



Governance Committee  
Monday, May 4, 2026

EC-340D & Virtual Meeting

**AGENDA: 6:00 p.m.**

1. Call to Order/Roll Call
2. Land Acknowledgement
3. Approval of the Agenda
4. Review of Committee Workplan
5. Director Performance Appraisal Committee – Annual Confirmation
6. Board Meeting Dates 2026-2027
7. Trustee Professional Development Sessions 2026-2027
8. Trustee Code of Conduct – Update to Procedure
9. Adjournment

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## GOVERNANCE COMMITTEE

May 4, 2026

### Director Performance Appraisal Committee (O. Reg. 83/24) – Annual Confirmation

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Heather Miller, Officer of Trustee Services

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#### Recommendation:

That the Governance Committee serve as the Trustee committee responsible for conducting the annual performance appraisal of the Director of Education, as an annual confirmation in accordance with O. Reg. 83/24.

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#### Background:

Ontario Regulation 83/24 requires school boards to establish an annual committee to conduct the performance appraisal of the Director of Education. Since 2023–2024, the Governance Committee has fulfilled this role under an approved Board resolution.

This report proposes the continued annual assignment of that responsibility for the 2026-2027 school year.

The Governance Committee's role, composition, and authority for the Director Performance Appraisal are established by prior Board resolution (April 2024, Resolution #24-61) and align with O. Reg. 83/24.

#### Status:

O. Reg. 83/24 requires each school board to establish a committee annually to conduct the Performance Appraisal of the Director of Education.

This report does not introduce changes to the committee's mandate, composition, or authority previously approved by the Board.

## **Financial Implications:**

There are no financial implications at this time.

## **Strategic Directions:**

### **Upholding Human Rights, Safety & Well-Being**

*We will support all students and staff to feel safe and secure in our classrooms and school communities.*

### **Providing Equitable Quality Education**

*We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.*

### **Collaborating with Students, Families & Communities**

*We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.*

### **Building a Sustainable Education System**

*We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.*

### **Reinforcing Indigenous Educational Wellness & Reconciliation**

*We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.*



## GOVERNANCE COMMITTEE

May 4, 2026

### Board Meeting Dates for 2026-2027 School Year

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Heather Miller, Officer of Trustee Services

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#### Recommendation:

That the Committee consider the proposed Board meeting schedules for the 2026–2027 school year, including both the two-meeting and one-meeting monthly models, and determine the preferred approach.

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#### Background:

Each year, the Governance Committee brings forward a report recommending Board meeting dates for the upcoming school year. Following approval by the Board of Trustees, staff establish Trustee Special Committee dates and share them with Trustees prior to September.

The Governance Manual states that the Board shall approve a schedule of meeting dates and times for regular Board and Standing Committee meetings during or before the annual organizational meeting, and that the schedule may be revised by the Board (E.A., 208(6), 170.4).

#### Status:

Staff reviewed Religious and Creed Observances and Days of Significance in developing the proposed Board meeting dates for the 2026–2027 school year. Staff also reviewed Board meeting schedules from previous years and noted a trend whereby, in an effort to ensure fulsome agendas, only one Board meeting has been held in several months. This practice is generally consistent with meeting schedules used by other boards across the province.

In reviewing the proposed Board meeting schedules, staff have also considered overall calendar flexibility, including the scheduling of committee meetings and the Board's ability to respond to time-sensitive matters. In addition, existing governance procedures allow for special Board meetings to be called should urgent or emergent matters require Board consideration outside of regularly scheduled meeting dates.

Option A: Two Meetings per Month (Current Model with Flexibility)

Under Option A, two meetings per month would continue to be scheduled; however, the first meeting of each month would be identified as Tentative. This approach allows flexibility to balance agendas across the month while retaining the ability to cancel meetings when agenda items do not warrant a second meeting.

