
OTTAWA CHILDREN'S TREATMENT CENTRE

SCHOOL AUTHORITY



GOVERNANCE MANUAL

Updated and Approved March 2015

GOVERNANCE MANUAL

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**Ottawa Children’s Treatment Centre School Authority
Governance Manual**

The OCTC School Authority Governance Manual shall be reviewed and updated on an annual basis by the full Authority membership at the first meeting of the school year in September. The review is to ensure that the manual is complete, accurate and consistent with the Education Act of Ontario.

Overview

Introduction

Ottawa Children’s Treatment Centre School Authority (OCTCSA) provides high quality, family-centered educational services for children who have long term physical disabilities and who may also have associated complex developmental, communication and learning difficulties. In its delivery of services, in partnership with various school boards, organizations and communities in Ottawa and Eastern Ontario, the OCTCSA is committed to a coordinated system that recognizes the varied needs of the child or youth within a family context. Services will be provided having respect for the dignity and individuality of each student and family, to enable them to: achieve their academic and therapeutic goals, manage their unique responsibilities with the greatest degree of independence, attain social integration within their community, and particularly to focus on preparing students for integration into their home school boards.

It is imperative for the OCTSA to recruit, foster and retrain high caliber expertise and talents in staff to achieve and maintain excellent care. Staff and volunteers are the OCTCSA’s most valuable resource in achieving this mission.

OCTCSA Mission Statement

OCTC School educates students with physical disabilities and associated developmental and special education needs. Our school is an intensive, specialized and innovative early intervention program that provides a full range of therapeutic services within an educational environment. We work as a team of teachers and therapists with families to prepare students today for tomorrow’s success.

OCTCSA Vision Statement

Learning without Limits

Helping students with complex needs to achieve their potential and to fully participate in learning, exploring and engaging educational and life-long experiences in school, home and in the broader community.

OCTCSA Values

Respect
Excellence
Collaboration
Stewardship

Statement of Beliefs and Principles

The beliefs of the OCTCSA are consistent with those of the Ministry of Education and the Ottawa Children’s Treatment Centre.

1. We believe that each child is unique and valuable
2. We believe that each child can learn

3. We believe in respecting the dignity and privacy of the individual
4. We believe that each Ontario school-aged child, regardless of their special education needs, has the right to equal access to a range of educational programmes and services in order to realize their full potential
5. We believe that students who are identified as exceptional are entitled to special education programmes and services appropriate to their needs, and for most these will be accessed in an integrated regular class placement
6. We believe that for some children the most enabling environment may be found in specialized programs or specialized schools working toward fullest integration as early as possible
7. We believe that children's needs are best served by an inter-disciplinary approach where staff, family and community operate in partnership to assess, plan, implement and evaluate programmes for children with special education needs.

School Authority Policy Statement

General Policy Statement

1.1 School Authority Policy Statement

The OCTCSA was established under Section 68 of the Education Act to provide, in accordance with the Act and its Regulations, educational programmes for referred students of the Eastern Ontario Region. As such, it is one of a range of options offered by local Boards of Education.

This document has been prepared by the OCTCSA in accordance with Ont. Reg. 306 of the Education Act, the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code.

1.2 School Authority Philosophy

The OCTCSA functions in accordance with the Education Act, Regulation 181/98 Section 17. (1). Students should be educated in the most enabling environment possible with consideration of the pupil's needs and parental preferences.

The OCTCSA supports placement of students with special educational needs into community school programmes as soon as possible keeping foremost the student's best interests.

The OCTCSA is prepared to assist in implementing this philosophy through its liaison services to school boards, OCTC client families and agencies in Eastern Ontario.

Organizational Structure and Roles

Please see Appendix 1 for Organizational Chart

Roles and Responsibilities

The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas: funding legislative and policy framework, school system management programs and curriculum.

It is important that all involved in special education understand their roles and responsibilities which are outlined below.

The Ministry of Education:

1. Defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
2. Ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
3. Establishes the funding for special education through the structure of the funding model;
4. Requires school boards to report on their expenditures for special education;
5. Sets province-wide standards for curriculum and reporting of achievement;
6. Requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry;
7. Establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
8. Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The School Authority:

1. Establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda;
2. Monitors school compliance with the Education Act, regulations, and policy/program memoranda;
3. Requires staff to comply with the Education Act, regulations, and policy/program memoranda;
4. Provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
5. Obtains the appropriate funding and reports on the

- expenditures for special education;
6. Develops and maintains a special education plan that is amended annually to meet the current needs of the exceptional pupils of the board;
 7. Reviews the plan annually and submits amendments to the Minister of Education.
 8. Provides statistical reports to the ministry as required and as requested;
 9. Prepares a parent guide to provide parents with information about special education programs, services, and procedures;
 10. Provides professional development to staff on special education.

Bilingualism

The OCTC School provides classroom based services in English and in French services in both official languages and collaborates with local English and French School Boards to improve its provision of bilingualism services in accordance with the Ottawa Children's Treatment Centre's designation for client service provision for bilingual services.

