



# 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  
**Program and Human Resources Committee** will be held on:

**Monday, March 7, 2011**  
**commencing at 7:00 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.

**Thelma Goodfellow, Chair**  
Program and Human Resources Committee

**Trish FitzGibbon**  
Superintendent of Education  
Curriculum Services

**Jim Williams, Vice-chair**  
Program and Human Resources Committee

**Rob McGall**  
Superintendent of Education  
Human Resources Support Services

**June Rogers**  
Superintendent of Education  
Special Education Services

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



# 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

## 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  
PROGRAM AND HUMAN RESOURCES COMMITTEE  
PUBLIC MEETING MINUTES**

February 22, 2011  
DRAFT

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**Members present:** J. Cobb, T. Goodfellow, Chair, L. Kyle, J. Williams, Vice-chair  
**Student Trustee:** E. Tetzlaff  
**Regrets:** C. Pitman  
**Guests:** D. Patterson  
**Resource:** C. DeMille, T. FitzGibbon, R. McGall, C. Portt, J. Rogers,  
M. Savery-Whiteway, K. Soule  
**Minutes:** C. Reid, Administrative Assistant

**Call to order**

The meeting was called to order at 6:57 p.m.

**Delegations/presentations** - None

**Approval of agenda**

Moved: J. Williams  
Seconded: L. Kyle

**That the agenda be approved.**

Carried

**Approval of minutes**

Moved: L. Kyle  
Seconded: J. Williams

**That the minutes of the January 17, 2011 regular meeting be approved.**

Carried

**Business arising from the minutes** - None

**Recommendations**

**Board Policy No. 11-H – Supervised Alternative Learning (SAL) Committee**

Superintendent FitzGibbon reviewed Report No. B-1, noting that the Ministry of Education has released Ontario *Regulation 374/10 – Supervised Alternative Learning* for implementation in all schools effective February 1, 2011. The purpose of Supervised Alternative Learning (SAL) is to provide students who have significant difficulties with regular attendance at school with an alternative learning experience and individualized plan to enable the student to progress towards obtaining an Ontario Secondary School Diploma or achieving his or her other education and life goals.

A revised copy of Policy 11-H was distributed. It was noted that a notice of motion was provided to the Board at its meeting on January 24, 2011. Superintendent FitzGibbon reviewed Policy 11-H in detail with the committee, commenting on changes that have been incorporated into the policy as a result of the new legislation. It was noted that Trustees Brant and Cobb are currently members of the SAL Committee and Trustee Williams is the alternate.

Moved: J. Williams  
Seconded: J. Cobb

**That the Program and Human Resources Committee recommend that the Hastings and Prince Edward School Board amend by substitution Policy No. 11-H Supervised Alternative Learning (SAL) Committee to replace Policy No. 11–H Supervised Alternative Learning for Excused Pupils (SALEP) Committee as contained in Report No. B-1, dated February 22, 2011.**

Clarification was provided regarding the purpose of the Loft site in Bancroft and it was confirmed that this site is not part of the SAL program. Additional information was provided regarding students who do not attend a regular school setting and the supports provided.

Carried

### **Information**

#### **Mid-year Community Threat Assessment Protocol (CTAP) update**

Assistant Superintendent Savery-Whiteway introduced Shelley Steele, Safe Schools Coordinator to review Report No. C-1 and provide the committee with an update regarding the Community Threat Assessment Protocol (CTAP). In 2009, Hastings and Prince Edward District School Board developed a Community Threat Assessment Protocol with various community partners. This preventative process is in its second year in the district. The protocol activates a team of school and community personnel to support collaborative planning to prevent traumatic events. The primary purpose of the multidisciplinary threat assessment team response plan is to identify indicators that suggest a student may be moving on a pathway towards violence. Planned intervention may decrease the risk, prevent injury to self or others, and assist the student to receive the help he or she needs to address the issues contributing to the high risk student behaviour.

Every school has a team trained in risk and threat assessment. School Threat Assessment Teams complete in-school threat assessments following the questions in the protocol. If the threat assessment results in a medium or high level of concern, teams forward the information to the Safe Schools Coordinator. Where there is evidence of a medium or high level of concerning behavior, the Safe Schools Coordinator convenes a community threat assessment meeting. The key component of these meetings is to develop an intervention plan of support based on the needs determined at the CTAP. The key community partners involved in a CTAP include mental health representatives, children's aid representatives and the local police, with additional support brought in as needed based on the type of threat and the individual needs of the student.

A question was raised regarding the continuity of services coming out of CTAP if the student is subsequently expelled. It was noted that the CTAP process and expulsion process are parallel processes and work concurrently in cases where a student has been expelled and has gone through the CTAP process.

