

GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

**AGENDA
MAY 8, 2018**

Angela Kennedy, Chair
Trustee Ward 11

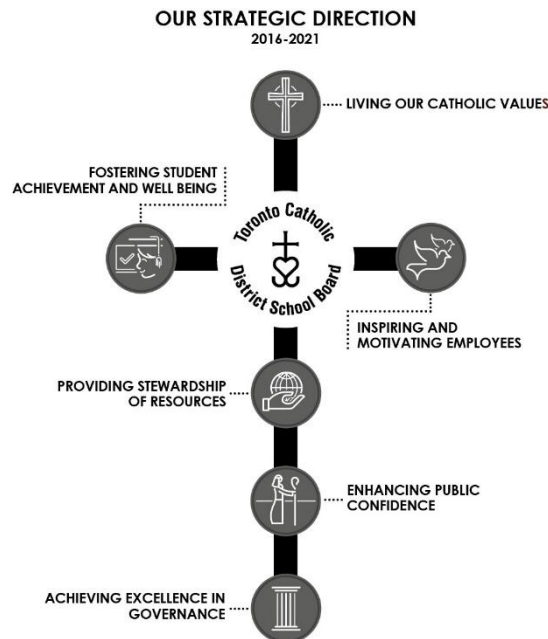
Jo-Ann Davis, Vice Chair
Trustee Ward 9

Ann Andrachuk
Trustee Ward 2

Nancy Crawford
Trustee Ward 12

Barbara Poplawski
Ex-Officio

Maria Rizzo
Ex-Officio



MISSION

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

VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Asst. Recording Secretary: 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Barbara Poplawski
Chair of the Board

TERMS OF REFERENCE FOR GOVERNANCE AND POLICY 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

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

OUR VISION

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



AGENDA THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE

PUBLIC SESSION

Angela Kennedy, Chair

Jo-Ann Davis, Vice Chair

Tuesday, May 8, 2018

7:00 P.M.

Pages

1. Call to Order
2. Opening Prayer
3. Roll Call & Apologies
4. Approval of the Agenda
5. Declarations of Interest
6. Approval & Signing of the Minutes of the Meeting held April 10, 2018
for Public Session. 1 - 14
7. Delegations
8. Presentation
9. Notices of Motion
10. Consent and Review
11. Unfinished Business
12. Matters referred or deferred

Deferred from January 16 and April 10, 2018 GAP Meetings

- | | | |
|------|--|----|
| 12.a | Consideration of Motion from Trustee Davis regarding Planned Work of the Governance and Policy Committee | 15 |
|------|--|----|

Deferred from April 10, 2018 GAP Meeting

- | | | |
|------|--|---------|
| 12.b | Update to Hand-Held (Mobile) Wireless Communication Device Policy (A.31) | 16 - 31 |
|------|--|---------|

13. Staff Reports

- | | | |
|------|--|----------|
| 13.a | Update to Fair Practice in Hiring and Promotion Policy (H.M.40) | 32 - 42 |
| 13.b | Review of Performance Appraisal: Director of Education Policy (H.C.06) | 43 - 74 |
| 13.c | Update to School Events Communications and Invitee Protocols Policy (S.02) | 75 - 80 |
| 13.d | Uptdate to Indigenous Voluntary Self-Identification Policy (A.32) | 81 - 86 |
| 13.e | Update to Logo Use Policy (T.16) | 87 - 117 |

14. Listing of Communications

15. Inquiries and Miscellaneous

- | | | |
|-----|--------------------------|-----------|
| 16. | Updating of Pending List | 118 - 119 |
|-----|--------------------------|-----------|

17. Adjournment

**MINUTES OF THE REGULAR MEETING OF THE
GOVERNANCE AND POLICY COMMITTEE
TUESDAY, APRIL 10, 2018**

PUBLIC SESSION

PRESENT:

Trustees: A. Kennedy, Chair
A. Andrachuk
N. Crawford - by teleconference
M. Rizzo

Staff: R. McGuckin
P. Matthews
P. Aguiar
C. Kavanagh
S. Coray

S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

1. Call to Order

Prayers were offered for the families of the teacher from St. Bernard Catholic School who passed away recently from cancer and for all those who died or were injured in the bus accident carrying the Humboldt Broncos junior hockey team, as well as in memoriam of Trustee Andrachuk's father-in law, former Trustee of the Board for 25 years, who passed away 19 years ago.

3. Roll Call and Apologies

Apologies were received on behalf of Trustees Davis and Poplawski.

4. Approval of the Agenda

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that the Agenda, as amended to include Items 15a) Inquiry from Trustee Rizzo

regarding Procedure and Timeline for Including Referrals to Governance and Policy Committee (GAP); 15b) Inquiry from Trustee Rizzo regarding whether GAP reports to Board or other Standing Committees; and 15c) Inquiry from Trustee Kennedy regarding Policy School Events Communications and Invitee Protocols Policy S.02, and to defer Item 13d), be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Motion was declared

CARRIED

6. Approval and Signing of the Minutes of the Meeting

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that the Minutes of the Regular Meeting held February 13, 2018 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Motion was declared

CARRIED

12. Matters Referred or Deferred

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 12a) be adopted as follows:

- 12a) Consideration of Motion from Trustee Davis regarding Planned Work of the Governance and Policy Committee** deferred to the May 8, 2018 GAP meeting due to Trustee Davis' unavailability.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Motion was declared

CARRIED

13. Staff Reports

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that Item 13a) be adopted as follows:

- 13a) Update to Conflict of Interest: Employees Policy (H.M.13)** that the Conflict of Interest: Employees policy (H.M.31) provided in Appendix A be adopted.

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Trustee Rizzo, that “*close business associate*” be replaced with “*business associate*” on Page 16, Regulation 5, and Page 18, Definition 2, as well as throughout the Policy and Definitions, if necessary.

Results of the Vote taken on the Amendment, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Andrachuk, that the following be added to the policy:

“Failure of an employee to comply with the requirements of this policy may result in employee discipline up to and including termination”.

Results of the Vote taken on the Amendment, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Amendment was declared

CARRIED

Results of the Vote taken on the Motion, as amended, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that Item 13b) be adopted as follows;

- 13b) Update to Student Trustee Policy (T.02)** that the Student Trustee Policy (T.02) provided in Appendix A be adopted.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Andrachuk, that Regulation 8, Page 27, be replaced with the original

wording in Operating Procedure 11, page 34, and that “*February*” be replaced with “*before April 1*” in Item 9, page 34.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Andrachuk, that the voting procedure be explained in full in the Operational Procedures.

Results of the Vote taken on Amendment 1, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

Amendment 1 was declared

CARRIED

Results of the Vote taken on Amendment 2, as follows:

In favour

Opposed

Trustees Andrachuk	Rizzo
Crawford	
Kennedy	

Amendment 2 was declared

CARRIED

Results of the Vote taken on the Motion, as amended, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy

Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Andrachuk seconded by Trustee Crawford, that Item 13c) be adopted as follows:

13c) Review of Performance Appraisal: Director of Education Policy (H.C.06) received.

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 13c) be tabled until the last item of business.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Motion was declared

CARRIED

- 13d) Update to Hand-Held (Mobile) Wireless Communication Device Policy (A.31)** deferred to the May 8, 2018 GAP meeting (refer Item 4).

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that Item 13e) be adopted as follows:

- 13e) Update to Prayer In Schools Policy (S.23)** that the revised Prayer in Schools Policy (S.23) provided in Appendix A be adopted.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Rizzo, that a Regulation be added recommending that prayers be aligned with the liturgical calendar, feasts of saints or virtue of the month, where possible.

Results of the Vote taken on the Amendment, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Amendment was declared

CARRIED

Results of the Vote taken on the Motion, as amended, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that Item 13f) be adopted as follows:

- 13f) Update to Advertising Policy (A.03)** that the Advertising Policy (A.03) provided in Appendix A be adopted.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Rizzo, that the Policy Statement, page 78, first paragraph, be reworded to insert “*consistent with Catholic values as reflected in the Board’s Multi-Year Strategic Plan*” inserted after “*must be*” such that the sentence reads “It is the policy of the Toronto Catholic District School Board that advertising must be *consistent with Catholic values as reflected in the Board’s Multi-Year Strategic Plan ...*”

Results of the Vote taken on the Amendment, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Amendment was declared

CARRIED

Results of the Vote taken on the Motion, as amended, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Motion, as amended, was declared

CARRIED

15. Inquiries and Miscellaneous

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that Item 15a) be adopted as follows:

15a) Inquiry from Trustee Rizzo regarding Procedure and Timeline for including Referrals to GAP received.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Motion was declared

CARRIED

Staff will ensure that referrals to GAP are included in the Agenda, Category 12,

15b) Inquiry from Trustee Rizzo regarding Whether GAP Committee reports to Board or other Standing Committees noted.

MOVED by Trustee Rizzo that the matter be referred to staff for recommended wording to change the By-law, if necessary. There was no seconder.

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 15c) be adopted as follows:

15c) Trustee Kennedy regarding Policy School Events Communications and Invitee Protocols Policy (S.02) received and referred to staff to bring back a copy of the Policy School Events Communications and Invitee Protocols Policy (S.02) for review at the May 8, 2018 Governance and Policy Committee meeting.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Motion was declared

CARRIED

PRESENT:

Trustees: A. Kennedy, Chair
A. Andrachuk
N. Crawford - by teleconference
M. Rizzo

Staff: R. McGuckin
P. Matthews

S. Harris, Recording Secretary

13. Staff Reports

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that Item 13c) Review of Performance Appraisal: Director of Education Policy (H.C.06) be lifted from the table.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that Item 13c) be adopted as follows:

- 13c) Review of Performance Appraisal: Director of Education Policy (H.C.06)** that Guiding Principle 9, page 41, be removed until the Board of Trustees approve the performance-related pay for executive compensation.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Rizzo, that all previous changes be incorporated and brought back to the May 8, 2018 GAP meeting.

Results of the Vote taken on the Amendment, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Amendment was declared

CARRIED

Results of the Vote taken on the Motion, as amended, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Motion, as amended, was declared

CARRIED

17. Adjournment

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

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Rizzo

The Motion was declared

CARRIED

SECRETARY

CHAIR



Jo-Ann Davis
Trustee, Ward 9
Email: jo-ann.davis@tcdsb.org
Voicemail/Fax: (416) 512-3409

To: Governance and Policy Committee – Tuesday, January 16, 2018

From: Jo-Ann Davis – Trustee Ward 9

Subject: Consideration of Motion - Planned Work of the Governance and Policy Committee

MOVED BY: Jo-Ann Davis, Toronto Catholic District School Board (TCDSB)

That in keeping with our MYSP and our stated goals of good governance, strengthening public confidence in our board and effective stewardship of public resources that:

1. A list of all planned work for the Governance & Policy committee be added to the pending list of each meeting agenda along with target dates for reporting.
2. If staff are unable to meet a target date for a committee report, that the date be updated in the agenda's pending list NO LESS than one meeting prior to the listed target date, with a new target date provided.
3. A table entitled 'Policy Metrics,' which includes columns detailing the following, be maintained and added to the 'Board Committees' page of the board website directly after 'Policies':
 1. Each policy (hyper link to policy)
 3. The reporting cycle (e.g. annual) for the policies metrics
 4. The relevant Board of Trustee Board or Committee meeting at which the results of the metrics to be publicly reported are to be presented
 5. A link to the last report on the metrics for the policy.

Jo-Ann Davis
Trustee Ward 9



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEUPDATE TO HAND-HELD (MOBILE) WIRELESS
COMMUNICATION DEVICE POLICY (A.31)

And you will have confidence, because there is hope; you will be protected and take your rest in safety.
Job 11:18

Created, Draft

April 24, 2018

First Tabling

April 8, 2018

Review

Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development
Steve Camacho, Chief Information Officer

RECOMMENDATION REPORT

Vision:

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

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T.B.D.
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends updates to the current Hand-Held (Mobile) Wireless Communication Device policy (A.31) in meta policy format including updated terms of current devices used. The version attached at APPENDIX A includes updates by the Chief Information Officer.

The cumulative staff time required to prepare this report was 6 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy revision.

C. BACKGROUND

The Hand-Held (Mobile) Wireless Communication Device policy (A.31) was approved on January 27, 2010 and has not been reviewed since.

D. EVIDENCE/RESEARCH/ANALYSIS

1. In addition to changing to meta policy format, the policy only required minor updates such as adding “Smartphones” under the definition of hand-held (mobile) wireless communication device.
2. The “Eligibility” and “Equipment Standards and Procurement” regulations have been moved from the policy to a “Procedures” section.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff.
2. Further reports will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

The updated policy as approved will be posted on the TCDSB policy register.

G. STAFF RECOMMENDATION

Staff recommend that the Hand-Held (Mobile) Wireless Communication Device policy (A.31) provided in APPENDIX A be adopted.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE

POLICY NO: A.31

Date Approved: January 27, 2010-Board	Date of Next Review: May 2023	Dates of Amendments: May 17, 2018
Cross References: Electronic Communication Systems- Acceptable Use policy (A.29) <i>Highway Traffic Act</i>		
Appendix		

Purpose:

This policy sets out the parameters for responsible use of Toronto Catholic District School Board (TCDSB) hand-held (mobile) wireless communication devices.

Scope and Responsibility:

This policy applies to all employees who have been provided hand-held (mobile) wireless communication devices by the TCDSB. The Director is responsible for this policy with the support of the Chief Information Officer (CIO).

Alignment with MYSP:

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

Employees are expected to responsibly use hand-held (mobile) wireless communication devices and comply and adhere to the requirements and regulations



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE

POLICY NO: A.31

as defined ~~per~~ **in** this policy and the TCDSB “Acceptable Use Policy”. It is imperative that any hand-held (mobile) wireless communication device that is used to conduct TCDSB business be utilized appropriately, responsibly and ethically. Any unlawful, illegal and unethical use will not be tolerated and is a violation of this policy and other applicable TCDSB policies which may result in disciplinary measures up to and including dismissal.

