and communicate regularly with parents and other members of the community to seek their views and preferences with regard to matters being addressed by the Council. • Submit on an annual basis, a written report on its activities, including fundraising, to the principal and to the Board. • Not be incorporated. <p>(b) The Chair of the Catholic School Advisory Council shall:</p> <ul style="list-style-type: none"> (i) Call Council meetings. (ii) Prepare the Agenda for Council meetings in consultation with the Principal. (iii) Chair Council meetings. 	
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<ul style="list-style-type: none"> (iv) Ensure that the minutes of Council meetings are recorded and maintained. (v) Participate in information and training sessions. (vi) Communicate regularly with the school principal in an effort to work cooperatively to improve pupil achievement. (vii) Ensure that there is regular communication with the Catholic school community. (viii) Consult with senior board staff and trustees, as required. (ix) Upon request, provide the local trustee with copies of the minutes of the meetings. <p>(c) The Members of the Catholic School Advisory Council shall:</p> <ul style="list-style-type: none"> (i) Participate in Council meetings. (ii) Participate in information and training programs. (iii) Act as a link between the Council and the community in support of school programs to improve pupil achievement. (iv) Make recommendations to the principal and, where necessary, to the Board to improve student achievement and enhance the accountability of the education system. (v) Make every effort to be as representative of the school community as possible. 	
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- (vi) Conduct their meetings in an invitational, harmonious manner in the context of Gospel Values.
- (vii) Be entitled to one vote, in votes taken by the Council, should the Council make recommendations to the principal and/or Board through a voting process.
- (viii) Receive reimbursement for expenses incurred in the normal course of their duties as Council members in accordance with Board policy, but shall not receive any remuneration for serving as a Council member.

7. The Principal

The Principal of the school shall:

- (a) provide information and seek input on program and academic matters as well as provide information on budget and finances of the school.
- (b) Solicit the views of the Council with respect to the following:
 - The establishment or amendment of school policies and guidelines and the development of implementation plans that relate to pupil achievement or to the accountability of the education system to parents including,
 - (i) A local code of conduct or of the Act governing the behaviour of all persons in the school, and

<p>(ii) School policies or guidelines related to appropriate dress for pupils.</p> <ul style="list-style-type: none"> • School action plans for improvement, based on EQAO reports on the results of tests of pupils, and the communication of those plans to the Catholic community. <p>(c) Facilitate the establishment of the Catholic School Advisory Council and assist in its operation.</p> <p>(d) Support and promote the Council’s activities.</p> <p>(e) Provide for the prompt distribution to each member of the Council of any materials received from the Ministry that are identified by the Ministry as being for distribution to Council members.</p> <p>(f) Post any materials distributed to members of the Council in a location that is accessible to all parents.</p> <p>(g) Give written notice of the dates, times and locations of Council meetings to every parent and attend every meeting of the Council, unless he or she is unable to do so by reason of illness or other cause beyond his or her control.</p> <p>(h) Act as a resource person to the Council and assist the Council in obtaining information relevant to the functions of the Council, including information relating to relevant legislation, regulations and policies.</p> <p>(i) Consider each recommendation made by the Council and advise the Council of the action taken in response to the recommendation.</p>	
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- (j) Report the composition of the Council to the local supervisory officer before November 1 of each year.

8. Consultation by Board

The Toronto Catholic District School Board shall consider each recommendation made to the Board by Catholic School Advisory Councils, shall advise such Councils of the action taken in response to the recommendation, and shall solicit the views of local Catholic School Advisory Councils with respect to the following:

- (a) The establishment or amendment of Board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
 - (i) Policies and guidelines with respect to the conduct of persons in TCDSB schools.
 - (ii) Policies and guidelines respecting appropriate dress for pupils in TCDSB schools.
 - (iii) Policies and guidelines respecting the fundraising activities of Catholic School Advisory Councils.
 - (iv) Policies and guidelines respecting conflict resolution processes for internal Council disputes.
 - (v) Policies and guidelines respecting reimbursement by the Board of expenses incurred by Council members.
- (b) The development of implementation plans for new