<b>2026</b>	<b>2027</b>
September 14 ( <i>Tentative</i> ) September 28	January 11 ( <i>Tentative</i> ) January 25
October 5 ( <i>Tentative</i> ) October 19	February 1 ( <i>Tentative</i> ) February 22
November 9 ( <i>last meeting of the 2022-2026 term</i> )  November 16 ( <i>Inaugural Board</i> ) November 30	March 8 ( <i>Tentative</i> ) March 22
December 7 ( <i>Tentative</i> ) December 14	April 5 ( <i>Tentative</i> ) April 26
	May 10 ( <i>Tentative</i> ) May 31
	June 7 ( <i>Tentative</i> ) June 14 June 28 ( <i>Tentative</i> )

Option B: One Meeting per Month (Three-Week Rotation)

Under Option B, one Board meeting per month would be scheduled, generally following a three-week rotation. This model is intended to avoid lengthy gaps between meetings, support more fulsome agendas, and ensure that Board decisions are made and implemented promptly.

<b>2026</b>	<b>2027</b>
September 28	January 18
October 19	February 22
November 9 ( <i>last meeting of the 2022-2026 term</i> )  November 16 ( <i>Inaugural Board</i> ) November 30	March 22
December 14	April 19
	May 10 May 31
	June 14 June 28 ( <i>Tentative</i> )

**Financial Implications:**

There are currently no known financial implications.

**Strategic Directions:**

**Collaborating with Students, Families & Communities**

*We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.*



## GOVERNANCE COMMITTEE

May 4, 2026

### Trustee Professional Development Sessions 2026-2027

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Heather Miller, Officer of Trustee Services

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#### **Recommendation:**

That the Trustee Professional Development Sessions 2026-2027 be recommended for approval.

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#### **Background:**

The Board of Trustees engaged in professional learning throughout the 2025-26 school year on topics such as Budget, Indigenous Educational Wellness and Reconciliation and Leadership through Policy. Trustees also learned about the supports and resources provided by Facility Services, Information Technology Services, Human Resources Services, and the Community & Continuing Education department.

The Board of Trustees Self-Assessment is used by staff to guide the development of the proposed topics for future professional learning sessions.

#### **Status:**

Building on this experience, the learning model was reviewed to inform the proposed approach for the upcoming trustee term.

In 2025-2026, the learning sessions were scheduled on the same date as committee meetings where topics aligned, supporting efficiency and alignment with committee work.

As the Board of Trustees' term for 2022-2026 is set to expire on November 14, 2026, the proposed Professional Development topics will be for the incoming Board of Trustees as part of their orientation/onboarding process, based on the feedback provided through the open-ended question of the most recent Board of Trustees' Self-Assessment.

Feedback from the self-assessment highlighted several themes that support effective trustee onboarding, including:

- Relationship-building

- Behavioural norms
- Role clarity
- Conflict navigation
- Committee expectations
- Public and internal communication

In previous terms, OPSBA has made self-paced, online foundational learning available to trustees through its Good Governance series, addressing more than twenty individual governance topics. Should this learning be offered again for the 2026–2030 term, it would provide a foundational resource for incoming trustees.

The proposed plan, “*Year 1: Trustee Onboarding and Governance Foundations* ([Appendix A](#)) is a staged, focused approach that sets the incoming Board of Trustees up for success while protecting staff capacity and supporting long-term governance effectiveness.

### **Financial Implications:**

There are no financial implications for the topics currently identified as Information Sessions, as they will be facilitated by board staff.

However, when an external facilitator is required, the cost must fall within and be covered by the funding allocation provided by the Ministry of Education through School Board Administration Fund (SBAF).

### **Strategic Directions:**

#### **Upholding Human Rights, Safety & Well-Being**

*We will support all students and staff to feel safe and secure in our classrooms and school communities.*

#### **Collaborating with Students, Families & Communities**

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#### **Reinforcing Indigenous Educational Wellness & Reconciliation**

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## **Year 1: Trustee Onboarding and Governance Foundations**

Effective Trustee onboarding prioritizes role clarity, relationship-building, and shared understanding of core governance concepts. Professional learning for the Board of Trustees will be delivered through a combination of external governance resources and HWDSB-facilitated sessions. This blended approach supports consistency, relationship-building, and practical application, while remaining responsive to trustee needs, available resources, and staff capacity.