Regulations:

Operating a Vehicle

1. While operating a vehicle, employees must not use a hand-held (mobile) wireless communication device because such use impairs the driver’s reaction time, increases the risk of an accident and distracts the attention of the driver from safely operating the vehicle. The safety of employees, pedestrians and other drivers on the road is of the utmost importance and concern therefore the following use guidelines are to be adhered to while driving:
 - (a) Hand-held (mobile) wireless communication devices should only be used when the vehicle is safely parked.
 - ~~(b) Turn off the hand held (mobile) wireless communication devices and allow voice messaging to pick up the call. You can return the call when you arrive at a safe location.~~
 - (c) Avoid answering calls while operating a vehicle. If there is an emergency situation or occurrence where use of the hand-held wireless communication device is urgently necessary, employees must use a hands-free communication device, alert the caller you are driving, advise the



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE

POLICY NO: A.31

caller you will return the call when at a safe location, keep the conversation as brief as possible or find an opportunity to safely pull-off the roadway and secure the vehicle to continue the conversation.

~~(d) Hands free use of a hand held (mobile) wireless communication device with a hands free communication device is still a distraction for the driver and should only be used for emergency situations.~~

(e) Text or e-mail messaging **is strictly prohibited** ~~should never be used~~ while driving.

~~(f) Use of a hand held (mobile) wireless communication device must never be attempted in hazardous driving conditions such as, inclement weather, construction zones, high speed or high volume roadway, etc. Your first responsibility is “eyes on the road and hands on the wheel”.~~

(g) Employees will not be disciplined for failing to answer a call while driving a vehicle and supervisors will not expect employees to immediately respond to the call. The supervisor may leave a voice message for employees to pick-up and return the call when at a safe location.

2. Employees must comply with all municipal, provincial and federal laws applicable in the jurisdiction in which the hand-held (mobile) wireless communication device is used. The TCDSB will not provide legal advice nor assistance to those employees charged under the **relevant** legislation. ~~Further,~~ **Fines levied upon conviction for violating the law with respect to use of a hand-held (mobile) wireless communication device** will not be paid by the employer or reimbursed as an expense.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE

POLICY NO: A.31

3. ~~Hand held (mobile) wireless communication devices should only be used for calls whenever other more cost effective telecommunications devices and services are not readily available. The use of a landline based office desk phone, cordless desk phone or other TCDSB provided telephony equipment should be utilized and considered first before using a hand held (mobile) wireless communication device.~~
4. Use of the still or video camera functionality on a hand-held (mobile) wireless communication device to capture images of other people without their consent or students without parental consent, images of copyright-protected materials and publications, images of sensitive, protected or classified documents, designs, etc. is prohibited.

Cost Management

5. TCDSB hand-held (mobile) wireless communication devices are only allowed to be used within the Ontario area unless otherwise authorized and approved by your Supervisor to minimize the costs for of long distance charges.
6. **Employees must support efforts to manage device operation costs by ensuring that call minutes, text messages, data usage, and roaming charges do not exceed usage plan limits.**
7. Employees that **who** will be traveling outside of the Ontario area **on Board** for work-related business need to be accessible and require the use of a hand-held (mobile) wireless communication device must contact the Technical Services within a reasonable time prior to their trip to review alternative wireless service and long distance plans to minimize usage charges for the duration of the **business** travel period. **In addition, when traveling, employees should avoid**



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE

POLICY NO: A.31

using mobile phones where alternate, cost-effective and secure communications options exist.

Device Ownership and Management

8. The hand-held (mobile) wireless communication device remains the property of the TCDSB for the period the device is assigned to **a TCDSB employee** a staff and when no longer in-use **required by the employee**, the device must be returned to the Technical Services.
9. Employees are expected to take reasonable care to safeguard and protect the hand-held (mobile) wireless communication device assigned to them against loss, theft and unauthorized use. Immediately report a lost or stolen device to your supervisor and to the Technical Services. Notification needs to occur even if you think you may have just misplaced the device. If outside of regular business hours, employees must call the service provider immediately to suspend service and notify the Technical Services.

Personal Use and Personal Data

10. The personal use of a TCDSB-owned hand-held (mobile) wireless communication device for ~~private~~, commercial or consulting business purposes is considered inappropriate use, **and is** a violation of this policy and the TCDSB "Acceptable Use Policy".
11. Employees must reimburse the TCDSB for any ~~additional~~ charges not covered under the monthly wireless service plan including long distance charges (including taxes) incurred for personal use of a TCDSB hand-held (mobile) wireless communication device.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE

POLICY NO: A.31

12. Employee should use caution when using a TCDSB hand-held (mobile) wireless communication device for personal use. Data created, received, and/or stored may be accessed by the TCDSB at any time.

13. TCDSB hand-held (mobile) wireless, when used for personal use, are provided “as is” and without any guarantee/warranty in the form of usability, functionality, availability, or continuity

Security

14. Employees are responsible for the protection of TCDSB information stored or accessed with a hand-held (mobile) wireless communication device or stored on a storage expansion card (e.g., SD memory, etc.) for the device.

15. Reasonable care must be taken when using such devices in public areas to avoid unauthorized disclosure, overheard telephone conversations and access or viewing of information that is represented in any digital or display format.

16. Use of a hand-held (mobile) wireless communication device to communicate ~~high-sensitivity~~ **highly sensitive** information is **not recommended** ~~not permitted~~ **and extreme caution should be exercised when doing so.**

17. Hand-held (mobile) wireless communication devices when left unattended at home must be securely stored in a safe place and access safeguarded from unauthorized individuals, family, friends, visitors, etc. **Unless the circumstances require it, the device should not be left in a vehicle.** When left in a locked vehicle, the device must be stored out of sight ~~or covered from view.~~



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE

POLICY NO: A.31

18. Employees must not tamper with the configuration settings of the hand-held (mobile) wireless communication devices to defeat or disable the security mechanisms ~~and~~ **or** remote manageability functions enabled per TCDSB standards. ~~Do not Downloading or installing unauthorized mobile applications on the device is prohibited.~~

19. **Employees must take all reasonable steps to protect against the installation of unlicensed or malicious applications. Downloading of applications from the platform's (e.g., Apple's, Android's) public application store is acceptable, as long as the application complies with this all Board policies and does not incur any expenses not previously approved by the Board or an appropriate supervisor.**

Failure to Comply

20. The TCDSB reserves the right to suspend or revoke the use of a hand-held (mobile) wireless communication device if it is found that the employee is failing to comply with this policy. In addition, failure to comply may result in disciplinary measures up to and including dismissal.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: **HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE**

POLICY NO: A.31

Definitions:

A **hand-held (mobile) wireless communication device** is a device capable of voice and data communication and includes but is not limited to the following device classifications:

- Cellular phones
- **Smartphones**
- **Tablets or Phablets**
- Any ~~mobile~~ device capable of mobile wireless voice and data communications.

A **hands-free communication device** is an accessory device or function on the hand-held (mobile) wireless communication device that enables hands-free voice communication and operation of the hand-held (mobile) wireless communication device. The purpose of a hands-free communication device is to provide user convenience and safe operation of the device particularly while driving a vehicle.

Hands-free communication can be accomplished utilizing one the following accessory devices or built-in functions of the hand-held (mobile) wireless communication device:

- Use of an ear bud
- Use of a headset
- Use of the device's hands-free speaker
- Use of the device's voice dial feature
- Use of an in-vehicle Bluetooth adaptor (use with vehicle's sound system)
- Use of a Bluetooth device



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: HAND-HELD (MOBILE) WIRELESS
COMMUNICATION DEVICE

POLICY NO: A.31

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

The Technical Services Department monitors and tracks any breach of this policy and the financial impact caused by the breach.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE

POLICY NO: A.31

PROCEDURES

Eligibility

Employees may be provided a TCDSB hand-held (mobile) wireless communication device if the following minimum eligibility requirements and criteria are met:

- Employees **are** required to be available and accessible after regular business hours; **or**
- **If** ~~Or~~, employees **are** required to be available for on-call and call-out; **or**
- **If** ~~Or~~, employees perform itinerant work and do not have a permanent work location; **or**
- **If** ~~Or~~, employee duties include significant time at work locations outside of their permanent work location; **and**
- And, approval granted by the employee's Principal, Senior Coordinator or Superintendent for cell phone devices and Director's Office approval for **Smartphone** devices; **and**
- ~~And~~, Cost centre is identified with sufficient budget to carry the initial one-time and on-going annual charges for the wireless service.

Equipment Standards and Procurement

1. Technical Services will define the standards and support services available for hand-held (mobile) wireless communication devices, accessories and wireless services to ensure a standard level of quality, suitability of purpose and use, compatibility, maintenance, service, support and warranty.
2. Technical Services will coordinate the purchase of the approved equipment standard, which is the hand-held (mobile) wireless communication device, initial battery, car adapter, wall charger and hands-free communication device and process



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE

POLICY NO: A.31

the activation of the wireless service with the service provider of record. The requesting TCDSB school or department will be charged for the initial equipment purchase cost and all on-going wireless service costs charged through a funds reservation from the respective cost centre.

3. Additional requirements must meet the approved standards and service support available for hand-held (mobile) wireless communication devices, accessories and wireless services and must be authorized for purchase and support by The Technical Services Department prior to purchase. Reimbursements for purchase will not be approved unless Supervisor approval and The Technical Services Department authorization was granted prior to purchase.

4. The Technical Services Department will activate an initial wireless service plan (allotment of voice and long distance minutes and/or kilobytes of data) based on the employee's role and expected business use for each assigned hand-held (mobile) wireless communication device. At periodic review points, the The Technical Services Department will conduct usage reviews and adjust the wireless service plans assigned as needed.

5. A list of the employees and inventory of the equipment assigned will be maintained by The Technical Services Department.

6. Employee requests to purchase additional accessories or replacement equipment such as spare or replacement batteries, chargers, ear buds, etc. must ~~first~~ be authorized by the Technical Services to review the appropriateness of the request and ~~then expenditure approval~~ ~~from~~ ~~by~~ their immediate supervisor before any purchase is made.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: **HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE**

POLICY NO: A.31

7. The Technical Services Department will establish the security and manageability standards for hand-held (mobile) wireless communication devices. ~~These standards will ensure those devices capable are configured for data encryption, password protection, malware protection and remote manageability and that wireless connectivity is secure to maintain data confidentiality, integrity and authenticity of the origin of the data.~~

8. The Technical Services Department will establish procedures to ensure security patches and software updates for hand-held (mobile) wireless communication devices are applied when required. ~~Remote update methods and central management systems may be utilized to automate this device update process and any processes required for data backup and restore.~~

9. The Technical Services Department is responsible to provide the employee a copy of this policy, **and** the documentation available from the service provider on “how to use” the device and training for the employees as required.

10. Each employee assigned a hand-held (mobile) wireless communication device will be required to sign ~~this policy~~ **an employee declaration** confirming their acceptance of the conditions outlined in this policy.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: HAND-HELD (MOBILE) WIRELESS
COMMUNICATION DEVICE

POLICY NO: A.31

EMPLOYEE DECLARATION**Hand-held (Mobile) Wireless Communication Device
Acceptable Use Policy**

I have read and understand the above policy and agree to adhere to the terms of use and regulations outlined herein.

Employee Acceptance

Name: _____

Department _____

Title: _____

Signature: _____

Date: _____

Supervisor Approval

Name: _____

Title: _____

Signature: _____

Date: _____

Technical Services Authorization

Name: _____

Title: _____

Signature: _____

Date: _____



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEUPDATE TO FAIR PRACTICE IN HIRING AND
PROMOTION POLICY (H.M.40)

*For our sake he made him to be sin who knew no sin, so that in him we might become the righteousness of God.
2 Corinthians 5:21*

Created, Draft

April 9, 2018

First Tabling

May 8, 2018

Review

Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development
Mark Moffett, Sr. Coordinator, Academic Services—Human Resources

RECOMMENDATION REPORT**Vision:**

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

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T.B.D.
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends updates to the current Fair Practice in Hiring and Promotion policy (H.M.40) with an Operational Procedures document.

The cumulative staff time required to prepare this report was 8 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy revision.

C. BACKGROUND

The Fair Practice in Hiring and Promotion policy (H.M.40) was approved on September 26, 2013 and last amended on November 19, 2015. The Operational Procedures document has been under review since that time.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Within the policy, suggested revisions address clarifying the employment or promotion of relatives as well as providing feedback to unsuccessful applicants.
2. The suggested revision with respect to the provision of feedback is consistent best practice within Human Resources management. Amendments to the Operational Procedures document also reflects this approach.
3. The annual report in the Evaluation and Metrics section has been removed as the report has not been completed and would not accurately reflect the policy objectives.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff and the Recruitment Department.
2. Further reports will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

The updated policy as approved will be posted on the TCDSB policy register.

G. STAFF RECOMMENDATION

Staff recommend that Fair Practice in Hiring and Promotion policy (H.M.40) provided in APPENDIX A be adopted including the Operational Procedures (APPENDIX B).



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION

POLICY NO: H.M. 40

Date Approved:
September 26, 2013- Board

Date of Review:
May 2023

Dates of Amendment:
May 17, 2018

Cross Reference:

Ontario Human Rights Code, 24 (1) (a)
Education Act, Ontario Regulation 274/12, Hiring Practices
 PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
Municipal Conflict of Interest Act
 TCDSB By-law # 175
 Employment Equity H.M.11
 Catholic Equity and Inclusive Education Policy H.M. 24
 Catholicity And School Support H.M.08
 QUALIFICATIONS - CATHOLICITY H.T.01

APPENDIX A: Operational Procedures—Staff Recruitment & Selection

Purpose:

This Policy affirms the Board's commitment to providing fair, equitable and transparent hiring processes at the Toronto Catholic District School Board consistent with its denominational rights and in accordance with the Ontario Human Rights Code. Offers of employment and promotion will be based on the merit of the applicant, free from the practices of nepotism and cronyism.

Scope and Responsibility:

The policy extends to the hiring process for all applicants to any position of employment at the TCDSB, and for employees seeking promotion. The Director of



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION

POLICY NO: H.M. 40

Education and the Superintendent of Human Resources are responsible for this policy.

