



GOVERNANCE MANUAL

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TABLE OF CONTENTS

Section A - Basic Commitments.....	3
Mission Statement.....	3
Section B - Goals	4
B.01 Guiding Principles & System Goals	4
B.02 Fundamental Beliefs	9
B.03 Trustees Code of Conduct.....	10
Section C - Governing Style	13
C.01 Governing Style	13
C.02 Board Function.....	14
C.03 The Role of the Chair/Designate.....	16
C.04 Board Committee Principles & Structures.....	17
C.05 Trustee Honorarium	19
C.06 Trustee Expenses	21
Section D - Annual Board Governance and Planning Cycle	23
D.01 Annual Board Governance and Planning Cycle	23
D.02 Director of Education Role	24
D.03 Delegation to the Director of Education	25
D.04 Director of Education Job Description	26
D.05 Monitoring Organizational Performance	27
D.06 Director of Education Compensation and Benefits	28
D.07 General Executive Limitations	29
D.08 Emergency Executive Succession.....	30
D.09 External and Internal Relationships	31
D.10 Compensation and Benefits	32
D.11 Budgeting/Forecasting	33
D.12 Financial Condition.....	34
D.13 Asset Protection	35
D.14 Communication and Counsel to the Board	36
D.15 Accommodations	37
D.16 Hiring/Promotions.....	38
Section E - Corporate Status	39
E.01 Official Name.....	39
E.01 Head Office	39
E.01 Area of Jurisdiction.....	39
GLOSSARY OF TERMS.....	40

BOARD GOVERNANCE POLICY

Section A - Basic Commitments

Board Vision

Inspired by the teachings of Jesus Christ,
we transform the world with justice and peace
through Catholic education.

Board Mission Statement

We proclaim our Catholic faith by:

Nurturing and celebrating the hearts, minds,
bodies and souls of our students.

Learning through faith, living with hope,
loving in Christ.

Teaching wisdom, teaching love...
creating a world in God's Image.

Section B - Goals

POLICY TITLE:	Governance Manual
SECTION:	Guiding Principles & System Goals
POLICY NUMBER:	B.01

FAITH

Principle: Our Catholic schools have a fundamental right to support and enhance the Catholic faith throughout the entire school community by proclaiming the gospel of Jesus Christ.

Goal: The Board will provide opportunities for staff and students to live, learn, love and grow in their faith in Jesus Christ.

The Board will promote and integrate the distinctive nature of Catholic education in curricular, extracurricular and educational experiences.

COMMUNITY

Principle: Our Catholic educational communities provide a welcoming, caring, safe and nurturing Christian environment that respects and celebrates the uniqueness of all persons.

Goal: The Board will support the development of safe, caring Christian communities at each school by promoting gospel values, teamwork and open communication.

PARTNERSHIP

Principle: Our Catholic schools, in partnership with home, parish and community, contribute to the development of individual abilities for the service of the community, the Catholic Church, Canada and the world.

Goal: The Board will support students contributing to local and global communities and invite the wider community to contribute to the school.

PERSONS

Principle: Our Catholic schools promote the dignity and value of the whole person and the sacredness of life.

Goal: The Board will respect the value and dignity of persons, life and the environment through its policies, procedures, curriculum and action.

EXCELLENCE

Principle: Our Catholic schools encourage academic excellence for all students while recognizing individual capabilities, personalities and needs.

Goal: The Board will promote educational excellence by providing innovative and challenging experiences for all students that result in outstanding achievement.

The Board will promote strategies that prepare students to be confident when dealing creatively and responsibly with an increasingly complex and diverse society.

JUSTICE

Principle: Our Catholic schools promote social and moral responsibility as a response to the call of Jesus Christ and the Catholic Church for justice and peace.

Goal: The Board will promote social and moral responsibility through education on the social teachings of the Church and through social justice activities.

STEWARDSHIP

Principle: The Board develops policies to direct human and financial resources at achieving responsible, accountable and equitable education for the well-being of all students.

Goal: The Board will develop responsible and accountable policies that direct all human and financial resources toward the education and well-being of all students.

The Board will recognize poverty in its many forms and promote actions that counter and/or compensate for it.

EQUITY

Principle: The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy and the Ontario Ministry of Education (the "Ministry") Policy/Program Memorandum No. 119, in a manner which is consistent with the exercise of the Board's denominational rights under section 93 of the *Constitution Act, 1982* and as recognized at section 19 of the Ontario *Human Rights Code*. (Refer to Board Policy B:13)

Goal: Guided by the principle of equity, we strive to live our beliefs and work towards our mission by:

- Realizing that treating people fairly does not mean treating everyone equally, for example, exercising the 'preferential option' for the marginalized
- Fostering an environment that promotes opportunities for all persons to realize their full potential
- Ensuring that all persons develop confidence and are motivated to succeed
- Promoting and working for social justice where there is no place for violence, harassment, oppression or racism
- Helping all learners to acquire the knowledge, skills, values and behaviors needed to live in a diversified world.

