



DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

**SPECIAL GOVERNANCE AND POLICY COMMITTEE
PUBLIC SESSION**

Chair: Emma Cunningham
Vice Chair: Kelly Miller

DATE: Monday, February 5, 2024
TIME: 8:00 p.m. or following Standing Committee
LOCATION: Hybrid
ATTACHMENTS: Agenda

Copies to:
All Trustees and Student Trustees
Director of Education
All Superintendents

Code of Conduct for Public Meetings 2023-2024



The Durham District School Board is committed to public participation at board and committee meetings, and to ensuring a safe and respectful environment for students, parents/guardians, trustees, staff, and community members in attendance.

All meetings of the Board of Trustees follow formal parliamentary procedures in accordance with DDSB by-laws, policies, procedures, and protocols that must be adhered to by all participants.

All participants attending public meetings must be courteous and respectful at all times.

Disruptions of the meeting will not be tolerated and may result in a request to leave the meeting.

Abusive, discourteous, and/or aggressive behaviour will not be tolerated.

Threats, intimidating language and/or behaviour and any attempt to assault any person is prohibited and may result in criminal charges.

Possessing any form of a weapon while in attendance at a public meeting is prohibited. Security personnel are authorized to exercise discretion to request the inspection of any bag, briefcase, backpack, purse or any other item brought onto DDSB property to ensure a safe and respectful environment.

All individuals attending in-person will be asked to sign-in and show photo identification for the purposes of verifying their identity. Individuals that do not wish to sign in may choose to participate in the meeting virtually through the livestream.

Meetings are recorded by the DDSB for the purposes of the livestream and for security purposes. Those in attendance at meetings are prohibited from using their own recording devices.

Violations of this Code of Conduct will not be tolerated under any circumstances and may result in a person being directed to leave, restricting/prohibiting attendance at future meetings and/or all DDSB properties, or being subject to criminal charges depending on the nature of the conduct.

SPECIAL GOVERNANCE AND POLICY COMMITTEE MEETING
Monday, February 5, 2024
8:00 p.m.

	PAGE
1. <u>Call to Order</u>	Verbal
2. <u>Land Acknowledgement</u>	Verbal
<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p>	
3. <u>Declarations of Interest</u>	Verbal
4. <u>Motion to Approve Agenda</u>	Verbal
5. <u>Minutes</u>	
(a) DRAFT minutes of the Governance and Policy Committee meeting of December 13, 2023	1 – 6
6. <u>Recommended Actions</u>	
(a) Draft Policy: Board Evaluation (Chair of the Board Christine Thatcher)	7 – 18
<u>Adjournment</u>	



DRAFT Minutes - Governance and Policy Committee Meeting
Wednesday, December 13, 2023, 7:30 p.m., Hybrid

1. Call to Order

Trustee Emma Cunningham, Committee Chair, called the meeting to order at 7:41 p.m.

Members Present: Trustees Tracy Brown, Donna Edwards (virtual), Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Christine Thatcher, Student Trustee Ben Cameron

Regrets: Trustees Michelle Arseneault, Shailene Panylo, Jill Thompson, Student Trustees Kayla Hoare, Neha Kasoju

Not in Attendance: Trustee Linda Stone

Staff Present: Director of Education Camille Williams-Taylor, Associate Director Jim Markovski (virtual), General Counsel Patrick Cotter, Executive Lead Robert Cerjanec, Superintendent Heather Mundy, Senior Manager Lisa Coppins, Policy Analyst Ahmad Khawaja (virtual)

Recording Secretary: Gillian Venning

2. Land Acknowledgment

Trustee Emma Cunningham gave the Land Acknowledgement: the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with home to many Indigenous peoples from across Turtle Island (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

3. Declarations of Interest

There were no declarations of interest.

4. Approval of Agenda

The agenda was approved as presented.

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5. Approval of Minutes – September 27, 2023

MOVED by Trustee Christine Thatcher
SECONDED by Trustee Kelly Miller

THAT THE DRAFT MINUTES OF THE SEPTEMBER 27, 2023 GOVERNANCE AND POLICY COMMITTEE MEETING BE APPROVED.