Alignment with MYSP:

Inspiring and Motivating Employees
Strengthening Public Confidence

Financial Impact:

~~Funding for positions of employment is derived from the Ministry of Education's Grants for Student Needs (GSN).~~

Legal Impact:

~~There may be liability that is associated with the influences of nepotism and cronyism in hiring practices.~~

Policy:

The TCDSB is committed to hiring and promoting the best, most qualified individuals supportive of its Multi Year Strategic Plan, subject to its denominational rights and in accordance with the Ontario Human Rights Code. The application, interview, hiring and promotion of individuals at TCDSB will be based on ability and qualifications and will be conducted in a fair and transparent manner, free from discrimination, nepotism and cronyism.



POLICY SECTION: HUMAN RESOURCES
 SUB-SECTION: MISCELLANEOUS
 POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
 POLICY NO: H.M. 40

Regulations:

1. Recruitment practices and application processes used at TCDSB will be open and transparent, free from nepotism and cronyism, ensuring no partiality or preferential treatment as a result of personal relationships.
2. Any applicant for employment or promotion at TCDSB will not be advantaged or disadvantaged as a result of a relationship with an immediate family member or relative employed at TCDSB.
3. The procedures followed for the review of applications for employment will allow for equal opportunity for all applicants, free from conflicts of interest. (*hyperlink to Appendix A*).
4. **Any TCDSB employee charged with responsibilities for recruiting and selecting staff, including interviewing, hiring, placement or promotion of applicants, must take steps, including excluding themselves from the decision-making process if applicable, to ensure that they are free from any real or perceived conflicts of interest prior to fulfilling their duties.**
5. A Trustee or a TCDSB employee in a position of leadership will not influence the hiring or promotion process through unsolicited promotion and recommendations of candidates.
6. Placement of employees through the transfer process shall be fair, transparent and respectful of collective agreements and/or terms and conditions of employment contracts.
7. **Internal** Applicants unsuccessful in their attempt to gain employment or promotion at TCDSB will be afforded the opportunity to request ~~descriptive~~



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION

POLICY NO: H.M. 40

feedback from the Sr. Manager of Recruitment **no later than 3 weeks after the date from which they received notification of the assessment/interview results.** If the unsuccessful candidate is not satisfied with the response or the recruitment process, he or she can contact the Senior Coordinator of Academic Services, Human Resources to discuss the matter further.

Definitions:

Conflict of Interest

This is a situation in which the impartial exercise of the duty of an individual acting for an organization is compromised by that person's self-interest and position, often undermining the public trust. **In the context of this policy, a conflict of interest occurs when family members have direct reporting relationships.**

Cronyism

The act of showing partiality to friends or close colleagues, especially in the application, hiring, placement and promotion stages of employment, without regard to qualifications or ability. In the context of this policy, cronyism can occur when an individual within the organization influences the decision to hire or promote a friend or colleague.

Immediate Family

Members consist of a person's spouse, child(ren), step child(ren) or parent of an employee.

Nepotism

The act of showing favouritism or providing preferential treatment to a family member or close relatives, especially in the application, hiring and placement stages of employment. In the context of this policy, nepotism can occur when an



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO: H.M. 40

individual within the organization influences the decision to hire or promote a close family member, or supervises that subordinate family member.

Relative

Members consist of siblings, step-children, nieces, nephews, grandparents, cousins and in-laws.

Evaluation and Metrics:

1. The Director of Education will monitor and review hiring and promotion procedures.
2. ~~An annual report will be provided to the board about employment statistics, and be added to the rolling calendar.~~

Fair Practice in Hiring & Promotion Policy

APPENDIX A

**OPERATIONAL PROCEDURES:
STAFF RECRUITMENT & SELECTION**

1. PURPOSE

The purpose of this procedure is to identify the recruitment and selection process for employing staff at the Toronto Catholic District School Board.

2. SCOPE

This procedure applies to all applicants to any position of employment at the TCDSB and for employees seeking promotion. Certain sections apply only to candidates for teaching positions.

3. RECRUITMENT PROCEDURES

3.1. A potential candidate for a position will not be involved in the recruitment process for that job. This includes acting as the contact person for potential candidates, framing advertisements or conducting reference checks.

3.2. Any applicant wishing to work for the TCDSB must submit an application of employment through the established channels. In general, this means through the “Apply to Education” website or in response to a job posting advertised either internally throughout the system or externally in various media.

3.3. All job postings must be signed off by the appropriate **Superintendent, Human Resources and Labour Relations or his or her delegate.**

3.4. Full and accurate records of decision making processes must be maintained.

3.5. Personal information and supporting documents submitted with applications will be used in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

3.6. No persons shall influence the hiring process through unsolicited promotion and unauthorized recommendations of candidates.

3.7. Recruitment and selection procedures shall be established for each employee group in accordance with collective agreement(s) where applicable, the Ontario Human Rights Code, Employment Standards Act, and Board policies.

3.8. Filling of long-term occasional and permanent teaching positions shall be consistent with collective agreement and legislative requirements.

4. SELECTION

4.1. Selection will be based on merit, which is determined through an assessment of an applicant's qualifications, experience, standard of work performance and personal qualities relevant to the requirements for the position ~~and relative to the credentials and attributes of other applicants.~~ Additional **job-related** factors ~~required to~~ **that may** be taken into account ~~by~~ **include** collective agreement language or legislative requirements ~~shall be considered.~~

- 4.2. Role profiles and competencies are to be developed **by the Recruitment unit and other sections of the Human Resources department as appropriate**, in consultation with the relevant administrators **and hiring managers**.
- 4.3. Selection criteria should be reviewed before recruitment action is taken to ensure they adequately reflect the requirements of the position and attract the widest field of applicants.
- 4.4. All interviews must be conducted by a minimum of two individuals. Where possible, the same interview team must interview all candidates for a given position and the same questions must be asked of all candidates.
- 4.5. Applicants should be asked similar core questions based on the requirements for the position. Supplementary questions may be asked to clarify issues or to obtain further information deemed by the selection committee to be relevant to identifying the best applicant.
- 4.6. No persons related by blood or marriage or where the appearance of a conflict of interest exists may be placed in a position of interviewing one-another. Individuals who find themselves in this situation must declare their conflict and remove themselves from the interview. **In addition, no person shall place them self in a position where their relative (by blood or marriage) is considered for a position within the scope of their responsibility where the position in question involves a direct reporting relationship (between the individual and the candidate/relative).**
- 4.7. All teaching personnel and others who work directly with children shall be Catholics unless otherwise approved by the TCDSB or specifically exempted by legislation.
- 4.8. Before employment each applicant for positions which relate directly to students is to be recommended by a priest with pastoral responsibility through a favourable report in the prescribed form on the applicant's commitment to the Catholic faith.

5. ASSIGNMENT & OFFERS OF EMPLOYMENT

- 5.1. All offers of employment shall be subject to the applicant providing the board with:
- a) a satisfactory criminal reference check with vulnerable sector screening;
 - b) a negative tuberculosis test; and
 - c) a satisfactory reference check.
- 5.2. In the interest of fairness and good staff relations, supervisors must avoid having under their immediate supervision (i.e., within the same department or school), members of their immediate family or other relations, as appropriate.
- 5.3. **In addition, also within the interest of fairness, administrators, managers and supervisors must avoid having under their immediate supervision individuals who they have a personal (instead of a professional) relationship with given that a personal relationship may adversely impact or perceive to adversely impact, their ability to objectively and professionally discharge their supervisory responsibilities. In this context, a professional relationship involves a relationship between individuals that is governed by organizational**

policies and procedures within the confines of the work environment (including the workplace or a work-sanctioned event) whose sole purpose is to facilitate the completion job specific tasks and organizational objectives.

6. POST SELECTION ADVICE TO APPLICANTS

- 6.1. ~~The presiding officer~~ **Recruitment section, in collaboration with the appropriate hiring administrator or manager,** will coordinate feedback to all internal candidates ~~and to external~~ candidates on request, **assuming that the request is made no later than 3 weeks after the date that the interview results were communicated to the applicant.**
- 6.2. **Applicants who were interviewed** will be advised in writing of the outcome of their application by the Human Resources Department.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

REVIEW OF PERFORMANCE APPRAISAL: DIRECTOR OF EDUCATION POLICY (H.C.06)

*Remember your leaders, those who spoke the word of God to you; consider the outcome of their way of life, and imitate their faith.
Hebrews 13:7*

Created, Draft	First Tabling	Review
March 27, 2018	April 10, 2018	May 8, 2018
Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development		
RECOMMENDATION REPORT		

Vision:

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

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T.B.D.
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends Trustees review the Performance Appraisal: Director of Education policy (H.C.06) as the Board of Trustees is responsible for this policy. This report incorporates Trustee motions from the April 10, 2018 Governance and Policy Meeting.

The cumulative staff time required to prepare this report was 1 hour

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the Governance and Policy Committee as the policy requires review by the Board of Trustees every two years.
2. Trustee motions from the April 10, 2018 Governance and Policy Meeting:
That Guiding Principle 9, page 41, be removed until the Board of Trustees approve the performance-related pay for executive compensation; and
That all previous changes be incorporated and brought back to the May 8, 2018 GAP meeting.

C. BACKGROUND

1. The Performance Appraisal: Director of Education policy (H.C.06) was most recently reviewed on February 25, 2016.
2. The policy requires that the report be reviewed by Trustees every two years.
3. The September 26, 2013 version of the policy is provided at APPENDIX B for Trustee reference.

D. METRICS AND ACCOUNTABILITY

1. Recommendations made by Trustees regarding any updates to the policy will be monitored by policy development staff.
2. Further reports to Board will be brought every two years as required by the policy.

**E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS
AND STAKEHOLDER ENGAGEMENT PLAN**

Staff will post the approved updated policy to the TCDSB policy register.

F. STAFF RECOMMENDATION

Staff recommend Trustees review the Performance Appraisal: Director of Education (H.C.06) found in APPENDIX A.



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: COMPENSATION

POLICY NAME: PERFORMANCE APPRAISAL:
DIRECTOR OF EDUCATION

POLICY NO: H.C.06

Date Approved: October 4, 2006	Date of Next Review: May 2020 (biennial)	Dates of Amendments: May 2013; September 2013; February 25, 2016-Board; May 17, 2018
Cross References: Multi-year Strategic Plan Director of Education's Term Employment Contract Trustee Code of Conduct Executive Search Committee Recommendation Report to Board, March, 2017 Education Act, Section 283 (2) and 283.1, Section 169.1		
Appendix A - TCDSB Performance Review Process for the Director of Education Appendix B - Director of Education Candidate Profile, 2017		

Purpose

The Board of Trustees and the Director of Education collaborate to provide each student at the Toronto Catholic District School Board with meaningful Catholic faith development experiences and exemplary education. This policy will establish a standardized, fair and transparent framework for the annual performance review process of the Director by the Board of Trustees. The process will measure the degree to which the director is fulfilling this mandate, and will provide a structured opportunity for the Director to receive feedback and identify concerns in a timely and supportive way to facilitate resolution.

Scope and Responsibility

This policy applies to the Director of Education and is managed by the elected Trustees. The Board of Trustees is responsible for this policy.



POLICY SECTION:	HUMAN RESOURCES
SUB-SECTION:	COMPENSATION
POLICY NAME:	PERFORMANCE APPRAISAL: DIRECTOR OF EDUCATION
POLICY NO:	H.C.06

Alignment with MYSP

Living Our Values

Achieving Excellence in Governance

Fostering Student Achievement and Well Being

Policy

The Director of Education is responsible for implementing the Toronto Catholic District School Board's Vision, Mission and Multi-Year Strategic Plan. The Board of Trustees shall conduct an annual performance review of the Director through a fair process, providing constructive feedback in a manner that supports and strengthens the integrity of the roles performed by the Director and the Board.

Regulations

1. The Trustees and the Director of Education will jointly develop the content, process and the methods of data collection and review. The Performance Review is not intended to encompass every aspect of the Director's work, but to focus on the goals determined for the year under review. (Appendix A)
2. The Performance Review Process will be developmental in its nature, providing for a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.
3. The process by which the Director's performance is reviewed and the occurrence of the review will be made known to the public.
4. The content of the review surveys, the feedback to the Director, discussions with the Trustees and subsequent documentation will be held in confidence.



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: COMPENSATION

**POLICY NAME: PERFORMANCE APPRAISAL:
DIRECTOR OF EDUCATION**

POLICY NO: H.C.06

The review surveys shall be based on the Director's areas of responsibility as outlined in the following sources:

- i. the Education Act;
 - ii. the Ontario Leadership Framework for Supervisory Officers-five leadership practices;
 - iii. the Candidate Profile from the recruitment of the Director of Education (Appendix A);
 - iv. the goals established jointly for the year based on the above and the Multi-Year Strategic Plan
5. Internal staff and external community reviewers are limited to twenty individuals, chosen randomly from selected groups
 6. The results of each annual review are linked to any salary changes in compliance with the Director's Term Employment contract.
 7. The Director will be provided with a written copy of his/her performance review and will be permitted an opportunity to respond to it. In the event there is any significant disagreement concerning the performance review arises between the Director and the Board, the Director will provide the Chair of the Board with a written response outlining the area(s) of disagreement. Upon receipt of the Director's response, the Chair would present this response to the Trustees in an effort to come to a reasonable resolution.
 8. The Board of Trustees will approve a public motion confirming that the Director's performance review process has been completed in accordance with this policy.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: COMPENSATION
**POLICY NAME: PERFORMANCE APPRAISAL:
 DIRECTOR OF EDUCATION**
POLICY NO: H.C.06

9. Before the review occurring at the end of the second to last year of the Director's contract, the Chair will initiate separate succession planning discussions with the Board of Trustees and with the Director to determine preliminary interest in extending the Director's Term Employment Contract. This will provide direction on the requirement to initiate an executive search process in sufficient time. (Appendix B)

Definitions

Board of Trustees

The twelve elected officials charged with governing the TCDSB.

Chair of the Board

The Trustee elected by the Board of Trustees to serve as Chair of the Board for the year, shortened to The Chair.

