

# Governance Manual

## **By-Laws, Policies, Administrative Guidelines**

*“Local, democratically elected school boards play a key role in ensuring that schools remain responsive to both provincial requirements and local needs and resources.*

*Ultimately, governance is the exercise of authority, direction, and accountability to serve the higher moral purpose of public education. A governance structure defines the roles, relationships, and behavioural parameters for the board and its staff.”* ***(OPSBA Good Governance Guide 2018-22)***

## **Principles of Effective Board Governance:**

The board of trustees has a clearly stated mission that includes high expectations for student achievement.

The board of trustees allocates its resources in support of the goals it has set.

The board of trustees holds its system accountable for student achievement through its director of education by regularly monitoring evidence of student achievement.

The board of trustees engages with its constituents in the creation of policies that affect them and communicates its progress in raising student achievement.

The board of trustees monitors its own performance and takes action to continually improve its governance processes. ***(OPSBA Good Governance Guide 2018-22)***

**Through By-Law** the Board provides direction and guidance to the trustees (and the public) with respect to their behaviour as publicly elected officials.

**Through Policy** the Board provides direction/guidance to staff (and the public) through the Director of Education.

**Through Administrative Guideline** the Director of Education provides direction/guidance to staff balancing flexibility to deal with diverse situations and consistency across all schools and departments to ensure system reliability.

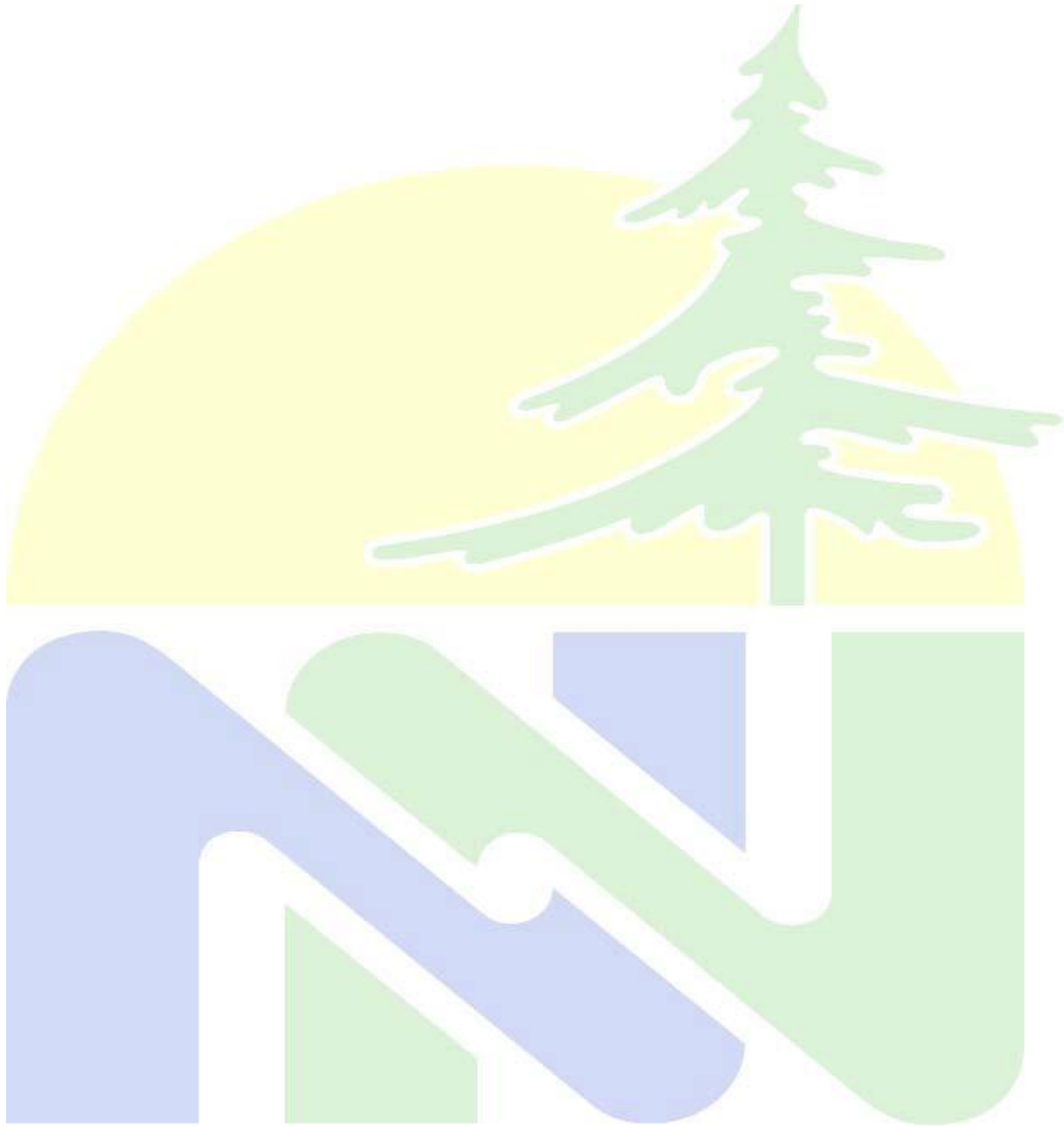
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# BY-LAWS



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## BY-LAWS

### DEFINITIONS AND MEANINGS OF TERMS

For this By-law and all other By-laws of the Near North District School Board, unless the context otherwise requires:

#### 1. Definition and Meaning of Terms

- the singular includes the plural;
- “ACT” means the *Education Act* as amended from time to time;
- “ANNUAL ORGANIZATIONAL MEETING” means the first meeting held in December of each year which is not a municipal election year;
- “BOARD” means the Near North District School Board which, in accordance with the *Education Act*, is a public school board representing the Districts of Nipissing and Parry Sound; and a portion of the District of Muskoka;
- “BOARD MEETING” means a meeting of the whole Board for the purpose of informal discussion, dialogue, information sharing, formulation and monitoring of policy;
- “CHAIR” means the Chair of the Board, and/or of any Committee or Subcommittee established by the Board;
- “COMMITTEE” means any Special Committee, Statutory Committee, Ad-hoc Committee or Committee of the Whole established by the Board;
- “CONSENSUS” means trustees present at the meeting can “live with” or “agree” with the proposed decision;
- “DIRECTOR OF THE BOARD” means the Chief Executive Officer of the school system and Secretary of the Board;
- “FIRST NATIONS REPRESENTATIVE” means a person elected by his/her peers to represent First Nations interests on the Board (this member is a voting member) in accordance with the Act and Regulations;
- “INAUGURAL MEETING: means the first meeting of a newly-elected Board to be held following a municipal election and the commencement of the term of office;

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- “MEETING” includes a meeting of the Board and of Committees;
  - “PRIVATE SESSION” matters will be dealt with in accordance with the *Education Act*
- (2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves:
- (a) the security of the property of the board;
  - (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
  - (c) the acquisition or disposal of a school site;
  - (d) decisions in respect of negotiations with employees of the board; or
  - (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

### Closing of meetings re certain investigations

(2.1) A meeting of a board or of a committee of a board, including a committee of the whole board, shall be closed to the public when the subject-matter under consideration involves an ongoing investigation under the *Ombudsman Act* respecting the board. 2014, c.13, Sched. 9, s.19 (2).

- “QUORUM” means a majority of all members who are entitled to vote.
- “SIMPLE MAJORITY” means a majority of trustees present and eligible to vote
- “STUDENT TRUSTEE” means the student representative elected by his/her peers to represent pupils on the Board (not a member of the Board) in accordance with the Act and Regulations and GP#17 (3.4);
- “TRUSTEE” means a person elected, acclaimed or appointed to the office of trustee of the Board pursuant to the provisions of the *Municipal Elections Act*;
- “TWO THIRDS” means not less than two-thirds of trustees present and eligible to vote or not-less than two-thirds of all trustees eligible to vote.
- “VICE CHAIR” means the Vice-Chair of the Board

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**BL-101**

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## **INAUGURAL AND ANNUAL MEETING OF THE BOARD**

### **A. Inaugural Meeting**

The inaugural meeting is to be held in the calendar year in which all trustees are elected or acclaimed at the regular Municipal Election under the *Municipal Elections Act* shall be held the first week of December at the Near North District School Board Head Office.

At such a meeting, at the appointed time, the Director of Education shall call the meeting to order, and utilize the following procedure:

1. The Director of Education shall proceed to read the returns of election to the Board, as certified by the clerks.
2. The Director of Education shall certify that the members have met all procedural requirements and are eligible to take office.
3. The Director of Education may request a District Judge to attend to take the Declarations and the Oaths of Allegiance. In the event that a District Judge is unable to attend, the Director of Education shall take the Declarations and Oaths of Allegiance.
4. With the Director of Education presiding, the Board shall proceed to elect a Chair for the ensuing year.
  - a) The Director of Education shall name the scrutineers for the election of the Chair and Vice-Chair and shall then call for nominations for the Office of Chair.
  - b) Any board member may nominate any other board member for the position of Chair. The nominator may speak on behalf of the nominee and the time limit shall not exceed three minutes. Nominations shall remain open for a period of at least one minute following the receipt of the last nomination. The Director of Education shall then declare nominations closed.
  - c) Any nominee may indicate to the Director of Education, a desire to speak before the vote is taken, and shall then be invited to address the Board for a period not exceeding three minutes.
5. A vote by ballot shall be conducted. The member receiving a clear majority of votes cast by all members present shall be elected but the count shall not be declared. Should no member receive a clear majority of votes cast, the scrutineers shall announce the result and the name of the member receiving the smallest number of votes shall be dropped and balloting shall be continued until a majority of ballots cast for the nominees shall be in favour of one person.

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6. The person with the clear majority of votes shall be the Chair until the next annual organizational meeting and shall at once take the Chair and preside over the further conduct of the business of the meeting.
7. In the case of an equality of votes at the election of the Chair, the candidates shall draw lots to fill the position of Chair. The name of the tied candidates will be placed on a separate ballot. The ballots will be placed in a ballot box and a scrutineer shall draw one ballot which will indicate the successful candidate. The same process will be followed when the first candidate does not have a clear majority and the candidates with the least votes are tied. The name drawn from the ballot box by a scrutineer shall remain for the next ballot.
8. With the Chair presiding, the Board shall then proceed to elect a Vice-Chair and the procedure shall be as for the election of the Chair, as per item 4. (b) and (c).
9. All ballots shall be destroyed at the Organizational Meeting by resolution of the Board.
10. Following a Municipal Election, it is the responsibility of the Director of Education to coordinate a series of orientation seminars for trustees. The first orientation seminar will be scheduled prior to the inaugural meeting to review the By-laws and the process for the election of Officers.

### **B. Annual Organizational Meeting**

1. The December meeting of the Board each year, when not immediately after a Municipal Election, shall be designated as the annual organizational meeting, and shall be held on the first week in December prior to the Regular Board meeting at the Head Office of the Near North District School Board, 963 Airport Road, North Bay. At such a meeting, at the appointed time, the Director of Education shall call the meeting to order, and follow the procedures outlined in “Inaugural Meeting” (*above*).
2. At the next regular meeting of the Board, the Board shall appoint trustees to Board Committees.
3. The signing officers of the Board shall be the Chair, Director of Education and/or Superintendent of Business.

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**BL-102**

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## **BOARD MEETINGS**

1. Regular meetings of the Near North District School Board shall be held during the fourth week of each month, September through June.
2. Videoconferencing at satellite offices may be provided if advance notice (48 hours) is received by the Office of the Director.
3. When the amount of business requires it, the Chair, or in the absence of the Chair, the Vice- Chair, may call additional meetings.
4. All meetings of the regular Board in public session may be video-voice recorded by Board employees only.
5. Meetings during July and August may be held, as needed, at the call of the Chair.
6. The Board, by majority vote, may resolve itself into private session, during any regular meeting.
7. Electronic notice of all meetings of the Board together with the agenda and supporting information shall be communicated by the Secretary to the Near North District School Board to each member of the Board at least seventy-two (72) hours before the time of the meeting. Agendas will be posted on the Board website at least forty-eight (48) hours before the time of the meeting.
8. Notice of postponement of a meeting, as determined by the Chair or in the absence of the Chair, the Vice-Chair, in consultation with the Director of Education or Designate, will be transmitted in the same manner as the notice of meeting. In the event of inclement weather or an unanticipated emergency, the Director of Education or Designate will notify members by telephone and a notice of cancellation shall be posted at the meeting place.
9. The agenda for each meeting shall be prepared by the Chair and Vice-Chair, in consultation with the Director of Education or designate.
10. The board agenda for regular meetings of the Board shall be approved by the Board. Any amendment must be approved and recorded appropriately.
11. Trustees may raise questions under the appropriate section of the meeting agenda for information related to issues from the agenda.



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12. No matter will be placed on the agenda of a meeting of the Board:
  - a) unless it is a Notice of Motion as prescribed in Item 12 of these by-laws;
  - b) unless the matter is one for which Notice of Motion has been given at a prior meeting of the Board;
  - c) unless it is a presentation given without debate.
  
13. A Trustee may place a Notice of Motion, regarding any matter with respect to which the Trustee has a right to vote, upon the agenda of a meeting of the Board. Such Notice of Motion:
  - a) shall be wholly in writing, accompanied by explanatory rationale;
  - b) shall be delivered to the Secretary of the Board prior to the agenda setting before the Board meeting;
  - c) shall, after its appearance on the agenda, be taken as read unless any Trustee requests that it be read in full; and
  - d) may be referred by resolution of the Board to a meeting of the Board or an appropriate Committee.
  
