



# Hastings and Prince Edward District School Board

*A Great Place to Learn and A Great Place to Work!*

Chair of the Board: Carl Pitman

Director of Education: Kathy Soule

## NOTICE OF MEETING

This notice is to confirm that the next regular meeting of the  
**Executive Committee**  
will be held on:

**Monday, March 7, 2011**  
**at 2:30 p.m.**  
**in the Board Committee Room, Education Centre**  
**156 Ann Street, Belleville, Ontario**

The agenda and supporting documents for this meeting are attached to this notice.

**Carl Pitman**  
Chair of the Executive Committee

**Kathy Soule**  
Director of Education  
Secretary of the Board

*Membership:*

*S. Clements, Fifth Member; T. Goodfellow, Chair – Program and Human Resources; M. Hall, Vice-Chair; D. Inch, Chair – Operations and Finance; C. Pitman, Chair*



# Hastings and Prince Edward District School Board

*A Great Place to Learn and A Great Place to Work!*

Chair of the Board: Carl Pitman

Director of Education: Kathy Soule

**Executive Committee  
PUBLIC AGENDA  
March 7, 2011  
immediately following closed session at 2:30 p.m.  
Board Committee Room**

Section	Item	Report No.	Resp.
<b>A</b>	<b>Call to order</b>		
	Delegations / presentations - none		
	Approval of agenda		
	Approval of the minutes: February 7, 2011	A-1	
	Business arising from the minutes		
<b>B</b>	<b>Recommendations</b>		
	Report from staff		
	• Changes to Board Policy No. 3-B Electronic Meetings and Board Policy No. 11-J Student Discipline Committee	B-1	R. McGall
	• Changes to Board Policy 3-D Communications and Media Relations	B-2	
	• Board Policy No. 11-B Program and Human Resources Committee	B-3	
	Report from Student Senate		
	• Changes to Board Policy No. 3-C Student Representation on the Board	B-4	M. Hall
<b>C</b>	<b>Information</b>		
	Policy Review		R. McGall
	• Policy No. 3-A Delegations and Presentations and Policy No. 14 Hearings on Termination of Teacher Employment	C-1	
	Leadership Development Survey	C-2	R. McGall
	Trustee Retreat/Governance Modules	C-3	R. McGall
<b>D</b>	<b>Draft agenda review</b>		
	Operations and Finance Committee	D-1	D. Inch
	Program and Human Resources Committee	D-2	T. Goodfellow
	Public Board	D-3	C. Pitman
<b>E</b>	<b>Correspondence</b>		

## Adjournment

**Next regular meeting: Monday, April 4, 2011**

**Membership**

*S. Clements, Fifth Member; T. Goodfellow, Chair – Program and Human Resources;  
M. Hall, Vice-chair; D. Inch, Chair – Operations and Finance; C. Pitman, Chair*



Decision   X   Information       

**To:** The Chair and Members of the Executive Committee

**From:** Kathy Soule, Director of Education

**Re: Board Policy No. 3-B Electronic Meetings  
Board Policy No. 11-J Student Discipline Committee**

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**Purpose**

To request that the Executive Committee recommend that the Board approve changes to Board Policy No. 3-B Electronic Meetings and Board Policy No. 11-J Student Discipline Committee as outlined in Appendices A and B.

**Background**

According to Procedure 110 Board Policy Development and Review, Board Policies are required to be reviewed every three years to ensure they are still relevant and have been implemented effectively. These changes were presented to the Executive Committee on February 7, 2011.

**Current situation**

On January 10, 2011 the Executive Committee recommended that the Director of Education be authorized to review the policies contained in Executive Committee Report C-2 and bring recommendations forward to the Executive Committee for discussion.

Board Policy No. 3-B Electronic Meetings was amended by both strikeout and insertion of language to reflect the current practice and system plan. Updates to Board Policy No. 11-J Student Discipline reflect changes in the name of *Ontario Regulation 472/07* and definitions.

**Appendix:**

- Appendix A – Revised Board Policy No. 3-B Electronic Meetings
- Appendix B – Revised Board Policy No. 11-J Student Discipline Committee

**Recommendation**

Moved:

Seconded:

**That the Executive Committee recommend Hastings and Prince Edward District School Board approve the changes to Board Policy No. 3-B Electronic Meetings and Board Policy No. 11-J Student Discipline Committee, as contained in Executive Committee Report No. B-1, dated March 7, 2011.**

Respectfully submitted,

**Kathy Soule  
Director of Education and Secretary of the Board**

## BOARD OPERATIONS

POLICY NO. 3-B	
Adopted	May 26, 2008
Last Revised	May 26, 2008
Review Date	May, 2011

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## ELECTRONIC MEETINGS

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### 1. OBJECTIVE

Hastings and Prince Edward District School Board recognizes the value of using electronic modes of communication in conducting its business. The Board realizes the need to make provision for the use of electronic means for participation in the meetings of the Board and its committees.

The Board has, as required by Ontario Regulation 463/97 Electronic Meetings made under the *Education Act*, developed and implemented this policy providing for the use of electronic means for the holding of meetings of the Board.

### 2. DEFINITIONS

**Meetings of the Board**—The term “meetings of the Board” throughout this policy refers to meetings of the Board and meetings of a committee of the Board, including a committee of the whole Board.

### 3. PROCEDURE

3.1 At the request of a Board member or student trustee, in situations where it is not possible for the member or student trustee to attend a regularly scheduled or special meeting of the Board, the Board shall provide electronic means for participation where the technology and infrastructure to support it are available, (i.e., teleconference phone, video conferencing). Except in emergency situations, such requests ~~s~~ must be made to the chair or secretary of the Board at least forty-eight hours before the commencement of said meeting.

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3.2 The following persons must be physically present in the Board meeting room for any meeting of the Board or committee of the whole:

- the chair of the Board or designate;
- at least one additional member of the Board; and
- the director of education or designate.

3.3 The following persons must be physically present in the committee meeting room for any meeting of the Board's committees, except for a committee of the whole:

- the chair of the committee or designate; and
- the director of education or designate.

3.4 The chair of the Board or committee will conduct the electronic meeting as if it were a regular meeting of the Board.

3.5 A Board member who participates in a meeting by electronic means is considered to be present at the meeting and will be recorded in the attendance for the meeting. Under section 228 of the *Education Act*, Board members must not absent themselves without being authorized by resolution entered in the minutes from three consecutive regular meetings of the Board. Also, in spite of participation by electronic means, section 229 of the *Education Act* requires a physical presence in

the meeting room of the Board for at least one regular meeting of the Board for each period of four full calendar months.