Director of Education

The Chief Executive Officer and Secretary to the Board, shortened to The Director.

Term Employment Contract

The terms and conditions of the Director of Education's employment, shortened to Contract.

Evaluation and Metrics

The effectiveness of this Policy will be evaluated by the Board of Trustees after each performance review cycle in October of each year. The criteria will include ease of implementation and achievement of the Policy objectives.



Director of Education Performance Review

Guiding Principles

1. The Performance Review Process is developmental in nature, it is a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.
2. The process and its annual occurrence are transparent and available for public information. The process is well understood and communicated to stakeholders.
3. The content of the review surveys, the feedback to the Director and discussions with the Trustees are held in confidence and the documents are stored confidentially
4. The Process is conducted in a respectful and collaborative manner.
5. The Director and the Trustees jointly develop the content (the goals to be reviewed each year), the process and the methods of data collection and review.
6. The Director and the Trustees share information frequently and schedule at least two formal updates throughout the year.
7. Limited Number of Goals to be reviewed each year: The Performance Review will focus on a limited number of results-oriented goals determined for the year under review.
8. Evidence, both qualitative and quantitative, is to be observed by Trustees and internal and external reviewers throughout the year.
- ~~9. Review of the Director's performance may serve to determine performance-related pay in the Board's Executive Compensation Plan.~~**



Director of Education Performance Review

Performance Review Process

The Annual Performance Appraisal period is considered to be the calendar year from October 1 to September 30. The review cycle is conducted yearly, with the formal review activities occurring within the first two weeks of October. The following process will form the basis of the Director of Education's Performance Review:

First Week of October – Progress Report and Questionnaires

- Director will provide a progress report in a meeting with Trustees
- Questionnaire based on previously-established goals for the Director's performance is distributed to Trustees
- Questionnaires will be completed anonymously on the evening of distribution
- Different, parallel performance appraisal provided to selected staff members at various levels in the organization and community members (including external, prominent Catholic community leaders) for completion
- One week later, the Chair provides the Director with a copy of the different Questionnaires

**Middle of October – Review of Questionnaire Results**

- Chair summarizes the results of both sets of Questionnaires and presents results to the Trustees
- Chair meets with the Director to discuss the performance feedback
- Director presents Performance Goals for the upcoming year to Trustees and consensus about the nature of the performance Goals is sought

**May – Ad Hoc Director Performance Appraisal Committee**

- Ad Hoc Committee Composition: Chair, Vice-Chair, Chairs of the Standing Committees, and one Trustee elected at the May Board meeting
- Design the next Performance Review Questionnaire based on the Director's performance goals established in October, previous



The following profile represents the qualities and competencies sought for a Director of Education at the Toronto Catholic District School Board. The profile has been adapted from the following sources:

- Council of Ontario Directors of Education, *Role of Director*, 2005
- Ontario Education Services Corporation Trustee Development Program Modules
- Institute for Catholic Education, Profile for a Catholic Director of Education in 21st Century
- ~~PROMEUS, Partners in Executive Search,~~ **Odgers Berndtson, Executive Search Firm, Candidate Profile**
- **Ontario Catholic Leadership Framework for System Leadership**

Role of the Toronto Catholic District School Board Director of Education

The Toronto Catholic District School Board Director of Education is called upon to be an exemplary Catholic educator with a deep and abiding commitment to the Catholic faith, community and culture. The role requires the knowledge, skills and political acuity to lead the learning of trustees, senior staff, school and system leaders, parents, students, and the broader community in an environment informed by the Ontario Catholic School Graduate Expectations and Ministry of Education curriculum through the lens of faith, hope, love, community, dignity of persons, excellence, justice and stewardship for creation.

Under the *Education Act* the director is the “chief education officer” and “chief executive officer” and is required to “develop and maintain an effective organization and programs required to implement board policies” (s.283).

Responsibilities of the Director of Education

The director is hired by and responsible to the board of elected trustees of the TCDSB. The director is accountable to the Ministry to ensure compliance with provincial law and curriculum. In addition, the Director of the TCDSB has a responsibility to ensure faithfulness to the teachings of the Catholic Church throughout the board and to maintain a positive and effective relationship with the Archdiocese.

Catholic Director of Education Profile 2017

The director is the sole employee who reports directly to the elected board. All authority delegated by the elected board to staff is delegated through the Director of Education.

Job Description

The following template offers a job description for the role of Director of Education. The criteria ~~we expected in an individual~~ **a system leader** is one who supports 21st century learning, demonstrates a commitment to Catholic education **and equity of outcomes**, is a practicing Catholic and will facilitate achievement of the Toronto Catholic District School Board's current and future priorities.

The Director of Education and Chief Executive Officer of the Toronto Catholic District School Board, as outlined in the *Education Act*: 283.1, will fulfill the following roles:

- within policies established by the board, develop and maintain an effective organization and the programs required to implement such policies;
- annually review with the board the multi-year plan;
- ensure that the multi-year **strategic plan** developed establishes the board's priorities and identifies specific measures that will be applied in achieving those priorities and in carrying out its duties under the *Education Act*, in particular its responsibility for student achievement;
- implement and monitor the implementation of the multi-year plan;
- report periodically to the board on the implementation of the multi-year plan;
- act as secretary to the board;
- immediately upon discovery bring to the attention of the board any act or omission by the board that in the opinion of the director of education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline or regulation made under the *Education Act*; and
- if a board does not respond in a satisfactory manner to an act or omission brought to its attention advise the Deputy Minister of the Ministry of Education of the act or omission.

Catholic Director of Education Profile 2017

In addition to the requirements of the Education Act, the ideal candidate will have demonstrated expertise, experience, knowledge, leadership skills in providing Catholic leadership, commitment, and direction in the following areas by focusing on:

- Catholic faith, Community and Culture;
- Leading Vision into Organizational Practice;
- Effective and Proactive Media Relations;
- Building Relationships Among Staff and Internal and External Stakeholders;
- An innovative approach to problem solving.

Student Achievement and Well-being

The Director of Education:

- builds and communicates a shared vision of Catholic education, rooted in Gospel values and focused on improving the achievement and well-being of all students, staff and parents in the TCDSB community.
- promotes, protects and provides excellence in academic, physical and spiritual well-being of students.
- inspires, motivates and encourages trustees, senior staff and all members of the TCDSB community to continually learn and innovate and strive for excellence in Catholic education.
- takes the necessary steps to provide a safe, caring, ~~ee-~~inclusive learning environment that promotes a sense of collective responsibility for the worth and dignity of all members of the community. Provides advice and leadership to the board in setting goals for leading practices in student achievement and in promoting the value that all children can learn.
- ensures that every student has the opportunity to work toward meeting the Ontario Catholic School Graduate Expectations and the standards of education mandated by the Ministry of Education.
- ensures a consistent and continuous board-wide focus on student achievement, using system and school data to monitor progress, and supports and encourages the same for schools.
- ensures that the student is at the centre of planning and resource management.

Catholic Director of Education Profile 2017

- develops Catholic learning communities in collaborative and growth-oriented cultures.
- recruits, hires and retains staff with the interest and capacity to further the Board's goals.
- provides resources in support of curriculum instruction and the Ontario Catholic School Graduate Expectations.
- allocates resources so that superintendents and principals can implement strategies which secure high standards of behaviour and attendance.
- takes the necessary steps to provide facilities to accommodate students.

Educational Leadership

The Director of Education:

- provides leadership and direction in all matters relating the Catholic education in the district.
- develops and maintains positive and effective relations with staff at the provincial and local government levels.
- establishes and facilitates a process that promotes systematic and comprehensive program links that support school, parish and family life.
- ensures policies and procedures and embedded with the fundamental concepts of human dignity, social justice and environmental stewardship reflective of our Catholic beliefs and traditions.
- in accordance with the director's responsibility to the Ministry of Education through the Deputy Minister provides a director's annual report to the Ministry.
- promotes and encourages the use of new and emerging technologies to support teaching and learning.
- demonstrates a strong vision that supports 21st century learning.

Director/Board Relations

The Director of Education:

- establishes and maintains positive working relations with the Board of Trustees
- provides leadership in ensuring effective governance practices that foster excellence in Catholic education.

Catholic Director of Education Profile 2017

- supports the Board of Trustees in performing its role and facilitates the implementation of its role as outlined in board policy.
- provides ongoing learning opportunities for trustees to deepen their knowledge and skills regarding their governance role.
- support the role of trustees in advocacy role for excellence in publically funded Catholic education.
- provides opportunities for ongoing faith formation of trustees
- communicates effectively with the governing board and individual trustees

System Leadership

The Director of Education:

- demonstrates visionary and strategic leadership that has support of the senior staff, school and system leaders, parents, students and the larger community.
- develops effective approaches for succession planning at all levels of the system beginning with the Directorship.
- demonstrates a willingness to participate on provincial executive committee to execute the vision of the board.

Fiscal Responsibility

The Director of Education:

- ensures that the fiscal management of the district is in accordance with the Ministry's Student Focused Funding Model, other applicable grant regulations, and in accordance with the provisions of the *Education Act* and Regulations.
- ensures that the fiscal management of the district is in alignment with the elected board's multi-year strategic plan and the mandate of a Catholic school system.

Organizational Management

The Director of Education:

- demonstrates effective organizational skills that result in district compliance with all legal, Ministerial and Board mandates and timelines.

Catholic Director of Education Profile 2017

- reports to the Minister with respect to matters identified in and required by the *Education Act* and Regulations.
- bring to the attention of the board any act or omission by the board that in the opinion of the Director of Education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline or regulation made under the Act; and if the board does not respond in a satisfactory manner to an act or omission brought to its attention, advise the Deputy Minister of the Ministry of the act or omission.
- nurtures partnership with organizations to benefit student achievement and the goals of the board.

Planning

The Director of Education:

- provides leadership for the development of the board's multi-year plan and annual review of the multi-year plan.
- ensure the multi-year plan establishes board priorities rooted in the gospel and Catholic social teachings as well as evidenced based and exemplary educational practices.
- identifies specific actions that will be taken to achieve those priorities, specifically with regard to the board's responsibility for student achievement.
- ensures appropriate involvement of the board of trustees (approval of process and timelines, establishment of board strategic priorities, key results and final board approval).
- reports regularly on implementation and results achieved in relation to the board's multi-year strategic plan and district improvement plans.

Personnel Management

The Director of Education:

- models acceptance of the responsibility to spiritual leadership and pastoral care and situations within the context of a Catholic faith community and school system.

Catholic Director of Education Profile 2017

- demonstrates respect for the dignity of all through inclusive practices, whereby each individual is valued, diversity is celebrated, and belonging is nurtured.
- understands the director's overall authority and responsibility for all hiring, monitoring, evaluation and termination of personnel.
- ensures effective systems are in place for the recruitment, selection, supervision, development and performance review of all staff.
- ensures ongoing capacity building, professional learning and succession planning throughout the organization.
- utilizes performance appraisal process to foster ongoing formation and growth in Catholic leadership practices.
- ensures compliance with human rights and labour relations legislation.

Policy

The Director of Education:

- provides leadership in the planning, development, implementation and evaluation of board policies.
- ensures policies reflect the *Education Act*, other pertinent legislation and are anchored in evidence based best practices and Catholic social teachings.
- ensures policies and procedures are embedded with the fundamental concepts of human dignity, equity, social justice and environmental stewardship.

Communications and Community Relations

The Director of Education:

- establishes effective communication strategies to keep the district informed of key monitoring reports, student and staff success, local issues and board decisions.
- ensures that open, transparent and positive internal and external communications are in place.
- ensures that Catholic School Advisory Councils, the Catholic Parent Involvement Committee and the Special Education Advisory Committee have the opportunity to provide appropriate advice and support as required in the regulations and/or board policy.

Catholic Director of Education Profile 2017

- ensure positive relationship with Archdiocese and supports school communities in nurturing close relationships with local parishes.
- participates in community affairs in order to enhance and support the district.
- develops and maintains strong community presence through strategic planning, use of social media communication tools.
- establish a strong communications protocol and successfully execute strategy.

Student, Staff and District Recognition/Public Relations

The Director of Education:

- establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, staff and district successes.

Leadership Practices

Within the context of the requirements set out in legislation, Ministry of Education policy and guidelines, and the director's local job description, the six leadership practices with from the basis of the Catholic director's performance review are:

- Catholic faith, community and culture
- Setting directions
- Building relationships and developing people
- Developing the organization
- Leading the instructional program
- Securing accountability

Accountability of the Board of Trustees under Provincial Interest Regulation

The Director of Education for the Toronto Catholic District School Board must also be knowledgeable about the Provincial Interest Regulation (PIR). This regulation sets out actions that can be taken by the Minister of Education if the Minister has concerns about a school board in one or more of the following areas:

- Academic achievement of students
- Student health and safety



- Good governance of the school board
- Performance of the board and of the Director of Education in carrying out their responsibilities under the *Education Act*
- Parent involvement

~~TCDSB Director of Education Candidate Profile~~

~~Based on the characteristics below, the ideal candidate for Director of Education at TCDSB:~~

- ~~• is a transformational leader who demonstrates, in both word and deed, a passion for Catholic Education and a commitment to the gospel values and teachings of Christ and the Catholic Church;~~
- ~~• inspires the continued growth of our students, dedicated staff and communities;~~
- ~~• possesses the know-how to provide effective strategic leadership and support in implementing the Board's goals and objectives;~~
- ~~• has clearly demonstrated, that while a board must be run with business acumen, the business of the board is education;~~
- ~~• has a proven history of successful educational innovation;~~
- ~~• brings demonstrated success in dealing with complexity, turning challenges and conflict into opportunities for progress;~~
- ~~• possesses a highly regarded reputation for integrity;~~
- ~~• has the ability to relate respectfully and effectively with people of widely diverse backgrounds ensuring that diversity is a major asset;~~
- ~~• will be a superb communicator within the board and bring experience about how to develop and implement new and creative ways for all internal stakeholders to work effectively together in common cause for a better future for students and the community;~~
- ~~• has demonstrated skills in developing effective relationships with all external stakeholders, including the municipal and provincial governments and the media;~~
- ~~• is able to confidently and effectively manage the internal and external political challenges associated with the high level requirements of a chief executive officer;~~
- ~~• has the know-how to actively support and lead the development of a strong and effective approach to governance, the confidence and ability to "speak truth to power" in an appropriate, respectful and consistent manner in ensuring that the Board's Code of Conduct is an effective and living document;~~
- ~~• will be in good standing with the Ontario College of Teachers, and hold Supervisory Officer's qualifications consistent with those outlined per the *Amendments to Ontario*~~



Catholic Director of Education Profile 2017

~~Regulation 309: Supervisory Officers Qualifications and Appointment of Supervisory Officers and Directors of Education.~~



POLICY SECTION: Board of Trustees

SUB-SECTION: Director

POLICY NAME: Performance Appraisal: Director of Education

POLICY NO: H.C.06

Date Approved: September 26, 2013	Date of Next Review: September 2015 (every 2 years)	Dates of Amendments: May 2013
Cross References (internal): Multi-year Strategic Plan Director of Education's Term Employment Contract Trustee Code of Conduct Executive Search Committee Recommendation Report to Board, December, 2011		
Cross References (external) including the Education Act and other Legislation: Education Act, Section 283 (2) and 283.1, Section 169.1		
Appendix A - TCDSB Performance Review Process for the Director of Education Appendix B - Director of Education Candidate Profile, 2011		

Purpose

The Board of Trustees and the Director of Education collaborate to provide each student at the Toronto Catholic District School Board with meaningful Catholic faith development experiences and exemplary education. This policy will establish a standardized, fair and transparent framework for the annual performance review process of the Director by the Board of Trustees. The process will measure the degree to which the director is fulfilling this mandate, and will provide a structured opportunity for the Director to receive feedback and identify concerns in a timely and supportive way to facilitate resolution.