### **1. Effective Collaboration on a Board**

#### **Focus**

The session supports a newly installed School Board of Trustees in establishing governance practices, shared expectations, and productive working relationships in alignment with the Education Act and Ministry of Education governance expectations.

#### **Key Governance Learning Areas**

- Understand the statutory role and authority
- Know how to work collaboratively
- Share clear expectations for conduct and decision-making
- Be positioned to govern effectively as part of a Board of Trustees

#### **Delivery**

The session would be led by a skilled, neutral facilitator with expertise in Ontario school board governance to ensure balanced participation, a safe environment for dialogue, while laying a strong foundation for effective collaboration throughout the Board's term.

### **2. Governance Basics (First 90 Days)**

#### **Focus**

Core governance knowledge that supports effective trustee participation and shared understanding of roles, responsibilities, and meeting practices during the early phase of the Board's term.

#### **Key Governance Learning Areas**

- Role of the Board and Trustees in relation to the Director of Education and staff
- Trustee authority and decision-making as a collective body
- Code of Conduct, conflict of interest, and privacy obligations

- Parliamentary procedure and effective use of motions

### **Delivery**

Foundational governance learning will be supported through OPSBA modules, *if available*, complemented by HWDSB-facilitated sessions focused on local policies, meeting culture, and governance expectations within the district context.

## **3. Equity, Human Rights & Indigenous Commitments**

### **Focus**

Governance-level principles that inform Board decision-making and accountability, with particular attention to human rights obligations, equity responsibilities, and Indigenous commitments within a public education context.

### **Key Governance Learning Areas**

- Human rights and equity as core governance responsibilities
- Indigenous Education, including Two-Row / parallel relationship principles
- Board accountability for inclusive, anti-racist, and anti-oppressive decision-making
- Understanding how equity commitments are reflected in the MYSP, Board policy and governance practice

### **Delivery**

Foundational learning will be supported through OPSBA and/or OESC Equity and Human Rights modules, *if available*, complemented by HWDSB-facilitated sessions focused on connecting governance principles to local commitments, expectations, and decision-making responsibilities.

## **4. Board–Director & Executive Council Relationship**

### **Focus**

Understanding the governance relationship between the Board of Trustees, the Director of Education, and Executive Council, with emphasis on accountability, role clarity, and effective governance-level oversight.

### **Key Governance Learning Areas**

- Distinctions between governance responsibilities and operational management in practice
- Board accountability for Director (CEO/CEdO) oversight, support, and evaluation
- The role of Executive Council in supporting system leadership and implementation
- Building and maintaining professional relationships grounded in trust, transparency, and good-faith engagement
- Understanding how effective governance relies on respectful dialogue and constructive tension

**Delivery**

Foundational learning will be supported through OPSBA governance modules, *if available*, complemented by HWDSB-facilitated discussions focused on local governance structures, expectations, and practical application of Board–Director accountability within the district context.

**5. Fiduciary & Policy Oversight****Focus**

Trustee responsibilities related to financial stewardship, risk oversight, and policy governance, with emphasis on accountability, strategic leadership, and informed decision-making at the Board level.

**Key Governance Learning Areas**

- Budget oversight and fiduciary responsibilities of the Board
- Financial stewardship, risk management, and audit oversight
- The role of policy in setting strategic direction and monitoring outcomes
- Understanding governance-level questions that support informed oversight without operational involvement

**Delivery**

Foundational learning will be supported through OPSBA governance and finance-related modules, *if available*, complemented by HWDSB-facilitated sessions focused on local financial structures, policy frameworks, and effective governance-level oversight practices.

**6. Public Representation & Communication (Later in Year 1)****Focus**

Trustee responsibilities related to public engagement, communication, and representation, with emphasis on balancing individual trustee roles with collective Board accountability and decision-making.