- 3.6 The electronic means used for these meetings shall permit the member(s) to hear and be heard by all other participants in the meeting.
- 3.7 Student trustees who are participating through electronic means shall not participate in any part of a closed meeting of the Board dealing with the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian.
- 3.8 The electronic means shall be provided in a way that ensures compliance with the rules governing conflict of interest of Board members.
- 3.9 The chair of the Board or secretary of the Board shall have authority to refuse to provide a Board member or student trustee with electronic means of participation in a meeting of the Board where it is deemed impossible to ensure compliance with subsections 3.7 or 3.8 above, or where the technology and infrastructure to support it are not available.
- 3.10 The Board may provide, at one or more locations within its jurisdiction, electronic means to permit participation in meetings by members of the public. Such participation shall be in accordance with Policy No. 3-A Delegations and Presentations. The extent and manner of public participation shall be determined by the Board chair based on the electronic means available.
- 3.11 The Board shall ensure that the Board meeting room is open to permit physical attendance by members of the public at every meeting of the Board except a meeting closed to the public.

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**Legal References:**

- Education Act, section 208.1 Electronic Meetings
- Ontario Regulation 463/97 Electronic Meetings

**Board References:**

Board Policy No. 2 - Governance By-Laws and Standing Rules

## BOARD OPERATIONS

POLICY NO. 3-C	
Adopted	March 26, 2001
Last Revised	May 26, 2008
Review Date	May, 2011

Executive Committee  
Report B-2, Appendix A  
March 7, 2011

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## STUDENT REPRESENTATION ON THE BOARD

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### 1. OBJECTIVE

Hastings and Prince Edward District School Board is committed to involving students in the educational decision-making process and supports student trustees as representatives of the interests of pupils within the Board.

### 2. DEFINITIONS

None

[Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.]

### 3. POLICY STATEMENT

#### 3.1 Student Involvement

The Board recognizes the benefits which accrue when students are involved in the educational decision-making process. To enable students to participate in this manner, the position of student trustee is established.

#### 3.2 Student Perspectives

The Board expects that students who serve as student trustees shall bring student perspectives to Board discussions; will develop as student leaders; will bring to the Board an increased awareness of issues of concern to students; will assist the Board in determining student issues and student opinion; and will foster effective communication between the Board and students.

#### 3.3 Parameters for Student Representation

The Board shall provide for the appointment of two student trustees to the Board. This representation shall be within the following parameters:

- 3.3.1 Representation shall be in accordance with the *Education Act* and attendant regulations.
- 3.3.2 Representatives shall be students enrolled in a secondary school within the jurisdiction of the Board for the period of representation.
- 3.3.3 Representatives may participate in all public Board discussions and be recognized by the chair, but shall not be entitled to a binding vote.
- 3.3.4 Representatives may participate in closed meetings of the Board, except when dealing with the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian.
- 3.3.5 A student trustee is not a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its committees.

- 3.3.6 A student trustee is entitled to require that a matter before the Board or one of its committees on which the student trustee sits be put to a recorded vote, and in that case there shall be:
- a recorded non-binding vote that includes the student trustee's vote; and
  - a recorded binding vote that does not include the student trustee's vote.
- 3.3.7 A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board or of one of its committees on which the student trustee sits, and if no member of the Board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.

#### 3.4 Board and Committee Agenda Packages

The Board shall ensure that student trustees receive and review regular copies of the public session of the Board and Board committee agenda packages in accordance with Board policy and procedures.

### 4. PROCEDURE

#### 4.1 Student Senate

A student senate, composed of up to eighteen representatives in total, from secondary schools within the jurisdiction of the Board, shall be formed and meet a minimum of four times within their term.

#### 4.2 The Student Senate:

- 4.2.1 shall consist of two representatives from each secondary school unless otherwise provided for within this procedure.
- 4.2.2 shall require students, in order to be eligible for this role, to meet the following criteria:
- Students must be sixteen years of age or older and entering or enrolled in year 3 or 4 as a full-time student at the secondary school.
  - Students should have achieved in a previous school year and maintained a minimum average of 70% in all subjects.
  - Students should have demonstrated an interest and prior involvement in school and/or community-based activities.
- 4.2.3 is a committee of student representatives responsible for the election of two students from the student senate for appointment by the Board as student trustees for Board consideration by no later than the regular May Board meeting preceding the term of the student trustees.
- 4.2.4 shall be elected on or before May 1 by a method decided upon by each secondary school's student council.
- 4.2.5 shall elect the two student trustees at the first meeting to be held within the first week of May.
- 4.2.6 shall assist the student trustees in determining student issues, gathering student opinion and communicating with students.
- 4.2.7 shall serve for the term of June 1 through to May 31.

#### 4.3 Responsibilities of Student Trustees

Student trustees must be willing to commit the necessary time to attend meetings and perform duties and responsibilities as follows:

- to regularly attend all public Board meetings;
- to be knowledgeable about and be willing to comply with Board policies and procedures;
- to attend and participate in standing committees whenever possible;

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- 4.3.4 to serve as the student liaison representatives to the student senate;
- 4.3.5 to consult with and to keep the student senate informed about Board issues of interest and concern to students;
- 4.3.6 to represent the views of the student senate when participating in Board discussions;
- 4.3.7 to demonstrate confidentiality and discretion at all times; and
- 4.3.8 to undertake a mentoring role with the incoming student senate.
- 4.3.9 Even though student trustees are not members of the Board, they will have the same opportunity for participation at meetings of the Board or committees of the Board as granted to elected Board members.
- 4.3.10 If attendance is not possible, the director of education shall be notified. Attendance of the student trustees does not affect the quorum.
- 4.4 Mentor/Advisor
- 4.4.1 The vice-chair of the Board and the director of education shall serve as mentors/advisors to the student trustees. Further, the director of education and vice-chair shall serve as the mentors/advisors to the student senate.
- 4.4.2 Orientation for the newly-selected student trustees shall be provided by the vice-chair of the Board and the director of education prior to the regular meeting of the Board in September. During their term, student trustees may request additional information or assistance, as required.
- 4.5 Term of Office
- 4.5.1 The term of office for student trustees shall be the school year (September through June) with the student trustees commencing office following their election by the student senate and approval by the Board.
- 4.5.2 Student trustees shall normally occupy the position for a one-year term only.
- 4.5.3 Notwithstanding paragraph 4.5.2, a student trustee can stand for re-election for one further one-year term providing he/she continues to meet all qualifying requirements.
- 4.5.4 In the event of a student trustee being elected for a second term, the secondary school in which that student is registered will be entitled to name a third representative.
- 4.6 Vacancies
- In the event that one or more of the student trustees is not able to complete the term of office, the student senate shall elect a replacement for Board approval at the next regularly scheduled Board meeting.
- 4.7 Budget
- 4.7.1 The student senate, at its first meeting shall set the budget for the upcoming year at an amount not exceeding the amount allotted by the Ministry in the student focussed funding model for the purpose of student representation.
- 4.7.2 The setting of the budget will take into account the following: cost of attendance at student senate and Board and committee meetings; membership fee in the Ontario Student Trustees Association; attendance at OSTA meetings and workshops and other related conferences; student senate activities (i.e. Youth Forum) and any other costs associated with the operation of the student senate.
- 4.8 Reimbursement of Expenses
- 4.8.1 Student trustees shall receive an honorarium of \$2,500.00 to be provided to the student trustee at the June meeting of the Board in the year in which they served.
- 4.8.2 Student trustees and other members of the student senate will be reimbursed for their out-of-pocket expenses reasonably incurred in connection with carrying out their duties and



**Decision X Information \_\_\_\_\_**

**To:** The Chair and Members of the Executive Committee

**From:** Kathy Soule, Director of Education

**Re: Board Policy No. 3-D Board Communications & Media Relations**

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**Purpose**

To request that the Executive Committee recommend that the Board approve changes to Board Policy No. 3-D Board Communications & Media Relations as outlined in Appendix A.