Multiculturalism

OCTC School embraces an equitable and inclusive learning environment for all students and their families aiming to understand, identify, address, and eliminate the biases, barriers, and power dynamics that limit students' prospects for learning, growing, and fully contributing to society. Barriers may be related to gender, race, ethnic origin, religion, socio-economic background, physical or mental ability, sexual orientation or other factors. An ongoing continuous commitment to improvement towards the goal of embedding equity and inclusive education in all aspects of board and school operation is identified as a key initiative.

Governance

School Authority

The governance of the school shall be managed by the School Authority consisting of Members representative of the community including, where possible, parents of current students.

At a duly constituted meeting of the School Authority, a member may be removed from office prior to the expiration of his or her term by means of a two-thirds vote by the members. A member may resign by means of a letter of resignation to the Corporation of the School Authority.

The School Authority shall:

- 1) provide governance to the school;
- 2) ensure that the School functions in accordance with government legislation and regulation and the policies and procedures as established by the OCTCSA;
- 3) provide such policies that may be required by legislation or otherwise for

the general framework within which the principal, teaching and support staff establishes procedures for the management of the day-to-day process within the school;

- 4) appoint a principal;
- 5) keep the community of the school informed about the key developments in relation to the school, where appropriate.

Philosophy

The School Authority will support the Principal and school staff in providing students with the educational services to enable them to achieve their greatest degree of independence and social integrations, within available resources.

Conduct

School Authority Members will:

1. Contact the Principal if observing unsafe conditions or procedures;
2. Notwithstanding disagreement, represent all School Authority decisions as unanimous outside of the Authority meetings, e.g., “I represented your concerns and the School Authority decided ... because ...”;
3. Respect the confidentiality of information presented to and discussed at the School Authority meetings;
4. Welcome ex-officio and non-voting members of all committees to School Authority meetings;
5. Respect the contributions of other School Authority members and extend courtesy and respect to students and their families as well as School Authority, members;
6. Approach the Chairperson before requesting or giving information to the Principal or Chief Executive Officer.

School Authority Members will not:

1. Interfere in the day-to-day operations of the School, i.e., question the implementation of a policy of the School Authority; request information or reports without the Chairperson’s authorization;
2. Respond to staff issues, but will refer them to the Principal;
3. Speak to the media. This is the role of the Principal and School Authority Chairperson or their delegate;
4. Use School equipment for personal use.

Legal Requirements

Conflict of Interest

No member of the OCTC staff nor employee of the OCTCSA nor any spouse of any employee shall be eligible for membership on the OCTCSA.

An Authority member shall not vote on any matter in which he or she has a personal, professional and/or financial interest before the Authority and shall absent

themselves from that portion of the meeting in which the matter is discussed and during a vote on such matter, and shall declare the details of such interest prior to a vote on such matter.

In addition, School Authority (SA) members have a responsibility to report any real or perceived conflict of interest in writing to the Chairperson of the SA as quickly as possible. The Chairperson is then responsible for striking a subcommittee of three members of the SA to review the matter and report back to the full SA as soon as possible with a recommended course of action to be taken. Such actions may include: review and reopening of a prior SA decision through to dismissal of the member in conflict from the SA. Under this process, the member in conflict would have the opportunity to meet with the SA, be informed of the results of the investigation of the subcommittee, the recommendations of the subcommittee to the SA and the decision of the SA. The member in conflict will be notified in writing of the final decision of the SA. If it is determined by the Chairperson and the subcommittee that criminal action is involved, legal counsel will be sought and the proper authorities will be involved as quickly as possible.

Confidentiality

Members shall act in a responsible manner owing their duty to the government, the public, employees, and to the students and families served. They shall exercise reasonable care, skill, and diligence required under the circumstances. Subject to scheduled meetings of the SA and its committees and subcommittees, members shall discuss SA matters and business only with the authorization of the SA, and only to the extent permitted by law.

Material distributed at SA meetings shall be stamped “Confidential” as necessary, the Chairperson shall regularly remind members of the private and confidential nature of certain information which is dealt with in SA meetings and, as required, the Chairperson and Chairpersons of Committees can request “in camera” discussion of certain issues. All members shall exercise discretion and prudence with information that is raised and discussed during SA meetings.

Privacy and Access to Information

Provincial and federal legislation and regulations related to privacy and access to student information and files, as determined from time to time, shall govern the operations of the School Authority. This legislation is readily available to members through the Secretary of the School Authority. Additionally, please refer to the agreement between OCTC and the OCTCSA, referenced on page 29 of this document, related to the access to personal health information of OCTC clients who are students in the school.

School Authority insurance and member Indemnification Liability

Every School Authority member, who in the discharge of their duties and obligations as an Authority member, and who incurs or is threatened with any liability as a result of the performance of those duties or obligations shall at all times be indemnified and saved harmless by being named an additional insured in the

Treatment Centre's insurance policy, for insurance coverage from and against all costs, charges, expenses, judgements or other liability howsoever, which such School Authority member sustains or incurs including the cost of any defence, to policy limits.

In addition to the terms of the Bylaw " OCTC's Directors, Officers, Committee members as well as employees of the organization and its various affiliated entities including the School Authority Board Members, are covered by Errors and Omissions' Liability Insurance, subject to a maximum limit of \$15 million per occurrence. Losses, including damages, settlements, defense costs, for wrongful acts which give rise to a claim for which the Insured person is legally obligated to pay; any actual error, any misstatement, misleading statement or act, any omission or neglect or breach of duties in the discharge of duties, individually or collectively, or liability imposed by stature upon the Insured. A School Authority member is obligated to apply diligence, obedience, honesty and loyalty in the performance of his or her duties. Each Authority member is expected to act in good faith and in the best interest of the organization within the scope of authority granted to him."