Scope and Responsibility

The Board of Trustees is responsible for this policy.

Alignment with MYSP:

Living Our Values
Achieving Excellence in Governance
Fostering Student Achievement and Well Being

Financial Impact



POLICY SECTION: Board of Trustees

SUB-SECTION: Director

POLICY NAME: Performance Appraisal: Director of Education

POLICY NO: H.C.06

No significant financial impact is anticipated with the legislated responsibility of the Board of Trustees to monitor and evaluate the performance of the Director of Education.

Legal Impact

Compliance with The Education Act, other related Provincial Acts and Legislation, the Board of Trustees' By-laws and the Director of Education's Term Employment Contract is required.

Policy

The Director of Education is responsible for implementing the Toronto Catholic District School Board's Vision, Mission and Multi-Year Strategic Plan. The Board of Trustees shall conduct an annual performance review of the Director through a fair process, providing constructive feedback in a manner that supports and strengthens the integrity of the roles performed by the Director and the Board.

Regulations

1. The Trustees and the Director of Education will jointly develop the content, process and the methods of data collection and review. The Performance Review is not intended to encompass every aspect of the Director's work, but to focus on the goals determined for the year under review. (Appendix A)
2. The Performance Review Process will be developmental in its nature, providing for a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.
3. The process by which the Director's performance is reviewed and the occurrence of the review will be made known to the public.
4. The content of the review surveys, the feedback to the Director, discussions with the Trustees and subsequent documentation will be held in confidence. The review surveys shall be based on the Director's areas of responsibility as outlined in the following sources:
 - i. the Education Act;
 - ii. the Ontario Leadership Framework for Supervisory Officers-five leadership practices;
 - iii. the Candidate Profile from the recruitment of the Director of Education (Appendix A);
 - iv. the goals established jointly for the year based on the above and the Multi-Year Strategic Plan
5. Internal staff and external community reviewers are limited to twenty individuals, chosen randomly from selected groups



POLICY SECTION: Board of Trustees

SUB-SECTION: Director

POLICY NAME: Performance Appraisal: Director of Education

POLICY NO: H.C.06

6. The results of each annual review are linked to any salary changes in compliance with the Director's Term Employment contract.
7. The Director will be provided with a written copy of his/her performance review and will be permitted an opportunity to respond to it. In the event there is any significant disagreement concerning the performance review arises between the Director and the Board, the Director will provide the Chair of the Board with a written response outlining the area(s) of disagreement. Upon receipt of the Director's response, the Chair would present this response to the Trustees in an effort to come to a reasonable resolution.
8. The Board of Trustees will approve a public motion confirming that the Director's performance review process has been completed in accordance with this policy.
9. Before the review occurring at the end of the second to last year of the Director's contract, the Chair will initiate succession planning discussions with the Board of Trustees and with the Director to determine preliminary interest in extending the Director's Term Employment Contract. This will provide direction on the requirement to initiate an executive search process in sufficient time. (Appendix B)

Definitions

Board of Trustees

The twelve elected officials charged with governing the TCDSB.

Chair of the Board The Trustee elected by the Board of Trustees to serve as Chair of the Board for the year, shortened to The Chair.

Director of Education

The Chief Executive Officer and Secretary to the Board, shortened to The Director

Term Employment Contract The terms and conditions of the Director of Education's employment, shortened to Contract.

Metrics

The effectiveness of this Policy will be evaluated by the Board of Trustees after each performance review cycle in October of each year. The criteria will include ease of implementation and achievement of the Policy objectives



Director of Education Performance Appraisal Process

Guiding Principles

1. The Performance Review Process is developmental in nature, it is a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.
2. The process and its annual occurrence are transparent and available for public information. The process is well understood and communicated to stakeholders.
3. The content of the review surveys, the feedback to the Director and discussions with the Trustees are held in confidence and the documents are stored confidentially
4. The Process is conducted in a respectful and collaborative manner.
5. The Director and the Trustees jointly develop the content (the goals to be reviewed each year), the process and the methods of data collection and review.
6. The Director and the Trustees share information frequently and schedule at least two formal updates throughout the year.
7. Limited Number of Goals to be reviewed each year: The Performance Review will focus on a limited number of results-oriented goals determined for the year under review.
8. Evidence, both qualitative and quantitative, is to be observed by Trustees and internal and external reviewers throughout the year.

Performance Review Process

The Annual Performance Appraisal period is considered to be the calendar year from October 1 to September 30. The review cycle is conducted yearly, with the formal review activities occurring within the first two weeks of October.

The appraisal process may be modified subject to the appointment of a new Director prior to the end of the term of the previous Director. In this case, the new appraisal process will commence with the Director presenting Performance Goals for the upcoming year to Trustees and seeking consensus about the nature of the performance Goals.

The following process will form the basis of the Director of Education's Performance Review:

First Week of October – Progress Report and Questionnaires

- Director will provide a progress report in a meeting with Trustees
- Questionnaire based on previously-established goals for the Director's performance is distributed to Trustees
- Questionnaires will be completed anonymously on the evening of distribution
- Different, parallel performance appraisal provided to selected staff members at various levels in the organization and community members (including external, prominent Catholic community leaders) for completion
- One week later, the Chair provides the Director with a copy of the different Questionnaires



Middle of October – Review of Questionnaire Results

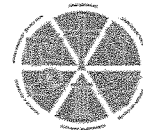
- Chair summarizes the results of both sets of Questionnaires and presents results to the Trustees
- Chair meets with the Director to discuss the performance feedback
- Director presents Performance Goals for the upcoming year to Trustees and consensus about the nature of the performance Goals is sought



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Director of Education Performance Appraisal Process

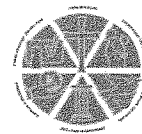
**May – Ad Hoc Director Performance Appraisal Committee**

- Ad Hoc Committee Composition: Chair, Vice-Chair, Chairs of the Standing Committees, and one Trustee elected at the May Board meeting
- Design the next Performance Review Questionnaire based on the Director's performance goals established in October, previous





Catholic Director of Education Profile 2011



The following profile represents the qualities and competencies sought for a Director of Education at the Toronto Catholic District School Board. The profile has been adapted from the following sources:

- Institute for Catholic Education, Profile for a Catholic Director of Education in 21st Century
- Council of Ontario Directors of Education, Role of Director, 2005
- ontarioschooltrustees.org Good Governance for School Boards: Trustee Professional Development Program Module 5A: Performance Review: Director of Education
- PROMEUS, Partners in Executive Search, Candidate Profile

Role of the Toronto Catholic District School Board Director of Education

The Toronto Catholic District School Board Director of Education is called upon to be an exemplary Catholic educator with a deep and abiding commitment to the Catholic faith, community and culture. The role requires the knowledge, skills and political acuity to lead the learning of trustees, senior staff, school and system leaders, parents, students, and the broader community in an environment informed by the Ontario Catholic School Graduate Expectations and Ministry of Education curriculum through the lens of faith, hope, love, community, dignity of persons, excellence, justice and stewardship for creation.

Under the *Education Act* the director is the “chief education officer” and “chief executive officer” and is required to “develop and maintain an effective organization and programs required to implement board policies” (s.283).

Responsibilities of the Director of Education

The director is hired by and responsible to the board of elected trustees of the TCDSB. The director is accountable to the Ministry to ensure compliance with provincial law and curriculum. In addition, the Director of the TCDSB has a responsibility to ensure faithfulness to the teachings of the Catholic Church throughout the board and to maintain a positive and effective relationship with the Archdiocese.

The director is the sole employee who reports directly to the elected board. All authority delegated by the elected board to staff is delegated through the Director of Education.

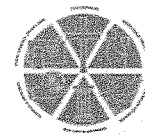
Job Description

The following template offers a job description for the role of Director of Education. The criteria we expect in an individual is one who supports 21st century learning, demonstrates a commitment to Catholic education, is a practicing Catholic and will facilitate achievement of the Toronto Catholic District School Board’s current and future priorities.

The Director of Education and Chief Executive Officer of the Toronto Catholic District School Board, as outlined in the *Education Act*: 283.1, will fulfill the following roles:



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Catholic Director of Education Profile 2011

- within policies established by the board, develop and maintain an effective organization and the programs required to implement such policies;
- annually review with the board the multi-year plan;
- ensure that the multi-year developed establishes the board's priorities and identifies specific measures that will be applied in achieving those priorities and in carrying out its duties under the *Education Act*, in particular its responsibility for student achievement;
- implement and monitor the implementation of the multi-year plan;
- report periodically to the board on the implementation of the multi-year plan;
- act as secretary to the board;
- immediately upon discovery bring to the attention of the board any act or omission by the board that in the opinion of the director of education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline or regulation made under the *Education Act*; and
- if a board does not respond in a satisfactory manner to an act or omission brought to its attention advise the Deputy Minister of the Ministry of Education of the act or omission.

In addition to the requirements of the Education Act, the ideal candidate will have demonstrated expertise, experience, knowledge, leadership skills in providing Catholic leadership, commitment, and direction in the following areas by focusing on:

- Catholic faith, Community and Culture;
- Leading Vision into Organizational Practice;
- Effective and Proactive Media Relations;
- Building Relationships Among Staff and Internal and External Stakeholders;
- An innovative approach to problem solving.

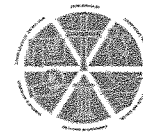
Student Achievement and Well-being

The Director of Education:

- builds and communicates a shared vision of Catholic education, rooted in gospel values and focused on improving the achievement and well-being of all students, staff and parents in the TCDSB community.
- promotes, protects and provides excellence in academic, physical and spiritual well being of students.
- inspires, motivates and encourages trustees, senior staff and all members of the TCDSB community to continually learn and innovate and strive for excellence in Catholic education.
- takes the necessary steps to provide a safe, caring, conclusive learning environment that promotes a sense of collective responsibility for the worth and dignity of all members of the community. Provides advice and leadership to the board in setting goals for leading practices in student achievement and in promoting the value that all children can learn.
- ensures that every student has the opportunity to work toward meeting the Ontario Catholic School Graduate Expectations and the standards of education mandated by the Ministry of Education.
- ensures a consistent and continuous board-wide focus on student achievement, using system and school data to monitor progress, and supports and encourages the same for schools.

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Catholic Director of Education Profile 2011

- ensures that the student is at the centre of planning and resource management.
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- provides resources in support of curriculum instruction and the Ontario Catholic School Graduate Expectations.
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- takes the necessary steps to provide facilities to accommodate students.

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The Director of Education:

- provides leadership and direction in all matters relating the Catholic education in the district.
- develops and maintains positive and effective relations with staff at the provincial and local government levels.
- establishes and facilitate a process that promotes systematic and comprehensive program links that support school, parish and family life.
- ensures policies and procedures and embedded with the fundamental concepts of human dignity, social justice and environmental stewardship reflective of our Catholic beliefs and traditions.
- in accordance with the director's responsibility to the Ministry of Education through the Deputy Minister provides a director's annual report to the Ministry.
- promotes and encourages the use of new and emerging technologies to support teaching and learning.
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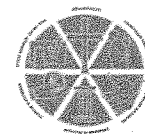
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Catholic Director of Education Profile 2011

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Catholic Director of Education Profile 2011

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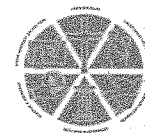
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Catholic Director of Education Profile 2011

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- Student health and safety
- Good governance of the school board
- Performance of the board and of the Director of Education in carrying out their responsibilities under the *Education Act*
- Parent involvement



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Catholic Director of Education Profile 2011

TCDSB Director of Education Candidate Profile

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- has clearly demonstrated, that while a board must be run with business acumen, the business of the board is education;
- has a proven history of successful educational innovation;
- brings demonstrated success in dealing with complexity, turning challenges and conflict into opportunities for progress;
- possesses a highly regarded reputation for integrity;
- has the ability to relate respectfully and effectively with people of widely diverse backgrounds ensuring that diversity is a major asset;
- will be a superb communicator within the board and bring experience about how to develop and implement new and creative ways for all internal stakeholders to work effectively together in common cause for a better future for students and the community;
- has demonstrated skills in developing effective relationships with all external stakeholders, including the municipal and provincial governments and the media;
- is able to confidently and effectively manage the internal and external political challenges associated with the high level requirements of a chief executive officer;
- has the know-how to actively support and lead the development of a strong and effective approach to governance, the confidence and ability to "speak truth to power" in an appropriate, respectful and consistent manner in ensuring that the Board's Code of Conduct is an effective and living document;
- will be in good standing with the Ontario College of Teachers, and hold Supervisory Officer's qualifications consistent with those outlined per the *Amendments to Ontario Regulation 309: Supervisory Officers Qualifications and Appointment of Supervisory Officers and Directors of Education*.