14. Attendance of all trustees will be recorded in the minutes of regular and special meetings of the Board, with absences with regrets, and absence without notice also recorded. The onus for reporting shall be on the trustees, who must advise the Director's Office prior to the meeting. In accordance with the *Education Act*, ss. 228 (1), which states in part: b) "A member of a board vacates his or her seat if he or she, (b) absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the board."
  
15. The Board shall not remain in session later than 8:00 p.m. unless a majority of members present agree by a majority vote to extend the meeting for a specified period of time.

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## MINUTES OF BOARD MEETINGS

1. Minutes of the meetings of the Near North District School Board shall be kept in accordance with the following provisions of the *Education Act*, ss. 170(4), 198(1)(a), and 207 (4), and shall be confirmed as accurate at the next regular Board meeting.
2. Minutes of the meeting of the Near North District School Board will record:
  - meeting date, time, place, attendance;
  - the signature of the Secretary and Chair of the Board;
  - official actions of the Board that are decided by consensus or formal vote; and
  - statements for the record upon request by an individual Board member.

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**BL-104**

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## COMMITTEE OF THE WHOLE BOARD

1. Committee of the Whole Board shall be open to the public.
2. Committee of the Whole Board is an opportunity for trustees to engage in informal discussion necessary for quality decision making. Since this knowledge-based decision-making process does not limit the number of times a trustee may speak, sufficient latitude is allowed for an in-depth discussion on any issues presented on a particular agenda item. Recommendations from these discussions held in Committee of the Whole Board are brought forward and presented to the Board as motions in regular session.
3. Electronic notice of all Committee of the Whole meetings of the Board together with the agenda and supporting information shall be transmitted by the Secretary to the Near North District School Board to each member of the Board at least seventy-two (72) hours before the time of the meeting. Agendas will be posted on the Board website at least forty-eight (48) hours before the time of the meeting.
4. Notice of postponement of a meeting, as determined by the Chair or in the absence of the Chair, the Vice-Chair, in consultation with the Director of Education or designate, will be transmitted in the same manner as the notice of meeting. In the event of inclement weather or an unanticipated emergency, the Director of Education or Designate will notify members by telephone and a notice of cancellation shall be posted at the meeting place.

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## **SPECIAL MEETINGS OF THE BOARD**

1. Special meetings of the Board shall be held:
  - a) At the call of the Chair, in consultation with the Vice-Chair and Director of Education, or in the absence of the Chair, the Vice-Chair, in consultation with the Director of Education; or
  - b) A special meeting shall be called on the written request of five members of the Board made to the Director of Education, or by Board resolution;
  - c) A special meeting may be called for the purposes of a Trustee Workshop (ex. development of a Multi-Year Strategic Plan, trustee orientation, program workshop).
2. Notice of special meetings of the Board shall be given in the manner prescribed for regular meetings, or verbal notice of special meetings of the Board may be given by the Director of Education to each member of the Board at least forty-eight (48) hours before the time of the meeting and any such notice shall state all business to be transacted or considered thereat.
3. No other action items shall be transacted or considered thereat unless, all members of the Board qualified to vote on the matter are present, and agree unanimously to so consider.
4. No action items shall be transacted or considered during a Trustee Workshop.
5. All Special meetings of the Board are deemed to be open to the public unless otherwise defined in the *Education Act* [s. 207(2)]: (2). (See BL-106 Meetings in Private Session)

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**BL-106**

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## **MEETINGS IN PRIVATE SESSION**

1. The Board or Committee of the Whole may move to Private Session through a duly moved and approved Board motion.
2. A meeting in Private Session may only be closed to the public in accordance with the *Education Act* [s. 207(2)]: (2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,
  - (a) the security of the property of the board;
  - (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
  - (c) the acquisition or disposal of a school site;
  - (d) decisions in respect of negotiations with employees of the board; or
  - (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

### Closing of meetings re certain investigations

(2.1) A meeting of the board or of a committee of the board, including a committee of the whole shall be closed to the public when the subject-matter under consideration involves an ongoing investigation under the *Ombudsman Act* respecting the board. 2014, c. 13, Sched. 9, s. 19

The Chair of Private Session will make the determination with respect to an item falling within the parameters of the *Act*.

3. In the absence of the Chair, the Vice-Chair of the Board will Chair Private Session.
4. All recommendations approved in Private shall be presented for ratification in Public Session. The recommendations may be revised to protect privacy of individuals or entities.
5. Except for permitting the request to record votes, the same rules shall be observed in Private Session as for other meetings of the Board. The request for recorded votes in Private Session will not be allowed and will be deferred until any issue is voted upon in Public Session.

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## **PLACE AND TIME OF MEETINGS / NOTIFICATION OF NEWS MEDIA**

1. Regular meetings of the Board in Public Session, held the fourth week of each month (September to June) shall be held at 6:00 p.m.
2. At Regular Meetings of the Board, Private Session shall be held prior to the Public Session meeting commencing at 5:30 p.m.

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**BL-108**

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## **BOARD COMMITTEES**

### **1. Statutory Committees:**

Statutory Committees are required in accordance with the relevant regulation. Trustee representation on these advisory committees is required. The four statutory committees are:

- Special Education Advisory Committee (Ontario Regulation 464/97)
- Audit Committee (Ontario Regulation 361/10)
- School Councils and Parent Involvement Committee (Ontario Regulation 612/00)
- Supervised Alternative Learning Committee (Ontario Regulation 374/10)
- First Nations Advisory Committee (Ontario First Nation, Métis, and Inuit Education Policy Framework 2007)

### **2. Ad Hoc Committees:**

Ad hoc committees may be formed to assist the Board by doing “pre-board work”.

All ad hoc committees shall have terms of reference determined and approved by the Board.

Where a Chair has not been named, the ad hoc committee shall appoint a Chair.

A quorum shall be a majority of the appointed members of the ad hoc committee.

The Chair shall be an “ex-officio” voting member of all ad hoc committees and the Director of Education or designate shall attend all meetings of the ad hoc committees.

Minutes will be recorded at all ad hoc committee meetings which will include: meeting date, time and location, attendance and an itemized list of all actions of the committee that are decided by consensus or formal vote.

Ad hoc committees shall provide regular progress reports to the Board.

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**BL-109**

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## **QUORUM**

1. At all meetings of the Board the presence of a majority of all the members constituting the Board shall be necessary to form a quorum.
2. Should there be no quorum present within thirty (30) minutes after the time appointed for the meeting, the Secretary of the Board shall record the names of those members present and the Board shall forthwith stand adjourned until the next regular meeting of the Board.
3. When a quorum is no longer in attendance, no business can be legally transacted and it shall be the responsibility of the presiding Chair and the recording secretary to note the lack of a quorum and have the fact recorded in the minutes. The presiding Chair may then adjourn the meeting or declare a recess.



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## THE PRESIDING OFFICER

1. The Chair of the Board, or in the Chair's absence, the Vice-Chair, shall preside at all regular and Committee of the Whole meetings of the Board.
2. The presiding officer shall call the meeting to order at the hour appointed and shall preserve order and decorum and decide upon all questions of order, and shall cause the Secretary of the Board to record the names of the members absent and the times of arrival and departure of members not attending the entire meeting in the minutes.
3. In case of the absence of both the Chair and Vice-Chair for five minutes after the hour appointed, as soon as a quorum shall be present, the Director of Education or designate shall call the meeting to order and the Board shall choose a Chair pro-tempore.
4. In the event of the position of Chair or Vice-Chair becoming vacant for any reason, a new Chair or Vice-Chair as the case may require, shall be elected in the same manner as at an annual organizational meeting.
5. The Chair shall preside over Board agenda review meetings that shall include the Vice-Chair and Director of Education.

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**BL-111**

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## **DUTIES OF THE VICE-CHAIR**

1. In the absence of the Chair from any meeting of the board or until the Chair arrives, the Vice-Chair shall preside. During absence of the Chair for such a time as to result in the non- performance of any of the Chair's duties, or upon the Chair's written request, the Vice-Chair shall perform such unattended duties until the chair is able to continue.
2. The Vice-Chair shall attend Board agenda review meetings.
3. It is the responsibility of the Vice-Chair to assist with the order of speakers list.

# Governance Manual

**BL-112**

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## **CORRESPONDENCE**

1. All correspondence, which is addressed to the NNDSB Board of Trustees and received by the Chair, the Vice-Chair or the Secretary to the Board shall be forwarded to all Board members.
2. All correspondence received by the Board in the manner outlined in section 1 shall be entered into the public record as being received.
3. Correspondence received that is anonymous author will not be considered by the Board nor entered into the public record.

# Governance Manual

**BL-113**

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## **DELEGATIONS**

### **1. Receipt of Delegations**

- a) Individuals or groups who wish to address the Board shall contact the Secretary of the Board through the Executive Assistant to the Director of Education, to be placed on the agenda.
- b) In order that all employees can carry out their duties with dignity and assurance, any delegation which includes statements questioning the personal integrity or professional competence of Board employees shall be treated as a personnel matter to be considered in camera.
- c) Employees of the Board, or representatives of employee groups shall not utilize Delegations to the Board to express their views relative to their employment or professional interests. This will, however, not impede employee rights as found in Terms and Conditions of Employment and Collective Agreements.
- d) At every meeting of the Board or any of its committees, the Secretary to the Board will advise the Chair as to whether there are any delegations or individuals present who wish to speak.

### **2. Advance Notice**

- a) Delegations wishing to speak to the Board are required to submit their presentation by Wednesday, 12:00 noon of the week preceding the meeting of the Board. The presentation shall be in writing and include the name of the spokesperson.

### **3. Procedures**

When an individual or a group appears before the Board, the following procedures shall apply:

- a) The Chair of the meeting will invite the spokesperson to make their presentation to the Board.
- b) The time allowed for presentations will not exceed ten (10) minutes, except at the discretion of the Board.
- c) The spokesperson shall read the delegation as submitted and confine their remarks to the subject matter of the presentation.
- d) The Trustees, through the Chair, may ask the spokesperson questions of clarification on the delegation.

### **4. Notice of Procedure to Delegations**

All individuals or groups shall be made fully aware by the Executive Assistant to the Director of Education of the proper procedure to be followed when appearing before the Committee of the Whole or the Board.

# Governance Manual

**BL-114**

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## PUBLIC QUESTION PERIOD

1. During the Board meeting, questions will pertain only to agenda items appearing on the agenda for that meeting
2. The purpose of the public question period is to allow members of the public to address specific questions to the members of the Board.
3. If required, each agenda will include a question period not to exceed ten minutes during which any member of the audience may ask a question of the Board. Speakers are asked to limit their questions to two (2) minutes or less. The Chairperson reserves the right to limit the time allotted to any speaker. Questions related to operational areas that the Board has delegated to the Director of Education will be referred to the Director for response within a reasonable time period.
4. The Chair of the Board will explain the procedures for question period as set out in this Board's By-Law at the beginning of question period.
5. Questions will be addressed to the Chair of the Board. The Chair, if unable to provide an immediate response, may direct the question to another trustee, or the Director of Education. The Chair has the option of deferring a response where additional information is required to fully and accurately respond on behalf of the Board.
6. Questions shall be submitted, in writing, using the public question form. Key information includes:
  - Name and address
  - Phone and email contact
  - Overview of question
  - Signature of questioner
7. Questions will be addressed in order of submission; each questioner will be allowed one question with additional questions if time allows.
8. If required, the question period will last a maximum of ten (10) minutes. The Chair will ensure adherence to the principles of this By-Law.
9. Questions concerning the character or performance of named individuals (students, staff, citizens or trustees) shall be ruled out of order by the Chair.
10. Employees of the Board, or representatives of employee groups shall not utilize the public question period to express their views relative to their employment or professional interests.

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**BL-115**

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## **MOTIONS AT BOARD MEETINGS**

1. Prior to introducing a formal motion on any issue, the trustees may need to engage in informal dialogue to ensure they have all the relevant information necessary for quality decision making. Since this knowledge-based decision-making process does not limit the number of times a trustee may speak, sufficient latitude is allowed for an in-depth discussion on any issue. Once the Chairperson is satisfied that the Board has sufficient information to make a quality decision the Chairperson may then introduce a formal motion to move the Board forward from dialogue to deliberation. Once the motion has been introduced all rules regarding motions shall apply.
2. A member may introduce a motion and, if seconded, be the first speaker to the motion. The seconder of the motion may speak next. No motion shall be debated or put to a vote unless it is in writing and has been seconded. (Also refer to “Regular Meetings of the Board” – Notices of Motion as outlined on page 6.
3. Any member may request the motion under discussion to be read at any time in the course of the debate, provided that no such request shall be made so as to interrupt a member speaking to the question.
4. The mover and seconder of a motion, by permission of the Chair, may alter or withdraw the motion, prior to the motion having been stated by the Chair. Once stated by the Chair, the motion cannot be withdrawn without the unanimous consent of the Board.
5. No member shall speak longer than three minutes at any one time.
6. When the question under consideration contains two or more distinct propositions, any particular proposition, upon the request of any member, may be considered and voted upon separately.
7. Any member desiring to speak shall indicate by up-raised hand and await recognition by the Chair. Speakers may speak when recognized by the Chair, and may not speak to the issue again until all other Trustees who wish to speak have been recognized by the Chair.
8. It is the responsibility of the Vice-Chair to assist with the order of speakers.
9. After recognition by the Chair, a member shall at all times during decision-making:
  - a) maintain a courteous tone;
  - b) avoid personalities;
  - c) avoid allusion to motives of other members;
  - d) address all remarks, questions and the like to the Chair; and
  - e) confine all remarks, questions and the like to the motion which is the subject of discussion.