COLLABORATION

Principle: Collaboration is working together in a spirit of mutual trust and cooperation for the common good. In a Catholic educational community, collaboration involves both personal growth within a larger faith community and engagement in our communal journey towards a just and loving society.

Goal: Guided by the principle of collaboration, we strive to live our beliefs and work towards our mission by:

- promoting community ownership of Catholic Transformational Education
- empowering all members to contribute their unique gifts
- engaging members in exploring values, issues and directions that focus on the growth and development of all learners
- respecting that disagreement may be involved in the process of formulating significant goals, directions and policies.
- working together with family, parish and local community towards common goals and shared values
- developing partnerships and coordinating community resources and services
- learning about various decision-making processes and applying them appropriately.

EXCELLENCE AND ACCOUNTABILITY

Principle: Excellence is the promotion of high expectations and standards of performance. Accountability is the individual and collective responsibility to meet these high expectations and standards of performance. In a Catholic educational community, excellence and accountability derive from the call to nurture and use our God-given gifts and talents for the individual and common good.

Goal: Guided by the principle of excellence and accountability, we strive to live our beliefs, Gospel values and work towards our mission by:

- accepting responsibility for our own growth as Christian persons
- calling each other and our system to live our mission in the spirit of faithfulness, compassion and forgiveness
- striving for growth in our performance
- modeling Christ through our decisions and actions in all of our living and learning
- implementing policies, programs and practices reflective of the knowledge, skills and values of Christian persons
- working together to realize the highest expectations
- ensuring that the School Board and every classroom and work site honour the system philosophy in all components of our practice and provide appropriate support for all learners to attain outcomes

HOLISM

Principle: Holism is an awareness that all life is interrelated and interdependent. In a Catholic educational community, a commitment to holism emanates from reverencing the Creator who is the source of all being and our activity and from knowing that Jesus Christ gives meaning and purpose to all aspects of life.

Goal: Guided by the principle of holism, we strive to live our beliefs and work towards our mission by:

- emphasizing the interconnectedness among persons, things, events, ideas and processes
- valuing the totality of self and others
- recognizing that the development of the gifts of each person enriches the life of the community
- recognizing that the wellness of each person is necessary for the wellness of the community
- recognizing that all aspects of an organization or community, such as policies, programs and practices, are interconnected and impact upon the well-being of each member
- providing relevant, meaningful experiences that connect all learning to life and faith.

LIFELONG LEARNING

Principle: Lifelong learning recognizes the natural capacity of all people to learn and grow throughout their lives. In a Catholic educational community, lifelong learning involves the deepening of one's personal relationship with God within a faith context.

Goal: Guided by the principle of lifelong learning, we strive to live our beliefs and work towards our mission

- recognizing and celebrating our capacities as gifts from God
- cultivating and nurturing a love of learning
- making meaningful connections between learning and life
- developing critical and creative thinking skills
- entering into open-minded dialogue, reflection and inquiry
- challenging current assumptions, thinking patterns and practices
- envisioning the future in the formulation of our goals
- instilling in our students a hunger for wisdom.

POLICY TITLE: Governance Manual

SECTION: Fundamental Beliefs

POLICY NUMBER: B.02

Educators in a Catholic system share fundamental convictions expressed through their beliefs and living within gospel values. The following beliefs reflect our Catholic community.

We believe that:

- As a unique creation of a loving God, every human being has inherent value
- Children and youth, our hope for the future, are entitled to first call on our energy and resources
- Human beings, our planet and the universe are interdependent and all are sustained by God
- Education is fundamental to the development of all human beings in a just society
- Questioning, which seeks the discovery of truth, is the right and responsibility of each person
- Knowing Jesus Christ gives meaning and purpose to our lives
- Diversity in a culture enriches individuals and society
- We are called to be co-creators with God and Christ in the transformation of the world
- Both contribution to the common good and self-determination are vital to a healthy community
- The care and education of our children and youth are the combined responsibility of home, school, parish and local community.
- Catholic education aims to transform students in Christ's Spirit within a Catholic faith community

POLICY TITLE: Governance Manual

SECTION: Trustees Code of Conduct

POLICY NUMBER: B.03

Preamble

Trustees of the Board are individuals *living within the gospel values* — each with unique needs, aspirations, strengths and weaknesses. Despite the many and diverse obligations in serving both the local electorate and the wider community, individual Trustees are expected to provide the leadership necessary to ensure a caring and fulfilling Catholic education for every student within our system. A code of ethics represents the Trustees' commitment to *Catholicity*, the community and to the Board. The code is non-punitive. It is morally binding to Trustees who freely and willingly accept its principles. It is a set of guidelines rather than a measure of any past shortcomings. This code also sets, by example, the expectations imposed on others within our system and on others who interact with our system, including: students, parents, teachers, clergy, supporters, Board employees and the media. A code of ethics provides one of the guides that can be used to evaluate performance. Each trustee is evaluated, first and foremost, by themselves. But ultimately, our colleagues and community also judge us by our actions. Trustees who defiantly and persistently contravene the code may be called by the community to adhere to the code, or to resign from the Board.