Clarification was sought regarding how and why the CTAP was developed. It was noted that no provincial direction was provided. The Safe Schools Team connected with Kevin Cameron, who had previously worked with the Limestone District School Board to develop their protocol. Provincial meetings have taken place to look at successes in the province and the Safe School Coordinator has been invited to assist with the development of the protocol for Kawartha Pine Ridge District School Board and the Algonquin and Lakeshore Catholic District School Board. Provincially, the board is a leader in this area along with the Limestone Board. Kevin Cameron shares the district's protocol frequently and board staff receive numerous requests to share the protocol.

A question was raised regarding the sharing of confidential information between agencies. It was confirmed that within the community partners supporting the student there is freedom to share information for very specific purposes regarding what is relevant to the questions being posed. There is no open sharing of files between agencies without family consent.

Information was sought regarding the approach adopted with First Nations students. As with all students of the board, the CTAP would involve community agencies relevant based on student need. It was confirmed that representatives from the Mohawks of the Bay of Quinte participated in discussions and the development of the CTAP and they are in the process of developing their own protocol.

Statistically, last year a total of ten CTAP's were conducted. From September, 2010 to February, 2011, thirteen CTAP's have been conducted and the students range in age from elementary to secondary. In closing, it was noted that the strength of program comes from consistent training. The district now has trained staff in-house able to deliver Level 1 Threat Assessment training and offer training to community partners as well. Kevin Cameron is still required to provide the Level 2 training. Information will be forwarded to trustees regarding upcoming training dates.

Superintendent McGall noted that this is just one of the proactive programs that have been put in place to support Bill 168 and address violence in the workplace.

Clarification was sought regarding how students, staff and parents are provided with assurances when a student who has been the subject of a CTAP is ready to go back to school. It was confirmed that school staff, working with the Safe Schools Team reintegrate students following clearly defined integration plans, depending on the individual student and the nature of the risk. Restorative practice comes into play within the intervention plans and there is a lot of information sharing with parents, students and staff.

### **Recommendations**

#### **School Year Calendar 2011-2012**

Superintendent FitzGibbon reviewed Report No. B-2, noting that school year calendars are required to be submitted to the Ministry of Education by May 1, 2011 for approval. The proposed school year calendar recommends a Christmas Break period different from the Ministry of Education School Year Calendar, and thus will require an earlier submission date for approval.

A summary of feedback was reviewed which included feedback from school councils, the district Website, educational and community partners and employee groups. School boards consulted with the other school boards and with Tri-Board Student Transportation after review of feedback and came to an agreement to present the following recommendation.

Moved: J. Cobb  
Seconded: L. Kyle

**That the Program and Human Resources Committee recommend that the Hastings and Prince Edward District School Board approve the 2011-2012 school year calendar as follows:**

- 1. That the first day of school be Tuesday, September 6, 2011.**
- 2. That the Christmas Break be Monday, December 26, 2011 to Friday, January 6, 2012 inclusive;**
- 3. That Semester Two begins Friday, February 3, 2012;**
- 4. That the Mid-Winter Break be Monday, March 12, 2012 to Friday, March 16, 2012 inclusive;**
- 5. That the last day of the school year be Friday, June 29, 2012;**
- 6. That the following six dates be designated as professional activity days:  
Friday, September 23, 2011  
Monday, October 24, 2011  
Friday, November 25, 2011**

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**Friday, February 3, 2012  
Friday, May 25, 2012  
Friday, June 29, 2012 and**

- 7. That ten examination days be approved for secondary schools:  
Thursday, January 26, 2012 to Wednesday, February 1, 2012  
Thursday, June 21, 2012 to Wednesday, June 27, 2012.**

Carried

Chair Goodfellow commented on documents obtained from EQAO entitled Summary of Results for Teachers and requested that Curriculum Services staff examine the documents and provide follow up to the Program and Human Resources Committee based on EQAO results and strategies.

**Employment Destinations Program (EDP) update**

Superintendent Rogers referenced Report No. C-2 and provided the background related to the Employment Destinations Program (EDP) in Hastings Prince Edward District School Board. It was noted that the EDP is specific to the district and was developed by the district to support individual “at risk” students.

As a result of a thorough EDP review, information was provided by Assistant Superintendent Portt regarding the following seven recommendations that will be implemented in September 2011:

1. All students in regular class placements will be on an OSSD diploma track.
2. The needs of students that were formerly met through the EDP program will be met as “at risk” students within the Student Success processes that are in place in all secondary schools, including access to all of the supports, monitoring, and individualized timetabling.
3. All secondary schools will provide consistency with some flexibility in the development of timetables to meet the needs of “at risk” students.
4. Assistive technology use should be enhanced for students taking locally developed courses.
5. Alternative Courses (“K” courses) will be reported on using the Alternative Report Card.
6. Curriculum development and professional development related to locally developed courses will be enhanced.
7. Staffing allocations will be reviewed and adjusted in response to the EDP Review Results.