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REPORT TO

GOVERNANCE AND POLICY
COMMITTEEUPDATE TO SCHOOL EVENTS COMMUNICATIONS
AND INVITEE PROTOCOLS POLICY (S.02)

*Do not neglect to do good and to share what you have, for such sacrifices are pleasing to God.
Hebrews 13:16*

Created, Draft	First Tabling	Review
April 24, 2018	May 8, 2018	
Caitlin Kavanagh, Coordinator Employee Relations & Policy Development		
RECOMMENDATION REPORT		

Vision:

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

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T.B.D.
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report is in response to a motion made by Trustees at the April 10, 2018 Governance and Policy meeting to review the School Events Communications and Invitee Protocols policy (S.02).

The cumulative staff time required to prepare this report 1 hour

B. PURPOSE

This Recommendation Report is on the Order Paper of Governance and Policy Committee due to a Trustee request through approved motion at the April 10, 2018 Governance and Policy Committee meeting:

Received and referred to staff to bring back a copy of the Policy School Events Communications and Invitee Protocols Policy S.02 for review at the May 8, 2018 GAP meeting.

C. BACKGROUND

The School Events Communications and Invitee Protocols policy (S.02) was approved on December 6, 2006 and was last reviewed November 9, 2012. It has not been reviewed since.

D. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff.
2. Further reports will be brought to Board in accordance with the policy review schedule.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The updated policy as approved will be posted on the TCDSB policy register.

2. The Director of Education will send a communication to schools reminding them of the requirements

F. STAFF RECOMMENDATION

Staff recommend that the School Events Communications and Invitee Protocols policy (S.02) provided in APPENDIX A be adopted.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: SCHOOL EVENTS COMMUNICATIONS
AND INVITEE PROTOCOLS

POLICY NO: S.02

Date Approved: December 6, 2006	Date of Next Review: May 2023	Dates of Amendments: November 9, 2012 May 17, 2018
Cross References: S. 08 Blessing and Official Opening of Schools <i>T. 06 consolidated</i>		
Appendix		

Purpose:

This Policy provides direction on how to communicate school events to various stakeholder groups and identify common standards of practice for who should be invited to these events.

Scope and Responsibility:

The policy governs communication of school events and who must be invited to various events held at the school or by the school. The school Principal will be responsible to follow the policy as they support the planning of school functions.

Alignment with MYSP:

Strengthening Public Confidence

Achieving Excellence in Governance



POLICY SECTION: SCHOOLS

SUB-SECTION:

**POLICY NAME: SCHOOL EVENTS COMMUNICATIONS
AND INVITEE PROTOCOLS**

POLICY NO: S.02

Policy:

As a Catholic community, we seek to share our good news and school celebrations with our local community.

Regulations:

The following procedure shall be adopted with respect to school events and celebrations of significance:

1. Trustees, in whose ward the school is located, shall be invited to attend school functions to which the school community has been invited, and will be consulted prior to setting the date of the event.
2. Where appropriate, the Principal/designate should notify the Communications department of the TCDSB of the date, time and details of such event. The Communications department will report this in its listing of school events taking place.
3. In agreement with the Principal, a media release will be prepared and sent out to appropriate local print, television and radio outlets, city councillors, Trustees and senior TCDSB officials. Information about the event will also be placed on the home page of the TCDSB portal and communicated through electronic and social media.
4. The area Superintendent and local Trustee should always be invited to special events held at the school. Where a politician has been invited into a school the Superintendent and Trustee must be invited. The Catholic School Advisory Council Chair and/or Vice Chair and local Parish priests should also be notified and invited to special school events.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: SCHOOL EVENTS COMMUNICATIONS
AND INVITEE PROTOCOLS

POLICY NO: S.02

5. Depending on the nature of the event, schools may also wish to invite the Director of Education, Associate Director(s), and the Chair and Vice-Chair of the Board. Local City Councillor, Provincial MPP, Federal MP, local community representatives and all applicable current and former TCDSB senior staff could also be included on the guest list.

Definitions:

Not of significance in this policy.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

- Through the Communications department, Trustees will be surveyed about their experience.
- One month prior to the date of review, schools will report on implementation of this policy.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

UPDATE TO INDIGENOUS VOLUNTARY SELF-IDENTIFICATION POLICY (A.32)

See what love the Father has given us, that we should be called children of God; and that is what we are. 1 John 3:1

Created, Draft	First Tabling	Review
March 19, 2018	May 8, 2018	

Peter Aguiar, Superintendent of Education and Student Well-Being, Area 4
Caitlin Kavanagh, Coordinator, Employee Relations and Policy Development

RECOMMENDATION REPORT

Vision:

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

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T.B.D.
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends updating the current First Nation, Metis and Inuit Indigenous Self-Identification Policy (A. 32) in met policy format including updating terms used.

The cumulative staff time required to prepare this report was 6 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance Policy Committee as it recommends policy revision.

C. EVIDENCE/RESEARCH/ANALYSIS

The First Nation, Metis and Inuit Voluntary Self-Identification Policy (A.32) was approved on January 2010 and has not been amended since.

D. EVIDENCE/RESEARCH/ANALYSIS

1. This policy has been amended in consultation with the Indigenous Education Department.
2. Since this policy was first written, “Indigenous” has been broadly accepted as a word that encompasses the First Nations/Inuit and Métis people in Canada. The Federal Government and the Indigenous Peoples in Canada have accepted the word because of its legal ramifications in reference to the United Nations Declaration on the Rights of Indigenous Peoples.

E. METRIC AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff.
2. Further reports will be brought to the Board in accordance with the policy review schedule.

F. IMPLEMENTATION

The updated policy as approved will be posted on the TCDSB policy register.

G. STAFF RECOMMENDATIONS

Staff recommends that the Indigenous Voluntary Self-Identification policy (A.32) provided in APPENDIX A be adopted.



POLICY SECTION: SCHOOLS

SUB-SECTION:

APPENDIX A

POLICY NAME: ~~FIRST NATION, METIS AND INUIT~~
**INDIGENOUS VOLUNTARY SELF-
IDENTIFICATION SELF-
IDENTIFICATION**

POLICY NO: A. 32

Date Approved:
January 27, 2010

Date of Next Review:
May, 2023

Dates of Amendments:
Sep. 1998; 18 Feb. 2003;
May 08, 2018

Cross References:

Ontario Student Record (OSR) Guideline, 2000

<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>

Building Bridges to Success for First Nation, Métis and Inuit Students.

<http://www.edu.gov.on.ca/eng/aboriginal/buildBridges.pdf>

Appendix

Purpose:

This policy provides regulations regarding the collection of self-identified data of Indigenous Students for the purposes of providing relevant programming and curriculum.

Scope and Responsibility:

This policy applies to all elementary and secondary schools in the Toronto Catholic Secondary School Board. The Director is responsible for this policy with the support of the Superintendent of Equity, Diversity, and Indigenous Education, the Superintendent of Student Success and the Superintendent of Curriculum Leadership and Innovation.



POLICY SECTION: SCHOOLS

SUB-SECTION:

APPENDIX A

POLICY NAME: ~~FIRST NATION, METIS AND INUIT~~
INDIGENOUS VOLUNTARY SELF-IDENTIFICATION

POLICY NO: A. 32

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Policy:

The Toronto Catholic District School Board will provide inclusive programs that allow all in our school communities to appreciate and learn from the richness of ~~FNMI~~ **Indigenous** culture. Programming will be provided to meet the curricular needs of ~~FNMI~~ **Indigenous** students. As one means of improving student achievement and wellbeing for those of ~~FNMI~~ **Indigenous** heritage all First Nation, Métis, and Inuit students and their parent/guardian(s) have the right to choose voluntary self-identification. The collection of this confidential data will provide the Board with relevant information to develop appropriate strategies to meet the needs of this community.

Regulations

1. All data will be securely stored to respect the privacy of each First Nation, Métis, and Inuit student and used only as a means to enhance educational programs.
2. Data will be treated in the same manner as Ontario Student Record and protected and governed by the Municipal Freedom of Information and Protection of Privacy Act.
3. Individual data will not be reported. The information gathered will be used in the aggregate only and for the purpose of developing and implementing supportive programs.



POLICY SECTION: SCHOOLS

SUB-SECTION:

APPENDIX A

POLICY NAME: ~~FIRST NATION, METIS AND INUIT~~
**INDIGENOUS VOLUNTARY SELF-
IDENTIFICATION SELF-
IDENTIFICATION**

POLICY NO: A. 32

4. Voluntary self-identification data will be collected on Student Update Forms for all students enrolled in the Board, ~~as of February 2010~~.
5. Voluntary self-identification data will be collected on Student Registration Forms for all students enrolled in the Boards, ~~as of February 2010~~.

Evaluation and Metrics:

The rate of Indigenous Student self-identification, as captured through Student Update Forms and Student Registration Forms, will be monitored yearly by the Indigenous Education Department.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

UPDATE TO LOGO USE POLICY (T.16)

Let no evil talk come out of your mouths, but only what is useful for building up, as there is need, so that your words may give grace to those who hear.

Ephesians 4:29

Created, Draft	First Tabling	Review
April 24, 2018	May 8, 2018	

John Yan, Sr. Coordinator, Communications

Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development

RECOMMENDATION REPORT

Vision:

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

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T.B.D.
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends updates to the current Logo Use policy (T.16) in meta policy format including Logo Use Guidelines.

The cumulative staff time required to prepare this report was 40 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy revision.

C. BACKGROUND

The Logo Use policy (T.16) was approved on November 19, 1987 and was last reviewed October 25, 2012.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Generally accepted corporate design standards and best practices related to branding used in the education and public sector are reflected in the minor changes to the policy.
2. This report recommends the decommissioning of the Board's older vertical logo and maintaining the more recent circular logo. Organizations do not normally have two distinct logos as it confuses and degrades a company's brand identification. The decision to keep the older vertical logo was based on a longstanding decision to ensure the inventory of pre-printed corporate letterhead was depleted. Time and technology has overtaken this requirement as letters are now electronically generated more efficiently and cost-effectively with a digital logo.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff.

2. Further reports will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The updated policy as approved will be posted on the TCDSB policy register.
2. The Communications team will distribute the Logo Use Guidelines as appropriate.

G. STAFF RECOMMENDATION

Staff recommend that the Logo Use policy (T.16) provided in APPENDIX A be adopted.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: LOGO USE

POLICY NO: T.16

Date Approved:

January 29, 1977

November 19, 1987

Date of Next Review:

May 2023

Dates of Amendments:

November 19, 1987

October 25, 2012

May 17, 2018

Cross References:

Copyright Act R.S.C.1985 c. C042

Advertising (A.03)

Appendix Corporate Logo Use Guidelines**Purpose:**

This Policy provides direction on the use of the Toronto Catholic District School Board's corporate logo.

Scope and Responsibility:

The policy governs all internal and external uses of the Board's corporate logo. The Director of Education is responsible for this policy. The Senior Coordinator of Communications and his/her communications staff are authorized to ensure adherence to the policy.

Alignment with MYSP:

Strengthening Public Confidence

Achieving Excellence in Governance

Inspiring and Motivating Employees

Financial Impact:



POLICY SECTION: TRUSTEES
 SUB-SECTION:
 POLICY NAME: LOGO USE
 POLICY NO: T.16

~~Generally, there is no significant financial impact.~~

Legal Impact:

~~Unauthorised use of the TCDSB logo is not permitted by the Copyright Act R.S.C. 1985 c. C 42.~~

Policy:

The Toronto Catholic District School Board mandates the use of a logo which identifies it as a public, Catholic educational institution, distinguishable from other corporations.

As Canada's largest Catholic school board, the TCDSB corporate logo is an integral part of the Board's brand as a leader in building communities of faith, anchored in hope with heart and charity. The TCDSB corporate logo combines the cross, the anchor and the heart, representing the three theological virtues of faith, hope and charity, symbols used by the early Christians in the catacombs.

Regulations:

1. The use of the TCDSB corporate logo shall be affixed to the following:
 - a. Official Board communications materials, publications and documents in both print, and web-based digital formats;
 - b. social media platforms**
 - c. Board property;
 - d. Signs on construction sites;
 - e. Business cards for trustees and employees;
 - f. Official Board and trustee stationery;



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: LOGO USE

POLICY NO: T.16

- g. Other Board materials as authorized by the **Board of Trustees**, Director of Education or his/her designate (Board Communications Department); ~~and~~.
- ~~h. As authorized by the Board of Trustees.~~
2. Trustees shall be authorized to use the logo on material they are distributing to their ratepayers but not on election material after nomination day.
 3. Approval for the use of the TCDSB corporate logo shall be made to the TCDSB Communications Department and must comply with the TCDSB Corporate Logo Use Guidelines.
 4. Action shall be taken against any person(s) or corporation(s) not authorized to use the TCDSB logo.
 5. Staff will develop and maintain the TCDSB Corporate Logo Use Guidelines.