Representation and Accountability

Trustees are fundamentally accountable to the students and supporters of the Catholic District School Board of Eastern Ontario for the delivery of a quality, Catholic education that is responsive to the needs of our community and is affordable to supporters.

Trustees are entrusted to represent the voice of the community. Each trustee must bring a commitment to serve the community by expressing ideas and views that advance the mission and goals of the Board. In consultation with the community, representation can mean voicing popular consensus, or it can mean expressing the position of a single member of the community. Though Trustees are elected by various communities, they must be mindful of the needs of the wider community when preparing Board-wide initiatives such as budget, taxation and resource allocations.

Work Ethics

Trustees have an obligation to attend all Board meetings as well as chosen or assigned standing committee meetings. As well, Trustees should be prepared for meetings, familiarizing themselves with provided background materials and readings.

Board/Respective Section Representation

Trustees will endeavour to promote Board decisions to the community by explaining the reasons for decisions and outlining benefits to the community. Board decisions will be represented to the community without personal bias or prejudice.

Conflict of Interest

Trustees must abide by the rules and regulations defined within the Conflict of Interest Legislation. Conflict, which may lead to financial or professional gains for any trustee, destroys support and trust in our Board within the community.

Spokesperson(s)

The Director/designate is the official spokesperson in matters related to Board operations. The Board Chair/designate is the official spokesperson designated to deal with Board policy matters. When issues of a highly confidential, political or sensitive nature are involved, the Director or *Chair/designate* will automatically assume the role of Board spokesperson. At times to be determined by the *Chair/designate* and/or the Director, the Communications Officer is recognized as the official spokesperson for the Catholic District School Board of Eastern Ontario. The Communications Officer may seek involvement and assistance from Trustees or other Board staff in facilitating inquiries.

Honesty and Integrity

Information identified as confidential (including in camera matters) should be regarded as such and not be discussed with anyone other than appropriate fellow Trustees or Board staff. Only truthful and factual information that does not mislead or exploit will be distributed by the Trustees.

Commitment to Knowledge and Growth

Each Trustee must be committed to making informed decisions on a fair and consistent basis. In order to be a valuable resource and an effective force for change in education, Trustees will communicate and exchange information with members of other boards and professional organizations.

Catholicity

The human and divine nature of each individual will be respected and nurtured without judgment or reproach. Trustees will build close ties with local church groups and the Archdioceses and Diocese in order to understand and build on the teachings of the Catholic Church.

Policies and Practices

As a Board, Trustees will develop policies that are fair, equitable and consistent with the Board mission. Mutual respect will guide the relationship between trustees and Board administrators. The administrative function will be respected by trustees without interference or prejudice through the establishment of appropriate objectives and review procedures.

Respect for Each Other

Each Trustee must respect the efforts of his/her colleagues. It shall be assumed that each trustee is working in good faith toward Catholic education and is engaging in the work of the Holy Spirit. While some personalities or behaviours may be difficult to appreciate, Trustees must take genuine efforts to actively understand the viewpoint of the other. Trustees are bound together in a Christian democratic dialogue and decisions or outcomes resulting from this dialogue must be respected even if they are in conflict with one's own position. If any trustee finds they are unable to do this, they may work within the established processes toward future change, or consider a resignation from the Board.

Section C - Governing Style

POLICY TITLE: Governance Manual

SECTION: Governing Style

POLICY NUMBER: C.01

The Board will govern with a style that emphasizes strategic leadership, outward vision, encouragement of a diversity of views, a clear distinction of Board and Director of Education roles and proactive collective decision-making with a focus on the future.

Specifically, the Board will:

1. Take very seriously its trustee obligation to the Catholic Community and fulfill its commitment.
2. Discipline itself to govern with excellence. Discipline applies to matters such as attendance, policy making principles, respect of roles and speaking with one voice and ensuring the continual improvement of Board processes and capabilities. Continual re-development will include orientation of new members in the Board's governance process and periodic Board discussion of process improvement.
3. Direct, control and oversee the organization with thoughtful establishment of the broadest organizational policies reflecting the Board's values and perspectives. The Board's major focus will be on the intended long term impacts outside the operating organization (goals and objectives), not on the administrative means of attaining those effects.
4. Be responsible for excellence in governing. The Board is the initiator of policy. It will use the expertise of individual members to enhance the knowledge and ability of the Board as a body.
5. Monitor and discuss the Board's process and performance at each meeting. Self-monitoring will include comparison of Board activity and discipline to policies in the Governance process and Board-Staff Relationship categories.