Fiduciary Responsibilities

School Authority members shall act in a responsible manner owing their duty to the government, the public, employees, and to the students governed by the School Authority. They shall exercise reasonable care, skill, and diligence required under the circumstances. Subject to scheduled meetings, members shall discuss Centre matters and business only with the authorization of the School Authority, and only to the extent permitted by law.

Conduct/Performance Expectations/Resolution

All School Authority members are expected to carry out their responsibilities in accordance with appropriate conduct and expectations and as outlined under respective legislative requirements and the School Authority's statements on Conflict of Interest, Conduct, Fiduciary Responsibilities, Privacy and Access to Information.

Every OCTCSA member has a responsibility to advise the Chairperson of the School Authority immediately, should a serious concern arise about another member's behaviour which is having, or has the potential to have an adverse effect on the work of and the effective functioning of the School Authority.

The Chairperson is then responsible for striking a subcommittee of three members of the School Authority to review the matter and report back to the full School Authority as soon as possible with a recommended course of action to be taken. The Chairperson is responsible for advising the member of the concern immediately and of action to be taken. Such actions may include: review and reopening of a prior OCTCSA decision through to a dismissal of the member in question with the School Authority. Under this process, the member in question would have the opportunity to meet with the School Authority, be informed of the results of the investigation of the subcommittee, the recommendations of the subcommittee to the School Authority and the decision of the School Authority. If it

is determined by the Chairperson and the subcommittee that disciplinary action is needed, legal counsel may be sought and the situation dealt with immediately. The member in conflict will be notified in writing of the final decision by the School Authority.

Signing Officers

The School Authority hereby agrees to carry out their financial business in accordance with the OCTC Board of Director's appointment of the appropriate officials to conduct the financial business on behalf of the School Authority including day to day accounting, the preparation of budgets, financial statements and forecasts and the annual audit.

Maintenance of OCTC School Authority Documents

All documents developed, distributed and discussed by the School Authority are retained at the OCTC Executive office along with minutes and reports of meetings. The provincial and federal legislation and regulations which apply to financial, personnel, school and student records govern the operations of the OCTCSA and staff. Some of these documents are confidential.

The annual audited financial statements of the School Authority are available to the public.

Code of Ethics

The following Code of Ethics has been developed to guide and assist members of the OCTCSA in meeting and maintaining standards of professional conduct as School Authority members. It is a vital document for all Authority members.

It must be stressed that the document contains guidelines, not laws. The guidelines will tend to evolve and change with use. It must be remembered that the interpretation will not resolve all ethical problems that may face the Authority.

Ethics is identified as the study of moral values and reflection on how best to think about, clarify, prioritize and reflect moral values, principles and choices into our decisions and actions. Ethics supports reaching decisions through rational reflection on situations using ethical principles and decision-making frameworks, and therein explaining/ justifying the decision reached.

Ethical problems fall into two categories:

- (1) Ethical neglect: The neglect of moral responsibility e.g., a member of the School Authority who does not declare a conflict of interest when a vested personal interest exists e.g. such as relates to personal gain, influencing the hiring of a member of his/her family, etc.
- (2) Dilemmas arise when ethical reasons, both for and against a particular course of action are present. For example, when the moral obligation defined in the code conflicts with legal obligations in society or when a student's (could be parent or guardian) desire to control his/her own care conflicts with the School Authority's

policy to deliver competent schooling.

Corporate governance ethical matters tend to revolve most often around good stewardship of resources. Ethical decision making elements consider a broader range of considerations requiring but not limited to conduct which avoids the ethical problems and situations noted above.

Recognized as key ethical dimensions confronting the School Authority and management in corporate and governance decision making are:

- 1) The inevitability of tough choices around competing demands for scarce resources,
- 2) Recognition that every choice is grounded in values and the prioritization of values
- 3) Recognition that every choice/decision to do one thing is a choice/decision not to do something else
- 4) Respect for the continual balancing of values, principles and interests in ethical healthcare decision-making requiring explicit acknowledgement of the ethical elements in conflict
- 5) Accountability for Reasonableness, reflecting a focus on “fairness” and demonstrated attention to how a choice is made regarding the best option from among the alternatives

Certain terms in the Code require definition as follows:

“Authority Member” means a member of the School Authority of the Ottawa Children’s Treatment Centre, who has been elected or appointed by the School Authority.

“Chief Executive Officer (CEO)” means the person hired by the OCTC Board to manage the Ottawa Children’s Treatment Centre. The CEO reports to the Board of the Ottawa Children’s Treatment Centre, liaises with the Ottawa Children’s Treatment Centre School Authority, and serves as its Secretary.

“Students” means the children, and their families, served by the Ottawa Children’s Treatment Centre School Authority.

“Staff” means all staff that work for and at the Ottawa Children’s Treatment Centre School. School staff is seconded for the most part from outside school boards and they are not considered to be employees of OCTC or the School Authority.