TCDSB Corporate Logos Approved for Use:





POLICY SECTION: TRUSTEES
 SUB-SECTION:
 POLICY NAME: LOGO USE
 POLICY NO: T.16

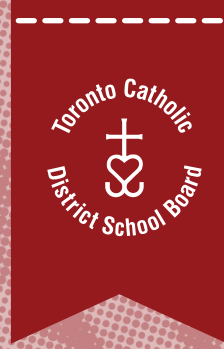
Definitions:

Social media platform: Websites and applications that enable users to create and share content or to participate in social networking on computer-based and other communications devices.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

- The Communications Department will monitor and track appropriate use to ensure the TCDSB brand is maintained.
- The Communications Department will ~~report on~~ **assess** the effectiveness of the **Board** logo in extending the TCDSB's brand awareness among its ratepayers, school community and general public **as part of the annual Communications and Community Engagement Report to the Board of Trustees.**



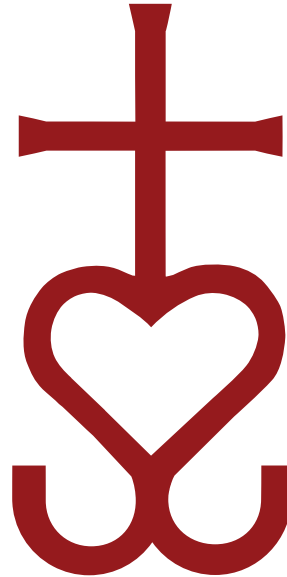
T C D S B CORPORATE LOGO USE GUIDELINES

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LOGO

The logo was designed by renowned Canadian designer Allan Fleming in 1969. His other recognized works include the Ontario Hydro logo, the Ontario Science Centre logo and, most famously, the Canadian National Railway Logo (or, "CN")



The official symbol of the Toronto Catholic district School Board combines the cross, the anchor, and the heart representing the three theological virtues of faith, hope and charity. It is based on the cross and anchor symbol used by the early Christians in the catacombs, the added heart representing humanity.



LOGO

VARIATIONS



The circular version of the logo, with the full TCDSB name present, is the current standard for official board use. All official materials resonating from the board must include this logo.



In a few rare instances, this stacked version of the logo is also acceptable, though the circular variation is the preferred choice.

LOGO

DO NOTS



Do not squash
or stretch



Do not alter the
colour



Do not place
the dark logo
on a dark
background



Do not change
or try to
recreate in any
way



Do not resize
any individual
components



Do not add
gradient



Do not place on
any image that
is too "busy"



Do not crop in
any way



Do not rotate



Do not
use a poor
reproduction

LOGO

CLEAR SPACE & SIZING

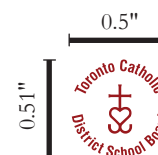


When using the TCDSB logo, there should be a distinct space surrounding the logo where no text or images should overlap on top.

The size of the space should be directly related to the size of the "T" in Toronto, creating a border around the overall logo.



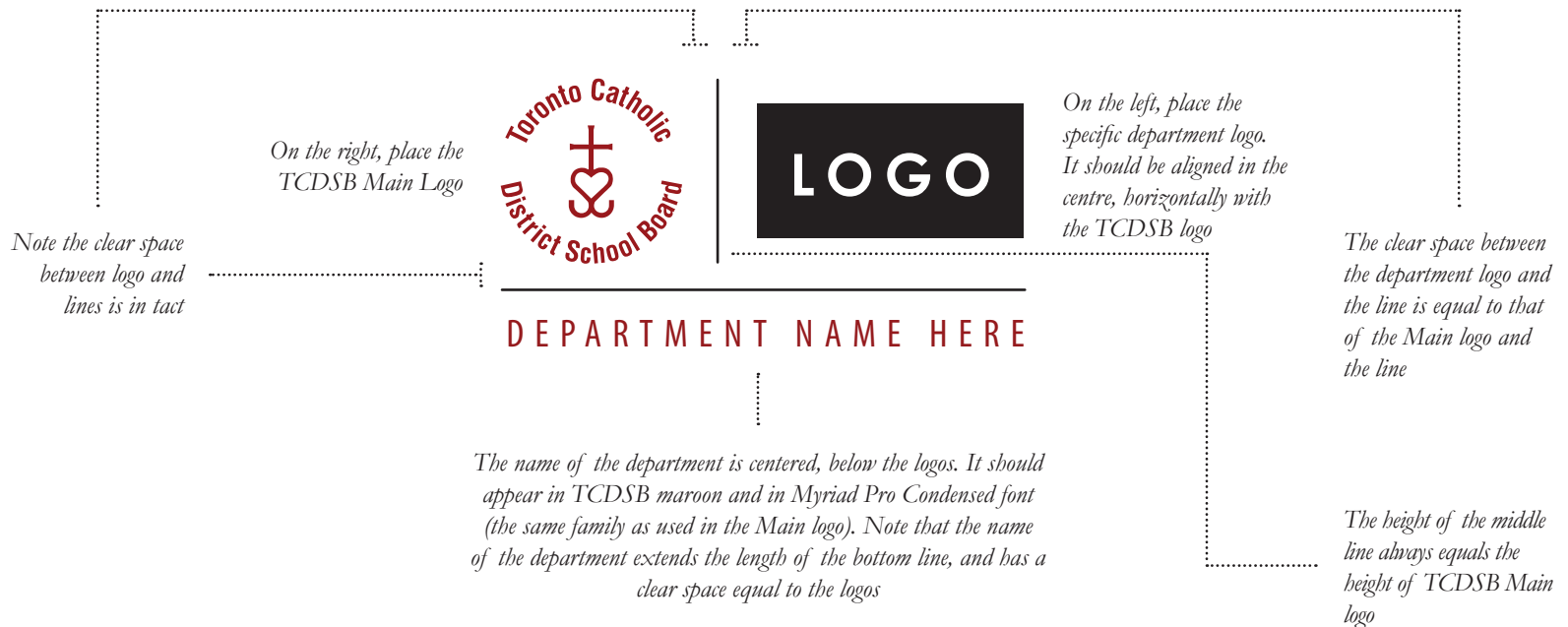
The logo itself should never be any smaller than 0.5 inches on either side. There is no restriction on the maximum size, but use your judgement.



LOGO

DEPARTMENT ADAPTATIONS

A number of departments within the TCDSB utilize separate logos from the main “cross, heart, anchor” symbol used for the main board. In order to emphasize a better brand identity, department logos should start to be presented with the following layout:



LOGO

DEPARTMENT EXAMPLES



CONTINUING EDUCATION



SAFE SCHOOLS



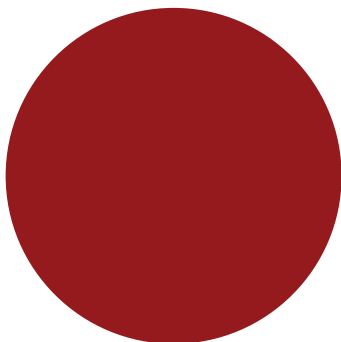
INTERNATIONAL EDUCATION PROGRAM

The tracking of the department title should not exceed +300. In this instance, the name extends only as far as that will allow, and remains centred

If the department name is too long to fit on a single line, it can be broken up into two stacked lines

COLOUR

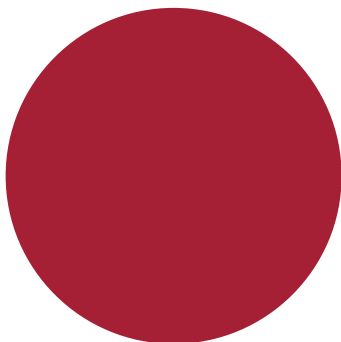
VALUES



C 26
Y 100
M 100
K 26

R 151
G 25
B 21

HEX
#971915



PANTONE
201 C

The PANTONE® swatch
should only be used for
spot colour situations



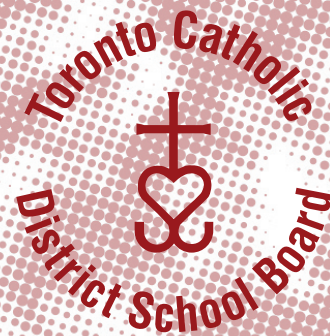
C	0
Y	0
M	0
K	0



C	26
Y	100
M	100
K	26



C	50
Y	100
M	100
K	50



C	26
Y	100
M	100
K	26



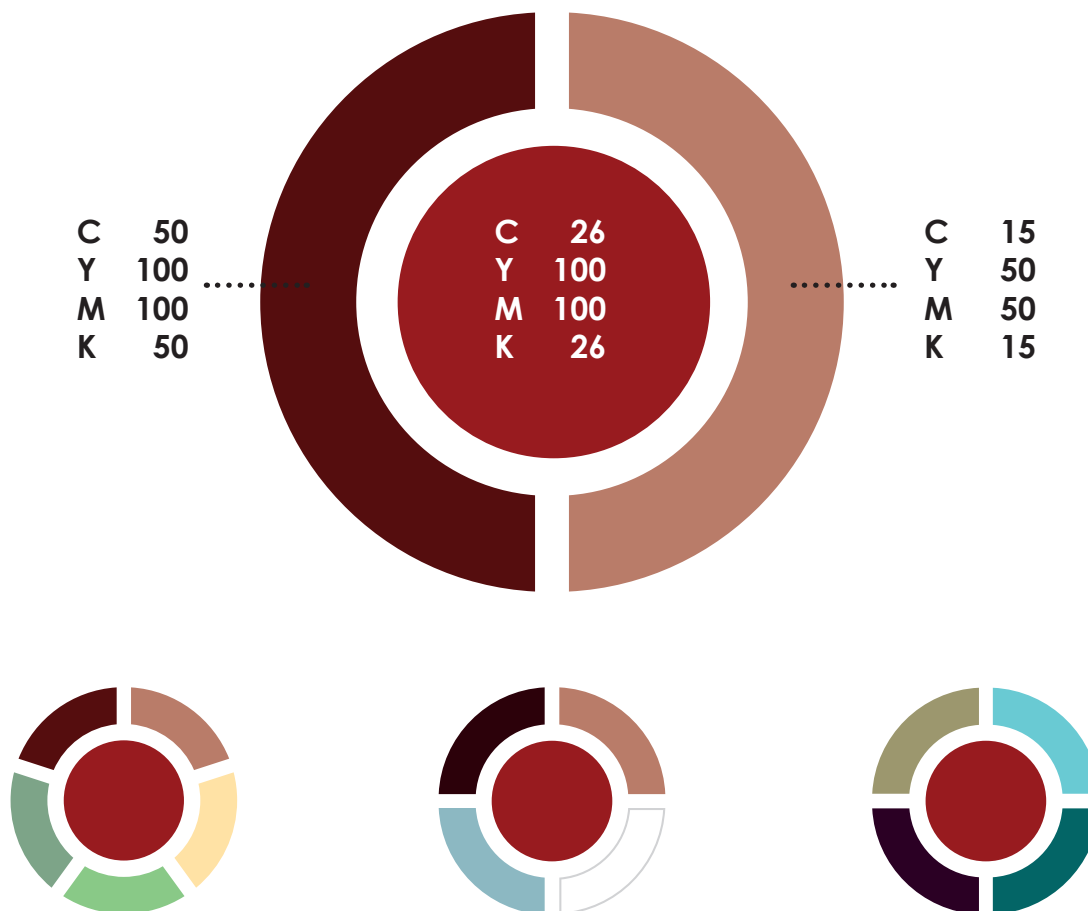
C	0
Y	0
M	0
K	0



C	0
Y	0
M	0
K	100

COLOUR

PALETTES



These palettes are merely suggestions on how to compliment the TCDSB maroon brand colour. None should be taken as canon when producing designs, and should only be used to better reflect the official TCDSB colour.

TYPOGRAPHY

TYPEFACES

CENTURY GOTHIC

The five boxing wizards jump quickly.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz 1234567890

AaBbCc
ITALIC

AaBbCc
BOLD

AaBbCc
BOLD ITALIC

Intended as competition for the typeface Futura, Century Gothic was created by Monotype Imaging in 1991. It was based on their own previous creation of the font Twentieth Century which was drawn by Sol Hess between 1937 and 1947.

Garamond

The five boxing wizards jump quickly.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz 1234567890

AaBbCc
Italic

AaBbCc
Bold

There have been many modern revivals of the Garamond typeface over the years, but generally speaking most are based on the original works of designers Claude Garamond, Jean Jannon and the italicized variant on Robert Granjon. Garamond is a classic font that pairs well with the modern look and geometric shape of Century

TYPOGRAPHY

HIERARCHY

Century Gothic Bold should be used for headlines.

The colour may vary with the design, but should typically be represented in All Caps format.

Subheadings are the one area that typefaces may vary depending on design. Here, Myriad Pro Condensed Bold is used as the complimentary font and should be put into the back pocket for possible additional typefaces to use.

Century Gothic Bold (in All Caps) is also suitable for subheadings.

Garamond should be used for body copy.

HEADLINE GOES HERE

The deck goes right here and gives a further explanation to what this document might go on to say

SUBHEAD ONE

Fernatur amus rempore,
aut hil ma volorum
eum qui corent qui
autemporatem faciis et
hillore pudigni endandit,
sit perae lab ium fugia qui
cum doluptatem saecaes
tiore, cum aliciuntis il
min rerum venimi, tem
dolupturem reption nihit
experit fuga. Catemol
uptium andeles remquis
cimenis anduciis dolutem
porempo rentissus.

Elicipsum everum eatios
rehendem vit is et res eiur?
Qui doluptus.
Rum veligni milicim harum
et ullent, sum faccumq
uiatus qui dolorem rem.
Et aut volorest ex eostis
el exped quunt et arcipid
istibusdamus aligendis
eum aut

SUBHEAD TWO

Earuptatio di aliqui aut
et litisci issinctur? Qui re et
millent et ommodis autem
qui volecae tent, videlibus

Decks and explanation text should be Century Gothic Regular or, sometimes, Italic. For outright body text however, the Century Gothic typeface should not be used:

“Century Gothic is fine for large sizes. It is poor for body text. Assertions that its high x-height ‘means it has good legibility’ are incorrect. An ample x-height within reason contributes to legibility. But Century Gothic also has very closed apertures on key characters that make them hard to distinguish from others. Its extreme geometric design does not help.”

– **Thomas Phinney**
Vice President,
FontLab

STYLE

RESEARCH

Upper Canada College has a clean and solid look across their school's advertising campaigns. This a good example of an educational brand that knows its audience and what it wants to convey.



TFC uses similar colours to the Toronto District School Board. Their use of the red and tone on tone is something to be admired. A good example of how to effectively, and subtly, express your branding.



Thankyou's annual report uses photos/videos very well. Overlaying brand colours and allowing copy to stand out. It also has a very non-imposing essence with it's use of white text vs. something darker.