CARRIED

6. Recommended Actions

(a) Rescission of Accessible Customer Service Policy and Regulation

Heather Mundy, Superintendent of People and Culture introduced the report, noting that staff have undertaken a review of the Accessible Customer Service Policy and Regulation and they are now being recommended for rescission as the Human Rights, Anti-Discrimination and Anti-Racism Policy govern those matters and would now take precedence on matters related to accessibility, which has led to policy redundancies. Superintendent Mundy advised that consultation regarding the recommendation to rescind the policy and regulation included the Special Education Advisory Committee (SEAC), the Accessibility Committee and others. Following a 2021 accessibility audit, it was recommended that DDSB contain all matters related to operationalizing accessibility in a single document where possible. As part of this review process, a new Accessibility Procedure has been created and all relevant operational provisions from the policy and regulation have been moved into the new procedure.

Trustee questions were answered.

Trustee Edwards expressed concern that consultation regarding the recommendation to rescind the policy and regulation was not fulsome enough and not noted in the minutes of the SEAC meeting. It was suggested that staff take the recommendation back to SEAC and other accessibility partners to confirm their awareness and support before bringing this recommendation back to the Committee for consideration.

MOVED by Trustee Donna Edwards
SECONDED by Trustee Deb Oldfield

IT IS RECOMMENDED THAT RESCISSION OF THE ACCESIBLE CUSTOMER SERVICE POLICY AND REGULATION BE DEFERRED UNTIL SUCH TIME THAT CONSULTATION WITH SEAC AND OTHER ACCESSIBILITY PARTNERS TAKE PLACE BEFORE BEING CONSIDERED BY THE COMMITTEE.

DEFEATED

MOVED by Trustee Christine Thatcher
SECONDED by Trustee Carolyn Morton

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IT IS RECOMMENDED THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT THE ACCESSIBLE CUSTOMER SERVICE POLICY AND REGULATION BE RESCINDED AND THAT THE MATTER BE CONSIDERED AT THE NEXT MEETING OF THE BOARD OF TRUSTEES.

DEFEATED

(b) Rescission of Advocacy Policy

General Counsel Patrick Cotter introduced the report, noting that staff have undertaken a review of the Advocacy Policy and that it has been deemed redundant and is therefore recommended for rescission. It was noted that OPSBA is the only official advocating body of the DDSB and that rescission of this policy would not preclude the DDSB from supporting advocacy through the payment of membership fees to appropriate organizations.

Trustee questions were answered.

MOVED by Trustee Donna Edwards
SECONDED by Trustee Christine Thatcher

IT IS RECOMMENDED THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT THE ADVOCACY POLICY BE RESCINDED AND THAT THE MATTER PROCEED TO THE NEXT MEETING OF THE BOARD OF TRUSTEES FOR CONSIDERATION.

CARRIED

(c) Revised Public Concerns Policy and Rescission of Regulation

Executive Lead Robert Cerjanec introduced the report, noting that staff have undertaken a review of the Public Concerns Policy, Procedure and Regulation. Proposed amendments to the policy were summarized, including relevant provisions being retained from the regulation that is now recommended for rescission and a name change to the Public Concerns and Engagement Policy. The review process was undertaken collaboratively with the Associate Director of Equitable Education and the Superintendent of Family and Community Engagement, and as a result of the review, the accompanying procedure has been amended to include any operational provisions contained in the regulation and to align with current best practice.

Trustee questions were answered.

MOVED by Trustee Carolyn Morton
SECONDED by Trustee Christine Thatcher

IT IS RECOMMENDED THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT THE PUBLIC CONCERNS POLICY BE AMENDED IN ACCORDANCE WITH THE TERMS OF

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APPENDIX B AND THE PUBLIC CONCERNS REGULATION BE RESCINDED AND THAT THE MATTER PROCEED TO THE NEXT MEETING OF THE BOARD OF TRUSTEES FOR CONSIDERATION.

CARRIED

(d) Revised Consolidated Bylaws – Advisory Committees

General Counsel Patrick Cotter introduced the report, noting that staff have undertaken a review of sections of the Bylaws pertaining to Advisory Committees and that amendments are being proposed to introduce a more robust structure, with increased participation of trustees and staff, to increase efficacy and engagement of Advisory Committees.

Trustee questions were answered.

MOVED by Trustee Christine Thatcher
SECONDED by Trustee Carolyn Morton

IT IS RECOMMENDED THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT THE CONSOLIDATED BYLAWS BE AMENDED IN ACCORDANCE WITH THE TERMS OF APPENDIX A AND THAT THE MATTER PROCEED TO THE NEXT BOARD MEETING FOR CONSIDERATION.