POLICY TITLE: Governance Manual

SECTION: Board Function

POLICY NUMBER: C.02

The work of the Board is to serve as Trustees for the Catholic Community in determining and demanding appropriate organizational performance. To distinguish the Board's own unique work from the work of its staff, the Board will concentrate its efforts on the following outputs:

1. The link between the organization and the Catholic Community
2. Clarity of values and vision in governing policies that, at the broadest levels, address:
 - 1) *Goals and objectives:* This policy category could be called results, impacts, goals, or outcomes as well as ends.
 - 2) *Executive Limitations:* Constraints on executive authority that establish the ethical boundaries within which all executive activity and decisions must take place;
 - 3) *Governance Process:* Description of how the Board conceives, carries out and monitors its own task;
 - 4) *Board Director of Education Relationship:* Delegation of power and its proper use monitored; the Director of Education role authority and accountability.
3. The assurance of organizational performance as described in all Board policies.
4. Legislative impact to bring about positive changes to legislation.
5. The Board shall
 - (a) Promote student achievement and well-being;
 - (b) Ensure effective stewardship of the board's resources;
 - (c) Deliver effective and appropriate education programs to its pupils;
 - (d) Develop and maintain policies and organizational structures that,
 - (i) Promote the goals referred to in clauses (a) to (c), and
 - (ii) Encourage pupils to pursue their educational goals;
 - (e) Monitor and evaluate the effectiveness of policies developed by the board under clause (d) in achieving the board's goals and the efficiency of the implementation of those policies;
 - (f) Develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (c); A multi-year plan is a plan for three or more school years;

- (g) Annually review the plan referred to in clause (f) with the board's director of education or the supervisory officer acting as the board's director of education; and
 - (h) Monitor and evaluate the performance of the board's director of education, or the supervisory officer acting as the board's director of education, in meeting,
 - (i) his or her duties under this Act or any policy, guideline or regulation made under this Act, including duties under the plan referred to in clause (f), and
 - (ii) any other duties assigned by the board.
6. The Board shall ensure that the plan referred to in clause (5) (f) includes measures respecting the allocation of resources to improve student outcomes that fall below the outcomes specified in regulations made under section 11.1.
7. The board shall take steps to,
- (a) Bring the plan referred to in clause (5) (f) to the attention of supporters and employees of the board; and
 - (b) Report to supporters and employees of the board about progress in implementing the plan referred to in clause (5) (f).
8. The board shall,
- (a) Effectively use the resources entrusted to it;
 - (b) Use the resources entrusted to it for the purposes of delivering effective and appropriate education; and
 - (c) Manage the resources entrusted to it in a manner that upholds public confidence.

POLICY TITLE:	Governance Manual
SECTION:	The Role of the Chair/Designate
POLICY NUMBER:	C.03

The work of the *Chair/designate* is primarily the integrity of the Board's process and, secondarily, occasional representation of the Board to outside parties. The *Chair/designate* is the only Board member authorized to speak for the Board (beyond simply reporting Board decisions), other than in rare and specifically authorized instances.

1. The work of the *Chair/designate* is to ensure that Board behaviour is consistent with its own rules and those legitimately imposed upon it from outside the organization.
 - 1) meeting discussion content will only be those issues which, according to Board policy, clearly belong to the Board to decide, not the Director of Education.
 - 2) deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and kept to the point.
2. The authority of the Chair/designate consists in making decisions that fall within the topics covered by Board policies on Governance Process and Board-Director of Education Relationship, except where the Board specifically delegates portions of this authority to others. The Chair/designate is authorized to use any reasonable interpretation of the provisions in these policies.
 - 1) the Chair/designate is empowered to chair Board meetings with all the commonly accepted power of that position (e.g., ruling, recognizing).
 - 2) the Chair/designate has no authority to make decisions about policies created by the Board within Goals and objectives and Executive Limitations policy areas. Therefore, the Chair/designate has no authority to supervise or direct the Director of Education.
 - 3) the Chair/designate may represent the Board to outside parties in announcing Board-stated positions and in stating Chair/designate decisions and interpretations within the area delegated to him or her.
3. It is the responsibility of the Chair/designate to monitor and authorize the expenses of the Director of Education.

POLICY TITLE:	Governance Manual
SECTION:	Board Committee Principles & Structures
POLICY NUMBER:	C.04

Board Committee Principles

Board committees will be used sparingly, only when other methods have been deemed inadequate. Board committees will be assigned to minimally interfere with the wholeness of the Board's job and to never interfere with delegation from Board to the Director of Education.

