

**Positive working relationships among trustees, staff, and parents, respectful of the important and distinct role each plays in promoting student success, are strengthened by establishing clear and effective lines of communications.**



For further information about the Supporting Student Achievement and Well-Being by Addressing Parent Concerns - Guidelines, please consult our website: [www.tcdsb.org](http://www.tcdsb.org)



## Guidelines for Trustees

- Encourage the parent to address concerns with the staff member and/or school principal. If the situation is not resolved, direct the parent to the School Superintendent. Inform the School Superintendent of the concern and/or make the inquiry on behalf of the parent to the School Superintendent for investigation and resolution. The School Superintendent will apprise the Trustee of the resolution to the concern and provide any information which will assist the Trustee in communicating with the affected parties.
- If the concern involves a personnel matter, inform the appropriate School Superintendent about the inquiry. If apprised of the concern by a third party, inform the party that the concern has been shared with the appropriate School Superintendent for investigation and resolution. Indicate that all further inquiries about the concern should be directed to the School Superintendent who will follow-up.
- Share information or perspectives which are pertinent to the resolution of parental concerns and issues with the appropriate School Superintendent who, if needed, will assist the Principal to resolve the issue.
- A concern regarding school facilities will be directed to the School Superintendent, the Superintendent of Planning and Facilities or the Associate Director of Planning and Facilities.
- Ensure that confidentiality is maintained by all parties concerning student and personnel matters.
- Ensure that exemplary policies and practices are established and that, through the Director of Education, Board staff is held accountable for responding to parent/stakeholder concerns.

***In addressing parent and stakeholder concerns, staff is to resolve issues at the source, whenever possible, respect the spirit and practice of system-wide policy, and respond in a timely and effective manner. A first response acknowledging receipt of the concern is expected within two school days.***

## TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2010 - 2011

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12. Nancy Crawford	416-512-3412
Natalie Rizzo, Student Trustee	416-512-3413



**Ann Perron, Director of Education**  
**Ann Andrachuk, Chair of the Board**

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## Supporting Student Achievement and Well-Being by ADDRESSING PARENT CONCERNS GUIDELINES



**Trustees, as elected officials, are sometimes asked by parents to intervene on local school and system-wide issues. The Education Act requires trustees to entrust the day-to-day management of the Board to its staff through the Director of Education. Trustees have the responsibility to ensure that policies and practices are in place to address issues and that Board staff, through the Director of Education, are accountable for implementation.**

***All concerns shall be addressed in a respectful and professional manner that is consistent with the Education Act and all other relevant legislation and Board policies including T.04 (Trustee Code of Conduct), H.M.14 (Respectful Workplace), H.M. 19 (Conflict Resolution) and H.M. 30 (Complaint Against A Staff Person).***

**ROLE OF TRUSTEES:** Trustees communicate with their constituents and hear concerns. They address concerns of parents/stakeholders by advising them as to which board staff can answer their questions and deal directly with their concerns. Trustees ensure that exemplary policies and practices are established.



**CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC):** The Catholic Parent Involvement Committee (Ontario Regulation 330/10) is a ministry funded and parent-led committee that acts as a formal advisory body to the board. Its purpose is to support, encourage and enhance meaningful parent involvement to improve student achievement and well-being. CPIC focuses on matters that affect more than one school. CPIC communicates with and supports Catholic School Advisory Councils.

**The Toronto Catholic District School Board is committed to providing a learning environment for our students supported by fair and equitable system-wide policies focused on improving the achievement and well-being of all students.**



## Guiding Principles for Addressing Parent/Stakeholder Concerns

- (a) Foster a climate of respect and trust which focuses on working towards mutually acceptable solutions and is consistent with relevant Board policies.
- (b) Ensure that every parent with a concern has an adequate opportunity to express the concern fully.
- (c) Encourage the parent to address the concern at the level at which the concern originates.
- (d) In addressing a concern, respond in a manner consistent with the principles of procedural fairness and that is seen to be fair by the parent and by all other parties directly involved.
- (e) Maintain a written record of the concern and response, where appropriate.
- (f) Provide the parent and other parties involved with timely updates, as needed, about the progress made in resolving the concern.
- (g) Ensure that confidentiality is maintained by all parties regarding student and personnel matters.

### Guidelines for Parents

- (a) Present their concern to staff and allow the opportunity for due consideration of the concern.
- (b) Address the concern first to the staff member responsible for the area to which the concern directly relates.
- (c) Ensure that confidentiality is maintained by all parties concerning student and personnel matters.



### Guidelines for Principals

- (a) Advise the parent to discuss the concern directly with the staff member and, if possible, resolve it at that level.
- (b) Gather any relevant information to determine the facts and circumstances.
- (c) Discuss the concern with the staff member; consider the staff member's perspective and offer advice, where advice is required to resolve the concern, and inform the parent and all affected parties of the outcome.
- (d) Meet jointly with the staff member and the parent to discuss the concern and work together toward resolution.
- (e) Consult with the School Superintendent and/or other Board staff in order to assist in resolving the concern.
- (f) Refer the concern to the School Superintendent if the parent does not agree with the decision of the principal and wishes to appeal to a higher staff authority.
- (g) Where the principal refers the concern to the School Superintendent, the School Superintendent will consult with the principal and parent and, in collaboration with them, will make a final decision that reflects school and system policy and is in the best interests of the student.

### Guidelines for School Superintendents

- (a) Refer the parent to the principal where prior discussion with the principal has not taken place and follow up with the principal on the outcome.
- (b) Gather any relevant information to determine the facts and circumstances.
- (c) Consult with the principal about the concern and advise the principal of options to consider, or make a recommendation to the principal for addressing the concern and inform the parent of the outcome.
- (d) Make a final decision about the concern in consultation with the principal and inform the parent and principal about the outcome.
- (e) Inform the trustee about the outcome.
- (f) Where the School Superintendent determines that the concern about a particular school or community of schools requires informing and consulting with the Associate Director, or other appropriate central staff, the School Superintendent will initiate such communication with those persons.

## PROCESS FOR ADDRESSING PARENT CONCERNS

### TRUSTEE

Directs parents to principal or school superintendent

### PARENT

Contacts teacher or principal

### PRINCIPAL

Resolves concern or seeks support of school superintendent

### SCHOOL SUPERINTENDENT

Consults with principal about the concern

### ASSOCIATE DIRECTOR

Involved if a system-wide issue or if consulted by superintendent

### DIRECTOR

Supports staff in their efforts to address system-wide issue through policy