Article 1

Each School Authority member shall possess the qualities of integrity, loyalty, reliability and shall maintain a standard of competency as required to be a member of the OCTCSA which reflects the Authority’s and School’s interests and attitudes.

Interpretation

- integrity, loyalty and reliability are qualities of character best described by principles which are fundamental to School Authority’s ethics;
- keep promises and commitments to one another;

- deal honestly with one another;
- treat one another with respect, dignity and compassion.

To maintain a standard of competence, the School Authority member must strive to continually increase knowledge beyond the entry on the School Authority.

Members make known their commitment to the OCTCSA code of ethics and their actions should demonstrate their commitment whenever possible. For the purpose of this statement, action could be indicated by performance as a School Authority member and attendance at meetings.

Article 2

The well being of the students, Principal, school Staff, volunteers and School Authority members shall be the primary concern of an Authority member. Without limiting the generality of the foregoing, in furtherance of this goal, the Authority member shall:

- a) support the school staff through the Principal to provide educational programmes at the highest possible level of professional skill;
- b) demonstrate respect for students, Principal and school staff, volunteers, School Authority members and an appreciation of their particular needs;
- c) report immediately, to the Chairperson of the School Authority, any alleged unethical conduct or inappropriate practice by another member of the School Authority.

If the Chairperson is non-compliant the Vice-Chairperson of the School Authority could elect or be asked by the other members to approach the Chairperson for a discussion.

Interpretation

- A) 1) The highest possible level of skill means that staff deliver quality programmes to students using effective instructional and assessment strategies based on current evidence based practices.
 - 2) The level of service offered may vary according to the availability of resources (human resources, financial, equipment, etc.). School Authority members should however, make every effort to improve the quality of service, as opportunities arise.
 - 3) The School Authority should be made aware through the Principal of staff strengths, identified professional growth areas as well as any new educational programs, equipment, etc. that are being utilized.
- B) 1) Each student, staff, volunteer, and School Authority member have individual needs and values which must be respected. Factors such as race, religion, ethics, origin, social status, sex, age, sexual orientation or health status, must not influence the quality of service delivered by the Authority.

- 2) Each School Authority member must report another School Authority member to the Chairperson if there is any alleged unethical conduct or inappropriate practice. School Authority members must consider at all times the legal ramifications as well as the liability of the School Authority and its members.

Article 3

A School Authority member shall recognize and accept their responsibility to the School Authority and to the Community at large, and in furtherance therefore shall:

- a) co-operate and maintain appropriate communication with other School Authority members and members of other Boards that are affiliated with the OCTCSA;
- b) respect and uphold the dignity of each School Authority member;
- c) provide no misrepresentations regarding information related to the School Authority;
- d) maintain an appropriate relationship with members of the public in order to promote the goals and function of the OCTCSA;
- e) refrain from endorsing any goods or services related to the operation or practice of the School Authority without having made an objective assessment of those goods or services and with the prior knowledge and approval of the OCTCSA.

Interpretation

- A) Members demonstrate willingness to communicate with and have respect for, the opinions of all members of the OCTCSA as well as other Boards that are affiliated with the OCTCSA.
- B) Members of the School Authority should refrain from publicly stating an opinion which reflects on the ability or integrity of a School Authority member, Principal, staff, volunteers or student.
- C) School Authority members should refrain from claiming either exaggerated or reduced benefits of service that could lead to false expectations in the student or their family.
- D) School Authority members should consider it their duty to take advantage of opportunities to promote a positive image of the school to the public.
- E)
 - 1) A member of the School Authority must declare a conflict of interest of any business connections, or family relationships which may be deemed as influencing the School Authority's decision on obtaining goods or services for the School Authority.
 - 2) If a member promotes goods or services in an unprofessional context (e.g. a sales representative) the dignity or credibility of the School Authority will

be impaired.

- 3) Goods and services must not be recommended to the School Authority which are inappropriate for the School.

Article 4

The member shall endeavour to maintain and improve his/her knowledge and information about the delivery of service to the students of the OCTCSA, the role of the Ottawa Children's Treatment Centre and the School in the community, and developments in the external environment in the Eastern Region and at the Provincial level and in this regard shall maintain a progressive attitude.

Interpretation

This can be done through:

- a) attendance at School Authority meetings;
- b) visiting the School, Treatment Centre, other Schools and other related organizations;
- c) accessing print and other media for governance development learning;
- d) conferences.

Article 5

A member of the OCTCSA shall advocate change as appropriate in the best interest of the OCTCSA, and the School.

Interpretation

The overall interest of the School Authority and the School must always be first and foremost in recommendations for change.

Article 6

A School Authority member will have a continuing commitment to assess and reflect upon his/her own personal strengths, limitations, biases, and resulting effectiveness as a School Authority member of the OCTCSA.

Interpretation

Each School Authority member should assess their effectiveness on the School Authority each year.

Article 7

When an ethical issue arises, the Chairperson of the School Authority shall call an emergency meeting of the School Authority, as soon as possible, and shall appoint a subcommittee of three members of the Authority to research, study and make recommendations to the Authority as soon as possible.

Interpretation

The School Authority must deal with ethical issues as quickly as possible, for the benefit of everyone.