Concerns were expressed regarding current EDP students being integrated into regular class placements, noting that some students experienced success within the current structure of the EDP class. It was stressed that there is a need to ensure a good fit for the students with the teacher and educational assistant and the need to have the appropriate level of educational assistant support for students being integrated in regular classes.

Positive comments were made regarding the proposed changes and the success in portfolio development while working towards accomplishment of the OSSD.

**Proposed amendments to Policy No. 2**

Director Soule reviewed the notice of motion brought forward at the January Board meeting by Trustee Patterson, noting that changes to the Board’s by-laws require a two-thirds majority vote. She explained that the proposed changes would mean that the Board’s membership in OPSBA would be debated on an annual basis rather than automatically being included in the budget process. Currently membership fees are approximately \$40,000 annually.

A question was raised regarding the financial value and benefit of being a member. It was noted that OPSBA is a key advocacy group for public education. The Board also makes extensive use of the labour relations web portal which contains collective bargaining resources, surveys, questions and responses. OPSBA also provides regular communication, training and consortiums for purchasing.

Trustee Patterson reviewed the rationale for the proposed amendment, as contained in Report No. C-3.

**Proposed amendments to Policy No. 3F**

Director Soule review the notice of motion brought forward at the January Board meeting by Trustee Patterson, noting that the change will require a majority vote of 50% plus 1. It was suggested that, instead of the proposed language in 3.1.2 "in lieu of", consideration be give to amend the motion to read "as well as" and the rationale was explained.

Trustee Patterson reviewed the rationale contained in Report No. C-4, noting that his intent was not to add costs to equipment and services being provided to trustees.

**Correspondence - None**

Comments were made regarding the OPSBA Labour Relations Conference being held at the end of March. It was noted that a number of members of the Program and Human Resources Committee, along with Human Resources staff would be attending.

The Program and Human Resources Committee moved into closed session at 8:32 p.m.



**Decision   X   Information**

**To:** The Chair and Members of the Program and Human Resources Committee

**From:** June Rogers, Superintendent of Education - Special Education Services  
Cathy Portt, Assistant Superintendent of Education – Special Education Services

**Re:** **Educational Programs in Care, Treatment and Correctional Facilities (Section 23)**

**Purpose**

To seek approval for the continuation of four (4) Section 23 agreements for the 2011-2012 school year.

**Background**

Each year the care, treatment and correctional facilities agreements, in accordance with Section 23 of Ontario Regulation 287/98, are reviewed by ministry and board personnel to determine whether the programs should be continued, modified, or expanded.

Criteria for the establishment and maintenance of these programs include:

- application for a Section 23 educational program must come from an approved facility;
- children and youths have been admitted to a facility for care, treatment or custody;
- ongoing care and treatment are to be provided by the facility's professional staff and supported by the teacher through a multi-disciplinary approach.

During 2010-2011, the Hastings and Prince Edward District School Board maintained four Section 23 programs in conjunction with various care, treatment, and correctional facilities. Only the direct costs of the Section 23 programs are fully funded by the Ministry of Education, and the sponsoring Ministry in each case. Indirect costs for administration, clerical, in-service etc., are absorbed by the Hastings and Prince Edward District School Board.

**Current situation**

The Board wishes to continue with four (4) Section 23 agreements for the 2011-2012 school year.

<b>PROGRAM</b>	<b>LOCATION</b>	<b>TEACHERS</b>	<b>EAs</b>	<b>STUDENTS (maximum)</b>
<b>Parent-Child and Youth Clinic</b> (Quinte Healthcare Corp) Children in Grades JK to 3 with mental health needs, involved in individual treatment programs	Sir John A. Macdonald P.S. Belleville	1	1	12
<b>Honeywell House</b> <b>Children's Mental Health Residential</b> (Children's Mental Health Services) Children aged 7 to 17 years with mental health issues	Honeywell House Honeywell Corners, Belleville	1	1	12
<b>Junior Day Treatment Program</b> (Children's Mental Health) Children in Grades 4 to 6 who have difficulty in coping with traditional structures, organization or demands of a regular school environment; behaviour and communication needs	Park Dale P.S. Belleville	1	1	12