**Background**

According to Procedure 110 Board Policy Development and Review, Board Policies are required to be reviewed every three years to ensure they are still relevant and have been implemented effectively.

**Current situation**

On January 10, 2011 the Executive Committee recommended that the Director of Education be authorized to review the policies contained in Executive Committee Report C-2 and bring recommendations forward to the Executive Committee for discussion.

Board Policy No. 3-B Board Communications & Media Relations was amended by both strikeout and insertion of language to reflect the current practice and system plan

**Appendix:**

Appendix A – Revised Board Policy No. 3-D Board Communications & Media Relations.

**Recommendation**

Moved:

Seconded:

**That the Executive Committee recommend Hastings and Prince Edward District School Board approve the changes to Board Policy No. 3-D Board Communications & Media Relations, as contained in Executive Committee Report No. B-2, dated March 7, 2011.**

Respectfully submitted,

**Kathy Soule  
Director of Education and Secretary of the Board**

Executive Committee

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March 7, 2011

**POLICY NO. 3-D**

Adopted	November 28, 2000
Last Revised	
Review Date	May 2014

**BOARD OPERATIONS**

**BOARD COMMUNICATIONS & MEDIA RELATIONS**

**1. OBJECTIVE**

Hastings and Prince Edward District School Board is committed to fostering positive relationships and effective communication within the educational system and with the broader public and media. The Board strives to ensure efficient and effective communication founded in Growing with Character to promote the AiM—Achievement in Motion for Student Success System plan, events, activities and legislated requirements.

The Board values the assistance of all media in the promotion of Hastings and Prince Edward District School Board as the education system of choice.

**2. DEFINITIONS**

Stakeholders – include students, parents/guardians, employees, the broader public and the media.

**3. PROCEDURE**

3.1 All communications between the Board and stakeholders will be clear, concise and timely to ensure access to relevant information in a timely manner.

3.2 The Director of Education or designate shall be responsible for maintaining effective and consistent channels of communication with all stakeholders.

3.3 The Board shall provide to stakeholders information that reflects current trends in education.

3.4 The Board shall provide to stakeholders information that is necessary to build a sense of pride in the success of programs and projects established by the system.

3.5 Legislative requirements for communications will be met.

3.6 The Board recognizes the right of the media to seek facts that are pertinent in the conduct of their work and will cooperate with the media in the release of such facts such that they do not violate legislation, contractual obligations and/or Board policy.

3.7 The Chair of the Board and the Director of Education, or designate, are the Board's primary spokespersons in all situations where a system level comment or response is required. The Chair, as the Board's elected representative, provides comments from a political perspective. The Director of Education, or designate, provides the administrative view as the Board's Chief Executive Officer and Chief Education Officer.

3.8 Agendas, reports and minutes of public Board and/or standing committee meetings shall be posted on the website and also made available to stakeholders, if requested.

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**Legal References:**

- *Education Act, section 207 Access to Meetings and Records*
- *Municipal Freedom of Information and Protection of Privacy Act*
- *Charter of Rights and Freedoms*

**Board References:**

- Board Policy No. 1 - Board Mission and Goals
- Board Policy No. 2 - Governance By-Laws and Standing Rules
- Board Policy No. 4 - Corporate Board Job Description
- Board Policy No. 5 - Director of Education Job Description
- Board Policy No. 7 - Board Policy Development and Review
- Guidelines for News Releases

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**Decision X Information \_\_\_\_\_**

**To:** The Chair and Members of the Executive Committee

**From:** Kathy Soule, Director of Education

**Re: Board Policy No. 11-B Program and Human Resources Committee**

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**Purpose**

To request that the Executive Committee recommend that the Board approve changes to Board Policy No. 11-B Program and Human Resources Committee as outlined in Appendix A.

**Background**

According to Procedure 110 Board Policy Development and Review, Board Policies are required to be reviewed every three years to ensure they are still relevant and have been implemented effectively.

**Current situation**

On January 10, 2011 the Executive Committee recommended that the Director of Education be authorized to review the policies contained in Executive Committee Report C-2 and bring recommendations forward to the Executive Committee for discussion.

Board Policy No. 11-B Program and Human Resources Committee was amended by strikeout and insertion of language to reflect the current practice and system plan

**Appendix:**

Appendix A – Revised Board Policy No. 11-B Program and Human Resources Committee.

**Recommendation**

Moved:

Seconded:

**That the Executive Committee recommend Hastings and Prince Edward District School Board approve the changes to Board Policy No. 11-B Program and Human Resources Committee, as contained in Executive Committee Report No. B-3, dated March 7, 2011.**

Respectfully submitted,

**Kathy Soule  
Director of Education and Secretary of the Board**

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**STANDING COMMITTEE**

<b>POLICY NO. 11- B</b>	
Adopted	May 26, 2008
Last Revised	<del>May 26, 2008</del> Draft: January 11, 2011
Review Date	<del>May, 2011</del> January 2014

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**PROGRAM AND HUMAN RESOURCES COMMITTEE**


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**1. PURPOSE**

The Program and Human Resources Committee shall review and make recommendations to the Board on matters concerning educational programs, special education services and human resources/personnel issues.

**2. POWERS AND DUTIES**

- 2.1 The committee shall support the achievement of the Board's major areas of responsibility that relate to educational programs, special education services and human resources issues, as described in Board Policy No. 4 Corporate Board Job Description.
- 2.2 The committee is responsible for reviewing and recommending to the Board the goals in the Board's system plan and the means whereby these goals may be achieved.
- 2.3 The committee will review and monitor, through the director of education, matters relating to the quality of programs and program delivery within the system.
- 2.4 The committee will receive, through the director of education, reports relating to the development of special education programs and make recommendations to the Board concerning the need for and the impact of these special ~~provisions~~ programs.
- 2.5 The committee will review and monitor, through the director of education, matters relating to the use of instructional and assistive technology to expand learning opportunities for all students and provide essential support for students with special education needs.
- 2.6 The committee will receive, through the director of education, presentations and reports relating to the progress of students, student discipline and school safety, and any other matters which influence the effectiveness of the schools.
- 2.7 The committee will monitor that the Board acts in accordance with the *Education Act*, regulations and other statutory requirements to ensure the implementation of provincial education standards and policies.
- 2.8 The committee is responsible for ensuring that all employees of the Board are valued and treated with respect, that the principles of fairness, ~~-and~~ equity and inclusivity are practiced, and that the provisions of all current employment and labour laws and Board agreements are implemented.
- 2.9 The committee will monitor the success of administrative procedures related to the management of the Board's human resources and programs that provide benefits and services to employees.