CARRIED

7. Information Items

(a) Revised Consolidated Bylaws – Agenda Planning and Public Question Period

Executive Lead Robert Cerjanec introduced the report, noting that this item is on the agenda at the request of a trustee and with the consent of the Committee Chair, staff are providing the applicable sections of the Consolidated Bylaws related to agenda planning and public question period to assist trustees in reviewing the relevant sections of the Bylaws. As part of the request, staff have provided proposed draft revisions to sections of the Bylaws applicable to agenda planning.

Discussion took place and trustee questions were answered.

MOVED by Trustee Christine Thatcher
SECONDED by Trustee

~~IT IS RECOMMENDED THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT SECTION 5.5.4 OF THE CONSOLIDATED BYLAWS BE AMENDED TO INCLUDE THAT THE CHAIR OF THE BOARD HAS THE DISCRETION TO INVITE CHAIRS OF ANY~~

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~~COMMITTEES OF THE BOARD TO ATTEND ALL OR PART OF AN AGENDA PLANNING MEETING.~~

Student Trustee Ben Cameron suggested that the motion be amended so that it can be considered at the next meeting of the board of trustees.

The above foregoing motion was amended:

MOVED by Trustee Tracy Brown
SECONDED by Trustee Deb Oldfield

IT IS RECOMMENDED THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT SECTION 5.5.4 OF THE CONSOLIDATED BYLAWS BE AMENDED TO INCLUDE THAT THE CHAIR OF THE BOARD HAS THE DISCRETION TO INVITE CHAIRS OF ANY COMMITTEES OF THE BOARD TO ATTEND ALL OR PART OF AN AGENDA PLANNING MEETING AND THAT THE MATTER BE CONSIDERED AT THE NEXT MEETING OF THE BOARD OF TRUSTEES.

CARRIED

MOVED by Trustee Christine Thatcher
SECONDED by Trustee Stephen Linton

IT IS RECOMMENDED THAT SECTION 5.13.16 OF THE CONSOLIDATED BYLAWS BE AMENDED TO INCLUDE LANGUAGE THAT INDIVIDUAL TRUSTEES MAY RESPOND TO QUESTIONS AT BOARD MEETINGS FOR THE PURPOSES OF CLARIFICATION.

DEFEATED

MOVED by Trustee Deb Oldfield
SECONDED by Trustee Carolyn Morton

IT IS RECOMMENDED THAT STAFF BRING FORWARD A REPORT AND RECOMMENDED LANGUAGE ON THE ISSUE OF BEING ABLE TO REQUEST CLARIFICATION OF SPEAKERS AND PRESENTERS AT BOARD MEETINGS.

CARRIED

(b) Policy Review Process and Plan

Executive Lead Robert Cerjanec introduced the report, noting that it summarizes the process through which policies, procedures and regulations are reviewed and developed. The report also includes a policy review schedule for the period of January to June 2024 as well as a listing of all policies that have not been reviewed in the past five years and all regulations that remain in place.

Trustee questions were answered.

(c) Board Motions: November 15, 2022 – November 6, 2023

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Executive Lead Robert Cerjanec introduced the report, noting that it provides all material resolutions adopted by the Board of Trustees during the first year of the current four year term, during the period of November 15, 2022 to November 6, 2023. This report will be presented annually to the Governance and Policy Committee.

Trustee questions were answered.

8. Adjournment

MOVED by Trustee Kelly Miller

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at 9:03 p.m.

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Governance and Policy Committee **DATE:** February 5, 2024
SUBJECT: Draft Policy: Board Self-Assessment **PAGE:** 1 of 2
ORIGIN: Patrick Cotter, General Counsel
Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

1.0 Purpose

The purpose of this report is to provide the Governance and Policy Committee with a draft Board Self-Assessment Policy for consideration.

2.0 Background and Analysis

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from all forms of discrimination, oppression, harassment and harm.

The Board of Trustees is committed to ethical leadership and continual growth to increase performance and foster public confidence in our system. The attached draft policy supports these commitments. The policy's objective is to establish a process for the Board of Trustees to evaluate its own performance and to set a proactive framework to support continual growth and increased performance.