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10. When the Board of Trustees is engaged in decision-making, no Trustee who has not been recognized by the Chair shall interrupt a Trustee who has been recognized by the Chair. If two or more members attempt to speak at the same time, the Chair shall name the member who is to speak.
11. No member shall be interrupted while speaking except to be called to order by a member on a matter of privilege or a point of order. In such case, the member shall remain silent until the point of order has been decided by the Chair. A member so interrupting shall speak to the point of order or in explanation only.
12. If the Board moves into consideration of a motion, the following protocol shall apply:
  - a) on a point of order;
  - b) on a question of privilege;
  - c) to request permission to withdraw a motion;
  - d) to appeal a ruling of the Chair;
  - e) on a motion to extend the time limit; and
  - f) in the event that a Trustee interrupts a speaker pursuant to the authority given in this section, the Trustee shall confine all remarks to the particular point.
13. The rules of the Board shall be observed at all meetings of the Board, while recognizing that the meetings of committees are less formal and appropriate modifications may be made.

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Approved: June 22, 2020

Review:

## **VOTING**

1. Every Trustee present, including the Chair, but excluding those trustees who have declared a pecuniary interest as required by the *Municipal Conflict of Interest Act*, shall vote on all questions on which the member is entitled to vote.
  - a) The members shall indicate their vote by clearly up-raised hands.
  - b) All votes at meetings shall be taken by a show of hands, and the result shall be declared by the Chair, but if the declaration be questioned, the Chair shall call for a recorded vote.
  - c) Where a pecuniary interest is declared, the Trustee shall act in accordance with the *Municipal Conflict of Interest Act*. (See Appendix C)
2. No member of the Board shall have more than one vote either at board meetings, or on any committee. In all cases where a vote is taken on any question and there is with the Chair's vote, a tie, the motion or amendment shall be declared lost. Any abstention without permission of a majority vote of the Board will be considered a negative vote.
3. After the Chair has put a question to vote, there shall be no further debate and no member shall walk across or out of the room. The decision of the Chair as to whether the question has been finally put shall be conclusive.
4. The vote shall not be recorded on any question unless requested by at least one member. Such a request must be made before the Chair calls upon the members to vote upon the same question.
5. It is a privilege of the presiding officer to select the method by which a vote will be taken. The choice will be based on the following considerations:
  - size of the group;
  - nature of the motion to be voted on; and
  - anticipated closeness of the vote.
6. Although the choice of voting methods ultimately rests with the Chair any member has the right at any time to suggest an alternate method by putting forth a motion on voting in writing.
7. Consensus also called general consent may be used as meeting shortcut and timesaver because it permits the members to take action without going through the process of a regular vote.



# Governance Manual

**BL-117**

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## **RULES FOR MEETINGS OF THE BOARD**

### **A. Miscellaneous Rules for Meetings of the Board**

1. In all cases, not provided for by these rules, the rules and practice of Robert's "Rules of Order" shall govern. A summary of "Rules of Order" is included in Appendix D.
2. All meetings, except those subject to section 207(2) of the *Education Act*, shall be open to the public.
3. When a motion is under debate, the only motion in order shall be:
  - i. to adjourn;
  - ii. to lay on the table;
  - iii. to postpone;
  - iv. to put the previous question (close debate);
  - v. to refer;
  - vi. to amend.

The above motions shall have precedence in the order above named. The first, second, third and fourth shall be decided without debate.

4. Any motion or resolution decided in the negative may not be reintroduced at a subsequent meeting during the current term of the Board or within a period of 4 (four) months, whichever is less, unless approved unanimously by all members of the Board present and entitled to vote.
5. At any time during a meeting, the Chair of the meeting may declare a recess.

### **B. Motion to Adjourn**

1. To adjourn means to close the meeting. The adoption of any motion to adjourn closes the meeting immediately unless the motion specifies a later time for adjourning.
2. A motion to adjourn shall be in order, except when a member is speaking, or a vote is being taken, or when the previous question has been called. A motion to adjourn only, shall not be open to amendment or debate but a motion to adjourn to a certain time may be amended and debated.
3. No second motion to adjourn shall be made until some business shall have been transacted after the first motion shall have failed.

# Governance Manual

4. The Board meeting shall remain in session no later than 8:00 pm, unless a majority of members eligible to vote, agree to extend the meeting.

## **C. Motion to Lay on the Table**

1. A motion to Lay on the Table enables the Board to lay the pending question aside temporarily when something else of immediate urgency has arisen, in such a way that (a) there is no set time for taking up the matter again; and, (b) its consideration can be resumed at the will of a majority of those present and entitled to vote.
2. A motion to Lay on the Table is not debatable, but a motion to Lay on the Table with any other condition is subject to debate and amendment.

## **D. Motion to Postpone Indefinitely**

1. To Postpone Indefinitely is a motion that the Board declines to take a position on a main question. Its adoption kills the main motion and avoids a direct vote on the question.
2. When a question has been postponed, it shall not be taken up again at the same meeting, except by a vote in favour thereof by two-thirds of the members present and entitled to vote.

## **E. Motion to Postpone to a Certain Time (or definitely)**

1. To Postpone to a Certain Time is a motion by which action on a pending question can be cut off, within limits, to a definite day, meeting, hour, or until after a certain event.

## **F. Motion to Put the Question:**

1. This motion is used to bring the Board to an immediate vote on one or more pending questions. The motion is allowed in committees.
2. A motion to end debate and vote on the previous question shall preclude all further amendments or debate. If adopted, the Chair shall at once proceed to put the main question, first putting any amendments pending to the vote of the Board.

## **G. Motion to Amend**

1. The Motion to Amend is a motion to modify the wording - and within certain limits the meaning of a pending motion before the pending motion itself is acted upon.

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2. After a resolution is made and seconded, a motion to amend may be made, and a motion to amend the amendment; but no further motion to amend shall be made until those have been decided.
3. An amendment modifying the subject of a motion shall be in order, but an amendment relating to a different subject shall not be in order.
4. All amendments shall be put in the reverse order in which they have been moved.
5. Every amendment submitted shall be in writing and be decided upon or withdrawn before the main question shall be put to a vote; and if the vote on an amendment is decided in the affirmative the main question as amended shall be put to a vote.

## **H. Motion to Reconsider**

1. After a vote has been taken on any question, only a member who has voted on the prevailing side may make a motion to Reconsider.
2. The motion to Reconsider can be made only during the same meeting at which the vote to be reconsidered was taken.
3. The motion to Reconsider is debatable in all cases in which the motion proposed to be reconsidered is debatable, and when debatable, opens to debate the merits of the question whose reconsideration is proposed.
4. If a motion to Reconsider is voted on and lost, no further motion to Reconsider shall be entertained during the next twelve months, unless approved unanimously by all members of the Board entitled to vote.

## **I. Motion to Rescind; Amend Something Previously Adopted**

1. The effect of the motion to Rescind is to strike out an entire main motion, resolution, policy, regulation or bylaw that has been adopted at some previous time. Amend Something Previously Adopted is the motion that can be used if it is desired to change only a part of the text, or to substitute a different version.
2. The motions to Rescind or to Amend Something Previously Adopted are not in order when the subject can be reached by "Reconsideration".
3. Adoption of a motion to Rescind or to Amend Something Previously Adopted requires a two-thirds vote of the members present and entitled to vote.
4. The motions are debatable; debate can deal with the merits of the question which it is proposed to rescind or amend.

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## **J. Motion for Immediate Consideration**

1. The Board may, if two-thirds of the members eligible to vote, vote in favour thereof, enter upon the immediate consideration and disposition of any eligible motion, except for Board policies and by-laws.
2. No discussion of the main question shall be allowed until the motion for Immediate Consideration has been decided in the affirmative.

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## RULES OF ORDER – SUMMARY

| Class of Motions  | Kind of Motions                     | Must be Seconded | Debatable       | Vote Required     | Amendable | How Used                               |
|---|-------------------------------------|------------------|-----------------|-------------------|-----------|--|
| <b>Main Motion:</b><br>introduces subject   | Main Motion                         | Yes              | Yes             | Majority          | Yes       | To open discussion                     |
| <b>Subsidiary Motions:</b><br>seek to properly dispose of main motion                       | Amend                               | Yes              | Yes             | Majority          | Yes       | To modify motion                       |
|   | Amend the amendment                 | Yes              | Yes             | Majority          | No        | To modify amendment                    |
|   | Refer to a committee (or            | Yes              | Yes             | Majority          | Yes       | To study and/or modify                 |
|   | Postpone to a certain time          | Yes              | Yes             | Majority          | Yes       | To defer action                        |
|   | To put the question                 | Yes              | No              | $\frac{2}{3}$ rds | No        | To close debate                        |
|   | Table a motion                      | Yes              | No              | Majority          | No        | To defer action                        |
| <b>Incidental Motions:</b><br>Handled before action is taken on subject to which it relates | Withdraw a motion                   | No               | No              | Majority          | No        | To prevent wasting time                |
|   | Division of a question              | No               | No              | Majority          | Yes       | To divide question                     |
|   | Object to consideration of question | No               | No              | $\frac{2}{3}$ rds | No        | Must be moved before debate opens      |
|   | Suspension of the rules             | Yes              | No              | $\frac{2}{3}$ rds | No        | To conduct special business            |
|   | Challenge a ruling of Chair         | Yes              | No              | Majority          | No        | To correct Chair                       |
|   | Close nomination                    | Yes              | No              | $\frac{2}{3}$ rds | Yes       | To limit nomination                    |
|   | Reopen nominations                  | Yes              | No              | Majority          | Yes       | To expand nominations                  |
| <b>Unclassified Motions:</b> These will bring a question before the group again             | Take from table                     | Yes              | No              | Majority          | No        | To re-open discussion of tabled motion |
|   | Motion to reconsider                | Yes              | Yes             | $\frac{2}{3}$ rds | No        | To consider previously lost motion     |
|   | Motion to rescind or appeal         | Yes              | Yes             | $\frac{2}{3}$ rds | No        | To overturn previously approved motion |
| <b>Privileged Motions:</b><br>interrupts the proceedings                                    | Point of order                      | No               | Chair and Mover | Chair rules       | No        | To keep an order of business           |
|   | Question of privilege               | No               | No              | Chair dispose     | No        | For comfort of members                 |
|   | Motion to recess                    | Yes              | Only re: length | Majority          | Yes       | To recess                              |
|   | Adjourn                             | Yes              | No              | Majority          | No        | To close meeting                       |

# Governance Manual

**BL-118**

Approved: June 22, 2020

Review:

## DECORUM AT BOARD MEETINGS

1. All persons attending meetings of the Board shall show respect for others in their language and conduct.
2. Any person who interrupts or disrupts a meeting of the Board shall be expelled from the meeting in accordance with the *Education Act*, 1990 ss. 207 (3).
3. Audio or video recording devices may not be used at any meeting of the Board or its committees without the prior permission of the Chair of the Board, or the Director of Education.

# Governance Manual

**BL-119**

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Review:

## CONFLICT OF INTEREST

1. All clauses related to By-Law 13 are subject to the provisions of *The Municipal Conflict of Interest Act*, and any amendments thereto.
2. When a situation of conflict of interest exists, the Board member when present at any meeting, including committee, in-camera or any other meeting of the Board shall:
  - a) as soon as practicable after the commencement of the meeting disclose the member's interest in writing;
  - b) not take part in the consideration or discussion of the contract, proposed contract or other matter;
  - c) not vote on any question with respect to the contract, proposed contract or other matter; and
  - d) not attempt in any way to influence the voting on any such question.
  - e) If the member declares a conflict in private session, the member is required to leave the room.
3. Where the interest of the member of the Board has not been disclosed by reason of his/her absence from the meeting at which the matter was considered or voted upon:
  - a) he/she shall disclose his/her interest and otherwise comply with section 13.2 at the first meeting of the Board attended by him/her after the meeting at which the matter was considered; or
  - b) at the first meeting attended by him/her after acquiring such interest by reason of such interest having been acquired after such meeting.
4. No member of the Board or other officer or employee, whether unpaid or paid, in whole or in part, shall engage in any business or transaction or shall have a financial interest or other private interest, direct or indirect, which is in conflict with the proper discharge of his/her duties.
5. Any potential conflict of interest by a member of the board shall be declared in writing to the Director of Education.
6. Disclosure: A member of the Board, or officer, who has a direct or indirect financial or other private interest in any proposed legislation under consideration by any such body shall publicly disclose, in the official records, the nature and extent of such interest and shall refrain from entering into any discussion or vote on the matter.

## **Governance Manual**

7. Gifts and Favours: No member of the Board or officer or employee, whether paid or unpaid, shall accept any gift of value, whether in the form of service, loan, thing or promise, or any other form of gift of value from any person, firm or corporation which, to his/her knowledge is interested indirectly or directly, in any manner whatsoever, in business dealings with the Board and its schools.
8. No member of the Board or officer or employee shall accept any gift, favour or thing of value that may tend to influence him/her in the performance of his/her duties, or grant any improper favour, service or thing of value in the discharge of his/her duties.



# Governance Manual

**BL-120**

Approved: June 22, 2020

Review:

## OFFICERS OF THE BOARD

1. The Director of Education shall be Secretary of the Board and shall be empowered to delegate the duties of recording secretary. The Superintendent of Business shall be the Treasurer of the Board.
2. The signing officers of the Near North District School Board shall be the Chair of the Board together with the Director of Education and/or the Superintendent of Business.
3. In the absence of explicit directions to individual board members or to committees of the Board, it is the duty and responsibility of the Director of Education to carry out all administrative functions on behalf of the Board.
4. Individual board members or groups of members shall not undertake any action, investigation or negotiation, that may be construed as acting on behalf of the Board, except by explicit direction from the Board.