2.10 The committee will discuss with the director any issue about educational programs, special education services, or human resources matters that might require the development of an administrative procedure.

### 3. MEMBERSHIP

3.1 Membership is appointed each year at the annual meeting held in December.

3.2 Membership shall consist of a minimum of five trustees.

### 4. MEETINGS

4.1 The Program and Human Resources Committee shall schedule meetings for the third Monday evening of each month in which a regular meeting of the Board is held, with the following exceptions:

- a) There will be no regular committee meeting in December.
- b) In June the meeting shall be held on the second Monday evening.
- c) Where the third Monday of any month falls on a statutory holiday, the meeting shall be held on the Tuesday immediately following the holiday.

4.2 Any change in meeting dates shall require advance notice to be publicly posted at least seventy-two hours in advance.

#### **Legal References:**

- *Education Act, sections 170-171 Duties and Powers of Boards; Part XIII Behaviour, Discipline and Safety*
- *Education Quality and Accountability Office Act*
- *Labour Relations Act*

#### **Board References:**

- Board Policy No. 1 - Board Mission and Goals
- Board Policy No. 4 - Corporate Board Job Description
- Board Policy No. 5 - Director of Education Job Description
- Achievement in Motion System Plan



**Decision X Information \_\_\_\_\_**

**To:** The Chair and Members of the Executive Committee

**From:** Mary Hall, Trustee Representative, Student Senate  
Kathy Soule, Director of Education

**Re: Board Policy No. 3-C Student Representation on the Board**

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**Purpose**

To request that the Executive Committee recommend that the Board approve changes to Board Policy No. 3-C Student Representation on the Board as outlined in Appendix A.

**Background**

According to Procedure 110 Board Policy Development and Review, Board Policies are required to be reviewed every three years to ensure they are still relevant and have been implemented effectively.

**Current situation**

On January 10, 2011 the Executive Committee recommended that the Director of Education be authorized to review the policies contained in Executive Committee Report C-2 and bring recommendations forward to the Executive Committee for discussion.

At the Student Senate meeting held on February 8, 2011, the policy was reviewed with the following recommendation being brought forward to align the policy with *Ontario Regulation 7/07 Student Trustee*.

**Appendix:**

Appendix A – Revised Board Policy No. 3-C Student Representation on the Board

**Recommendation**

Moved:

Seconded:

**That the Executive Committee recommend Hastings and Prince Edward District School Board approve the changes to Board Policy No. 3-C Student Representation on the Board, as contained in the Executive Committee Report No. B-4, dated March 7, 2011.**

Respectfully submitted,

**Mary Hall  
Trustee Representative**

**Kathy Soule  
Director of Education and Secretary of the Board**

## BOARD OPERATIONS

POLICY NO. 3-C	
Adopted	March 26, 2001
Last Revised	May 26, 2008
Review Date	May, 2011

Executive Committee  
Report B-2, Appendix A  
March 7, 2011

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## STUDENT REPRESENTATION ON THE BOARD

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### 1. OBJECTIVE

Hastings and Prince Edward District School Board is committed to involving students in the educational decision-making process and supports student trustees as representatives of the interests of pupils within the Board.

### 2. DEFINITIONS

None

[Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.]

### 3. POLICY STATEMENT

#### 3.1 Student Involvement

The Board recognizes the benefits which accrue when students are involved in the educational decision-making process. To enable students to participate in this manner, the position of student trustee is established.

#### 3.2 Student Perspectives

The Board expects that students who serve as student trustees shall bring student perspectives to Board discussions; will develop as student leaders; will bring to the Board an increased awareness of issues of concern to students; will assist the Board in determining student issues and student opinion; and will foster effective communication between the Board and students.

#### 3.3 Parameters for Student Representation

The Board shall provide for the appointment of two student trustees to the Board. This representation shall be within the following parameters:

- 3.3.1 Representation shall be in accordance with the *Education Act* and attendant regulations.
- 3.3.2 Representatives shall be students enrolled in a secondary school within the jurisdiction of the Board for the period of representation.
- 3.3.3 Representatives may participate in all public Board discussions and be recognized by the chair, but shall not be entitled to a binding vote.
- 3.3.4 Representatives may participate in closed meetings of the Board, except when dealing with the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian.
- 3.3.5 A student trustee is not a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its committees.

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- 4.3.4 to serve as the student liaison representatives to the student senate;
- 4.3.5 to consult with and to keep the student senate informed about Board issues of interest and concern to students;
- 4.3.6 to represent the views of the student senate when participating in Board discussions;
- 4.3.7 to demonstrate confidentiality and discretion at all times; and
- 4.3.8 to undertake a mentoring role with the incoming student senate.
- 4.3.9 Even though student trustees are not members of the Board, they will have the same opportunity for participation at meetings of the Board or committees of the Board as granted to elected Board members.
- 4.3.10 If attendance is not possible, the director of education shall be notified. Attendance of the student trustees does not affect the quorum.
- 4.4 Mentor/Advisor
- 4.4.1 The vice-chair of the Board and the director of education shall serve as mentors/advisors to the student trustees. Further, the director of education and vice-chair shall serve as the mentors/advisors to the student senate.
- 4.4.2 Orientation for the newly-selected student trustees shall be provided by the vice-chair of the Board and the director of education prior to the regular meeting of the Board in September. During their term, student trustees may request additional information or assistance, as required.
- 4.5 Term of Office
- 4.5.1 The term of office for student trustees shall be the school year (September through June) with the student trustees commencing office following their election by the student senate and approval by the Board.
- 4.5.2 Student trustees shall normally occupy the position for a one-year term only.
- 4.5.3 Notwithstanding paragraph 4.5.2, a student trustee can stand for re-election for one further one-year term providing he/she continues to meet all qualifying requirements.
- 4.5.4 In the event of a student trustee being elected for a second term, the secondary school in which that student is registered will be entitled to name a third representative.
- 4.6 Vacancies
- In the event that one or more of the student trustees is not able to complete the term of office, the student senate shall elect a replacement for Board approval at the next regularly scheduled Board meeting.
- 4.7 Budget
- 4.7.1 The student senate, at its first meeting shall set the budget for the upcoming year at an amount not exceeding the amount allotted by the Ministry in the student focussed funding model for the purpose of student representation.
- 4.7.2 The setting of the budget will take into account the following: cost of attendance at student senate and Board and committee meetings; membership fee in the Ontario Student Trustees Association; attendance at OSTA meetings and workshops and other related conferences; student senate activities (i.e. Youth Forum) and any other costs associated with the operation of the student senate.
- 4.8 Reimbursement of Expenses
- 4.8.1 Student trustees shall receive an honorarium of \$2,500.00 to be provided to the student trustee at the June meeting of the Board in the year in which they served.
- 4.8.2 Student trustees and other members of the student senate will be reimbursed for their out-of-pocket expenses reasonably incurred in connection with carrying out their duties and

- 3.3.6 A student trustee is entitled to require that a matter before the Board or one of its committees on which the student trustee sits be put to a recorded vote, and in that case there shall be:
- a recorded non-binding vote that includes the student trustee's vote; and
  - a recorded binding vote that does not include the student trustee's vote.
- 3.3.7 A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board or of one of its committees on which the student trustee sits, and if no member of the Board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.