<p>education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including,</p> <ul style="list-style-type: none"> (i) Implementation plans for policies and guidelines with respect to the conduct of persons in schools. (ii) Implementation plans for policies and guidelines respecting appropriate dress for pupils. <p>(c) Board action plans for improvement, based on the EQAO reports on the results of tests of pupils and the communication of those plans to the Catholic community.</p> <p>(d) The process and criteria applicable to the selection and placement of principals and vice-principals.</p> <p>(e) That any CSAC recommendation which might impact globally on TCDSB special education programs or services be referred to SEAC for information and comments; and that any recommendation of SEAC that might impact on special education programs and services in schools be referred to the CSACs of the potentially impacted schools for information and comments.</p>	
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S.10 CATHOLIC SCHOOL ADVISORY COUNCIL:

DRAFT POLICY FOR CONSULTATION

Consultation Instruction

The following DRAFT policy, S.10 Catholic School Advisory Councils, was approved by the Board of Trustees on June 11, 2013 for the express purpose of stakeholder consultation. A text box is provided after each component of the policy in the event that the stakeholder wishes to provide comments and/or provide suggested edits.

Policy:

The Catholic School Advisory Council (CSAC) of each school in the TCDSB will, through the active participation of parents, endeavour to improve student achievement and well-being and to enhance the accountability of the education system to parents. Each CSAC shall function in an advisory role by making recommendations to the principal of the school, and, where necessary, to the Board, on any matter in accordance with the Education Act, TCDSB policies and guidelines and operating procedures.

A TOTAL OF 24 CSAC RESPONSES WERE SUBMITTED.

Please provide comments and/or suggested edits:

YES: 2 Responses—Percentage (8%) NO: 22 Responses--Percentage (92%)

NO COMMENTS PROVIDED

Regulations:

- The school council at every school shall use the name Catholic School Advisory Council, and will comprise a majority of Roman Catholic members. The CSAC shall not be incorporated.**

YES: 5 Responses—Percentage (21%) NO: 19 Responses--Percentage (79%)

- need to clarify if CSAC chair has to be Roman Catholic
- I appreciate the name CSAC but I believe many parents do not know who we are or what we are trying to do. When I say CSAC (and I don't usually say the long form name) I get a confused look. Communication is a big issue and I don't feel the name reaches the group we most want to involve - parents. I realize that a name change would be difficult at this point in time but I feel the name itself is somewhat of a barrier in communicating with parents. School Council is used by the Ministry and the TDSB. It is short, sweet and clear in meaning. We could add Catholic but why do we need "Advisory" in the name?



**S.10 CATHOLIC SCHOOL ADVISORY COUNCIL:
DRAFT POLICY FOR CONSULTATION**

3. Since our Secondary School has many non catholic students hence non-catholic parents it could be viewed as discrimination by saying the council needs to have a majority of Catholic members. We want active parents and parents on the council realize that we still have to uphold the Catholic values of prayer etc. We don't believe that a parent should be exempt from being part of the council if they are not Catholic.
4. School Council should also be able to have alternate relevant names such as Parent Council as long as they always cite CSAC as well. "Advisory Council" is not clear to parents in the mainstream language.
5. How does the Board expect CSAC to confirm whether the majority of members are RC without appearing discriminatory? In choosing to enroll our children in the separate school board, we have chosen to have our children raised in Catholicism and to be inclusive of all. This statement undermines this philosophy.

- 2. A CSAC may make recommendations to the principal of the school on any matter, and the principal shall consider each recommendation and advise the CSAC of the action taken in response to the recommendation.**

YES: 2 Responses—Percentage (8%) **NO:** 22 Responses--Percentage (92%)

1. ...within a reasonable period of time and using a communication method amenable to both the principal and the CSAC member(s).
2. Principals and CSAC have to have 2-sided conversations/discussions on all school issues, in that principals should bring up matters and vice versa CSAC bring up matters for consultation, recommendation, suggestions. When responding, principals and CSAC should give reasoning behind recommendations, responses etc.

- 3. The principal will act as a resource person to the CSAC and shall assist the Council in obtaining information relevant to the duties and functions of the Council.**

YES: 1 Responses—Percentage (4%) **NO:** 23 Responses--Percentage (96%)

1. Is the only point of resource or contact the principal? Resources should also be TCDSB, MOE and other relevant outside parties/resources as information exists.