1. Board committees exist to help the Board do its job. Committees ordinarily will assist the Board by preparing policy alternatives and implications for Board deliberation. Board committees do not advise staff.
2. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated so that they do not conflict with authority delegated to the Director of Education.
3. Board committees cannot exercise authority over staff. Because the Director of Education works for the full Board, he or she will not be required to obtain approval of a Board committee before an executive action. In keeping with the Board's broader focus, Board committees will normally not have direct dealings with current staff operations.
4. Board committees are to avoid over-identification with organizational parts rather than the whole. Therefore, a Board committee which has helped the Board create policy on some topic will not be used to monitor organizational performance on that same subject.
5. Board committee decision making will operate under the principles of the Board by-laws.
6. This policy applies only to committees that are formed by Board action, whether or not the committees include non-Board members. It does not apply to committees formed under the authority of the Director of Education.
7. The Chair of the Committees shall be appointed by the Committee members and must be selected from the Trustee members of that Committee (Board By-laws 4.01.02).

Structures

A committee is a Board committee only if its existence and mandate come from the Board, regardless of whether board members sit on the committee. The only standing Board committees are those which are set forth in this policy and appropriately chartered with clear product, authorities, timelines, and staff considerations such as:

- Special Education Advisory Committee (SEAC) - mandated by legislation:
- Policy Committee;
- Teacher Negotiations Committee;
- CUPE Negotiations Committee;
- Occasional Teachers' Negotiations Committee;
- Parent Involvement Committee
- Audit Committee (section 253.1)

Amended: October 18, 2011

POLICY TITLE: Governance Manual

SECTION: Trustee Honorarium

POLICY NUMBER: C.05

Now replaced by [AP 103 - Trustee Honorarium](#)

POLICY TITLE: Governance Manual

SECTION: Trustee Expenses

POLICY NUMBER: C.06

The Catholic District School Board of Eastern Ontario is committed to an organizational culture that operates with integrity and promotes responsibility, excellence and accountability with respect to decisions and practices. The Board recognizes the need to reimburse Trustees for expenses reasonably incurred in carrying out their role as trustee. Therefore, it is a policy of the Catholic District School Board of Eastern Ontario that Trustees shall be reimbursed for travel and out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a trustee.

Travel

1. The Board will reimburse travel expenses at the set rate for all travel.
2. An expense voucher must be submitted at the end of each month for payment, listing dates, location and reason for the trip. All travel expense vouchers must be approved by the Chair/designate of the Board before payment is made.

Convention and Conference Expenses

1. The Board will underwrite the expenses incurred by a Trustee in the attendance of such conventions, conferences etc. in the following manner:
 - 1) Standard hotel room accommodation. This covers room only with reasonable out-of-pocket expenses such as personal telephone charges, meals, etc. to be reimbursed where appropriate receipts are presented;
 - 2) Registration fee for conference;
 - 3) Travel expense.
2. The Chair/designate has the right to approve or disapprove attendance and number of persons at any conference, etc. to ensure the Board operates within budget allowances.
3. A prescribed form of expense sheet must be completed on each occasion and must include appropriate receipts.
4. In most cases, the registration fee will be paid directly by the administration office prior to the conference.
5. Travel expense is defined as the most practical mode of transportation to suit the occasion.

6. Cost of air travel shall be up to Economy Air Fare or equivalent.
7. All expenses must be approved by the Chair/designate of the Board before payment is made.

Other Expenses

Any other extraordinary or unusual expenses that a trustee feels should be paid by the Board must be submitted to the Chair/designate of the Board with a written explanation and request for payment. The Chair/designate of the Board may approve or disapprove of payment.

All expenses claimed by the Chair shall be approved by the Associate Director of Education.

Section D - Annual Board Governance and Planning Cycle

POLICY TITLE: Governance Manual

SECTION: Annual Board Governance and Planning Cycle

POLICY NUMBER: D.01

To accomplish its work with a governance style consistent with Board policies, the Board will develop and follow an annual Board of Trustees Governance Plan and an annual Board Planning Calendar.

Board of Trustee annual Board Planning Calendar to include:

- a) Monitor: Ends/Executive Limitations
- b) Ends Development (Visioning)
- c) Linkages to Ownership
- d) Board Process Review and Assessment
- e) Director of Education Reports

In the first one or two months of the new cycle, the Board will develop its agenda for the ensuing one-year period. The Board Plan will be in the form of:

- 1) Board of Trustees Governance Plan, and
- 2) An Annual Calendar

POLICY TITLE: **Governance Manual**

SECTION: **Director of Education Role**

POLICY NUMBER: **D.02**

The Director of Education, as Chief Executive Officer, is accountable to the Board acting as a body. The Board will instruct the Director of Education through written policies, delegating interpretation and implementation to the Director of Education.

POLICY TITLE:	Governance Manual
SECTION:	Delegation to the Director of Education
POLICY NUMBER:	D.03

All Board authority delegated to staff is delegated through the Director of Education, so that all authority and accountability to staff - as far as the Board is concerned - is considered to be the authority and accountability of the Director of Education.