School Authority Organization Chart

Refer to Appendix 1 (p. 32)

School Authority Members' Positions and Responsibilities

The officers of the School Authority (save for the Secretary) shall be elected by the Authority at the May meeting of the School Authority after the annual election of members. The incumbents, if they remain members of the School Authority, shall hold office until their successors are elected. The Officers shall be:

- Chairperson
- Vice-Chairperson
- Secretary
- Treasurer or ex-officio qualified staff member of the organization

The Secretary shall be the CEO of the Centre. Except as herein otherwise provided the appointment of all members shall be determined by the School Authority. The Chairperson shall not hold any other concurrent office.

The Chairperson shall:

- 1) Preside at all meetings of the School Authority.
- 2) At the direction of the School Authority, appoint members to Committees.
- 3) Report to each meeting of the School Authority or at such other times as they deem necessary, concerning the governance of the School
- 4) Be an ex-officio member of all School Authority committees.
- 5) Is a voting member of the OCTC Treatment Centre School Authority
- 6) Is a voting member of the OCTC Board of Directors.

The Vice-Chairperson shall have all powers and duties of the Chairperson in the absence of the Chairperson, together with such other duties as may be assigned from time to time by the Chairperson or the School Authority.

The Secretary shall be responsible for:

- 1) Minutes of all meetings of the School Authority;
- 2) All correspondence to and from the School Authority;
- 3) Custody of all minutes, documents, and records of the School Authority;
- 4) Providing such notice as required by the Policies and Procedures of all meetings of the School Authority;
- 5) Maintaining an attendance record of all meetings of the School Authority; such other duties as ordinarily pertain to that office.

The length of tenure for the officers (save for the Secretary) in each of the offices will be a maximum of four years in each office, except for ex-officio members.

Standing Committees/ Ad Hoc Committees

The School Authority will establish Standing Committees and/or Ad Hoc Committees, task groups and working groups as required to undertake certain projects or tasks of the School Authority.

- Ad Hoc School Authority Principal Recruitment Committee
- Ad Hoc Nominating Committee
- Other committees, task groups or working groups as deemed advisable by the Authority.

School Authority Committee Chairpersons' Positions and Responsibilities

In accordance with the School Authority policies and procedures, Chairpersons of Standing Committees and Ad Hoc Committees are responsible for calling meetings on a minimum of quarterly basis, setting agendas, presiding at Committee meetings, ensuring maintenance of Committee minutes and records, reporting results of Committee meetings and any recommendations to the full School Authority, and carrying out any actions directed by the School Authority. The Chairperson is also responsible for ensuring, through the School Authority, that there is a full complement of members on the Committees.

Conduct of Meetings of the School Authority and Committees

In general, meetings of the School Authority are closed to the public. Due to the confidential nature of some items, the School Authority reserves the right to conduct parts of its meetings in-camera. Motions to go in-camera will be carried by a simple majority of those present. Votes on motions carried in in-camera sessions will be conducted in public; however, the wording of the motion will remain in-camera. In-camera discussions will not form part of the public record of the meeting, but decisions so reached will be included in the minutes of the meeting. Wherever possible, in-camera sessions will be noted on the agenda for meetings. In-camera sessions can be called at any time during the course of a meeting.

In-camera sessions will be required and will be held only to discuss the items listed below:

1. Discussion of personnel matters;
2. Discussion of a matter which is or likely to become the subject of litigation;
3. Receiving reports and discussion on the progress of salary negotiations;
4. Discussion on the purchase or lease/rental of property when it is deemed a premature disclosure of the nature and the price would not be in the public interest;
5. Discussion for transactions which could have staffing implications for the organization in question;
6. Discussion regarding student's appeals regarding services;

7. Consideration of improper behaviour of School Authority members, conflict of interest, etc.;
8. Other issues at the discretion of the Chairperson and with the support of the School Authority.

At least one half of the School Authority or Committee (or task/working group) members shall constitute a quorum.

School Authority and Committee Agenda Packages

Agenda packages for regularly scheduled School Authority meetings are distributed (generally electronically) to members no later than 5 days in advance of the meeting date.

Committee Recommendations to School Authority

All Committee recommendations to the School Authority shall be pre-circulated as formal written “Motions for School Authority” consideration. Such motions shall typically be included with School Authority agenda packages.

Confirmation of Attendance at Meetings and Mode of Participation

Confirmation of attendance at School Authority and Committee meetings will be sought in advance of upcoming meetings and verification of modality will be confirmed with the OCTCSA Chair (ie; face to face attendance, teleconference, videoconferencing as per OCTC available resources at OCTC sites).

School Authority Meeting/Performance Evaluation

An in-camera discussion will occur at the end of each regular Authority meeting for purpose of meeting evaluation, and a formal Performance Self-Evaluation process will be undertaken annually under the leadership of the School Authority Chairperson.

Annual School Authority Orientation Sessions

Annual School Authority orientation sessions will be provided to new members of the School authority and others involved with the School including those in an advisory capacity to the School Authority.

School Authority Decision-Making on an Urgent Basis

When there are urgent matters arising requiring School Authority approval/decision which cannot wait until the next regularly scheduled School Authority meeting, a face-to face or conference call meeting of the School Authority will be convened as quickly as practicable. Where quorum cannot be confirmed for such a meeting, the decision/School Authority support and approval will be sought by electronic voting means among the full voting OCTCSA membership within 3 business days.