#### 3.4 Board and Committee Agenda Packages

The Board shall ensure that student trustees receive and review regular copies of the public session of the Board and Board committee agenda packages in accordance with Board policy and procedures.

### 4. PROCEDURE

#### 4.1 Student Senate

A student senate, composed of up to eighteen representatives in total, from secondary schools within the jurisdiction of the Board, shall be formed and meet a minimum of four times within their term.

#### 4.2 The Student Senate:

- 4.2.1 shall consist of two representatives from each secondary school unless otherwise provided for within this procedure.
- 4.2.2 shall require students, in order to be eligible for this role, to meet the following criteria:
- Students must be sixteen years of age or older and entering or enrolled in year 3 or 4 as a full-time student at the secondary school.
  - Students should have achieved in a previous school year and maintained a minimum average of 70% in all subjects.
  - Students should have demonstrated an interest and prior involvement in school and/or community-based activities.
- 4.2.3 is a committee of student representatives responsible for the election of two students from the student senate for appointment by the Board as student trustees for Board consideration by no later than the regular May Board meeting preceding the term of the student trustees.
- 4.2.4 shall be elected on or before May 1 by a method decided upon by each secondary school's student council.
- 4.2.5 shall elect the two student trustees at the first meeting to be held within the first week of May.
- 4.2.6 shall assist the student trustees in determining student issues, gathering student opinion and communicating with students.
- 4.2.7 shall serve for the term of June 1 through to May 31.

#### 4.3 Responsibilities of Student Trustees

Student trustees must be willing to commit the necessary time to attend meetings and perform duties and responsibilities as follows:

- to regularly attend all public Board meetings;
- to be knowledgeable about and be willing to comply with Board policies and procedures;
- to attend and participate in standing committees whenever possible;

responsibilities. Such reimbursement of expenses shall be in accordance with the same rules that govern the reimbursement of elected Board members' expenses.

4.9 Co-operative/Community Service Credit

4.10 Due to the time commitment inherent in the position as student trustee, the student trustees may submit a request to the principal prior to the commencement of their participation to be considered eligible for obtaining a co-operative or community service credit.

4.11 The principal, at his/her discretion, will determine such eligibility.

**Legal References:**

- *Education Act, section 55 Student Trustees*
- *Ontario Regulation 7/07 Student Trustees*

**Board References:**

Board Policy No. 2 - Governance By-Laws and Standing Rules



**Decision** \_\_\_\_\_ **Information**  X

**To:** The Chair and Members of the Executive Committee

**From:** Rob McGall, Director of Education Designate

**Re: Board Policy No. 3-A Delegations and Presentations  
Board Policy No. 14 Hearings on Termination of Teacher Employment**

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**Purpose**

To advise the Executive Committee that a review of Board Policy No. 3-A Delegations and Presentations and a review of Board Policy No. 14 Hearings on Termination of Teacher Employment was undertaken.

**Background**

According to Procedure 110 Board Policy Development and Review, Board Policies are required to be reviewed every three years to ensure they are still relevant and have been implemented effectively.

**Current situation**

On January 10, 2011 the Executive Committee recommended that the Director of Education be authorized to review the policies contained in Executive Committee Report C-2 and bring recommendations forward to the Executive Committee for discussion.

Board Policy No. 3-A Delegations and Presentations was reviewed. No changes or revisions are recommended to this policy. The review date will be changed to January, 2014.

Board Policy No. 14 Hearings on Termination of Teacher Employment was reviewed. No changes or revisions are recommended to this policy. The review date will be changed to May, 2014.

**Appendices:**

Appendix A – Board Policy No. 3-A Delegations and Presentations

Appendix B – Board Policy No. 14 Hearings on Termination of Teacher Employment.

Respectfully submitted,

**Rob McGall  
Director of Education Designate**

## BOARD OPERATIONS

POLICY NO. 3-A	
Adopted	October 23, 2006
Last Revised	May 26, 2008
Review Date	May, 2014

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## DELEGATIONS AND PRESENTATIONS

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### 1. OBJECTIVE

Hastings and Prince Edward District School Board shall hear delegations and presentations as provided for in the procedures outlined below.

### 2. DEFINITIONS

**Delegation**—A person or group of persons officially elected or appointed to represent another or others to address the Board or committee of the Board to make a request or influence a decision.

**Presentation**—The sharing of information before the Board or a committee of the Board by a person or group of persons external to the Board after submitting a request to appear for this purpose.

### 3. PROCEDURE

- 3.1 A person or persons presenting or a delegation wishing to appear before the Board, at a regularly scheduled closed session or public meeting of the full Board or a standing committee of the Board, may request to do so by contacting the director's office.
- 3.2 The person or persons presenting or a delegation shall submit to the director a completed Form F003-1 Request for Delegations and Presentations for inclusion in the agenda of the Board or standing committee. The form must be submitted no later than five days prior to the meeting. Failure to do so shall result in deferral until such material is made available. Any additional material will be distributed to the Board or a committee only with the prior approval of the chair of the Board or the chair of the standing committee.
- 3.3 No more than two persons shall be designated to be speakers for the delegation or presentation and no other member of the delegation or presentation shall address the Board or committee except by request of a trustee and with the permission of the chair of the Board or standing committee.
- 3.4 At a closed meeting of the Board, persons presenting or delegations will be heard at approximately 6:00 p.m.
- 3.5 At a public meeting of the Board, persons presenting or delegations shall be heard at approximately 7:00 p.m.
- 3.6 At a closed or public session of a committee meeting, persons or delegations shall be heard at a time to be determined by the chair of the committee.
- 3.7 The duration of any person's or delegation's presentation shall not be more than fifteen minutes in total.

- 3.8 Any specific recommendation for action suggested by a person or delegation shall not be voted upon at the same meeting in which that person or delegation appears before the Board but may be referred by the chair to an appropriate standing committee or member of staff for study and report to the Board or standing committee of the Board.
- 3.9 The Board reserves the right, at its sole discretion, to limit the number of delegations or presentations at any regularly scheduled closed or public meeting of the Board or standing committee of the Board.
- 3.10 The Board or committee, by motion, may choose, also at its sole discretion, to receive a person or delegation without the prior notice outlined in this section.

***Legal References:***

*Education Act, section 207 Access to Meetings and Records*

***Board References:***

- Board Policy No. 2 - Governance By-Laws and Standing Rules
- Form F003-1 - Request for Delegations and Presentations



**BOARD POLICY NO. 14**

Adopted	May 26, 2008
Last Revised	January 2011
Review Date	January 2014

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## HEARINGS ON TERMINATION OF TEACHER EMPLOYMENT

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### 1. PURPOSE

Hastings and Prince Edward District School Board has a duty to ensure that students receive the benefits of an education system staffed by teachers who are performing their duties in a satisfactory way.