# Governance Manual

**BL-121**

Approved: June 22, 2020

Review:

## **ELECTRONIC MEETINGS**

1. Given the geographic size of the district, Near North District School Board recognizes the necessity of providing members or student representatives the ability to participate in regular Board meetings, Committee of the Whole and other committee meetings using electronic means while ensuring the participation of the public. Trustees and student representatives will be provided with options for attending a meeting of the Board: face-to-face, video conferencing, teleconference, or other electronic/virtual means.
2. The electronic/virtual means required above shall permit the Trustee or Student Trustee to hear and be heard by all other participants in the meeting.
3. The electronic/virtual means shall be provided in such a way that the rules governing conflict of interest of members are complied with.
4. It is understood that face-to-face participation is preferred and expected.
5. Teleconferencing:
  - 5.1 At the request of a Trustee, or Student Trustee, and with reasonable notice, the Board shall provide the member or representative with teleconference means to participate in meetings of the Board including Committee of the Whole or other committee meetings. Every reasonable effort will be made by Board staff to accommodate Board members' requests.
  - 5.2 The Board will cover reasonable costs of electronic/virtual participation up to and including long distance regular telephone service within Canada and/or as deemed reasonable as determined by Chair's Council.
6. Electronic/virtual meetings of the Board will be conducted in accordance with the *Education Act* and Board Bylaws.
7. Subject to any conditions or limitations provided for under the *Act* or under Regulation 463/97, a member of a board who participates in a meeting through electronic/virtual means in accordance with this Regulation shall be deemed to be present at the meeting for the purposes of every act.
8. Student trustees and members of the public who are participating via electronic/virtual means are not permitted to participate in the in-camera portion of the meeting.

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9. Locations for Video Conference:
  - 9.1 Board members are expected to attend the Board meeting at the monthly designated site as determined by the meeting schedule; however, in extenuating circumstances, Board members may participate in the meeting, preferably via video or by teleconference if video conferencing is not available, at one of the remote sites identified.
  - 9.2 Each Committee of the Whole Board meeting, will be conducted using video conferencing. In all cases, whether with telephone or video conferencing participation, the Chair of the Board or designate, the Director of Education or designate and one other trustee shall be physically present at the designated meeting site.
  - 9.3 Members of the public may participate from the designated meeting location.
  - 9.4 For committee meetings or Committee of the Whole, the Chair of the committee or designate shall be physically present at the meeting site.
  - 9.5 The requirement of the Chair or designate being physically present may from time-to-time, be waived based upon public safety or other emergency situations (ex. Pandemic)

Note: Ontario Regulation 463/97

Section 5 and subsection 5.1(2), which require that certain members of a board (e.g., Board Chair, Director of Education) be physically present at meetings, will not apply when schools are closed as a result of an order made under the *Education Act*, the *Health Protection and Promotion Act* (HPPA) or the *Emergency Management and Civil Protection Act* (EMCPA). In these circumstances, a board will be able to meet exclusively by electronic/virtual means.

Section 6, which requires that board meetings be conducted to permit physical attendance by members of the public except where the Act permits the meeting to be closed (e.g., to discuss matters of litigation), would not apply during school closures by an order issued under a specified provincial law. However, in these circumstances, boards must, as required by the *Education Act* (see Section 207), continue to make board meetings open to the public. Boards must therefore determine alternative methods for allowing public access to board meetings (for example, through teleconference, webcast, or videoconferencing).

## Governance Manual

# Governance Policies



# Governance Manual

**GP-201**

Approved: June 22, 2020

Review:

## VISION, MISSION, AND VALUES

### **(Note: Multi-Year Strategic Plan is Currently Under Development)**

#### **1. Rationale**

This governance policy has been developed to identify the Board's vision, to describe the role the Board sees itself fulfilling, and to state the values that the Near North District School Board embraces. This policy also sets out Board priorities for the district. This policy is a public statement of the intent and governing principles of the Board.

#### **2. Policy Statement**

It is the policy of the Board to exemplify and promote the following vision, mission and values:

#### **3. Vision**

The Near North District School Board will create and sustain a dynamic culture that provides a relevant and engaging learning environment that inspires excellence in everyone.

#### **4. Mission**

Our mission is to educate learners to their fullest potential in preparation for life-long learning.

#### **5. Values**

Integrity, Respect, Empathy, Equity and Inclusivity.

#### **6. Board Priorities**

- Excellence in Teaching and in the Learning Environment
  - Achieving Excellence
  - Ensuring Equity
  - Promoting Well-Being
- Excellence in Creating a Culture of Caring
- Excellence in Communication
- Excellence in Alignment of Resources

# Governance Manual

**GP-202**

Approved: June 22, 2020

Review:

## **DEVELOPMENT OF BY-LAWS, POLICIES AND ADMINISTRATIVE GUIDELINES**

### **1. Rationale**

To outline the process to be followed in the development of Board By-Laws, Governance Policies and Administrative Guidelines.

### **2. Policy Statement**

It is the policy of the Board to provide clarity with respect to the development and review of By- Laws, Policies and Administrative Guidelines.

### **3. By-Laws**

By-Laws are rules and directives that the Board of Trustees follows with respect to conducting the business of the Board of Trustees.

#### **3.1 Development Process**

- 3.1.1. The need for a new By-Law is identified by the Board or necessitated by a financial covenant.
- 3.1.2. A draft By-Law shall be written by Trustees or Executive Council to address the identified need.
- 3.1.3. The Board may direct that the draft By-Law be circulated to all stakeholders for input.
- 3.1.4. The draft By-Law shall be modified and approved by the Board with consideration to stakeholder input, if sought and received.
- 3.1.5. Once approved by the Board, the new By-Law shall be included in the Policy section of the Board's Website.

#### **3.2 Review and Revision Cycle**

- 3.2.1. All By-Laws of the Board, with the exception of financial bylaws, shall be reviewed on a four-year schedule.

## Governance Manual

3.2.2. All financial bylaws are reviewed annually at the Inaugural Meeting of the Board in December.

3.2.3. The Board may direct that any proposed revisions to current bylaws may be circulated to all stakeholders for input.

3.2.4. The bylaw shall be modified and approved with consideration to the stakeholder input, if sought and received.

3.2.5. Once approved by the Board, the revised bylaw shall be included in the Policy section of the Board's website.

### **4. Policies**

Policies are a set of rules and directives that direct the Board of Trustees and the staff of the Board. The Policy Statement is a clear, concise statement of position or direction of the Board. The Procedure (if included) provides clear direction to staff in addressing the intent of the Policy Statement.

#### **4.1 Development Process**

4.1.1. The need for a new policy is identified by the Board.

4.1.2. A draft policy shall be written by Trustees or Executive Council to address the identified need.

4.1.3. The draft policy shall be circulated to all stakeholders for a minimum of 30 calendar days for input; Board designated holidays, statutory holidays and summer break not included

4.1.4. The draft policy shall be modified and approved by the Board after consideration of stakeholder input.

4.1.5. Once approved by the Board, the new policy shall be included in the Board Policy section of the Board's website.

#### **4.2 Review and Revision Cycle**

4.2.1. All policies of the Board shall be reviewed on a four-year schedule.

4.2.2. Policies shall be circulated to all stakeholders for a minimum of 30 calendar days, for input with respect to revision; Board designated holidays, statutory holidays and summer break not included.

4.2.3. Policies shall be modified and approved after consideration of stakeholder input.

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4.3.4. Once approved by the Board, the revised policy shall be included in the Policy section on the Board's website.

## **5. Administrative Guidelines**

Administrative Guidelines are a set of rules and directives that the staff of the Board follow with respect to operational and administrative functions. The Administrative Guidelines provide clear direction to staff.

### **5.1 Development Process**

5.1.1. The need for a new administrative guideline is identified by Executive Council

5.1.2. A draft administrative guideline shall be written by Executive Council to address the identified need.

5.1.3. The draft administrative guidelines shall be brought to the Board for review. The Board will approve the circulation to stakeholders.

5.1.4. The draft administrative guideline shall be circulated to all stakeholders for a minimum of 30 calendar days for input; Board designated holidays, statutory holidays and summer break not included.

5.1.5. The draft administrative guideline shall be modified and approved by Executive Council after consideration of stakeholder input and the final document brought to the Board for information.

5.1.6. Any new administrative guideline shall be included in the Policy section of the Board's website.

### **5.2 Review and Revision Cycle**

5.2.1. All administrative guidelines shall be reviewed on an "as needed basis".

5.2.2. The revised administrative guidelines shall be brought to the Board for review. The Board will approve the circulation to stakeholders.

5.2.3. Administrative guidelines shall be circulated to all stakeholders for a minimum of 30 calendar days, for input with respect to revision; Board designated holidays, statutory holidays and summer break not included.

5.2.4. The administrative guideline shall be modified and approved by Executive Council after consideration of stakeholder input and the final document brought to the Board for information.



## **Governance Manual**

5.2.5. Any revised administrative guideline shall be included in the Policy section of the Board's website.

### **Reference Documents**

*Education Act*, s.169.1 Duties and Powers of Boards

OPSBA: Guide to Good Governance 2018-2022

# Governance Manual

**GP-203**

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Review:

## **ROLE OF THE BOARD OF TRUSTEES**

### **1. Rationale:**

This governance policy describes the Board's major areas of responsibility and supports effective board decision-making. Together with **GP-206 - Role of the Director of Education**, this policy clarifies the distinction between the Board of Trustees' responsibility to govern and the Director's executive and administrative duties.

### **2. Policy Statement**

It is the policy of the Board to provide clarity with respect to the role of the Board of Trustees.

### **3. Accountability for Student Achievement and Well-being**

- Make decisions that reflect the Near North District School Board's focus on student achievement and its mission of bringing learning to life and enabling students to fulfill their aspirations.
- Promote and foster a culture of equity and inclusion
- Ensure that an appropriate educational program is available for all students in Near North schools.
- Promote clear, consistent expectations that focus on successful outcomes for all students.
- The Near North District School Board recognizes and appreciates the cultural and individual differences inherent within the children of the First Nations, Métis, and Inuit peoples and will encourage these students to become active participants within their own educational processes and valued contributors to the enrichment of other students.
- The Board will embed First Nations, Métis, and Inuit perspectives, traditions, and culture in curriculum content areas.
- Approve and ensure measures are in place that promotes student well-being.

### **4. Accountability to the Provincial Government**

- Act in accordance with the *Education Act*, regulations, and other statutory requirements to ensure the implementation of provincial standards and policies.

## **Governance Manual**

- Provide advice to the Ministry of Education and the Ontario Public School Boards' Association, including advice regarding the regional and local implications of new policy recommendations.

### **5. Accountability to the Community**

- Make decisions that reflect Near North District School Board's vision, mission, values, and priorities as reflected in the Multi Year Strategic Plan
- Make decisions that represent the interests of the entire Near North district.
- Ensure effective stewardship of the Board's resources.
- Establish processes that provide the First Nation Advisory Committee, the Special Education Advisory Committee, the Parent Involvement Committee and School Councils with opportunities for input according to their role.
- The Board is committed to building partnerships and effective working relationships with First Nations, Métis, and Inuit communities and organizations and to developing teaching strategies and resources to support the success of these students.
- Consult and engage with the staff, parents, students, and supporters of the Board on the Board's multi-year strategic directions.
- Provide reports that describe district results in accordance with provincial policy.
- Develop processes to receive and hear appeals in accordance with appropriate statutes and Board policy.
- Model a culture that reflects the Board's Code of Conduct.

### **6. System Leadership**

- Provide overall direction for the district by establishing the Board vision, mission, values, and priorities as reflected in the Multi Year Strategic Plan.
- Develop and approve a multi-year plan aimed at achieving the Board's goals.
- Include annual system priorities and expected outcomes in the Board plan.
- Annually approve the Multi Year Strategic Plan in public session for district distribution.
- Annually use the Multi Year Strategic Plan to drive the budget process.
- Annually review the Multi Year Strategic Plan with the Director of Education.
- Annually evaluate the effectiveness of the Near North District School Board in relation to the Multi Year Strategic Plan.
- Monitor progress toward the improvement of student achievement and well-being.
- Ensure that reports on implementation of the Multi Year Strategic Plan are brought to the attention of all stakeholders and employees of the Board through the Director.

# Governance Manual

## **7. Policy Development, Implementation and Review**

- Develop governance policies and by-laws that outline how the Board and district will successfully function, and that promote the Board's goals.
- Ensure that a rationale statement is developed for all new policies prior to development.
- Review Board policies regularly to ensure that they continue to reflect the desired purpose and impact.
- Monitor and evaluate the effectiveness of Board policies, directions, and priorities and the efficiency of the implementation of these policies.
- Hold the Director of Education responsible for the implementation and review of Board policies.

## **8. Director/Board Relations**

- Select the Director of Education.
- Provide the Director with a clear job description and corporate direction.
- Delegate administrative authority and responsibility to the Director through Board policy, subject to the provisions and restrictions of the *Education Act* and Regulations.
- Monitor and evaluate the performance of the Director in meeting the Director's duties under the *Act*, including related policies, guidelines, and regulations as well as duties under the multi-year plan and any other duties assigned by the Board.
- Promote the professional growth of the Director in providing quality district leadership.
- Ensure ongoing capacity building and succession planning for key positions.
- Promote a positive working relationship with the Director of Education.