School Authority Representation and Reporting/Responsibilities

From time to time, a School Authority member (and alternate) may be designated by the full School Authority to represent the School on another body. It is usual for the representative members to be identified and voted on at the first meeting of the year (Sept.), after the election of members; however, when necessary, representative members will be identified and voted on an ad hoc basis. Any School Authority member who is representing the School on another body or at another meeting is obligated to represent the position of the full School Authority and to report back at the next meeting of the School Authority on any and all activities and decisions affecting the School.

The Chairperson of the School Authority is a voting member on the OCTC Board of Directors.

School Authority Spokesperson and Conduct with Media

School Authority members are not entitled to speak to the media about OCTCSA matters without prior approval by the Chairperson. Normally, it is the Chairperson or their delegate who represents the OCTCSA to the media to ensure consistency. Standard tips and guidelines for dealing with the media, available through the Secretary, should be followed.

If there is no official position of the School Authority on an issue, then the Chairperson is obligated to call an emergency meeting of the School Authority in order to develop an appropriate position or statement for immediate use with the media.

Recruitment of School Principal

In the event that the School Principal position becomes vacant, the School Authority will establish an ad hoc Search Committee to recruit potential candidates for the position of Principal.

The Search Committee will be comprised of the Chairperson and two other members of the School Authority and the CEO, as well as a Human Resources representative from OCTC and/or OCDSB as appropriate.

Specific criteria will be established regarding qualifications and experience for the Principal position within the context of current educational developments/directions, re-alignments or organizations, the political, economic and demographic realities, the changing management responsibilities and decisions to be made by OCTCSA to maintain and ensure a viable, progressive school. These criteria, which will be approved by the full School Authority in advance of advertising for the position, shall include some or all of the following:

Key Criteria

1. Principal's Qualifications Part One and Part Two
2. Preference of Specialist Qualifications in Special Education
3. Demonstrated effective leadership and management skills as well as experience in leading a school

4. Demonstrated high standards and skills in instructional leadership, strong interpersonal and communication skills and demonstrated fiscal responsibility.
5. In addition to knowledge and experience in the education sector, previous knowledge and experience working in an integrated education/health/social service milieu is highly recommended.

Additionally the Principal:

1. Carries out duties as outlined in the Education Act, regulations, and policy/ program memoranda, and through board policies;
2. Communicates Ministry of Education and School Authority expectations to staff;
3. Ensures that staff are appropriately qualified;
4. Communicates board policies and procedures regarding special education to staff, students, and parents;
5. Consults with parents and with school board staff to determine the most appropriate program and services for exceptional pupils;
- 6.. Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
7. Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
8. Ensures the delivery of the program as set out in the IEP;
9. Ensures that appropriate assessments are requested if necessary and that informed parental consent is obtained.

Please refer to Section 298 of the Education Act to obtain the additional duties of the Principal.

Key Guidelines

The Search Committee shall:

1. Identify/include clear guidelines to clarify the key processes carried out by the Search Committee and the specific roles/responsibilities of Committee participants and Human Resources involvement, as applicable. This includes specific tasks pertaining to:
 - a. developing a short list of candidates to recommend to the School Authority for their consideration;
 - b. advertising of the position through the Ottawa Carleton District School Board and any other School Board from where School Authority members think there may be suitable and interested candidates;
 - c. Soliciting the submission of a curriculum vitae and letter of interest in being considered for the position;
 - d. Determining the method of screening and short listing candidates;
 - e. Determining the Search Committee's interview format, content, scoring and other procedural steps to produce a final short list of candidates;
 - f. Determine the process for undertaking reference checks as applicable,
 - g. Submit a written recommendation to the School Authority on a short list of

- potential candidates for consideration;
 - h. Notify in writing unsuccessful candidates in the recruitment process;
 - i. Ensure confidentiality for all candidates re their application and of all deliberations of the Search Committee and of the School Authority;
2. The responsibility for the drafting of the final contract and any revisions thereto remains the responsibility of the School Authority. However, if the Principal position is seconded from another School Board, then the School Authority will negotiate with, and agree to the secondment terms and conditions, with the outside School Board.

Evaluation of the Principal

An evaluation will be undertaken on a pre-determined basis in conjunction with a Superintendent of the outside School Board according to established practice. If the Principal position has been seconded, the standard evaluation process for the outside School Board will be followed in collaboration with the OCTCSA Chairperson. Additionally, the OCTC CEO will be involved in the performance evaluation process to provide input as it relates to management/administrative capacity or perspective and interface and relationships with other programs and services at the Centre and with schools in the community. The Principal shall be responsible for the professional educational standards, practices.

Resignation of the Principal

The Principal will submit a letter of resignation to the Chairperson of the School Authority indicating an intention to resign from the position. This will be presented at the next School Authority meeting for acceptance and the Principal will be so advised.

Termination of the Principal

At a duly constituted meeting of the School Authority, the Principal may be removed from the position as per the conditions of the contract for relevant and related performance issues, and with full School Authority approval. The CEO, in collaboration with the Director of Education, and School Authority Chairperson, have the responsibility to make a recommendation to the School Authority regarding any progressive discipline up to and including dismissal.