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4. **The principal will provide information and solicit the views of CSAC on matters concerning:**
- (i) **student achievement and the School Learning Improvement Plan;**
 - (ii) **annual funding for parent involvement;**
 - (iii) **the school budget;**
 - (iv) **school policies and procedures including the code of conduct;**
 - (v) **school uniform or dress code.**

YES: 3 Responses—Percentage (13%) **NO:** 21 Responses--Percentage (88%)

1. This is extremely important, but does not happen in practice. How do we ensure this occurs. It places CSAC executive in a difficult position when the administration is asked for this information and is not provided.
2. I think we should also mention not limited to School but also Board-wide, education, catholic issues etc.
3. The section should read "The principal will provide information and solicit AS NECESSARY the views of CSAC..." The words as necessary should be there to ensure that the principal doesn't feel that he/she needs to solicit our views on all of these matters all of the time. It would be overly cumbersome.

5. **The principal of a school may delegate any of his or her powers or duties as a member of CSAC to a vice principal of the school.**

YES: 3 Responses—Percentage (13%) **NO:** 21 Responses--Percentage (88%)

1. Add to the end of the sentence, "when necessary".
2. Re Question 4 - I think we should specifically add student safety and security as well so CSACs feel that they have a voice on this issue. Re Question 5 - no changes.
3. with notice to CSAC



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6. **A CSAC may make recommendations to Board on any matter, and the Board shall consider each recommendation and advise the CSAC of the action taken in response to the recommendation.**

YES: 3 Responses—Percentage (13%) NO: 21 Responses--Percentage (88%)

1. (see my phrasing recommendation for question #2) [...within a reasonable period of time and using a communication method amenable to both the principal and the CSAC member(s).]
2. Add to the end, "on a timely basis".
3. including logic and reasoning behind response/s so CSAC is informed and has all information and resources.

7. **The Board shall solicit the views of CSACs with respect to the:**

- (i) **establishment or amendment of board policies or guidelines;**
- (ii) **development of implementation plans for new initiatives that relate to student achievement or to the accountability of the education system to parents;**
- (iii) **board action plans for improvement based on EQAO reports;**
- (iv) **Principal Profile, to assist in the selection and placement of principals and vice-principals.**

YES: 5 Responses—Percentage (21%) NO: 19 Responses—Percentage (79%)

1. A comment regarding #iv: our CSAC felt that our input in the Principal Profile was not valued because the decision to place our new principal was made without consulting our P.P.—please do not just make this bureaucracy and paper-pushing!
2. With respect to board action plans for improvement based on EQAO reports; we believe plans for improvement include feedback from the Principal, CSAC, school staff and the community. EQAO is ill equipped to provide an accurate picture of improvement as a whole.
3. We are supportive of this, however how is this being administered. This does not appear to have occurred especially concerning (iii) and (iv) above.
4. Whether listed specifically in this policy or elsewhere, it should be noted how the Board is expected to solicit these views (via emails to CSAC, through the Principal, etc. - just to set clear expectations for both parties
5. as well as report on results of such solicitations BEFORE policies etc. are implemented



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8. A CSAC may make recommendations to the Board's Catholic Parent Involvement Committee (CPIC) on matters relating to:

- (i) strategies for parent engagement;**
- (ii) identifying and reducing barriers to parent engagement;**
- (iii) creating a welcoming environment for parents;**
- (iv) strategies for parents to support their child(ren)'s learning at home and at school.**

YES: 1 Response—Percentage (4%) **NO:** 23 Responses--Percentage (96%)

1. including discussions, meetings between CSAC and CPIC. Why is CPIC described as the "board's CPIC"? Rather than the local CPIC?

9. The election of parent members to CSAC will be held within the first 30 days of each school year, with parents constituting the majority of the members. On behalf of the CSAC, the principal will communicate information about elections to the parent community of the school at least 14 days prior to the election.