## **9. Fiscal Responsibility**

- Ensure that a budget development process exists and is utilized.
- Based on the Board's strategic plan and other provincial directions, annually approve the budget to ensure that financial resources are allocated to achieve the desired results.
- Ensure regular financial reporting to the Board through the Director.
- Monitor the adequacy, reliability, and integrity of financial and statistical information and data gathering activities.
- Approve as per legislation all student accommodation plans and other planning documents that drive budget decisions.
- Establish an Audit Committee to ensure that the district is compliant with provincial audit regulations and that the district has in place appropriate accountability processes.
- Set parameters for collective bargaining.
- Ratify Memoranda of Agreements with all bargaining units and non-union groups.

# **Governance Manual**

## **10. Board Development**

- Conduct a self-assessment of the Board's effectiveness and performance on a regular basis.
- Develop an annual plan for both collective and individual trustee development by increasing knowledge of the trustee role, Board processes, issues, and the Board vision, mission, and values.
- Use the expertise of the Director of Education and provincial organizations to help develop and support the trustees' professional development plan.
- Seek opportunities to network with other school boards.

## **11. Political Advocacy and Communication**

- Develop and maintain positive and effective relations with officials in the Ministry of Education at central and regional offices, members of provincial parliament, and counterparts in municipal government.
- Advocate for the interests of the NNDSB with the Ministry of Education and other provincial and municipal officials as appropriate.

## **12. Recognition**

- Develop mechanisms to ensure that the Near North District School Board recognizes students and student achievement.
- Develop mechanisms to ensure that the Near North District School Board recognizes the achievements of the staff, volunteers, and community members.

**Reference Documents** *Education Act*, s.169, 170 Duties and Powers of Boards

# Governance Manual

**GP-204**

Approved: June 22, 2020

Review:

## **BOARD SELF-ASSESSMENT: GOVERNANCE PERFORMANCE**

### **1. Rationale**

The Near North District School Board has developed this governance policy to ensure accountability for the effective governance of the school system and to parallel Board policy related to the director of education's performance review. Such feedback will help to ensure a strong understanding of and adherence to Trustee roles and responsibilities.

### **2. Policy Statement**

It is the policy of the Board to conduct an annual self-assessment of the Board's governance performance assessed using **GP-203- Role of the Board** as a guide.

### **3. Assessment Process**

The chair is responsible for leading the self-assessment process with the Board. It is recommended that all trustees provide feedback on the assessment. The components of the Board self-assessment may include:

- review of Board role performance as described in Board policy;
- review of Board support for the Multi Year Strategic Plan;
- monitoring of interpersonal working relationships;
- monitoring of Board representation and communication;
- monitoring relations between the Board and Director of Education;
- review of Board governance policies

### **4. Assessment Criteria Key Questions**

- How well have we adhered to the Board vision, mission, and values; role of the corporate Board; and Governance By-Laws?
- How well have we supported our multi-year plan?
- How do we rate our interpersonal working relationships?
- How well do we receive input and communicate?
- How would we rate our Board/Director relations?
- What have we accomplished this past year? How do we know?

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## **5. Monitoring**

Collection of information to inform the assessment may include:

- A review of Board motions;
- Interviews with Board members and the Director of Education;
- Surveys of trustees and other stakeholders;
- Focus groups with community members and other stakeholders
- Use of an outside facilitator

The end result of the self-assessment will provide information that details accomplishments, and where appropriate, redirection, along with an agreement on objectives for the improvement of governance practices for the coming year.

### **Reference Documents**

*Education Act.* s.169.1 Duties and Powers of Boards

**GP-201- Vision, Mission and Values**

**GP-203 Role of the Board of Trustees**

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**GP-205**

Approved: June 22, 2020

Review:

## **BOARD OF TRUSTEES CODE OF CONDUCT**

### **1. Rationale**

A Trustee position is an elected position which carries with it the understanding that the electorate will decide at election time its support for the effectiveness of a Trustee. At the same time, it is important to recognize the public trust and responsibility the collective body carries and that this trust and responsibility is honoured through determining and enforcing norms of acceptable behaviour. A code of conduct policy contributes to confidence in public education and respect for the integrity of Trustees in the community. It deals with acceptable and respectful behaviours, while promoting the accountability, openness and transparency of the Near North District School Board. (“NND SB”)

### **2. Policy Statement**

It is the policy of the Board to adhere to the Trustee Code of Conduct.

### **3. Application**

This Code of Conduct and the Enforcement Procedures identified within, apply to all Trustees of the Board, including the Chair of the Board.

### **4. Code of Conduct**

#### **4.1 - Integrity and Dignity of Office**

- 4.1.1 Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
- 4.1.2 Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavor to see that the funds are expended efficiently, in the best interests of the students.
- 4.1.3 Trustees, as leaders of the Board, must uphold the dignity of the office and conduct themselves in a professional manner, especially when attending Board events, or while on Board property.



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- 4.1.4 Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to Board staff or fellow Board members.
- 4.1.5 Trustees shall endeavor to participate in trustee development opportunities to enhance their ability to fulfill their obligations.

### **4.2 - Avoidance of personal advantage and conflict of interest**

- 4.2.1 No Trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the Trustee when performing his or her duties to the Board. However, this does not, for example, preclude a Trustee from accepting a free ticket or admission to a charitable event or professional development event.
- 4.2.2 A Trustee shall not use his or her office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.
- 4.2.3 No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member.

### **4.3 - Compliance with Legislation**

- 4.3.1 A Trustee of the Board shall discharge his or her duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder and comply with the *Municipal Freedom of Information and Protection of Privacy Act*, and any other relevant legislation.
- 4.3.2 Every Trustee of the Board shall uphold the letter and spirit of this Code of Conduct.
- 4.3.3 Every Trustee shall respect and understand the roles and duties of the individual Trustees, Board of Trustees, the Director of Education and the Chair of the Board.

### **4.4 - Civil Behaviour**

- 4.4.1 No Trustee shall engage in conduct during meetings of the Board or committees of the Board, and at all other times that would discredit or compromise the integrity of the Board.

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- 4.4.2 A Trustee of the Board shall not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another Trustee of the Board.
- 4.4.3 When expressing individual views, Trustees shall respect the differing points of view of other Trustees on the Board, staff, students and the public.
- 4.4.4 Trustees shall at all times act with decorum and shall be respectful of other Trustees of the Board, staff, students and the public.
- 4.4.5 All Trustees of the Board shall endeavor to work with other Trustees of the Board and staff of the Board in a spirit of respect, openness, courtesy, and co-operation.

### **4.5 - Respect for Confidentiality**

- 4.5.1 Every Trustee shall keep confidential any information disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board or committee of the Board, that was closed to the public, and keep confidential the substance of deliberations of a meeting closed to the public, unless required to divulge such information by law or authorized by the Board to do so.
- 4.5.2 No Trustee shall use confidential information for either personal gain or to the detriment of the Board.
- 4.5.3 Trustees shall not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a Trustee becomes aware of because of his or her position, except when required by law or authorized by the Board to do so.

### **4.6 - Upholding decisions**

- 4.6.1 All Trustees of the Board shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board.
- 4.6.2 Each Trustee shall uphold the implementation of any Board resolution after it is passed by the Board. A proper motion for reconsideration or rescission, if permitted by the Board's Rules of Order, can be brought by a Trustee.
- 4.6.3 A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.

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4.6.4 Each Trustee shall comply with Board policies, procedures, By-Laws, and Rules of Order.

4.6.5 The Chair of the Board is the official spokesperson to the public on behalf of the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair of the Board or Board to do so. When individual Trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.

### **4.7 – Operational Complaints**

4.7.1 All Trustees understand that while the Board must remain accountable, the Board shall not interfere in matters delegated to the Director of Education.

4.7.2 When a complaint is received regarding an operational matter Trustees shall adhere to the following process:

- a. The Trustee will determine if the proper communication protocol has been followed and shall not offer any evaluative comments or solutions to the matter.
- b. The Trustee shall confirm that the complaint will be referred to the Director of Education or his/her delegate who will look into the matter and shall respond directly.
- c. The Trustee shall inform the Director of Education or designate of the complaint, and request that it be handled.

### **ACKNOWLEDGEMENT AND UNDERTAKING**

I confirm that I have read, understand and agree to abide by the Board's Code of Conduct.

**DATE:** \_\_\_\_\_ **SIGNATURE:** \_\_\_\_\_

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**GP-206**

Approved: June 22, 2020

Review:

## **ROLE OF THE DIRECTOR OF EDUCATION**

### **1. Rationale**

This governance policy describes the major areas of responsibility of the Director of Education as the Chief Education Officer and the Chief Executive Officer of the Board. Together with **GP-203 -Role of the Board**, this policy clarifies the distinction between the Board's responsibility to govern and the Director's executive and administrative duties.

### **2. Policy Statement**

It is the policy of the Board that the role of the Director of Education be clear and inclusive.

### **3. Areas of the Director's Responsibility**

#### **3.1. Student Achievement and Well-being**

- Takes the necessary steps to provide a safe, caring, learning environment.
- Provides advice and leadership to the Board in setting goals for student achievement and well-being, and in promoting the Near North District School Board vision of inspiring success for all students;
- Ensures that students in the district have the opportunity to meet the standards of education mandated by the Ministry of Education.
- Maintains the conditions that foster respectful and responsible behaviour for each student.
- Takes the necessary steps to provide for the safety and well-being of students
- Takes the necessary steps to provide appropriate facilities to accommodate students.

#### **3.2. Educational Leadership**

- Provides advice, leadership, and direction to the Board on all educational matters.
- Provides direction and educational leadership to the district and is accountable for the effective functioning of the system.
- Demonstrates a positive relationship with provincial and regional Ministry of Education officials and with the staff at local government levels.
- Advocates for the district's needs at the provincial level.

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- Develops and maintains positive and effective relations with the system leadership team and the staff in district schools and departments.
- Provides a Director's annual report to the Board and to the Minister on action taken during the previous year, as required by legislation including making reference to the multi-year plan.

### **3.3. Director and Board Relations**

- Establishes and maintains positive working relations with the Board and individual Board members.
- Supports the Board in performing its role and facilitates the implementation of its role as outlined in Board policy.
- Communicates effectively with the Board and individual Board members.
- Provides advice on governance and organizational leadership.

### **3.4. System Leadership and Planning**

- Demonstrates positive and proactive district leadership that has the support of the staff with whom the director works most closely.
- Develops effective approaches for succession planning.
- Provides leadership for the development and annual review of the Board's multi-year strategic directions.
- Works with the Board of Trustees to ensure that the MYSP establishes Board priorities and the specific measures and resources that will be applied to achieve the priorities.
- Reports regularly on implementation and results achieved in relation to the Board's MYSP.

### **3.5. Fiscal Responsibility**

- Ensures that the fiscal management of the district is in accordance with the Ministry's Grants for Student Needs (GSN), 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 Board's multi-year strategic directions.

### **3.6. Organizational Management**

- Demonstrates effective organizational skills that result in district compliance with all legal, Ministerial, and Board mandates and timelines.
- Reports to the Board and Minister with respect to matters identified in and required by the *Education Act* and Regulations.
- Brings 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

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contravention of the *Education Act* or any policy, guideline, or regulation made under the *Act*.

- Advises the Deputy Minister of Education of the act or omission if the Board does not respond in a satisfactory manner to an act of omission brought to its attention.

### **3.7. Personnel Management**

- Has overall authority and responsibility for all personnel-related issues, except those personnel matters precluded by Board policy, legislation, or collective agreements.
- Ensures effective processes are in place for the selection, supervision, development, and performance review of all staff.
- Ensures effective processes are in place for ongoing capacity building and succession planning throughout the organization.
- Ensures compliance with human rights and labour relations legislation.
- Makes every effort to identify and remove discriminatory biases and systemic barriers that would limit the opportunities for individuals from diverse communities for employment, promotion, and succession planning in all positions in schools and the district.

### **3.8. Policy/Procedures**

- Provides leadership in the planning and development of Board policies.
- Provides leadership and accountability for the implementation and review of Board policies.
- Provides leadership and accountability for the planning, development, implementation, and evaluation of administrative procedures.

### **3.9 Communications and Community Relations**

- Establishes effective communication strategies to keep the district and community informed of key monitoring reports, student and staff achievements, local issues, and Board decisions.
- Ensures open, transparent, and positive internal and external communications are in place.
- Ensures that School Councils and the Parent Involvement Committee have the opportunity to provide appropriate advice and support as required in the regulations and/or Board policy.
- Participates in community affairs in order to enhance and support the district and promote public education.

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## **3.10. Recognition and Public Relations**

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

## **REFERENCE DOCUMENTS**

*Education Act, s.283 Chief Executive Officer Education Act, s.283.1 Duties of Director*

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**GP-207**

Approved: June 22, 2020

Review:

## **SELECTION OF THE DIRECTOR OF EDUCATION**

### **1. Rationale**

This governance policy establishes governing principles for a process by which the Board will select a candidate for the position of Director of Education. The selection process is informed by **GP- 206- The Role of Director of Education**.

### **2. Policy Statement**

It is the policy of the Board to recruiting and employing a Director of Education who is highly qualified and who possesses outstanding leadership qualities.

### **3. Recruitment and Selection Process**

#### **3.1 The Selection Committee**

3.1.1 When it is known that the position of Director of Education will become vacant, the Board may or may not select a consultant to assist in the screening and selection process. If the Board chooses to engage a consultant, they may be asked to perform any of the duties related to the selection process, including checking the references and qualifications of applicants.