Reasons for removal are as defined by the existing contract. The Principal would have the opportunity to meet with the School Authority, be informed of the specific nature of the concerns, and of the recommendations and decision of the Authority. The Principal is entitled to representation in order to present his/her position prior to a final decision being made by the School Authority.

In the event that the Principal position is seconded from another School Board, then notification to the School Board from the Chairperson of the School Authority would occur, along with the request to terminate the secondment agreement immediately. Such termination language will be included in any agreement with an outside School Board for the secondment of the Principal position.

School Council

Subsequent to Ontario Regulation 612/00 and Regulation 298 under the Ministry of Education, OCTC School recognizes the importance and value of a School Council. Regulation 612/00 confirms that a school council is an advisory body that may make recommendations to their Principal or School Board on any matter.

The OCTC School Council consists of a School Council Chairperson and parent/guardian representatives of students currently registered in OCTC School. The Chairperson, in consultation with parents/guardians makes recommendations to the Principal on a regular basis and as the need arises. In collaboration with the school community parents/guardians hold quarterly meetings and gatherings to share information and ideas.

Fundraising is not a focus of the School Council. Ministry Parent Engagement Funds are utilized to facilitate the ability of parents and family members to attend meetings held by the School Council.

Financial Oversight

Overall Financial Operation of the OCTCSA

OCTCSA operates according to generally accepted accounting practices and in keeping with the financial requirements of the Ministry of Education, and the Canadian Institute of Chartered Accountants. OCTC Financial Services, through the Chief Financial Officer (CFO), shall be responsible for all day to day financial activities of the School Authority. All funds and monies for the School Authority will be maintained in the same operating bank account as other programs and services of the Centre, but will be managed separate and discreet and accounted for in accordance with Ministry of Education guidelines and legislation.

The annual budget is reviewed and approved by the School Authority prior to submission to the Ministry of Education for final approval. Internal financial statements will be presented to the School Authority at each regular meeting. Audited financial statements, along with the year end reconciliation, are presented to the School Authority for their review and acceptance prior to submission to the Ministry of Education.

The Centre Board of Directors is responsible for determining the annual percentage used for the allocation of overhead expenses for all OCTC budgets, including that of the School Authority. Additionally, the amount of interest accrued on bank balances to be allocated to the School Authority budget will be determined upon a review of the Education budget compared to the other budgets of the Centre.

It is agreed that the auditors for the Centre, who shall be determined from time to time and appointed annually at the Centre AGM, will be the same auditors used to prepare the audited financial statements of the School on an annual basis.

School Authority Expenses and Remuneration

School Authority members will be reimbursed for specific expenses related to the business of the OCTCSA with prior approval by the Chairperson and contingent on submission of original receipts. Ordinarily the expenses approved will relate to mileage and travel, accommodation, parking and meal costs as applicable to attend OCTCSA and related meetings and/or in accordance with official representation of OCTCSA at approved functions. Reimbursement of other eligible expenses which may be incurred by School Authority members in exercising their role will be considered on an item-specific basis and will follow Centre Policies and Procedures related to reimbursement.

Use of Centre Equipment

Use of the Centre or its equipment shall not occur for personal use. OCTCSA member requests for using Centre equipment and resources for School Authority business will be approved in advance by the Chairperson.

Recruitment/Evaluation/Recognition of School Authority Members

Recruitment and Nomination of School Authority Members

There shall be a maximum of seven members on the School Authority. The CEO, Chief Financial Officer, the School's Principal, and the Authority's Past Chair are ex-officio members of the School Authority and have no voting privileges.

OCTCSA must adhere to the appointment of all board members in accordance with the Ministry of Education Section 68 Hospital Based School Authorities Appointment Process Guidelines. The Minister of Education is responsible for the appointment of trustees in Hospital Boards and relies on OCTCSA to recommend appropriate candidates. The Minister also relies on Hospital Boards to establish a process that is fair and transparent for the identification of candidates. The selection of the process is expected to promote diversity and equality of opportunity.

OCTCSA Trustee vacancies will be advertised through various avenues, such as word of mouth, OCTC and community websites and local newspapers to reach a broad pool of candidates. Core competencies are communicated to potential candidates during the recruitment process.

An interview committee of the board is created to select potential candidates. Successful candidates are interviewed in accordance with the OCTCSA core competencies and recommendations are made to the Minister of Education. All successful candidates must submit a resume, complete an application form to the Public Appointment Secretariat and complete a personal and conflict interest disclosure statement (PCOID). Upon approval of the Minister of Education candidates can then fill vacancies for a 4 year term, renewable for an additional 4 year term plus one year.

Individuals may be appointed to serve on a committee to bring expert resource contributions without being a member of the School Authority. Committees of the school authority, ad hoc or standing shall be solely advisory in nature to the school

authority and do not have decision making authority Employees of OCTC or of the school shall not be eligible for membership on committees.

Election of Officers

All positions are open for nomination and election on an annual basis.

The Chairperson, Vice-Chairperson shall be elected by the School Authority. It is deemed that these two elected officer positions shall suffice for effective and sustainable operation of the OCTCSA. The School Authority shall present the nominations received for the officer positions in May of each year. If more than one nomination for a position is presented, a vote will be held by written ballot. It is the responsibility of the Chairperson to ensure that any person nominated agrees to stand for election to the position.