The teacher performance appraisal system is described in the *Education Act, Part X.2*. When a teacher's performance is on review status under the terms of *Part X.2*, and the principal's feedback and recommendations to help the teacher improve his or her performance do not result in a satisfactory rating, the following steps shall be taken.

### 2. RECOMMENDATION TO THE BOARD

- 2.1 Where a performance appraisal results in an unsatisfactory rating after the teacher has been placed on review status as set out in sections 277.37 and 277.38 of the *Education Act*, or in subsections 277.40.2 and 277.40.3 in the case of a new teacher, the principal, in consultation with the director of education or designate, shall promptly transmit a recommendation in writing to the Board that the teacher's employment with the Board should be terminated.
- 2.2 If, at any time during the 120 school days starting with the day on which the teacher is advised that he or she is on review status, the principal and appropriate supervisory officer jointly determine that the delay necessitated by conducting an additional performance appraisal during the review process is inconsistent with the protection of the best interests of students, they shall refrain from conducting the appraisal and shall promptly transmit a joint recommendation in writing to the Board that the teacher's employment with the board should be terminated.
- 2.3 In accordance with the *Education Act*, subsection 277.15 (5), nothing in *Part X.2* or any regulation, guideline, policy or rule under it shall be interpreted to limit the right of the Board to terminate the employment of a teacher for disciplinary reasons, whether or not a performance appraisal process relating to the teacher is being conducted under *Part X.2* of the *Education Act*. Administrative Procedure 405 Personnel Rules General provides examples of just cause for the dismissal of teaching staff.

**Comment [11]:** The Director of Education is also the Secretary to the Board. This may create a problem if the Director makes the recommendation for termination as contemplated by the Policy. If that occurs the Director would be considered to be a "party" to the proceedings and therefore cannot be present while the Trustees deliberate over their decision respecting the recommendation. As a practical matter, this issue can be addressed by the recommendation being made by a designate of the Director as contemplated by the Policy.

### 3. INFORMATION SHARING

- 3.1 The recommendation to the Board for termination of employment shall be accompanied by the following:
  - 3.1.1 written reasons for the recommendation;
  - 3.1.2 a copy of the performance appraisal document; and
  - 3.1.3 copies of all documents relied upon in making the recommendation.

- 3.2 The principal shall promptly provide the teacher with:
- 3.2.1 a copy of the recommendation to the Board;
  - 3.2.2 a copy of the written reasons for the recommendation; and
  - 3.2.3 copies of all documents relied upon in making the recommendation.

#### 4. THE BOARD HEARING

- 4.1 The Board hearing shall demonstrate procedural fairness. The teacher must be aware of the reasons for the recommendation and must have a fair chance to respond.
- 4.2 Notes of the Board hearing shall be recorded for the purpose of the Board's records.
- 4.3 The Board shall rule on any matter of procedure that may arise during the course of the hearing.
- 4.4 The director of education or designate and the teacher or teacher's representative shall be given an opportunity to make introductory statements.
- 4.5 The director of education or designate shall make the first presentation. If the director considers it necessary to have witnesses appear on behalf of the recommendation, they shall be called to appear prior to the teacher or the teacher's representative making any presentations or calling witnesses.
- 4.6 The presentation of the teacher's case shall commence after the director of education or designate has presented his or her evidence.
- 4.7 Trustees shall ask questions of a witness only after the party calling the witness has completed his or her presentation.
- 4.8 After the teacher or the teacher's representative has made a closing statement, the director of education or designate shall have an opportunity to respond.
- 4.9 Board members will have the opportunity to ask questions of clarification from both parties.
- 4.10 The Board will meet without the respective parties to the hearing in attendance to arrive at a decision regarding the recommendation. The secretary of the Board and recording secretary will remain in attendance. The Board may have legal counsel in attendance.
- 4.11 If the Board requires additional information or clarification in order to make its decision, both parties will be requested to return to the hearing to provide the additional information.

#### 5. BOARD DECISION

- 5.1 The Board, upon receiving a recommendation to terminate a teacher's employment under *Part X.2* of the *Education Act*, shall determine, based on the competencies provided for in Ontario Regulation 99/02 whether or not the teacher is performing satisfactorily in the position to which he or she was assigned immediately before any action of the director of education to suspend or reassign the teacher, pending the Board's decision.
- 5.2 The determination of the Board shall be by majority vote of the members of the Board present at a meeting of the Board at which there is a quorum, within sixty (60) days of receiving the recommendation.

5.3 Where the Board determines that the teacher is not performing satisfactorily in the position to which he or she was assigned immediately before any action of the director of education, or determines the need to terminate employment for other reasons, the Board shall terminate the teacher's employment with the Board.

5.4 Where the Board does not make the determination described in subsection 5.3, the teacher's suspension or reassignment, as the case may be, shall cease and, except where the teacher and the Board agree otherwise, the teacher shall resume his or her former position.

#### 6. COMMUNICATION OF DECISION

6.1 The Board decision will be communicated to the teacher by telephone and confirmed in writing following the hearing.

6.2 Where the Board terminates a teacher's employment for unsatisfactory performance, the secretary of the Board shall promptly file a complaint under section 26 of the *Ontario College of Teachers Act*, regarding the reasons for the termination.

6.3 Where a teacher employed by the Board resigns while he or she is on review status, the secretary of the Board shall promptly file a complaint under section 26 of the *Ontario College of Teachers Act*, regarding the reasons for the teacher having been placed on review status.

6.4 The Board shall promptly provide to any other school board requesting teacher performance appraisal documents all documents relating to termination of the employment of a teacher.

#### Legal References:

- *Education Act*, paragraph 171(1) 3 Powers of Boards to Remove Teachers
- *Education Act Part X.2 Teacher Performance Appraisal*
- *Ontario College of Teachers Act*, section 26 Duties of Investigation Committee
- *Ontario Regulation 298 Operation of Schools—General*, paragraph 11(3) (j) *Principal's Recommendation*
- *Ontario Regulation 99/02 Teacher Performance Appraisal*

#### Board References:

- Board Policy No. 4 - Corporate Board Job Description
- Board Policy No. 5 - Director of Education Job Description
- Administrative Procedure 405 - Personnel Rules General
- Administrative Procedure 460- Reporting Teacher Professional Misconduct



**Decision** \_\_\_\_\_ **Information**   **x**  

**To:** The Chair and Members of the Executive Committee

**From:** Colleen DeMille, Assistant Superintendent of Education – Curriculum Services

**Re: Leadership Development Survey**

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**Purpose**

To advise the Executive Committee of a Professional Learning Needs Survey developed by the HPEDSB Leadership Development Steering Committee for completion by administrators, teaching and support staff, and trustees.

**Background**

The Employee Excellence Action Plan 1 states that we will refine and enhance the leadership strategy to promote professional growth in every role through effective mentoring, professional learning, performance appraisal and succession planning, in alignment with Growing with Character.

**Current situation**

The survey has been created to collect data regarding suggested learning opportunities for supporting leadership development in the system. Information gathered from this survey will assist the HPEDSB Leadership Development Steering Committee in organizing resources and professional learning opportunities that support the goal of attracting and developing passionate, capable and skilled employees and leaders. The survey will be available until April 30, 2011.