3.1.2 The Board will establish an *ad hoc* selection committee to short-list the candidates to be interviewed by the Board. The selection committee shall consist of a minimum of five trustees, including the chair and/or vice-chair. The Board preference is for involvement of all members of the Board in the selection process.

3.1.3 To ensure that the selection process considers local needs, the Board will gather information about the strengths of the system, challenges for the coming years, and the qualities and skills that are perceived as necessary for the Director of Education. Those to be consulted may include the senior team, trustees, employee groups, and the Parent Involvement Committee.

3.1.4 The consultant or a designate of the selection committee is responsible for the in-service training of the committee as required to ensure a consistent and fair process.

3.1.5 The selection committee will study all submissions from candidates in response to an advertisement about the position, ensure that references have been contacted, and select an appropriate number of candidates for further consideration.



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3.1.6 The Board will stress the importance of confidentiality and respect for all candidates throughout all steps of the process.

### **3.2 The Board Interview**

3.2.1 Once the selection committee has ranked all internal and external applicants, it shall recommend an appropriate number of candidates for interview to the Board in private session for final consideration in an interview with the Board.

3.2.2 All trustees of the Board, except student trustees, will be involved in the Board interview for the Director's position.

### **3.3 Final Decision**

3.2.1 If a candidate is supported by a majority of the Board in Private Session, a recommendation will go to open session that the Board hire the candidate. The Board motion will include the length of term of the personal services contract of the new Director and the start date.

3.3.2 The appropriate Ministry of Education officials shall be advised of the impending appointment prior to Board approval.

### **3.3 Appointment of the Director**

3.4.1 The Near North District School Board will make a formal resolution in open session to appoint the candidate as Director of Education and Secretary to the Board.

3.4.2 The announcement of the appointment of the new Director will be coordinated with the new Director and the communications officer of the board.

### **REFERENCE DOCUMENTS**

*Education Act*, s. 279 Duty of Board to Employ a Director of Education, *Education Act*, s. 283 Chief Executive Officer; *Education Act*, s. 283.1 Additional Duties of Director of Education, Ontario Regulation 309 Supervisory Officers

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**GP-208**

Approved: June 22, 2020

Review:

## **DIRECTOR OF EDUCATION PERFORMANCE REVIEW**

### **1. Rationale**

The Director of Education Performance Appraisal (“DPA”) process is designed to help the Near North District School Board achieve its strategic and annual goals. This process is also designed to help foster and build a strong working relationship between the Director and the Board. The organization’s goals are essentially the goals of the Director. Therefore, performance management for the Director is key in ensuring overall Board success.

### **2. Policy Statement**

It is the policy of the Board to conduct annual Director of Education Performance Appraisals in collaboration with the Director.

### **3. The Director’s Performance Appraisal (DPA) Committee:**

The DPA Committee should consist of the Chair and either 2 or 3 additional trustees appointed by the Board. The DPA Committee shall make regular reports to the Board throughout the year as the DPA process is implemented. All trustees would be welcome to audit DPA meetings with an expectation that they notify the Chair of their intent to attend and that they commit to full attendance to ensure consistency of process and integrity of understanding.

Key expectations of the DPA Committee are:

- ✓ Act as a liaison between the Board and the Director
- ✓ Help achieve Board Goals and Priorities
- ✓ Align to Board Multi-Year Strategic Plan
- ✓ Help build strong, mutually respectful relationship between the Director and the Board of Trustees
- ✓ Provide clarity to Director regarding Board Goals and Priorities.
- ✓ Provide clarity with respect to “any other duties assigned by the Board”
- ✓ Support the Director’s ongoing development
- ✓ Ensure that there are no misunderstandings or surprises during the Director’s performance appraisal process

### **4. The DPA Process:**

The DPA process begins with the Strategic Plan presented by the Director to the Board of Trustees each September. The next step is for the Director to develop a Director’s Performance Appraisal Plan that is aligned with and supports the goals of the Board.

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The DPA process continues throughout the year and includes both formal meetings, presentations to Board of Trustees, informal conversations and informal feedback.

The DPA Committee/Board Chair should provide regular and constructive performance feedback to help keep the Director’s performance and plan on track and help the Director respond to emerging issues. This process also ensures that there are “no surprises” at the Year-End Review. The DPA Committee/Board Chair should "check-in" with the Director regularly to initiate these informal discussions.

### Sample Timeline:

|      | Meetings / Presentation to Board of Trustees     | Full Board | DPA Committee | Date           |
|------|--|------------|---------------|----------------|
| 4.1  | Present Strategic Plan for school year to Board  | ✓          |               | September      |
| 4.2  | Director’s Performance Plan to DPA Committee     |            | ✓             | October        |
| 4.3  | DPA Committee Report to Board                    | ✓          |               | October        |
| 4.4  | Mid-Year Strategic Plan Progress Review to Board | ✓          |               | February/March |
| 4.5  | Mid-Year DPA Progress Review to DPA Committee    |            | ✓             | April          |
| 4.6  | DPA Committee Report to Board                    | ✓          |               | April          |
| 4.7  | Year-end DPA Survey to Trustees and Senior Team  |            | ✓             | September      |
| 4.8  | Year-End/New Year Strategic Plan to Board        | ✓          |               | September      |
| 4.9  | Year-End/ New Year DPA Review to DPA Committee   |            | ✓             | October        |
| 4.10 | Year-End/New Year DPA Committee Report to Board  | ✓          |               | October        |

### 4.1 Present Strategic Plan to Board:

In September, the DPA process begins with the communication of the Strategic Plan, which is developed by the Director, with input from the Senior Team and references the operational plan for the upcoming school year. The Strategic Plan provides the basis and context for the Director’s Performance Plan.

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## **4.2 Director's Performance Plan to DPA Committee:**

In October, the Director will draft a Performance Plan and review it with the DPA Committee. This meeting is the first of three formal meetings for the year and will set and clarify expectations at the beginning of the school/fiscal year. (See Appendix 1- Director's Performance Plan Form)

## **4.3 DPA Committee Report to Board:**

In October, the DPA Committee will report back to the Board. The DPA Committee will share the contents of the Director's Performance Plan and outline key performance indicators to be used in the appraisal. The DPA Committee will solicit input from the Board regarding process and indicators to help inform the performance appraisal

## **4.4 Mid-Year Strategic Plan Progress Review to Board:**

In February/March the Director shall provide an overview of the mid-year progress of the Strategic Plan implementation. The mid-year progress will be used as the basis for the Mid-Year DPA Progress Review.

## **4.5 The Mid-Year DPA Progress Review to DPA Committee:**

In April, The Mid-Year DPA Progress Review will take place. This review allows the Director and the DPA Committee to discuss the Director's progress at the mid-point of the year. This review will cover all areas of the Directors Performance Plan, including achievements, challenges and any concerns. The Director will receive formal feedback from the DPA Committee including a performance rating based upon Implementation Targets where available. The DPA Committee will provide an update to the Board upon the completion of the Mid-Year DPA Progress Review.

## **4.6 DPA Committee Report to Board:**

In April, the DPA Committee will report back to the Board. The DPA Committee will share the contents of the Mid-Year DPA Review. The DPA Committee will solicit input from the Board regarding process and indicators to help inform the final appraisal period.

## **4.7 Trustee/Board Input:**

In September, a survey will be issued by the Research Department to all trustees. Trustees will be asked to offer their comments regarding Director performance on the goals defined in the Performance Plan using a format that allows for open, honest and constructive feedback. The DPA Committee may broaden this survey to include other stakeholder groups such as supervisory officers.

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Questions should allow Trustees to comment on the following:

1. Which areas would you indicate as strengths in the Director's performance over the past year?
2. Which areas would you like to see the Director spending additional effort on over the course of the new year?

*Suggested Resource: [OLF Leadership Core Practices](#) (2013):*

- *Setting Directions;*
- *Building Relationships and Developing People;*
- *Developing the Organization to Support Desired Practices;*
- *Improving the Instructional Program; and*
- *Securing Accountability.*

## **4.8 Year-End/New Year Strategic Plan Review to Board:**

In September, the Director shall provide an overview of the Year-End progress of the Strategic Plan implementation. The Year-End Strategic Plan Review will be used as the basis for the Year-End DPA Progress Review.

## **4.9 Year-End/New Year DPA Review to DPA Committee:**

In October, the Year-End Review will take place. This is the formal annual performance assessment. The DPA Committee will evaluate the Director's achievements over the year measured against the Implementation and Outcome Targets.

## **4.10 Year-End/New Year DPA Committee Report to Board:**

In October, the DPA Committee will report back to the Board. The DPA Committee will share the contents of the Year End DPA Review. The DPA Committee will also provide an overview of the New Year DPA Plan.

## **5.0 The Director's Performance Plan Form:**

A Director's Performance Plan Form has been developed for the Director. The Director will complete a new form each school year, updating it on a regular basis and sending it to the DPA Committee in advance of each DPA meeting.

Properly prepared, the Director's Performance Plan Form will ensure that:

- ✓ The Director and the DPA Committee have clear measures/objectives to assess the Director's performance;

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- ✓ The Director is building the knowledge, skills and experience needed to meet the needs of the Board as well as to achieve career objectives;
- ✓ The Director's efforts are aligned with and contribute to achieving the overall educational and business goals of the Board as outlined in the Board Multi-Year Strategic Plan ("MYSP").

### **References:**

*Education Act s.169.1*

The Institute for Education Leadership- The Ontario Leadership Framework A School and Leadership Guide to Putting Leadership Framework into Action, 2013.

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**GP-209**

Approved: June 22, 2020

Review:

## **DELEGATION OF AUTHORITY**

### **1. Rationale**

This governance policy delegates certain responsibilities and powers of the Near North District School Board to the Director of Education and describes executive limitations on those powers.

### **2. Policy Statement**

It is the policy of the Board to delegate authority to enable the Director of Education to provide leadership as the chief education officer and chief executive officer of the Near North District School Board. The Director of Education is responsible for the administration of all aspects of the school board's operations.

### **3. Human Resources**

- 3.1 The Director of Education is authorized to hire staff in accordance with the *Education Act*, the *Human Rights Code*, requirements for a criminal record check under the *Criminal Code (Canada)*, and within the staff complements and salary ranges approved in collective agreements and the annual Board budget.
- 3.2 The Board delegates authority to the Director to hire staff using a fair selection process based on qualifications, experience, and merit that supports the creation of a bias-free workplace.
- 3.3 The Director is authorized to establish human resource procedures, including performance appraisals, job expectations and responsibilities, job authority for the staff, professional development of all staff, the effective handling of grievances, and protection against wrongful conditions.
- 3.4 All negotiating teams are the responsibility of the Director of Education and all members of negotiating teams are accountable to the Director.
- 3.5 The Director is expected to administer all authority under this policy in accordance with the *Education Act*, Ministry of Education policy and all other appropriate legislation.
- 3.6 The Director will obtain clear parameters for settlement from the Board before undertaking negotiations with any employee bargaining unit and will abide by the terms of collective agreements.

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3.7 The Director will avoid and declare potential conflict and bias during the selection process and in the workplace arising from a work relationship between an employee and a member of that employee's immediate family, including the Director of Education.

## **4. Finance**

4.1 The Director will ensure that Board assets are protected from unnecessary risk and are insured against theft and casualty losses to at least replacement value.

4.2 The Director will ensure that Board buildings and equipment are maintained in a state that meets health and safety standards.

4.3 The Director will protect the organization, the Board, and staff from unnecessary exposure to claims of liability or loss.

## **5. Administration**

5.1 The Director will ensure that student accommodation and capital planning does not deviate materially from the approved Capital Plan.

5.2 The Board reserves to itself the authority to make decisions on specific matters. The Board will instruct the Director of Education through written policies and decisions of the Board in public session. Further, the Board requires that any new provincial legislation or major initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

## **6. Delegation: Administrative Procedures**

6.1 The Board delegates to the Director the right to develop administrative procedures to implement Board policy and to address all issues not governed by Board policy.

6.2 The Director of Education and designates will develop, implement, and monitor a comprehensive series of administrative procedures. The procedures must comply with legislated requirements; be consistent with Board policies, goals and priorities; provide system direction; and ensure the reasonably uniform application of the procedures by those staff members responsible for their implementation.

6.3 Procedures will evolve over time as new tools emerge, new processes are designed, and the environment changes. Procedures must be agile and responsive to the context. Procedures that are unnecessarily restrictive limit the creativity that staff members bring to their work.



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6.4 The Board delegates to the Director of Education the authority to develop administrative procedures in the following major categories:

- **General Administration:** General administration procedures deal with system planning, matters that affect the whole district, issues that affect both students and staff members, and community involvement.
- **Educational Programs and Materials:** These procedures describe school organization, the curriculum, instructional strategies, and curriculum resources.
- **Students:** These administrative procedures deal with all student matters. Some examples are school attendance, student welfare and safety, supervision, emergency plans, discipline, student evaluation, reporting to parents, and awards.
- **Personnel and Staff Relations:** These procedures deal with any matters related to staff members or volunteers. Procedures describe such issues as hiring of staff, staff records, health and safety, benefits and assistance, professional development, performance appraisal, professional misconduct, and recognition.
- **Business Administration:** Business administration procedures relate to the management and maintenance of the Human Resources, Finance, Facilities and Information Services departments.

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**GP-210**

Approved: June 22, 2020

Review:

## **EQUITY AND INCLUSIVE EDUCATION**

### **1. Rationale**

The Near North District School Board and its staff are committed to the elimination of all types of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy, Policy and Memorandum No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" (2009).