The Ontario Education Services Corporation (OESC) professional development program for Trustees, Module 21, confirms that undertaking an annual self-assessment is a well-researched best practice for an effective board. Module 21 is attached for information.

3.0 Recommendations

That the Governance and Policy Committee recommend to the Board of Trustees that the Board Self-Assessment Policy be adopted and that the matter proceed to the next meeting of the Board of Trustees for consideration.

4.0 Appendices

Appendix A: Draft Board Self-Assessment Policy
Appendix B: Module 21, OESC Professional Development

Report reviewed and submitted by:

A handwritten signature in black ink, appearing to read "Patrick Cotter".

Patrick Cotter, General Counsel

A handwritten signature in black ink, appearing to read "Robert Cerjanec".

Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

Board of Trustees' Self-Assessment Policy

1.0 Rationale

- 1.1 The Board of Trustees is committed to ethical leadership and to continual growth with a view to increasing performance and fostering public confidence in our system. This policy supports these commitments.

2.0 Policy Objective

- 2.1 The objective of this policy is to establish a process for the Board of Trustees to evaluate its own performance and to set a proactive framework to support continual growth and increased performance.
- 2.2 This policy is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the DDSB's Indigenous Education Policy, the Human Rights, Anti-Discrimination and Anti-Racism Policy (the "Human Rights Policy"), the Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

3.0 Application

- 3.1 The Board's self-assessment process occurs annually in accordance with the terms of this Policy.
- 3.2 There may be aspects of the self-assessment that are confidential in nature and conducted in closed session in accordance with the provisions of Section 207(2)(b) of the *Education Act*.
- 3.3 The Board of Trustees will keep the public informed as to when the annual self-assessment has been completed and will share with the public a summary of goals or priorities identified for the coming year to support the growth and increased performance of the Board of Trustees.

4.0 Committee

- 4.1 The terms of reference of the Director of Education Performance Review Committee (the "DPR Committee") shall be expanded to include the Board's self-assessment such that the DPR Committee shall:
- (i) oversee the selection of any external consultant that the DPR Committee may, in its discretion, determine ought to be engaged to facilitate the Board's self-assessment under this policy; and

- (ii) Develop and Implement the Board's annual self-assessment in conjunction with any external consultant.

5.0 Evaluation Process

- 5.1 Each year, coinciding with the Director of Education's Performance Review, the DPR Committee shall develop and implement the Board's self-assessment which will culminate in the *Board of Trustees' Annual Self-Assessment Report*, a complete and concise confidential report on the results of the evaluation, which shall be submitted to the Board of Trustees, or the Committee of Whole, as appropriate, for information.
- 5.2 The self-assessment process shall provide for anonymous feedback, through surveys or through confidential interviews conducted by an external consultant (should there be a consultant engaged) and shall in either case seek feedback on the following:
 - (i) The performance of the Board of Trustees in carrying out its core governance functions;
 - (ii) The commitment of the Board of Trustees to fulfilling its mandate;
 - (iii) Any impediments to respectful relationships amongst trustees;
 - (iv) The performance of Trustees in: contributing constructively to meetings; coming to meetings prepared; and respecting the views and opinions of other trustees and the work of staff; and
 - (v) The knowledge of Trustees around the role of the Board and the role of individual Trustees.
- 5.3 The ability to provide feedback (whether through surveys or interviews, as the case may be) is to be offered to each of the Trustees and may be offered to staff members and/or community members as the DPR Committee may, in its discretion, determine on a yearly basis.

6.0 Goals and Priorities

- 6.1 Following completion of the *Board of Trustees' Annual Self-Assessment Report*, the DPR Committee shall, in conjunction with any external consultant that may be retained, develop goals and priorities for the coming year to support increased performance and the Board's continual growth.

7.0 Annual Public Communication

- 7.1 Annually, at a public meeting of the Board, the Board of Trustees shall:
 - (a) Confirm the completion of the Board' annual self-assessment; and
 - (b) Approve a summary of the Board's goals and priorities for the upcoming year.
- 7.2 Following approval, the summary of the Board's goals and priorities for the upcoming year will be posted publicly on the Board website.