YES: 3 Responses—Percentage (13%) **NO:** 21 Responses--Percentage (88%)

1. a comment: at the People for Education conference, a session commented that it was very difficult to hold elections so early in the school year and that it would be nice to have flexibility (e.g. elect a co-chair in June and the second co-chair in September, so that work can be done during the summer to prepare if need be)
2. The first 30 days of the school year is a very busy time. The "30 day" deadline should not be a hard and fast deadline, especially counting "school" days of the week and not weekend days. If this is the case, then the 30 days will fall in and around Thanksgiving weekend, and not early October. This gives parents a chance to get into the routine of school, especially first-time parents to school children, then they can decide about commitment to CSACs by end Sept./beginning Oct.
3. The 14-day notice period is challenging to provide at the beginning of the school year (for example, this year, there were only 14 days between the first day of school and our first CSAC meeting and so notice had to be given on day 1). We (St. Clement CSAC) have moved our future September meeting dates to a much later date in September to accommodate this



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10. Every effort will be made to ensure that CSAC is representative of the diversity within a school community.

YES: 5 Responses—Percentage (21%) **NO:** 19 Responses--Percentage (79%)

1. How do we ensure diversity in a practical perspective? We cannot refuse a nominee if they are voted in. Any guidance in this regard is welcomed.
2. I personally would like suggestions on how to attract parent involvement. We barely get volunteers to go on trips let alone assist with the CSAC. It is an ongoing struggle at our school.
3. How? CSAC generally are made up of committed parents, some who may participate wholly, and some partially. Who and how will diversity be satisfied?
4. Kindly define the word "diversity".
5. We agree.

11. Composition of the CSAC will be consistent with the Education Act, and will also include the local pastor or designate, and a parent representative from the Toronto Association of Parents in Catholic Education (TAPCE), as derived from the Ontario Association of Parents in Catholic Education (OAPCE).

YES: 10 Responses—Percentage (42%) **NO:** 14 Responses--Percentage (58%)

1. In a small community where building a positive relationship with the local pastor is an ongoing goal, this can be difficult to achieve. On a small CSAC, a parent may not volunteer to be a representative on TAPCE. Perhaps the wording should say, "...will include....whenever possible."
2. This is not the case in every school community. Language should be "may also include".
3. instead of the word "will" also include change to "may
4. It is unrealistic to have local pastor or designate come to our meetings. We also don't agree that we should have a TAPCE and OAPCE rep – I think both should be voluntary, not mandatory. We are all volunteers and have limited time and sometimes the meeting times conflict with our own CSAC meetings



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5. just a comment - I have no clue who our "pastor or designate" is on our CSAC. Who decides this?
6. In my experience on three different CSAC's, it is very difficult to include the local pastor or designate on CSAC. It is also difficult for many CSAC members to also be involved in TAPCE.
7. This has not always happened and is difficult to administer at the local level. Guidance on how this can be practically applied is welcomed.
8. Currently, not every CSAC within the board has a parent rep on TAPCE. Perhaps making this mandatory will ensure this for the future.
9. TAPCE representation and TCDSB? What is the status of this relationship?
10. We think that a TAPCE volunteer rep is unnecessary (and unrealistic) to attain

12. There must be a minimum of four CSAC meetings open to the public in each school year. The first CSAC meeting must occur within 35 days after the election.

YES: 1 Response—Percentage (17%) **NO:** 23 Responses--Percentage (96%)

1. Suggest 30 days after the election as pushing into October may be late for many councils to undertake their mandate. Clarify after the AGM election.

13. CSAC may solicit and take into consideration the advice of parents of students enrolled in the school with regards to matters under consideration by the Council.

YES: 1 Response—Percentage (4%) **NO:** 23 Responses--Percentage (96%)

1. We believe that the wording of the section should be shifted slightly to read more clearly. Our suggestion: "With regards to matter under consideration by CSAC, CSAC may solicit and take into consideration the advice of parents of students enrolled in the school."



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- 14. All communications from CSAC intended for distribution to parents of children in the school will be approved by the Principal prior to the communication being sent to the intended recipients.**

YES: 2 Responses—Percentage (8%) **NO:** 22 Responses--Percentage (92%)

1. Firmly agree with this statement.
2. Perhaps overseen and checked by Principal rather than "approved" as there may be differing opinions within the communication.