This policy outlines the steps and practices that the Board and its schools will take to ensure an equitable and inclusive environment in schools, at school events and Board activities. This document applies to all Near North District School Board students, employees, trustees, and other members of the broader community who participate in Board and school business and activities.

### **2. Policy Statement**

It is the policy of the Board to fulfill its commitments to equity and inclusion as outlined in legislation, policy and administrative guidelines.

### **3. Programs, Guidelines and Practices**

The Board will:

- Establish the foundational framework that will inform their review and/or development and implementation of a comprehensive equity and inclusive education policy that recognizes, and addresses biases related to race, class, ethnicity, gender, sexual orientation, disability, family status, and religious and linguistic differences as well as socio-economic factors.
- Review existing equity and inclusive education and/or extend or develop such policies to fulfill the requirements of existing regulations, the *Strategy*, Policy/Program Memorandum No. 119, and the *Code*.
- Ensure that principles of equity and inclusive education permeate all Board policies, programs, guidelines, operations, practices, and Board improvement plans.
- Ensure all future policies, guidelines and practices are drafted and implemented in accordance with the Board's equity and inclusive education policy.
- Collect information needed to monitor the effects of the implementation of the Equity and Inclusion Education policy by the Board.
- Ensure persons with disabilities are accommodated appropriately and, in a manner, consistent with the *Code*.

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- Provide training for school leaders and hiring managers to facilitate equitable recruitment and hiring practices to reflect Ontario's diverse society
- Provide opportunities for the diverse school community, including students, staff, parents, trustees and community members, to provide active input into Board policies and improvement plans on an ongoing basis.
- Investigate in a thorough and timely manner any claims of discrimination

### **4. Shared and Committed Leadership**

The Board will:

- Establish and maintain partnerships with diverse communities so that the perspectives and experiences of all students are recognized to help meet their needs.
- Develop a system plan to build and sustain staff capacity in the areas of equity and inclusive education in curriculum and instruction, human resources and governance.
- Identify and appoint a contact person to liaise with the Ministry and other Boards to share challenges, promising practices and resources.
- Provide ongoing education and training for students, administrators, teachers (including guidance counsellors), support staff and trustees in implementing equity and inclusive education and leadership initiatives.
- Establish selection criteria for leadership positions that include demonstrated commitment, knowledge
- Provide ongoing training for all staff that reflects comprehensive attention to the principles of human rights and their fundamental role in an equitable and inclusive environment.
- Strive to include members of communities that are underserved and /or marginalized in shared leadership.

### **5. School-Community Relationships**

The Board will:

- Establish and maintain a collaborative relationship with diverse communities so that the perspectives and experiences of all students, families, and employees are recognized and addressed.
- Review and/or initiate tools, school climate surveys, to determine stakeholders' views on school environments and act upon relevant next steps.
- Review existing committees, for example, Parent Involvement Committee, to assess the levels of representation of the diversity of the Board and the wider community.

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- Review and /or deepen existing community partnerships to ensure that they reflect the principles of equity and inclusive education.
- Expand community outreach efforts to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members and various community organizations, including business groups to foster and support an inclusive environment.
- Establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community from opportunities for Board representation and involvement in Board activity.

### **6. Religious Accommodation**

The Board will:

- Consult with members of the multiple faith communities that represent the Board in the development and implementation of this policy.
- Inform students and their parents/guardians and staff of their right to request accommodation for religious beliefs and practices.
- Prepare a religious accommodation guideline in keeping with the *Code*, which prohibits discrimination on the grounds of creed, and other *Code* protected grounds and provides a duty to accommodate.
- Provide religious accommodation for students and staff consistent with the *Code*.

### **7. School Climate and Prevention of Discrimination and Harassment**

The Board will:

- Implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents, and the community, so that diverse groups and the broader community have Board-level representation and access to Board initiatives.
- Put procedures in place that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable Boards to respond in a timely and effective manner as required in P/PM 145- 2009 Progressive discipline and promoting positive student Behavior.
- Promote positive behaviour through initiating or strengthening proactive programs to reduce suspensions and expulsions and as required by P/PM 144 – 2009- Bullying Prevention and Intervention.
- Create a culture of high expectations in which excellence is continually strived for and respect permeates the environment.

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## **8. Professional Learning**

The Board will:

- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- Allocate resources to provide ongoing opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives.
- Provide antiracism and antidiscrimination training to students, administrators, teachers, support staff, and trustees.
- Ensure that the principles of equity and inclusive education are modelled and incorporated in professional learning programs.

## **9. Accountability and Transparency**

The Board will:

- Embed the principles of equity and inclusive education into all Board policies, programs, guidelines, and practices.
- Actively communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners, and volunteers and post it on the Board's website. Seek and use feedback to improve the Equity and Inclusive Education policy, in the spirit of continuous improvement.
- Engage Board and school teams in school improvement planning with particular emphasis on identifying and removing barriers to student achievement.
- Establish processes to monitor progress and assess effectiveness of policies, programs, and procedures.
- Report on the progress of implementation of The Strategy and its impact on student achievement using specific criteria to the Ministry of Education upon request and the local community.
- Ensure the transparency of the Identification Placement and Review Committee (IPRC) process, inform, and support parents through this process.

## **Reference Documents**

*Accessibility for Ontarians with Disabilities Act 2005*

*Education Act*, para. 8 (1) 29.1 Equity and Inclusive Education; Section 169.1 School Climate Canadian Charter of Rights and Freedoms

Ontario Regulation 298, Sections 27-29 Religion in Schools Ontario's Education, Equity Action Plan

PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies

# Governance Manual

**GP-211**

Approved: June 22, 2020

Review:

## **SAFE SCHOOLS**

### **1. Rationale**

The Near North District School Board is committed to:

- Working with schools, families and the community to provide a positive learning environment in which members are treated with respect and dignity.
- Promoting programs and activities that focus on building healthy relationships, character development and civic responsibility.
- Nurturing a positive school culture where conflict and difference can be addressed in a manner characterised by respect and civility.
- Encouraging the use of non-violent means to resolve conflict.

### **2. Policy Statement**

It is the policy of the Board to provide safe, clean and healthy learning/working environments for students, staff and community.

### **3. Progressive Discipline**

The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential.

- All inappropriate student behaviour, including bullying, must be addressed.
- Responses to behaviours that are contrary to the board's code of conduct must be developmentally appropriate.
- Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.
- The range of interventions, supports, and consequences used by the board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students to reinforce positive behaviours and help students make good choices.

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- Information in the student's IEP must be considered in the determination of interventions, supports, and consequences for students with special education needs.
- The board, and school administrators, must consider all mitigating and other factors, as required by the *Education Act* and as set out in Ontario Regulation 472/07.

## **4. Responding to Incidents**

The Board is committed to supporting safe learning and teaching environments in which every student can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are likely to have a negative impact on a school climate including serious incidents and all inappropriate and disrespectful behaviours.

Examples of such behaviours include but are not limited to those activities which may lead to a possible suspension or expulsion and those that are contrary to provincial, Board and School Codes of Conduct, which includes, but is not limited to; inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*, as well as any other behaviour, such as bullying, swearing, malicious gossip, name-calling, sexist, homophobic or racial slurs, comments, jokes or teasing and defamatory or discriminatory electronic communication and postings, graffiti and other behaviour that might cause a negative school climate. The requirement to take action applies to behaviours that occur anytime at school or at any school related activity.

## **5. Reporting Violent Incidents**

All violent incidents that occur on school premises during school-run programs must be reported by the principal to the Ministry of Education, whether the violent incident was committed by a student of the school or whether it was committed by another person. The term *violent incident* is defined as the occurrence of any one of the following or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias-motivated occurrences

# Governance Manual

**GP-212**

Approved: June 22, 2020

Review:

## **COMMUNITY PLANNING AND PARTNERSHIPS**

### **1. Rationale**

The Near North District School Board is committed to optimizing the use of board-owned assets, establishing facility partnerships for co-building opportunities when undertaking major capital projects, the leasing of space within current assets, the disposition of properties and engaging in long term planning, which will be well informed, well-coordinated, transparent, sustainable and supportive of student achievement and well-being.

### **2. Policy Statement**

It is the policy of the Board to optimize the use of board-owned assets in a prudent and transparent manner.

### **3. Long Term Capital Planning**

**3.1.** The Board will develop a long-term capital plan that addresses the future needs of students. The Capital Plan will provide the information necessary for the Board to forecast where new schools or additions may be needed, where space is being well-utilized, which open and operating schools may have unused space and which schools may be candidates for consolidation or closure.

**3.2.** The Capital Plan will include enrolment projections, school capacity, renewal needs, potential consolidations and the construction of new schools or additions, including significant renovations.

### **4. Annual Meeting**

**4.1.** The Board will reach out to community organizations and First Nations partners to share planning information on a regular basis and prior to commencing an accommodation review.

Stakeholders will be invited to participate in an info sharing meeting.

**4.2.** Any information exchanged will be formally documented by the Board.



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**4.3** Potential partners will be expected to bring relevant planning information (e.g., population projections, growth plans, community needs, land use and green space/park requirements etc.). The information exchanged may be included in School Information Profiles (SIPs).

## **5. Establishing Facility Partnerships**

**5.1.** The Board will endorse and encourage facility partnerships with the intent of:

- reducing facility operating and capital costs;
- improving student services and supports;
- strengthening relationships with community partners and the public;
- maximizing use of board owned assets through increased flexibility; and,
- creating a foundation for improved service delivery.

**5.2.** Eligible partners will be considered based on the following criteria:

- protection of student health and safety;
- appropriateness for school setting; and,
- partnerships that compliment student achievement and well-being strategy.

**5.3.** The following entities will be considered as eligible partners:

- Co-terminus school boards;
- Local municipalities within the Near North District School Board Region;
- Local Colleges and Universities;
- First Nations Partners;
- Provincial & Federal Government;
- Child Care operators approved by the Board;
- H.A.N.D.S.;
- Agencies providing Section 23 Programs;
- Local Health Integration Networks;
- Social Service Organizations;
- Literacy agencies;
- Members of Children’s Mental Health Ontario; and
- Other partners as determined by the Board.

The Board may prioritize the notification list of eligible partners.

## **6. Schools Suitable for Facility Partnerships**

**6.1.** The Board will consider which schools will or will not be suitable for facility partnerships

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## **7. Annual Report to Board**

7.1 On an annual basis, a Partnerships List Report will be submitted to the Board for information.

## **8. Board Website**

The Board will ensure that facility partnership opportunities shall be made available to the public through established communication channels including, but not limited to, the Board website and/or newspaper ads.

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**GP-213**

Approved: June 22, 2020

Review:

## **STUDENT ACCOMMODATION**

**(Note: Pending release of new PPM will impact this Policy)**

### **1. Rationale**

This policy is created to ensure that decisions regarding student accommodations promote board-wide student achievement and well-being while managing capital assets in a fiscally viable and sustainable manner.

The Near North District School Board is committed to working with community partners when undertaking capital planning, including when the Board is beginning to develop options to address under-utilized space in its buildings.

Further, the Board is committed to ensuring that decisions regarding student accommodations are made with the involvement of an informed local community and are based on a broad range of criteria regarding the quality of the learning experience for students.

### **2. Policy Statement**

It is the policy of the Board to ensure that student accommodation decisions are student focused, open, transparent and prudent.

### **3. Application of Policy**

**3.1.** There are specific circumstances where the Board is not obligated to undertake a pupil accommodation review. These include:

- Where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary as identified through the Board's existing policies;
- Where a replacement school is to be built by the board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the board's existing policies;
- When a lease is terminated;

## **Governance Manual**

- When the Board is planning the relocation of a grade(s), or a program(s) (in any school year or over a number of years), where the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- When the Board is repairing or renovating a school and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is over capacity and/or under construction or repair; and,
- Where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, the Board will inform school communities and allow input about proposed accommodation plans for students before a decision is made by the Board of Trustees. The Board will also provide written notice no fewer than 5 business days after the decision to proceed with an exemption to:

- each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent),
- other community partners that expressed an interest prior to the exemption,
- coterminous school boards in the areas of the affected school(s) through the Director of Education, and
- the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division.

- 3.2.** Local communities will be consulted prior to adopting or amending the Board's student accommodation review policy contained herein.
- 3.3.** A copy of the Board's student accommodation review policy, the government's *Pupil Accommodation Review Guideline* and the *Administrative Review of Accommodation Review Process* documents will be made available to the public upon request and will be posted to the Board's website.
- 3.4.** The Board will adhere to all Ministry of Education requirements related to student accommodation, including alterations or additions, boundary changes, construction of new facilities, or closure of existing facilities.

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- 3.5. The final decision regarding the future of a school or a group of schools will be solely made by the Board of Trustees.
- 3.6. The Board will establish and communicate clear timelines and a transition plan to all affected school communities regarding the closure of a school or group of schools.
- 3.7. Prior to an accommodation review, the Board will undertake long-term capital planning and accommodation planning that is informed by any relevant information from local municipal governments and other community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of space in all area schools as described in the policy **GP-212 Community Planning and Partnerships**.
- 3.8. A separate staff committee will be established to address the transition for staff and students following a decision to close or consolidate a school(s). Transition planning will be carried out in consultation with the parents/guardians of the affected school(s) and staff.