1. The Board will direct the Director of Education to achieve certain results, for certain recipients, at a certain cost through the establishment of Goals & Objectives policies. The Board will limit the latitude of the Director of Education may exercise in practices, methods, conduct and other "means" to the ends through the establishment of Executive Limitations policies.
2. As long as the Director of Education uses any reasonable interpretation of the Board's Goals and objectives and Executive Limitations policies, the Director of Education is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
3. The Board may change its Goals & Objectives and Executive Limitations policies, thereby shifting the boundary between Board and Director of Education domains. By so doing, the Board changes the latitude of choice given to the Director of Education. But so long as any particular delegation is in place, the Board and its members will respect and support the Director of Education's choices. This does not prevent the Board from obtaining information in the delegated areas.
4. Only decisions of the Board acting as a body are binding upon the Director of Education.
 - 1) Decisions or instructions of individual Board members, officers, or committees are not binding on the Director of Education except in rare instances when the Board has specifically authorized such exercise of authority.
 - 2) In the case of Board members or committees requesting information or assistance without Board authorizations, the Director of Education can refuse such requests that require -- in the Director of Education's judgment - a material amount of staff time or funds or is disruptive.

POLICY TITLE:	Governance Manual
SECTION:	Director of Education Job Description
POLICY NUMBER:	D.04

As the Board's single official link to the operating organization, the Director of Education's performance will be considered to be synonymous with operational performance as a whole.

Consequently, the Director of Education's job contributions can be stated as performance in only two areas:

1. Organizational accomplishment of the provisions of Board policies on Goals & Objectives.
2. Organizational operation within the boundaries of prudence and ethics established in the Education Act, Board By-Laws and policies on executive limitations.

POLICY TITLE:	Governance Manual
SECTION:	Monitoring Organizational Performance
POLICY NUMBER:	D.05

Monitoring executive performance is synonymous with monitoring organizational performance against board policies on Goals & Objectives and on Executive Limitations. Any formal or informal evaluation of the Director of Education/organizational performance may be derived only from these monitoring data.

1. The purpose of monitoring is simply to determine the degree to which board policies are being fulfilled. Information that does not do this will not be considered to be monitoring. Monitoring will be as automatic as possible, using a minimum of board time so that meetings can be used to create the future rather than to review the past.
2. A given policy may be monitored in one or more of three ways:
 - 1) Internal report: Documentation of compliance information to the Board from the Director of Education.
 - 2) External report: Documentation of compliance information by a disinterested, external auditor, inspector or judge who is selected by and reports directly to the Board. Such reports must assess performance only against policies of the Board, not those of the external party unless the Board had previously indicated that party's opinion to be the standard.
 - 3) Direct Board inspection: Documentation of compliance information by a Board member, a committee or the Board as a whole. This is a Board inspection of documents, activities or circumstances directed by the Board which allows a "prudent person" test of policy compliance.
3. Upon the choice of the Board, any policy can be monitored by any method at any time. For regular monitoring, however, each Goals and objectives and Executive Limitations policy will be classified by the Board according to frequency and method.

POLICY TITLE:	Governance Manual
SECTION:	Director of Education Compensation and Benefits
POLICY NUMBER:	D.06

The Board will pay its Director of Education fair market value for his/her services within the context of fiscal responsibility to the organization. Comparable compensation and benefit packages will be researched by committee or an outside source at the discretion of the Board on a biennial basis. The Board will review benefits and adjustments to the range annually.

Board Role

The Board is responsible for legislated powers and duties under the Education Act. As such, the Board accepts a decision-making role and subsequent accountability.

Director of Education Role

The Director of Education is responsible for legislated powers and duties under the Education Act. As such, the Director accepts a decision-making role and subsequent accountability. The Director is immediately accountable to the Board for operational policies that carry out the governance policies.

POLICY TITLE: **Governance Manual**

SECTION: **General Executive Limitations**

POLICY NUMBER: **D.07**

The Director of Education shall not cause or allow in the organization any practice, activity, decision or circumstance which is either imprudent, unethical, or contrary to the teachings and traditions of the Catholic Church, or fail to apply the guiding principles of living our Mission.

POLICY TITLE: **Governance Manual**

SECTION: **Emergency Executive Succession**

POLICY NUMBER: **D.08**

To protect the Board from sudden loss of Director of Education services, the Director of Education must have not fewer than two other designees familiar with Board and Director of Education issues and processes.

The Director of Education will operate with procedure to assure operational and administrative continuity.

POLICY TITLE:	Governance Manual
SECTION:	External and Internal Relationships
POLICY NUMBER:	D.09

Dealings with individuals and groups will be humane, fair and dignified.

Accordingly, the Director of Education must:

- a) Operate with communication guidelines in place to deal with trustee, staff, volunteer, parent and community inquiries as expressed through the communication plan.
- b) Operate with human resources procedures, including performance appraisals, which provide for effective handling of grievances, protect against wrongful conditions, and operate inside collective agreements and terms of employment.
- c) Promote universal equality within a context that allows for the preservation and promotion of Catholic values and teachings.
- d) Allow staff to appeal to the Board when the employee alleges that Board policy has been violated to his or her detriment.
- e) Acquaint staff with their rights under this policy.