**Appendix**

Appendix "A" – Professional Learning Needs

Respectfully submitted

**Colleen DeMille**

**Assistant Superintendent of Education - Curriculum Services**

## Professional Learning Needs



### Page 1

AIM System Plan: Employee Excellence Action Plan 1 states that we will refine and enhance the leadership strategy to promote professional growth in every role through effective mentoring, professional learning, performance appraisal and succession planning, in alignment with Growing with Character. The following survey has been created to collect data regarding suggested learning opportunities for supporting leadership development in the system. Information gathered from this survey will assist the HPEDSB Leadership Development Steering Committee in organizing resources and professional learning opportunities that support the goal of attracting and developing passionate, capable and skilled employees and leaders. The survey will be available until May 11th, 2010. Thank you for your participation. If you have questions about the survey please contact, Colleen DeMille, Assistant Superintendent, Curriculum Services, (613) 966-1170 ext. 2414, (cdemille@hpedsb.on.ca).

1. Please select your age from the ranges below: \*

- 20-29
- 30-39
- 40-49
- 50-59
- 60+

2. Please select your gender. \*

- Male
- Female

3. Please select your role. \*

- School Administrator
- Support Staff
- Teacher
- Trustee

## Professional Learning Needs



Page 2

### School Administrators

4. Please further define your role. \*
- Elementary Principal
  - Elementary Vice-principal
  - Secondary Principal
  - Secondary Vice-principal
5. Select your number of years of experience in this role. \*
- 0-5
  - 6-10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - 31-35
  - 36-40
  - Over 40
6. Select your total number of years of experience in the education sector. \*
- 0-5
  - 6-10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - 31-35
  - 36-40
  - Over 40

**Identifying Learning Needs: for each of the statements below, please rate your level of interest in learning more about the topic.**

7. Setting Direction\*

	0 - none	1 - low	2 - medium	3 - high
Establishing a shared vision for the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating collaboration and building consensus with all stakeholders for improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using, collecting and analyzing data to plan and monitor student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspiring, challenging and motivating others to carry the vision forward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Building Relationships and Developing People\*

	0 - none	1 - low	2 - medium	3 - high
Engage in constructive problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing effective working relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing, mediating and resolving conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing, empowering and sustaining individuals and teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustaining collaborative relationships with community partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Developing the Organization\*

	0 - none	1 - low	2 - medium	3 - high
Fostering the development of a range of professional learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and leading a changing school culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering growth and development in self and others (e.g., mentoring, co-teaching, networking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing leadership capacity in others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging the school community in school improvement priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Leading the Instructional Program\*

	0 - none	1 - low	2 - medium	3 - high
Incorporating 21st century content, global perspectives, learning skills, resources and technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating and managing a school budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Establishing priorities and managing tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empowering teachers and support staff to take risks and engage in reflective practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding Board procedures, Ministry policy and educational legal issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Securing Accountability\*

	0 - none	1 - low	2 - medium	3 - high
Engaging the school community in effective school improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collecting and analyzing a variety of sources of data to create conditions for success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring an optimal school environment through staff supervision (e.g., TPA, professional development, disciplinary processes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and presenting a coherent and transparent account of the school's performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Professional Learning Needs



Page 3

### Teachers

13. Please select your panel.

- Elementary
- Secondary

14. Please further define your role. When selecting your answer, consider your primary role.\*

- Contract - Classroom
- Contract - Non-classroom School
- Contract - Non-classroom System
- Occasional - Classroom
- Occasional - Non-classroom

15. Select your number of years of experience in this role.\*

- 0-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- Over 40

16. Select your total number of years of experience in education.\*

- 0-5

- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- Over 40

**Identifying Learning Needs: for each of the statements below, please rate your level of interest in learning more about the topic.**

17. Setting Direction\*

	0 - none	1 - low	2 - medium	3 - high
Developing a shared vision for the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating with colleagues from other schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating collaboration with colleagues in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using data to plan and monitor student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating divisional/department/school team goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Building Relationships and Developing People\*

	0 - none	1 - low	2 - medium	3 - high
Engaging in constructive problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing effective working relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing and resolving conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating and sustaining a professional learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing relationships and collaborating with community partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Developing the Organization\*

	0 - none	1 - low	2 - medium	3 - high
Engaging in inquiry-based professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring others (e.g., new teachers, pre-service candidates, new to a role/school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking to facilitate change and improvement in self and others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicating with and engaging parents

20. Leading the Instructional Program\*

0 - none      1 - low      2 - medium      3 - high

Incorporating 21st century content, global perspectives, learning skills, resources and technologies

Creating and managing a budget related to school improvement

Establishing priorities and managing tasks

Building capacity of self and others

Understanding Board procedures, Ministry policy and educational legal issues

21. Securing Accountability\*

0 - none      1 - low      2 - medium      3 - high

Understanding pathways, programs and supports for students

Collecting and analyzing a variety of sources of data to create conditions for success

Ensuring a safe and healthy learning environment

Communicating student progress and school achievements

## Professional Learning Needs



Page 4

### Support Staff

23. Please further define your role.\*

- Administrative Support Group (ASG)
- Association of Professional Student Services Personnel (APSSP)
- CUPE Custodial/Maintenance (CUPE - Jurisdictional Group A)
- CUPE Clerical/Technical (CUPE - Jurisdictional Group B)
- CUPE Educational Assistant/Designated Early Childhood Educators (CUPE - Jurisdictional Group C)

24. Select your number of years of experience in this role.\*

- 0-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- Over 40

25. Select your total number of years of experience in the education sector.\*

- 0-5
- 6-10
- 11-15
- 16-20
- 21-25

- 26-30
- 31-35
- 36-40
- Over 40

**Identifying Learning Needs: for each of the statements below, please rate your level of interest in learning more about the topic.**

26. Setting Direction\*

	0 - none	1 - low	2 - medium	3 - high
Motivating and working with others to create a shared culture and positive climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing ongoing and effective communication throughout the schools/department/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using data to monitor progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Building Relationships and Developing People\*

	0 - none	1 - low	2 - medium	3 - high
Engaging in constructive problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing effective working relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing and resolving conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating effectively with a diverse range of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing relationships and collaborating with community partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Supporting the Organization\*

	0 - none	1 - low	2 - medium	3 - high
Engaging in professional learning with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting others new to the school/department/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating and networking with others inside and outside the department/district to foster a climate of change and improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Supporting the Instructional Program\*

	0 - none	1 - low	2 - medium	3 - high
Establishing priorities and managing tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Building capacity of self and others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding Board procedures, Ministry policy and legal issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Securing Accountability\*

	0 - none	1 - low	2 - medium	3 - high
Creating a department structure which reflects the district goals/values and enables management processes to work within legal requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a range of evidence to support, monitor, evaluate and improve department performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring a safe and healthy working environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Professional Learning Needs