### **4. Initial Staff Report**

- 4.1. An initial staff report will be prepared for the Board of Trustees which contains one or more options to address the accommodation issue(s). The staff report must include Further, a transition plan will be put into place following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with this section. Information on actions taken by Board staff prior to establishing a student accommodation review process and supporting rationale as to any actions taken or not taken. There must be a recommended option if more than one option is presented. Each option must include:
  - a supporting rationale,
  - a timeline for implementation,
  - a summary of accommodation issue(s) for the school(s) under review,
  - where students would be accommodated,
  - proposed changes to existing facility or facilities are required as a result of the student accommodation review,
  - identification of any program changes as a result of the proposed option,
  - how student transportation would be affected if changes took place,
  - if new capital investment is required, as a result of the student accommodation review, how the Board intends to fund this as well as a proposal on how students would be accommodated if funding does not become available, and,
  - any relevant information obtained by municipalities and other community partners prior to the commencement of the student accommodation review, including any confirmed interest in using the under-utilized space.

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4.2. The initial staff report will be made available on the Board's website and a print copy will be available to the public upon request following the decision to proceed with an accommodation review by the Board of Trustees.

### **5. Notice of Accommodation Review**

5.1. The Board will provide written notice of the decision and include an invite to attend a meeting to discuss and comment on the recommended option(s) the Board's initial staff report to:

- the Directors of Education of coterminous boards and the Ministry of Education through the Office of the Assistant Deputy Minister of the Financial Policy and Business Division; and,
- the affected single and upper-tier municipalities through the Clerk's Department (or equivalent) as well as other community partners that expressed an interest prior to the pupil accommodation review process.

5.2. Responses on the recommended option(s) in the Board's initial staff report must be expressed before the final public meeting.

5.3. The Board will document its efforts to meet with the affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the student accommodation review.

### **6. Accommodation Review Committee (ARC)**

6.1. The Accommodation Review Committee (ARC) will be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting.

6.2. The ARC has the opportunity to provide other accommodation options than those in the initial staff report, however the ARC must include supporting rationale for any such option. The ARC does not need to achieve consensus regarding the information provided to the Board of Trustees.

6.3. In its membership, the ARC:

- must include parent/guardian representatives from each of the schools under review, chosen by their respective school communities;
- must include principals from the schools under review and the superintendent(s) responsible for the school(s);
- may include secondary school representation, First Nation representation if school(s) under review are in the catchment area; and,
- may include representation from the broader community
- may include ad hoc school board trustee members.

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6.4. Board staff will provide the ARC with Terms of Reference that:

- describe the ARC's mandate, which will refer to the Board's education and accommodation objectives in undertaking an ARC;
- reflect the Board's strategy for supporting student achievement and well-being;
- describe the ARC's mandate, which will refer to the Board's education and accommodation objectives in undertaking the ARC;
- clearly outline the Board's expectations of the roles and responsibilities of the ARC;
- describe the procedures of the ARC; and,
- outline the minimum number of working meetings of the ARC to review materials presented by Board staff.

6.5. The Board will host an orientation for ARC members from the school(s) under review, to describe the mandate, roles and responsibilities, and procedures of the ARC.

6.6. Where information is technical in nature, it will be presented in plain language.

### **7. School Information Profiles**

7.1. Prior to the commencement of a student accommodation review, the ARC will be provided with School Information Profiles (SIPs), completed at the same point-in-time by Board staff, for each of the schools under review that includes data that considers 1) value to the student and, 2) the value to the Board. SIPs are not subject to the approval by the ARC, but the ARC can request clarification about the information provided in the SIP. SIPs will include the following data requirements:

#### Facility Profile

- school name and address,
- site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions,
- school attendance area (boundary) map,
- context map of the school indicating the existing land uses surrounding the school,
- planning map of the school with zoning, Official Plan or secondary plan with land use designations,
- size of the school site (acres or hectares),
- building area (square feet or square metres),
- number of portable classrooms,
- number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.),

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- area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g. tracks, courts for basketball, tennis, etc.)
- ten-year history of major facility improvements (item and cost),
- projected five-year facility renewal needs of school (item and cost),
- current Facility Condition Index (FCI) with a definition of what the index represents,
- a measure of proximity of the students to their existing school, and the average distance to the school for students,
- percentage of students that are and are not eligible for transportation under the Board's policy, and the length of the bus ride to the school (longest, shortest, and average length of bus ride times),
- school utility costs (totals, per square foot, and per student),
- number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress,
- measures that the Board has identified and/or addressed for accessibility of the school for students, staff and the public with disabilities (i.e. barrier-free), and,
- On-the-Ground (OTG) capacity, and surplus/shortage of pupil spaces.

### Instructional Profile

- describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school,
- describe the course and program offerings at the school,
- describe the specialized service offerings at the school (e.g. cooperative placements, guidance counselling etc.)
- current grade configuration of the school (e.g. Junior Kindergarten to Grade 6, Junior Kindergarten to Grade 12 etc.),
- current grade organization of the school (e.g. number of combined grades, etc.),
- number of out-of-zone students,
- utilization factor/classroom usage,
- summary of five previous years' enrolment and 10-year enrolment
- projection by grade and program, and
- current extracurricular activities.

### Other School Use Profile

- current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not or is at full cost recovery,
- current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery,
- community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery,



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- availability of before and after school programs or services (e.g. child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery,
- lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery,
- description of the school's suitability for facility partnerships, and
- any additional items that could be used to reflect local circumstances and priorities.

### **8. Public Meetings**

- 8.1. A minimum of two public meetings, facilitated by Board staff, will be held for broader community consultation on the recommended option(s) contained in the initial staff report, once the Board of Trustees has received the initial staff report and has approved the initiation of a student accommodation review.
- 8.2. The public meetings will be announced and advertised publicly in a variety of ways that include but are not limited to the Board website, a media release and through direct communication to the parents and guardians of the school(s) under review.
- 8.3. The first public meeting will include an overview of the ARC orientation session, the initial staff report with recommended options(s), and a presentation of the SIPs.
- 8.4. Board staff will meet directly with the staff(s) at each school(s) under review. 7.

### **9. Final Staff Report**

- 9.1. At the conclusion of the student accommodation review process, Board staff will provide the Board of Trustees with a final staff report. The report may include amendments to the proposed option(s) set out in the initial staff report, should staff wish to make any amendments.
- 9.2. The report will include a proposed accommodation plan for the recommended option(s), which contains a timeline for implementation.
- 9.3. The report will include a community consultation section that contains feedback from the ARC, any public consultations and any relevant information received prior to or from the community stakeholders.
- 9.4. The Board shall provide the final staff report to municipalities and community partners that expressed an interest in the Student Accommodation Review.

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## 10. Public Meeting with Board of Trustees

- 10.1. The Board of Trustees will hold a public meeting to receive feedback from the public, either in writing or by public delegation, on the final staff report (once it has been submitted by staff to the Board of Trustees).
- 10.2. The opportunity for public delegations will be announced and advertised publicly and well in advance through the Board website, a media release and through direct communication to the parents and guardians of the schools under review.
- 10.3. Following the public meeting, Board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

## 11. Final Decision

- 11.1. The Board of Trustees will review the final staff report, including the compiled feedback from the public delegations and make a final decision that approves the recommendation(s) of the final staff report as presented, modifies the recommendation(s) of the final staff report or approves a different outcome.
- 11.2. If at all possible, the final decision will not take place during the summer holiday period (according to the Board’s approved School Year Calendar).

## 12. Minimum Timelines

| ACTION  | ARC TIMELINE  |
|---|---|
| Presentation of the Initial Staff Report to the Board of Trustees               | As a result of the annual review of the Capital Plan.                             |
| Decision to establish an ARC  | Following the approval of the Initial Staff Report.                               |
| Municipality and community partner notice of Board decision to establish an ARC | Within five (5) business days of Board of Trustee’s decision to establish an ARC. |
| Meeting of municipal and community partners                                     | As scheduled by the Board but before the first public meeting.                    |
| ARC Orientation   | As scheduled by the Board but before first public meeting.                        |

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| ACTION   | ARC TIMELINE   |
|--|--|
| First public meeting   | Not before a minimum of thirty (30) business days from the date of the Trustee's decision to establish an ARC.                               |
| Working Committee Meetings   | Before the final public meeting.   |
| Final public meeting   | Minimum of forty (40) business days and a maximum of sixty (60) business days between the first public meeting and the final public meeting. |
| Delivery of the Final Staff Report to the Board of Trustees and posting to the Board website | Earliest available Board meeting but not before ten (10) business days after the final public meeting.                                       |
| Public Delegations   | Not before ten (10) business days after the Final Staff Report is presented at a Board meeting.  |
| Final decision of the Board of Trustees  | Not before ten (10) business days after public delegations.  |

### 13. Modified Accommodation Review

13.1 In certain circumstances where the potential student accommodation options available are deemed by the Board of Trustees to be less complex and the Board finds it appropriate to undertake a student accommodation process that is a modified student accommodation review process. In order to undertake a modified accommodation review, at least two (2) or more of the following factors must be met:

- there is a distance of 10 km or less to the nearest school;
- the school has a utilization rate of 50% or less;
- the number of students enrolled in the school is less than 50 students; and,
- when the Board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of relocation, or the first phase of a relocation carried over a number of school years).

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## **14. Initial Staff Report**

- 14.1. The initial staff report will explain the rationale for exempting school(s) from the standard student accommodation review process.
- 14.2. The initial staff report, and the SIPs will be posted on the Board's website and print copies will be made available to the public upon request.
- 14.3. Affected single and upper-tier municipalities, as well as other community partners that expressed interest prior to the modified student accommodation review, provide their response on the recommended option(s) in the Board's initial staff report before the final public meeting.

## **15. Public Meeting**

- 15.1. A maximum of two public meetings will be held which will be announced and advertised publicly and well in advance through the Board website, a media release and through direct communication to the parents and guardians of the schools under review.

## **16. Final Staff Report**

- 16.1. Following the public meeting, Board staff will submit a final staff report to the Board of Trustees. The report will include a community consultation section that contains feedback from any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified student accommodation review.
- 16.2. The final staff report will be posted on the Board's website and print copies will be made available to the public upon request.

## **17. Public Meeting with the Board of Trustees**

- 17.1. The Board of Trustees will hold a public meeting to receive feedback from the public, either in writing or by public delegation, on the final staff report (once it has been submitted by staff to the Board of Trustees).
- 17.2. The opportunity for public delegations will be announced and advertised publicly and well in advance through the Board website, a media release and through direct communication to the parents and guardians of the schools under review.

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### 18. Final Decision

- 18.1. The Board of Trustees will review the final staff report, including the compiled feedback from the public delegations and make a final decision that approves the recommendation(s) of the final staff report as presented, modifies the recommendation(s) of the final staff report or approves a different outcome.
- 18.2. If at all possible, the final decision will not take place during the summer holiday period (according to the Board’s approved School Year Calendar).

### 19. Minimum Timelines

| ACTION   | MODIFIED ARC TIMELINE   |
|--|---|
| Presentation of the Initial Staff Report for a Modified Student Accommodation Review to the Board of Trustees    | As a result of the annual review of the Capital Plan.   |
| Decision to establish a Modified Student Accommodation Review  | Following the approval of the Initial Staff Report.   |
| Municipality and community partner notice of Board decision to establish a Modified Student Accommodation Review | Within five (5) business days of Board of Trustee’s decision to establish a modified student accommodation review.                              |
| Meeting of municipal and community partners  | As scheduled by the Board but before the first public meeting.  |
| Public meeting(s)  | Not before a minimum of thirty (30) business days from the date of the Trustee’s decision to establish a modified student accommodation review. |
| Delivery of the final staff report to the Board of Trustees and posting to the Board website                     | Earliest available Board meeting but not before ten (10) business days after the last public meeting.   |
| Public Delegations   | Not before ten (10) business days after the Final Staff Report is presented at a Board meeting.   |
| Final decision of the Board of Trustees  | Not before ten (10) business days after public delegations.   |

**Reference Documents:** *Education Act*, sections 218.1 and 283

# Governance Manual

**GP-214**

Approved: June 22, 2020

Review:

## **TRANSPORTATION**

### **1. Rationale**

The Near North District School Board has entered into a partnership with coterminous school boards to provide safe, secure, efficient student transportation services, while also ensuring effective stewardship of the Board's resources.

### **2. Policy Statement**

It is the policy of the Board that:

- Transportation to and from school is the responsibility of the students and their parents or guardians. The *Education Act* states that “a board may provide for a pupil who is enrolled in a school that the board operates, transportation to and from the school that the pupil attends.”
- School transportation services are a privilege, not a right, and can be withdrawn if the rules are not followed.
- The Board will endeavour to meet the transportation needs of students residing within the boundaries of the Board in an efficient and accommodating manner.
- The Nipissing Parry Sound Student Transportation Service administers student transportation on behalf of four co-terminus Boards, the Near North District School Board, Nipissing-Parry Sound Catholic District School Board, Conseil Scolaire public du Nord-Est de l'Ontario, and Conseil Scolaire Catholique Franco-Nord).

### **3. Consortium Expectations**

The NPSSTS is governed by a Board of Directors, which is composed of the Superintendents of Business and Finance of the four school boards.

### **4. Transportation Agreement**

- The four member boards of the NPSSTS have developed a student transportation agreement to provide effective service in accordance with the *Education Act* and its regulations, the *Highway Traffic Act*, and Ministry of Education guidelines.

## Governance Manual

- The NPSSTS has established policies and procedures to ensure that school transportation services are at all times reliable, equitable, and safe. These policies and procedures are set out under Guidelines at [npssts.ca](https://npssts.ca)
- In the interest of the safety and well-being of staff and students, student transportation and/or classes may be cancelled when weather conditions warrant such action.