POLICY TITLE:	Governance Manual
SECTION:	Compensation and Benefits
POLICY NUMBER:	D.10

With respect to employment, compensation and benefits to employees, consultant and contract workers, the Director of Education may not cause or allow jeopardy to fiscal integrity or public image.

1. Accordingly, with regard to unionized employees the Director of Education must abide by collective bargaining agreements.
2. Accordingly, with regard to non-unionized employees, the Director of Education may not:
 - 1) promise or imply guaranteed employment
 - 2) establish current compensation and benefits for the non-unionized personnel which:
 - a) deviate materially from the geographic or professional market for the skills employed.
 - b) create obligations over a longer term than revenues can be safely projected, in no event longer than one year and in all events subject to losses of revenue.
3. Establish or change pension benefits which:
 - 1) cause non-funded liabilities to occur or in any way commit the organization to benefits that incur unpredictable future costs.
 - 2) provide basic level benefits to all full time employees.
 - 3) allow any employee to lose benefits already accrued from any foregoing plan.
 - 4) are instituted without prior monitoring of these provisions.
4. Accordingly, the Director of Education may not establish or change his/her own compensation and benefits.

POLICY TITLE:	Governance Manual
SECTION:	Budgeting/Forecasting
POLICY NUMBER:	D.11

Budgeting any fiscal year or the remaining part of any fiscal year shall not deviate materially from Board Goals & Objectives, risk fiscal jeopardy, violate the Education Act or Ministry of Education guidelines, nor fail to show a generally acceptable level of foresight.

Accordingly, the Director of Education may not cause or allow budgeting that:

1. Provides insufficient funds in support of Catholic distinctiveness.
2. Provides insufficient funds for faith development experiences for students/staff/trustees.
3. Fails to provide funding in support of an inclusive learning environment.
4. Fails to provide for professional development/capacity building for all partners in the Catholic education community.
5. Fails to provide equity of access to resources and opportunities.
6. Fails to provide for a safe learning environment.
7. Does not include an information gathering/sharing process.
8. Contains too little information to enable:
 - accurate projection of revenues and expenses; separation of capital and operational items, and cash flow.
 - disclosure of planning assumptions including system priorities.
9. Plans the expenditure in any fiscal year of more funds than are conservatively projected to be received.
10. Fails to provide funding for monitoring activities.

POLICY TITLE: **Governance Manual**

SECTION: **Financial Condition**

POLICY NUMBER: **D.12**

With respect to the actual, ongoing condition of the organization's financial health, the Director of Education may not cause or allow the development of fiscal jeopardy nor a material deviation of actual expenditures from Board priorities established in Goals & Objectives policies.

Accordingly, the Director of Education may not:

1. Expend more *operating* funds than have been received in the fiscal year.
2. Use any Long Term Reserves.
3. Fail to settle payroll and debts in a timely manner.
4. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.

POLICY TITLE: **Governance Manual**

SECTION: **Asset Protection**

POLICY NUMBER: **D.13**

The Director of Education may not allow assets to be unprotected, inadequately maintained nor unnecessarily risked.

Accordingly, the Director of Education may not:

1. Fail to insure against theft casualty and liability losses to Board members, staff, or the organization itself in an amount at least equal to the average for comparable organizations.
2. Allow unregulated access to material amounts of funds in any part of the school system.
3. Subject plant and equipment to improper wear and tear nor insufficient maintenance.
4. Unnecessarily expose the organization, its Board or staff to claims of liability or loss.
5. Make any purchase or commit the organization to expenditures outside the guidelines of the auditors and the Ministry of Education.
6. Enter into any financial agreements of over 5 years.
7. Receive, process or disburse funds under controls that are insufficient to meet the Board-appointed auditor's standards.
8. Invest or hold operating capital instruments prohibited by the Education Act or in insecure instruments, including checking accounts and bonds of less than AA rating, or in non-interest bearing accounts, except where necessary to facilitate ease in operational transactions.
9. Invest or hold operating capital in unethical investment instruments.
10. Exceed more than five years without reviewing professional services (Banking, Auditors, Local Solicitor of Record, Architects), nor without presenting an annual monitoring report to the Board of Trustees on the Labour Relations Solicitor of Record.

POLICY TITLE:	Governance Manual
SECTION:	Communication and Counsel to the Board
POLICY NUMBER:	D.14

With respect to providing information and counsel to the Board, the Director of Education may not permit the Board to be uninformed.