### Trustees

**Identifying Learning Needs: for each of the statements below, please rate your level of interest in learning more about the topic.**

#### 32. Setting Direction\*

	0 - none	1 - low	2 - medium	3 - high
Motivating and working with others to create a shared culture and positive climate in the district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting ongoing and effective communication throughout the district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 33. Building Relationships and Developing People\*

	0 - none	1 - low	2 - medium	3 - high
Engaging in constructive problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing effective working relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing and resolving conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating effectively with a diverse range of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing relationships and collaborating with community partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 34. Supporting the Organization\*

	0 - none	1 - low	2 - medium	3 - high
Engaging in professional learning with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating and networking with others in the district to foster a climate of change and improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Supporting the Instructional Program\*

	0 - none	1 - low	2 - medium	3 - high
Establishing priorities and managing tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building capacity of self and others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding Board procedures, Ministry policy and legal issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Securing Accountability\*

	0 - none	1 - low	2 - medium	3 - high
Supporting district goals/values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a range of evidence to determine district improvement over time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Decision** \_\_\_\_\_ **Information** **X**

**To:** The Chair and Members of the Executive Committee

**From:** Rob McGall, Director of Education Designate

**Re: Trustee Retreat/Governance Modules**

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**Purpose**

To provide the Executive Committee with information requested on timelines and costs involved in pursuing additional Governance modules.

**Background**

At the Executive Committee meeting on February 7, 2011, the committee requested that the Director of Education follow-up on timelines and costs involved for trustees to participate in additional governance module training. Contact was made with the Executive Director of the Ontario Education Services Corporation. The Modules 1 through 7 are not intended to be followed in a linear way but are a “text” that would be used by a trainer/facilitator based on the needs assessment. The OESC requested funding from the Ministry of Education, however there is no guarantee this would be approved.

**Current situation**

The Trustee Retreat is scheduled to be held on Monday, April 4, 2011 at Earl & Angelos in Belleville. At that time, trustees may wish to discuss next steps for governance training. A tentative agenda for the retreat would be as follows:

- Next Steps – Governance development
- Self Assessment
- Code of Conduct
- Director’s evaluation
- System Plan 2011-2012
- Succession planning
- Principal and Superintendent

Respectfully submitted,

**Kathy Soule**  
**Director of Education and Secretary of the Board**



# Hastings and Prince Edward District School Board

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Chair of the Board: Carl Pitman

Director of Education: Kathy Soule

## Operations and Finance Committee PUBLIC AGENDA

Regular meeting of  
March 7, 2011 – 5:30 p.m.  
Board Committee Room, Education Centre

Section	Item	Report No.	Resp.
<b>A</b>	<b>Call to order</b>		
	Delegations/presentations – None		
	Approval of agenda		
	Approval of minutes – February 14, 2011		
	Business arising from the minutes		
<b>B</b>	<b>Recommendations</b>		
	None		
<b>C</b>	<b>Information</b>		
	Policy 3C: Student Representation on the Board	C-1	R. McGall
	Trenton High School track report	C-2	D. Rutherford
	Video surveillance project report	C-3	M. Norton
	Capital projects update (verbal report)		D. Tregenza
	Trustee expense reimbursement	C-4	D. Rutherford
<b>D</b>	<b>Correspondence</b>		
	None		

**Next regular meeting: April 11, 2011 – 7:00 p.m.**

**Committee Membership:** *M. Brant, S. Clements, Vice-chair, T. Goodfellow, M. Hall, D. Inch, Chair, D. Patterson, C. Meyette (student trustee)*



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## Program and Human Resources Committee PUBLIC AGENDA

Regular meeting of  
Monday, March 7, 2011 - 7:00 p.m.  
Board Committee Room, Education Centre

Section	Item	Report No.	Resp.
<b>A</b>	<b>Call to order</b>		
	Delegations / presentations – none Approval of agenda Approval of minutes – February 22, 2011 Business arising from the minutes	A-1	
<b>B</b>	<b>Recommendations</b>		
	Educational Programs in Care, Treatment and Correctional Facilities (Section 23)	B-1	J. Rogers/C. Portt
<b>C</b>	<b>Information</b>		
<b>7:00 p.m.</b>	Student Work Study	Verbal	C. DeMille C. Bellwood
	Board Policy No. 3-C Student Representation on the Board	C-1	R. McGall
	Board Policy No. 3-B Electronic Meetings and Board Policy No. 11-J Student Discipline Committee	C-2	R. McGall
	Board Policy No. 3-D Board Communication & Media Relations	C-3	R. McGall
	Board Policy No. 3-A Delegations and Presentations and Board Policy No. 14 Hearing on Termination of Teacher Employment	C-4	R. McGall
	Board Policy No. 11-B Program and Human Resources Committee	C-5	R. McGall
<b>D</b>	<b>Correspondence</b>		
	None		

**Move into closed session**

**Next regular meeting: Monday, April 18, 2011**

**Committee members:** *Jennifer Cobb, Thelma Goodfellow, Chair, Lucille Kyle, Carl Pitman, Jim Williams, Vice-chair  
Emily Tetzlaff (Student Trustee)*

Education Centre, 156 Ann Street, Belleville, Ontario K8N 1N9  
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# Hastings and Prince Edward District School Board

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## BOARD MEETING PUBLIC AGENDA` Regular meeting of March 28, 2011 – 7:00 p.m. Board Room, Education Centre

Section	Item	Report No.	Resp.
<b>A</b>	<b>Call to order</b>		
	Board prayer		
	Delegations/presentations		
	• Character moment – Prince Charles Public School, Belleville		
	Approval of agenda		
	Approval of minutes: February 28, 2011	A-1	
	Business arising from the minutes	A-2	
	Report from Committee of the Whole Board		
<b>B</b>	<b>Recommendations</b>		
	Report from Executive Committee		C. Pitman
	• Board Policy No. 3-B Electronic Meetings and Board Policy No. 11-J Student Discipline Committee	B-1	
	• Board Policy No. 3-C Student Representation on Board	B-2	
	• Board Policy No. 3-D Communications and Media Relations	B-3	
	• Board 11-B Program and Human Resources Committee	B-4	
	Report from Operations and Finance		D. Rutherford
	•		
	Report from Program and Human Resources	B-3	R. McGall
	• Section 23 Programs		
<b>C</b>	<b>Information</b>		
	Calendar of events	C-1	K. Soule
	Report from Chair	Verbal	C. Pitman
	Report from Executive Committee	Verbal	C. Pitman
	Report from Operations and Finance Committee	Verbal	D. Inch
	Report from Program and Human Resources Committee	Verbal	T. Goodfellow
	Reports from staff		
	• School Administrator placements for 2011-2012	C-2	R. McGall
	Reports from Trustees – Board committees and events	Verbal	All
	Trustee proposals and queries	Verbal	All
<b>D</b>			

### Adjournment

**Next regular meeting: Monday, April 26, 2011 – 7:00 p.m.**

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