8.0 Reference Documents

- 8.1 Policies

<Name of Policy>
<Name of Policy>

- 8.2 Other Documents (Legislation, Provincial Regulations, Etc.)
<Name Other Document>
<Name Other Document>

Appendix:

None or

Appendix A: XXXXXXXXXXXX

Appendix B: XXXXXXXXXXXX

Effective Date:

YYYY-MM-DD

Reviewed and Amended:

YYYY-MM-DD

Reviewed without Amendment:

YYYY-MM-DD

Good Governance for School Boards

Trustee Professional Development Program

Module 21 — Board Self-Assessment: Governance Performance

Last updated in June 2019

IN THIS MODULE, TRUSTEES WILL EXPLORE:

- the importance of ongoing self-assessment of governance performance
- guiding principles for the board governance review process
- leading governance practices and resources to support the development of a board self-assessment process

INTRODUCTION

Governance is the work of the board of trustees and involves the purposeful exercise of collective leadership. Good governance doesn't just happen. It requires the elected board to take responsibility for the effectiveness of its governance practices and to work as a team. Effective boards of trustees develop a governance review policy that includes processes that contribute to the continuous improvement of board governance.

While self-assessment is a well-researched best practice for effective boards, it is not legislated. However, the requirement to annually review the board's multi-year strategic plan provides an opportunity for the elected board to look at its governance policies and actions. It also allows the board to reflect on how successful it is in focusing on what matters most to student achievement, well-being and good governance.

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ONGOING SELF-ASSESSMENT OF GOVERNANCE PERFORMANCE

Self-assessment is a valuable process that results in a range of benefits. In addition to improving communication among board members and building an understanding of the effectiveness of the directions taken by the elected board, the key outcome is greater certainty around what works for the benefit of students.

The process and frequency that boards of trustees undertake to review their performance will vary from board to board. Collection of the information to inform the review can occur in several ways including:

- surveys of board and committee members
- review and analysis of board agendas and minutes
- focus groups with staff, community members and other stakeholders
- interviews with board members and the director of education
- use of an outside facilitator/consultant (e.g. board observation, guided discussion)

Boards should strive to regularly complete a review of their performance. Some boards may choose to align their own self-assessment with the performance appraisal of the director, while others choose a review cycle that works in their circumstances. Either way, board self-assessments should occur frequently enough that the goals set by the board remain fresh and provide for continuous improvement.

GUIDING PRINCIPLES FOR THE BOARD GOVERNANCE REVIEW PROCESS

Elected boards should consider the development of a policy which is parallel to the policy for the performance review of the director of education. Similar to those outlined in ***Module 5 – Performance Review: Director of Education***, the policy should:

- benefit students based on the **shared responsibility** of the director and the elected board for improving student achievement and well-being

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- **strengthen the organization**, making it more cohesive, viable, accountable and proactive in serving the needs of students and the broader school board community
- be based on the roles and responsibilities of the board as outlined in the *Education Act* and **clearly aligned** with the annual goals of the board's multi-year strategic plan
- be conducted on an **annual basis**, involving all members of the board
- **assess board effectiveness** in carrying out the core governance functions - assessment relates to board responsibility for having a plan in place, following the plan and annually updating it
- rely on **quantitative and qualitative evidence (data)** agreed upon by the board of trustees and collected for the purpose of informing the board governance review process
- be a **mutual learning opportunity** to affirm successful governance practices and to improve areas of identified need
- be results-oriented and focus on **continuous improvement** for the board as the governing body
- be characterized throughout by **transparency and open communication**, balanced by professional confidentiality and respect for all parties
- lead to the development and implementation of a specific learning and action plan for the improvement of governance practices

Boards may wish to consider how they can include their student trustees in the board self-assessment process. Student trustees can provide valuable insights and a different perspective given their work on the board and role representing the student voice.

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EFFECTIVE POLICY ELEMENTS

The board of trustees is encouraged to consider the following elements of an effective self-assessment process when developing or reviewing a policy:

- Clear rationale and objectives for the process, including local context:
 - Help achieve board goals and priorities
 - Help build strong, mutually respectful relationships amongst board members
 - Provide clarity to trustees regarding board goals and priorities
 - Provide clarity with respect to duties of trustees and board leadership
 - Support the ongoing development of trustees
 - Ensure that there are no misunderstandings or surprises during the board assessment process

- Clear steps, components and timelines:
 - What will be assessed?
 - What criteria will be used to assess identified areas?
 - What evidence (data) will be collected?
 - How will evidence be collected?
 - Who will be involved in the collection of evidence?
 - Who will be involved in the review process?
 - Who will have access to the information?
 - How will evidence be analyzed and compiled?
 - How will the board ensure the evidence is valid and reliable? Does evidence collected truly measure what it was designed to measure? Is evidence collected reflective of the board's work over time (as opposed to being reflective of short-term issues)?
 - When and how will the assessment be discussed and will a facilitator be asked to assist in the discussions?
 - How will the outcomes be reported? (e.g. report)

- How will the assessment results be acted upon?
- How will recommendations related to agreed-to changes be monitored?
- How will issues and/or conflict be managed?