Accordingly, the Director of Education may not:

- Neglect to submit monitoring data required by the Board in a timely, accurate and understandable fashion using appropriate standards and quality improvement methods and directly addressing provisions of the Board policies being monitored.
- Let the Board be unaware of relevant trends, anticipated adverse media coverage, significant external and internal changes, particularly changes in the assumptions upon which any Board policy has previously been established.
- Fail to provide a mechanism for official Board, officer or committee communications.
- Fail to deal with the Board as a whole except when
 - a) Fulfilling individual requests for information
 - b) Responding to officers or committees duly charged by the Board
- Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the Board.
- Give information to the Board that is not clearly identified as either Information for Decision Making, Incidental Information Only or Monitoring Information.

POLICY TITLE: **Governance Manual**

SECTION: **Accommodations**

POLICY NUMBER: **D.15**

The Director of Education shall not cause or allow alterations or additions to accommodations, construction of new facilities, boundary changes, or the closure of existing facilities to occur without procedures in place that include trustee involvement. Accordingly, the Director of Education may not:

1. Fail to present to the Board of Trustees, a Capital Forecast List based on current enrolment status and future demographic trends.
2. Fail to present to the Board of Trustees on an annual basis a list of school's being studied for closure or boundary changes.
3. Fail to consider the impact of accommodation issues, including parish boundaries, on communities.
4. Fail to have a process of open and timely public dialogue.
5. Fail to explore creative financing options and public sector partnerships.
6. Engage in partnerships without board approval.
7. Fail to maximize physical accessibility in new and existing facilities.
8. Close schools without Board approval.

POLICY TITLE: Governance Manual

SECTION: Hiring/Promotions

POLICY NUMBER: D.16

The Director of Education shall not cause or allow hiring/promotions to occur without procedures in place.

Accordingly, the Director of Education may not:

1. Permit teacher hiring which does not include:
 - 1) appropriate certification and qualifications as required by the Ministry of Education and Training and the Ontario College of Teachers.
 - 2) a Pastoral Reference from a Catholic priest.
 - 3) Religious Education, Part 1, or equivalent, or a commitment to undertake the course within two years, subject to extenuating circumstances.
2. Permit promotion to positions of responsibility that does not include:
 - 1) appropriate certification and qualifications as required by the Ministry of Education and Training and the Ontario College of Teachers.
 - 2) a Pastoral Reference from a Catholic priest.
3. Permit Promotion to the Principal/Vice-Principal level which does not include:
 - 1) appropriate certification and qualifications as required by the Ministry of Education and Training and the Ontario College of Teachers.
 - 2) a Pastoral Reference from a Catholic priest
4. Proceed to hire a supervisory officer
 - 1) without Board approval to proceed
 - 2) fail to have trustee representation on the selection team.
5. Fail to make teacher applicants aware of the board's hiring/promotion policy.

EXCEPTIONS TO THE ABOVE SHALL BE BROUGHT TO THE BOARD FOR APPROVAL

Section E - Corporate Status

POLICY TITLE: Governance Manual

SECTION: Corporate Status

POLICY NUMBER: E.01

The Catholic District School Board is a corporation and has all the powers and shall perform all the duties that are conferred or imposed on it under the Education Act. (Section 58.5)

Official Name

The official name of the Board shall be *Catholic District School Board of Eastern Ontario* (regulation 185/97)

Head Office

The Head Office of the Board shall be located at 2755 County Road 43, Kemptville.

Area of Jurisdiction

The area of jurisdiction of the Catholic District School Board of Eastern Ontario consists of the County of Lanark, the United Counties of Leeds and Grenville, the United Counties of Prescott and Russell and the United Counties of Stormont, Dundas and Glengarry. (Regulation 185/97 6.26)

GLOSSARY OF TERMS

Goals & Objectives:

Organizational impacts, benefits, outcomes, recipients, and their relative worth.

Board-Director of Education Relationship

Delegation of power and its proper use monitored; the Director of Education role authority and accountability.

Executive Limitations

Constraints on executive authority that establish the ethical boundaries within which all executive activity and decisions must take place.

Governance Process

Description of how the Board conceives, carries out and monitors its own task.

Guideline

A recommended course of action that may be taken in a given situation and which is consistent with the Board's Mission and Values and policies

Governance Policy

A brief statement adopted by the Board that provides the framework for the development of a course of action consistent with the Board's Mission Principles and Values; a commitment by which the Board is held accountable. Governance policies delegate and limit the authority of the Director in the achievement of the Board Mission. They are intended to be statements that provide the framework for the Board of Trustees to monitor organizational performance. These are commitments by which the Board is held accountable

Operational Policy

A brief statement of intent established by the Executive Council to translate governance policies into day to day operations.

Procedure

A prescribed course of action, emanating from policy (either governance or operational) that must be taken in a given situation and which is consistent with the Board's Mission and Values

Protocol

A procedure which sets out the rules for the interaction between the Board and outside agencies, as well as the formalities and etiquette to be observed on formal or ceremonial occasions

Note: Most procedures are outside the direct role of the Trustees but instead translate policy into day to day operation. They include operational policies established by the Executive Council.