The Secretary of the School Authority shall be the CEO of the Centre. The Treasurer of the OCTCSA shall be the Chief Financial Officer (CFO) of the Centre

The School Authority shall identify key criteria re qualifications for each of the officer positions on the School Authority: Chairperson and Vice-Chairperson within the context of current and new developments, directions and changes internally and externally, new partnerships, mergers, re-alignments of organizations, the political, economic and demographic realities and the changing broad governance responsibilities and strategic decisions to be made by the School Authority and have these criteria approved by the full School Authority in advance of calling for nominations.

Key Criteria

1. Effective leadership skills and experience in leadership;
2. Broad Strategic Planning knowledge and overall broad knowledge of the type of students served in the School;
3. Clear understanding, appreciation and commitment to Governance responsibilities as different from Management responsibilities of the School.
4. Ability to lead the School Authority forward in times of change;
5. Demonstrated effective working relationships with the full School Authority, CEO and Principal. Ability to communicate effectively, as appropriate, with staff, other Boards both internally and externally, external organizations, and with Ministry related to governance responsibilities;
6. Knowledge and experience with special education;
7. Professional experience in areas such business, healthcare and finance.
8. Demonstrated ability to communicate effectively both orally and in writing in French and English;
9. Excellent analytical and problem-solving skills;
10. Commitment to board goals and services;

11. Other skills relevant to current needs of the board.

OCTC SCHOOL AUTHORITY SUCCESSION POLICY

Effective governance and stewardship relies on ensuring stability while at the same time fostering innovation and creativity and the capacity to identify and achieve strategic goals and objectives of the organization. Authority membership therefore needs to reflect an appropriately broad range of perspectives, experience and skill sets. Additionally, to support stability and continuity in exercising its governance responsibilities, the Authority requires in relation to Authority leadership and renewal that there be clear structures and processes in place.

- The School Authority Chairperson shall be elected by the Authority, upon having expressed a willingness to serve for a period of four years. The Chairperson shall be elected annually with an objective of that term being renewed twice for a total term of service of four years;
- The member assuming the position of School Authority Vice -Chairperson shall be expected to subsequently move into the role of the chairperson, upon approval of the elected Authority;
- The immediate past chair shall be able to renew for a one year term, as ex-officio, at least twice, following the completion of their term as Authority chair.

Procedure

- The slate of Authority members to be elected is brought forth and approved at the May meeting of the School Authority each year.
- Officers and Committee Chairpersons, if applicable, are approved by the Authority at the May meeting of the School Authority on the basis of having previously indicated their willingness to serve in that capacity.
- The School Authority Chairperson will be elected as an Officer, and as such, is directly elected by the Authority.
- In the event that an Officer, or Committee Chair, is unable to continue, or when it is time to appoint a new Vice-Chairperson of the Authority, the School Authority Chairperson will seek the counsel of the Authority members.

Term of Office

Members may serve for a maximum of eight continuous years, by being re-elected at the end of each four year term. Officers may serve for a maximum of four years in each office. If an officer position becomes vacant during the 1 year term, the School Authority will follow the same process, solicit nominees as soon as possible and conduct an election.

Annual Review of School Authority Individual Members

By February each year the Chairperson, will canvas the current Authority members to determine their availability to serve relative to committee needs and interests. The Chairperson will seek constructive suggestions in writing for the School Authority development and operations.

School Authority Development

Periodically, the School Authority may hold extraordinary meetings or retreats to focus on specific topics related to special programs, opportunities, challenges and future directions of the OCTCSA and its optimal functioning.

School Authority Performance

Formal School Authority evaluation will be undertaken annually to review its functioning. Evaluation tools and strategies employed by the School Authority may include self-evaluation, peer evaluation, and various other components such as School Authority meeting evaluation.

Recognition and Rewards

A certificate of appreciation will be presented to School Authority members upon retiring from the School Authority. Other persons may be so honoured when deemed appropriate. Exceptional contributions by School Authority members may be recognized by approval of the School Authority Chairperson.

Resignation Procedure

A School Authority member will submit a letter of resignation to the Chairperson of the School Authority indicating an intention to resign from the position before the end of their term. This will be presented at the next School Authority meeting for acceptance and the member will be so advised.

Termination Procedure

At a duly constituted meeting of the School Authority, a member may be removed from office prior to the expiration of their term by means of a two-thirds vote by the Directors. Reasons for removal from office may include but are not limited to non-attendance for 3 consecutive meetings, conflict of interest, or conduct unbecoming of a member of the OCTC School Authority.

Relationship with the Ottawa Children’s Treatment Centre

Given the level of operational integration between OCTC and the OCTCSA, there is a formal written agreement in place between the two parties, which identifies the relationship between them and their respective roles and responsibilities toward one another. This agreement outlines that the Chair of the OCTCSA is a member of the OCTC Board of Directors and that the CEO serves as Secretary to the OCTCSA. Additionally, the agreement identifies the process related to access to personal health information of OCTC clients who are students in the school.

The following organizational chart illustrates the structure of the OCTCSA and interface of the OCTCSA and OCTC School Program with the Ottawa Children’s Treatment Centre overall and its internal structures.

Appendix 1–Ottawa Children’s Treatment Centre School Authority Organizational CHART