- 15. Each CSAC may develop by-laws governing the conduct of its activities. At minimum, the following by-laws must be developed:**

- (i) a by-law governing election procedures and the filling of vacancies in the membership of the CSAC.
- (ii) a by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest.
- (iii) A by-law that establishes a conflict resolution process for internal Council disputes, consistent with TCDSB policy [H.M.19 Conflict Resolution](#).
[hyperlink to policy]

YES: 3 Responses—Percentage (13%) **NO:** 21 Responses--Percentage (88%)

1. A comment - I think TCDSB should offer sample by-laws that a CSAC can choose to use, adopt, or modify - we have a very small regular group on our CSAC and getting deep into Robert's Rules of Order does not work for our group or community.
2. It would be helpful if the Board provided templates for CSACs to download/complete to promote/maintain consistent.
3. Guidance in this regard is welcomed. Suggested language and processes for consistency are welcomed



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- 16. All funds collected by CSACs shall be retained by the school principal in the school banking account. CSACs will advise the principal about spending funds collected by CSACs consistent with TCDSB policies.**

YES: 5 Responses—Percentage (21%) NO: 19 Responses--Percentage (79%)

1. The funds collected by CSAC shall be retained by the CSAC Treasurer and in the CSAC banking account.
2. Provide option of using Board account or local approved school bank account under supervision of the Principal and elected CSAC Treasurer.
3. This is a big change for CSACs. I feel it is a good move as long as there are checks and balances to ensure that CSAC raised funds are not spent by the Principal without CSAC approval. And, if they are spent without CSAC approval, what will happen?
4. NO - CSACs shall retain their own banking accounts "in trust" for their councils and will advise the principal and parent community about spending funds within the CSAC account, whether collected or received from outside sources at CSAC's discretion and not necessary TCDSB policies.
5. We would like some clarification on this statement. Currently we have a separate CSAC account. Each month we review the finances and hold votes at our CSAC meetings to determine where the money is being allocated. Being that we are asking parents to spend their "free" time fundraising for our school and classroom programming, then we feel our parent community should have a voice in how the money is being spent.

- 17. Where CSAC bank accounts are maintained separate from the school account, all CSAC accounts must be merged with the school account by no later than August 31, 2015.**

YES: 5 Responses—Percentage (21%) NO: 19 Responses--Percentage (79%)

1. CSAC bank accounts should not be required to merge with school bank accounts.
2. Would there not be confusion between the school and CSAC spending activities? What would the treasurer's role be or will there be a need for one since all money will be over seen by the principal? Does this mean that the school needs to be transparent with their spending/budget etc since all funds will be on the same account?



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3. Eliminate need to merge accounts but include a requirement to provide the Board with annual statement including funds collected versus funds spent; along with requirement to provide this information upon request.
 4. CSAC accounts shall NOT be merged with school account, but records may be stored on School property. CSAC account/s will be maintained separately at CSAC's discretion.
 5. Need more clarification on this mandate. By merging the CSAC and school accounts, does this eliminate the position of the CSAC treasurer and will the school secretary assume the responsibility of tracking both the CSAC and the school financials? Will the principal assume the responsibility of reporting finances to CSAC at the monthly meeting?
18. **The CSAC may engage in fundraising activities related to charitable, humanitarian, educational or services consistent with the tenets of Catholicism. All fundraising shall be carried out under the jurisdiction and supervision of the principal, and will be governed by TCDSB policies S.M.04 Fund Raising in Schools, and F.P.01 Purchasing. [\[hyperlink to policies\]](#)**

YES: 3 Responses—Percentage (13%) **NO:** 21 Responses--Percentage (88%)

1. Review and/or clarification of the TCDSB policies on fund raising and purchasing are required.
2. Good policy. As an aside, we need more support on these issues - fundraising, purchasing, what we can buy, what we can't buy, etc.
3. Fundraising will be overseen by principal but not governed by him/her or TCDSB policies as long as there is transparency and reporting to principal/TCDSB.



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- 19. Each CSAC will annually submit a written report on its activities to the principal of the school and the principal will post the report to the school's portal site. Upon request, the report will be made available to members of the Board.**

YES: 5 Responses—Percentage (21%) **NO:** 19 Responses--Percentage (79%)

1. Some CSACs may need specific questions when submitting a written report on its activities.
2. CSACs should have the ability to post items on the portal provided approval of the item has been granted by the Principal. Along with a written report, information on events, activities, etc. can/should be posted in the spirit of strengthening communities.
3. Great policy and necessary. Just hope there is follow up to make sure it happens.
4. Report should be given to CSAC and parent community as well as principal, then principal to post report to School's site as well as distribute locally at school level.
5. We are unsure what this would entail and would appreciate receiving more details (e.g. a sample) of this annual report. We already have detailed minutes and a monthly write-up in our newsletter.