It is essential that the process be determined and agreed upon by the elected board in advance.

LEADING GOVERNANCE PRACTICES

The basis for the elected board's self-assessment includes its role and responsibilities (***see Module 3 – Roles and Responsibilities***) and reflects the following leading governance practices:

- Setting the Vision
- Establishing Goals
- Developing Policy
- Allocating Resources
- Assuring Accountability

Self-assessment includes examining how well the board works together and how effective the group dynamics are. This includes the impact of the day-to-day independent and collective actions of trustees on the cohesiveness and collaborative nature of the board overall, and public perception of the functioning of the board.

Day to day examples of this include:

- Do board members come to meetings on time and well-prepared?
- Do board members contribute constructively to the meetings?
- Do board members practice active listening and support an open and encouraging approach to sharing their views?
- Do board members respect the opinions of others while working to reach a consensus?
- Do board members have a shared understanding of acceptable and unacceptable behaviour?

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- Do board members work together to promote positive interactions and address negative ones – both amongst themselves and with the larger community?
- Do board members share knowledge, skills and experiences with the aim of promoting collaboration?
- Are meetings productive? Do they consistently run over time?
- Do board members follow board policies including conflict of interest policies and communication protocols?
- Are political dynamics and constituency-based interests handled constructively and appropriately?
- Do board members understand their role and help other members to get back on track if it appears the board is getting too involved in operational matters?

RESOURCES AVAILABLE

- Chartered Public Accountants of Canada’s **20 Questions Directors (Trustees) of Not-For-Profit Organizations Should Ask about Board Recruitment, Development and Assessment** [<https://www.cpacanada.ca/en/business-and-accounting-resources/strategy-risk-and-governance/not-for-profit-governance/publications/nfp-directors-recruiting-developing-assessing-renewing>](https://www.cpacanada.ca/en/business-and-accounting-resources/strategy-risk-and-governance/not-for-profit-governance/publications/nfp-directors-recruiting-developing-assessing-renewing)
- Ontario Hospital Association’s **Guide to Good Governance** [<https://www.oha.com/learning/product/Guide-to-Good-Governance-Third-Edition-PDF-PP335201707271130561851>](https://www.oha.com/learning/product/Guide-to-Good-Governance-Third-Edition-PDF-PP335201707271130561851)
- OESC-CSEO has developed a **Pre-Assessment Survey on Governance**, specifically designed for elected school boards
- Ontario Leadership Framework (**OLF**) [<https://www.education-leadership-ontario.ca/en/resources/ontario-leadership-framework-olf>](https://www.education-leadership-ontario.ca/en/resources/ontario-leadership-framework-olf)
- **Good Governance Guides** [<https://ontarioschooltrustees.org/Guides.html>](https://ontarioschooltrustees.org/Guides.html) (from OPSBA, OCSTA and ACEPO)

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HOW CONTEXT IMPACTS PROCESS

In each of Ontario’s four publicly funded school systems, the board’s expectations regarding leadership and governance practices will also be influenced by the unique mandate, missions and values that characterize those systems. In a Catholic school board, for instance, there will be a focus on Catholic faith, community and culture. A French-language school board will have an expanded focus on community capacity-building related to sustainability of French language and culture.

In addition, the performance of the board is affected by individual competencies and efforts, and by the conditions and demographics of the school board community. The board self-assessment process should be designed to allow for the flexibility to recognize these individual circumstances and needs. One of the most significant aspects of the board self-assessment process is the open communication, collaboration and discussion that leads to “an agreed upon process.” This collaborative approach allows both the individual trustees and the board to be clear about all aspects of the process before the self-assessment process begins. There should be no surprises for either the individual trustees or the board.

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