UPPER CANADA COLLEGE

<https://www.behance.net/gallery/6170047/Upper-Canada-College>

TORONTO FC

<https://www.behance.net/gallery/37077345/Toronto-FC-2016-Season-Tickets>

THANKYOU

<https://thankyou.co/built-on-stories/>

STYLE

RESEARCH

Catholic Art is so ingrained in the core of history that it should not be ignored as a contributing design inspiration for the branding of TCDSB.

It doesn't have to be prominent, but the influence should also not be forgotten.



OUR LADY OF SORROWS

by Tahnja Wolter

VARIOUS ICONS

by Filipe Guimarães (see also madebyelvis)



Simplistic, geometric icons are both professional and at the same time, have a childlike quality. This is a line that the school board should attempt to walk, with it's branding, presenting the business side of operations but not forgetting that's it's key is reaching students and parents. This type of iconography can be useful.

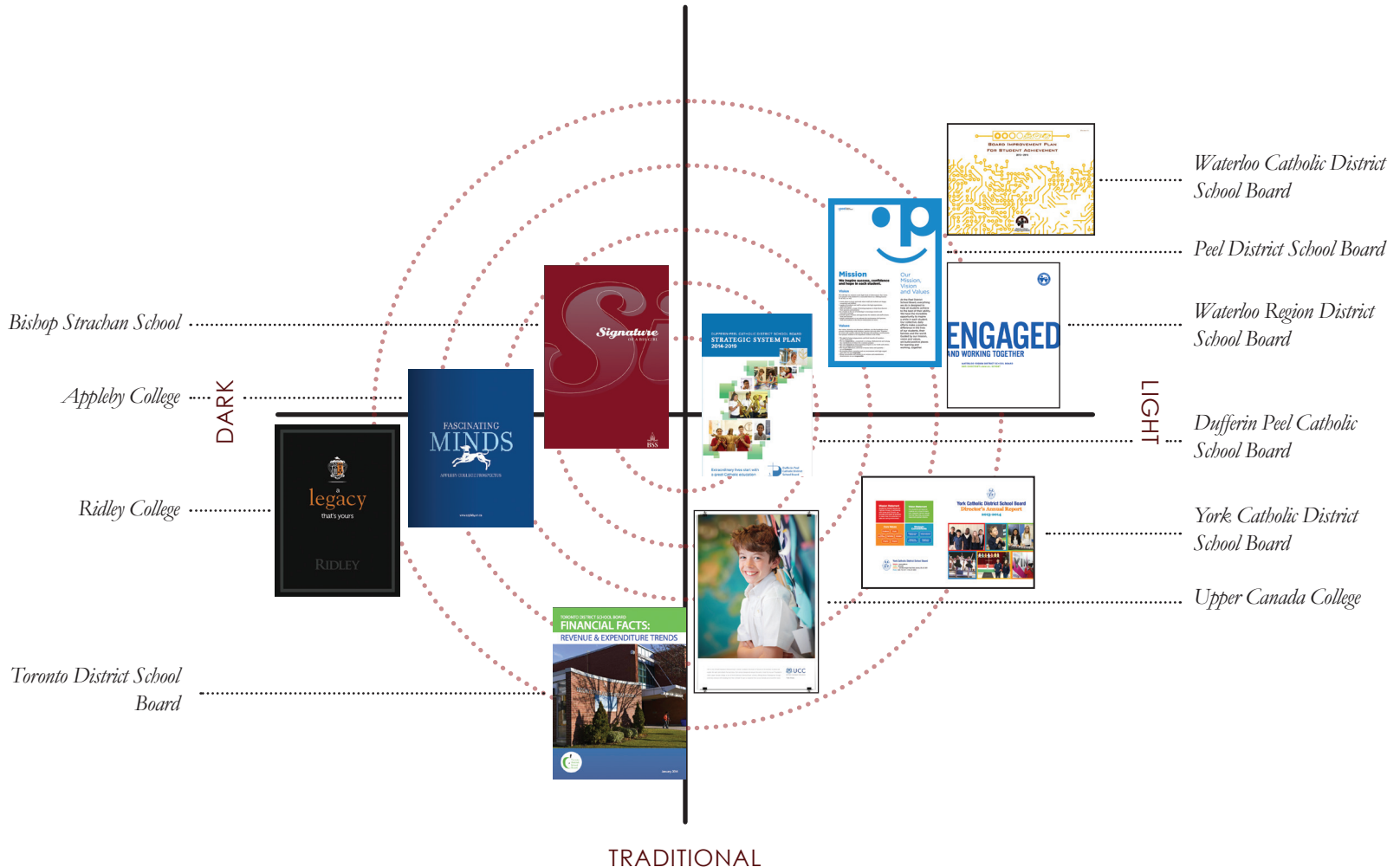
STYLE

VISUAL AUDIT

Looking at schools and boards in the surrounding area, two things can be observed by looking at their identities: private schools tend to use a darker and more traditional style, whereas district boards are more inclined towards a lighter tone (but kind of treads the line of modern/traditional feel)

RECENT SCHOOL IDENTITY TRENDS

MODERN



The TCDSB has a number of different projects that require design preparation. Here are a few of them from a wide array of assignments to better reflect the presence of the Board's visual identity.

STYLE

VISUAL AUDIT

TCDSB RECENT DESIGN PROJECTS

MODERN

DARK

LIGHT



TRADITIONAL

STYLE

ANALYSIS

- i. School Boards are trending towards lighter branding with a skew towards modernity which compliment their traditionalism.
- ii. TCDSB relies on darker layouts and tends to lean on traditional design strategies

i. The private school brands seem to push their history within their designs as they have an avid base to go off of. The district boards have adapted softer and typically lighter colours/layouts to push the unifying school theme across.

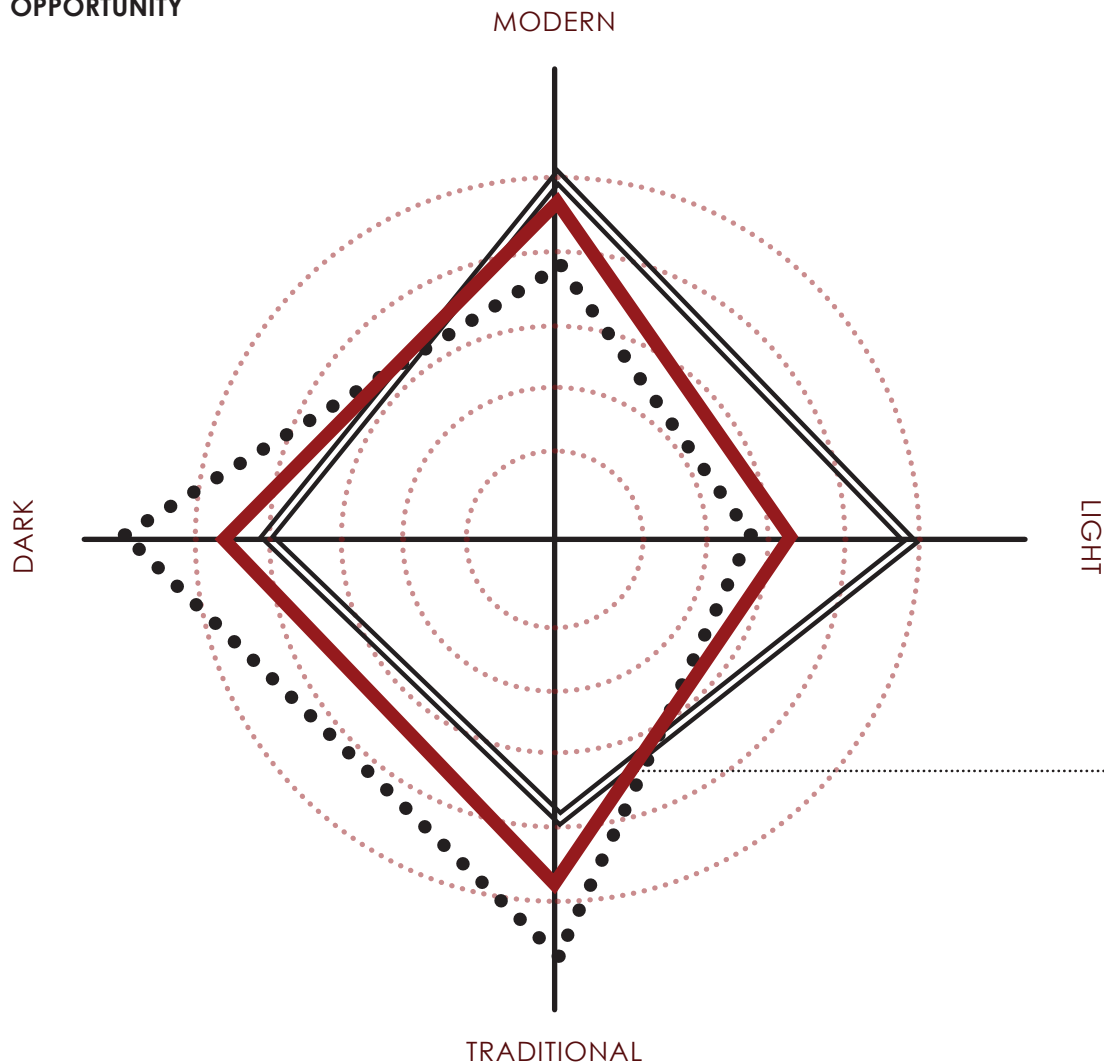
More often than not, these examples employ a minimal photo/text combination, with a sans serif typeface and very little in the way of illustration. Illustration that does show up is simplistic and often vector based.

ii. The Catholic School Board identifies closer with the private schools rather than the other district boards. While different in essence, the same kind of styles and use of colours are prevalent in the private and TCDSB designs. In comparison to other district boards, Toronto Catholic is distinctly darker in its execution of it's materials. In this way, it could be interpreted as less welcoming and slightly more intimidating than its counterparts.

STYLE

POSITION

- SCHOOL IDENTITIES
- TCDSB DESIGNS
- OPPORTUNITY



The middle, red area represents the “best of both worlds”. The audit allows the argument to be made that successful designs moving forward would be best suited to fit within this boundary.

ICONOGRAPHY

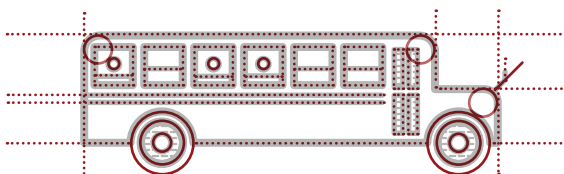
ICON DESIGN

To suit the style outlined in the previous section, icons for the TCDSB should reflect a professionalism seeped in a lighter, simplistic tone.

Since children and students are a huge part of our corporation, having clean icons that vaguely resemble “doodles” done in the corners of kids’ notebooks is the aesthetic goal.

Some tips:

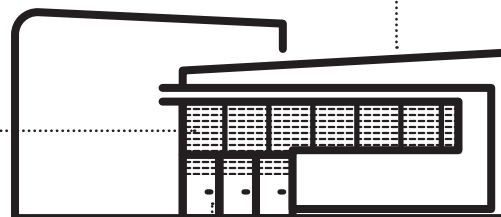
Icons should use simple geometric shapes. Straight horizontal and vertical lines combines with circular curves. Diagonal lines can be utilized, but sparingly.



Icons should not use traditional “fill” colours. This pattern, using a smaller-weighted dash, employs a better reflective style technique and meshes better with the overall feel of the icons.

Lines should be weighted at a 2:3 ratio. Key lines should typically be 1/3 of the weight greater than lines used for inner detail on icons.

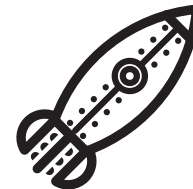
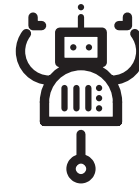
*The example below uses **3pt** lines...*



*...with **2pt** lines for the “door handles”.*

ICONOGRAPHY

EXAMPLES



ICONOGRAPHY

IN ACTION



SAL
PICCININNI



YOUR TRUSTEE'S REPORT



416-512-3403 Trustee Services 416-222-8282
Amanda Condello ext. 2660
Colin Johnston ext. 2659



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WELCOME TO THE 2016-2017 SCHOOL YEAR

First, I want to thank all the parents who contacted me in June regarding the bus transportation cuts needed to balance our 2016-2017 budget. Trustees heard you loud and clear and reversed the decision to cut bussing to students who live within 1.5 km of their school. There are NO changes to bus service and we apologize for any confusion and uncertainty this may have caused. However, I should point out the TCDSB is seriously underfunded by the Ministry of Education for student bus transportation by almost \$10 million dollars this year alone. I will update you on any

compiled/created by
WADE THOMPSON

GOVERNANCE AND POLICY COMMITTEE

PENDING LIST TO MAY 8, 2018

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Mar-2017 GAP	TBC	Governance and Policy	Report regarding consultations with CLSIT and conversations with the Archdiocese in regards to the content of the policy (Update to Chaplaincy Program Policy)	Legal Counsel
2	June-2017 GAP	TBC	Governance and Policy	Bring back after the Ministry of Education's Transportation report is considered (Update to Transportation Policies S.T.01, 03, 04 and 05)	Legal Counsel
3	Sep-2017 GAP	TBC	Governance and Policy	Staff to look at options to improve efficiencies for Trustees, staff and the public to gain greater Order Paper, report and back-up materials (Inquiry from Trustee Crawford regarding Gaining greater Order Paper, Report, and Backup Materials Efficiencies with e-Scribe)	Director of Education

4	Oct-2017 GAP	TBC	Governance and Policy	Report to Board regarding CPIC's recommendations to the Community Engagement Handbook T07 , and if the recommendations are applicable to the Community Engagement Policy, a report to the GAP Committee meeting (TCDSB Community Engagement Handbook T07)	Legal Counsel
5	Jan-2018 GAP	Every January	Governance and Policy	Annual Report regarding the percentage of surplus space rented and/or leased (Update to Rental of Surplus School Space and Properties Policies (B.R.01, B.R.03, B.R. 04))	Legal Counsel