- 20. CSAC shall create minutes of all its meetings and records of all its financial transactions for a minimum of four years. The principal will retain these minutes and records and make them available at the school for examination without charge for any member of the Catholic community.**

YES: 4 Responses—Percentage (17%) **NO:** 20 Responses--Percentage (83%)

1. CSACs should be able to post meeting minutes on the school portal for ease of access.
2. Agree with this. Add and make them available to the parent community eg. school website.
3. Shouldn't the timeline be in line with CRA and Ontario requirements. Who supersedes who?



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4. The wording of this statement is confusing as it suggests that CSAC should create minutes for four years. Instead, the section could read: "CSAC shall create minutes of all its meetings and records of all its financial transactions. The principal will retain these minutes and records FOR A MINIMUM OF FOUR YEARS and make them available...". That slight change in wording makes the section clearer.

21. **The Operational Procedures and Financial Procedures provided will govern the respective activities of Catholic School Advisory Councils of the TCDSB.**

YES: 2 Responses—Percentage (8%) **NO:** 22 Responses--Percentage (92%)

1. Clarity is required on what Operational Procedures are that are being referenced here.
2. No. CSACs will govern their own activities within the Ministry, Board and School mission, policies etc.

Evaluation and Metrics:

1. **The annual report of CSAC activities will serve as an assessment of the council's work to support student achievement and well-being at the school.**

YES: 3 Responses—Percentage (13%) **NO:** 21 Responses--Percentage (88%)

1. A comment - I'm uncertain how useful or reliable this method will be. What if we try but our efforts fail to make a difference in supporting student achievement / well-being, due to other factors? What is the consequence if a CSAC does not deliver?
2. The Board has an opportunity to provide clarification on what defines supporting student achievement and well-being.
3. This seems to be new. What are the evaluation and metrics? Assistance is required here.



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2. **The utilization of parent involvement funds and Parent Reaching Out (PRO) grants, where applicable, will be monitored.**

YES: 3 Responses—Percentage (13%) NO: 21 Responses--Percentage (88%)

1. Who will monitor the PRO Grant and the utilization of parent involvement funds? The school, the board, the ministry? It's very vague.
2. Sorry...no changes.
3. By whom? If the CSACs are reporting to the principal on their activities for transparency, then why should the PRO funds spending be "monitored". The principals already have signing authority on all CSAC accounts.

Catholic School Advisory Consultation Evening:



Five General Topics (to guide conversation):

Role of CSAC

Collaboration (CSAC and Principal)

Communication

Supporting Student Achievement

Self-Assessment and Success as a CSAC

Topic	Questions: (1-2 more to come for each topic)
Role of CSAC	In your experience, what do you see as being the mandate of CSAC?
Collaboration (CSAC and Principal)	What information should principals share with CSAC and on what topics do you feel it is important to hear CSAC's views?
Communication	What best practices can you share in regards to communication <i>from</i> CSAC and <i>to</i> CSAC?
Student Achievement	How can CSAC help support Student Achievement and Well Being?
Self-Assessment and Success as a CSAC	How do we best self-assess as CSACs? i.e., Assess their work over the course of the school year? Indicators of success?

PENDING LIST FOR GOVERNANCE AND POLICY

	Requested (Meeting Date)	Agenda Item #	Subject	Date Due	Delegated to
a)			T.03 Boardroom seating arrangements will be updated and by part of By-Laws	Jan/14	
b)	March 2013		Trustee Matter from Trustee Del Grande, regarding Private Agendas and Reporting that the Director of Education as Secretary of the Board propose procedures to be incorporated into the bylaws using other school boards and the City of Toronto examples to ensure maximum transparency while ensuring appropriate confidential details are kept private.	Jan/14 Regular Board	A. Gauthier
c)			Agenda Management: Process for determining Agenda Items for Governance Framework Committee and approximate time requirements per item (Deferred until after Trustee/Senior Staff Retreat)		S.Pessione
d)			F.P.01 Purchasing Policy	Apr/14	L. Notten
15	Adjournment				