**Key Governance Learning Areas**

- Community representation and advocacy within a governance role
- Distinguishing individual trustee perspectives from collective Board decisions
- Media and social media considerations for trustees
- Upholding collective accountability and Board decisions in public forums
- Understanding reputational risk and public trust in a governance context

**Delivery**

Foundational learning will be supported through OPSBA governance and communications-related modules, *if available*, complemented by HWDSB-facilitated sessions focused on local context, communication protocols, and risk considerations relevant to public-facing trustee responsibilities.

**Learning Beyond Year 1**

While this plan prioritizes foundational governance learning for the first year of the Board's term, additional professional learning will be identified and scheduled in subsequent years. Future sessions will be shaped by annual Board of Trustees' self-assessment survey results, emerging governance needs, and system priorities, allowing trustee learning to remain flexible, responsive, and aligned with effective governance over the full term.



## GOVERNANCE COMMITTEE

May 4, 2026

### Trustee Code of Conduct – Procedure (Update to Reporting section)

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Heather Miller, Officer of Trustee Services

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#### Recommendation:

That the proposed update to the Reporting section of the Trustee Code of Conduct – Procedure be approved.

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#### Background:

The Trustee Code of Conduct was updated (July 29, 2024) under Ontario Regulation 312/24 *Member of School Boards – Code of Conduct*. Boards were required to update their code of conduct procedures to ensure compliance with [Ontario Regulation 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct](#) and section 218.3 *Enforcement of Code in the Education Act*.

As a result of these legislative updates, staff reviewed the current procedure to confirm alignment with the new requirements.

#### Status:

A gap was identified in the Reporting section of the procedure related to what information is shared publicly when a complaint is referred to an Integrity Commissioner for review. While the legislation requires boards to publish certain information, it does not provide a standard format or level of detail expectation. As a result, reporting practices vary across school boards.

Currently, the [procedure](#) includes the following clauses:

#### Reporting

- 5.2.1 A board shall keep records and publish information on its website about each of the following:
- a. a matter referred to an Integrity Commissioner for investigation and determination;
  - b. a decision of the Integrity Commissioner to refuse to commence an investigation under *Refusal to Commence Investigation* above;

- c. determination of an Integrity Commissioner that a Trustee has or has not breached the Code and any sanction(s) imposed; and
- d. a determination by a panel upholding or overturning an Integrity Commissioner’s determination including any variation of a sanction.

5.2.2 Where the alleged breach of the Board’s Code or the determination regarding the breach involves any of the matters described in clauses 207(2) (a) to (e) of the Education Act, the board shall publish only such information as is appropriate.

Proposed Addition to the Governance Manual: Code of Conduct – Procedure – Reporting section

In response to this gap, staff are proposing additional language to clarify how reporting requirements may be met in a consistent and transparent manner.

5.2.3 The following table is intended to illustrate the type of information that may be posted on the Board’s website, following receipt of an Integrity Commissioner’s final report, and updated in the case of an Appeals Panel Findings.

<b>Trustee</b>	<b>Report No.</b>	<b>Date of Complaint</b>	<b>IC Finding</b>	<b>Appeal Panel Finding</b>	<b>Report*</b>
Trustee X	IC Report 123-456	Month, Date, Year	Breach found  *** Breach Found with sanctions (listed)		<a href="#">View Report</a>
	IC Report 789-012	Month, Date, Year	Dismissed / No Findings		No Report

*\*Where an alleged breach of the Board’s Code or a determination regarding the breach involves any matters described in clauses 207(2) (a) to (e) of the Education Act, no report will be posted*

The proposal supports public transparency by confirming when a Code of Conduct complaint has been referred to an Integrity Commissioner. Where an allegation is dismissed or found to be unfounded, it is generally accepted practice to limit the level of detail that is publicly shared. This approach helps reduce the risk or undue harm to those involved when no breach is identified.

Transparency remains in place, as the reporting framework continues to show that a complaint was received and reviewed, even when it does not result in a finding by an Integrity Commissioner.

Note: The legislation does not define specific options or terminology for Integrity Commissioner findings. Findings are issued at the Integrity Commissioner's discretion and may vary in wording and format.

### **Financial Implications:**

There are no financial implications known at this time.

### **Strategic Directions:**

#### **Upholding Human Rights, Safety & Well-Being**

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