<b>PROGRAM</b>	<b>LOCATION</b>	<b>TEACHERS</b>	<b>EAs</b>	<b>STUDENTS (maximum)</b>
<b>St. Leonard's Home</b> (Ministry of Children and Youth Services) Open custody, phase 2, for children aged 12 to 17 years; behavioural needs, mainly secondary school students.	St. Leonard's Home Trenton	1	0	10

**Appendices**

Nil

**Recommendation**

Moved:

Seconded:

**That the Program and Human Resources Committee recommend that the Hastings and Prince Edward District School Board approve for 2011-2012 the four (4) special programs in conjunction with the care, treatment and correctional facilities, subject to approval by the Ministry of Education, as contained in the Program and Human Resources Committee Report No. B-1 dated March 7, 2011.**

Respectfully submitted,

**June Rogers**

**Superintendent of Education – Special Education Services**

**Cathy Portt**

**Assistant Superintendent of Education – Special Education Services**



**Hastings and Prince Edward  
District School Board**

**Program and Human Resources  
Committee Report No. C-1  
Page 1  
March 7, 2011**

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

**To:** The Chair and Members of the Program and Human Resources 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 provide information regarding recommended 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

The following recommendation will be made to the Board at its meeting of March 28, 2011:

**That the Executive Committee recommend striking the words in Board Policy 3-C 4.2.5 “within the first week of May” and replacing with “not later than April 30” as contained in Executive Report B-1 Appendix A, dated March 7, 2011.**

For information only.

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

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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

### 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) a recorded non-binding vote that includes the student trustee's vote; and
  - b) a recorded binding vote that does not include the student trustee's vote.

## Board Operations

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- 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:

- a) 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.
- b) Students should have achieved in a previous school year and maintained a minimum average of 70% in all subjects.
- c) 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~~ not later than April 30.

- 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:

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

## Board Operations

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- 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 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

## Board Operations

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- 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 Program and Human Resources 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 provide information regarding recommended 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 – Board Policy No. 11-J Student Discipline Committee

The following recommendation will be made to the Board at its meeting of March 28, 2011:

**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**

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**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 ~~must be made to the chair or secretary of the Board at least forty-eight hours before the commencement of said meeting.~~
- 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

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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:**

## LEGISLATED COMMITTEE

POLICY NO. 11- J	
Adopted	May 26, 2008
Last Revised	May 26, 2008
Review Date	May, 2011

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## STUDENT DISCIPLINE COMMITTEE

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### 1. PURPOSE

The Board formally delegates to the Student Discipline Committee the powers set out in the *Education Act*, Regulations under the *Act*, and the *Statutory Powers Procedure Act* to determine appeals of student suspensions and recommendations for expulsion.

Board Policy No. 13 - Appeals and Hearings Regarding Student Matters prescribes the procedures for the conduct of appeals and hearings by the Student Discipline Committee. This Board policy provides a summary of the key responsibilities of the committee.

### 2. DEFINITIONS

**Adult Student**—An adult student is 18 years of age or older, or 16 or 17 and has removed himself or herself from parental control.

**Board Expulsion**—A Board expulsion is an expulsion from all schools of the Board.

**Mitigating and Other Factors**—These factors are described in Ontario Regulation 472/07 – Behaviour, Discipline and Safety of Pupils and include, but are not limited to, the student's ability to control or understand the consequences of his or her behaviour; the student's history; the age of the student.

**Parent**—A reference to "parent" in this policy refers to both parents if applicable or to a guardian or guardians. Parent means the custodial parent or guardian of a minor child who is not an adult student.

**School Expulsion**—A school expulsion is from the school of the Board that the student was attending at the time of the incident.

### 3. POWERS AND DUTIES

#### 3.1 Conducting a Suspension Appeal

3.1.1 If a superintendent's review of the suspension imposed by the principal does not resolve the issue, the Student Discipline Committee shall hear and determine a suspension appeal within fifteen school days of receiving the notice of intention to appeal.

3.1.2 When making its determination, the Student Discipline Committee shall consider the principal's report and submissions and the submissions and any other information provided by the parent or adult student. The Committee shall also consider the analysis and application of any mitigating and other factors which may or may not be applicable in the circumstances.

3.1.3 The Committee shall determine whether the decision to suspend and the suspension imposed were reasonable in the circumstances.

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3.1.4 The Student Discipline Committee of the Board shall either:

- a) confirm the suspension and its duration;
- b) confirm the suspension but shorten its duration and amend the record accordingly;
- c) quash the suspension and order that the record be expunged;
- d) confirm the suspension and its duration, but order that the record be removed at some future date if certain conditions are met; or
- e) make such other appropriate order.

3.1.5 The decision of the Student Discipline Committee regarding the suspension appeal is final.

### 3.2 Conducting an Expulsion Hearing

3.2.1 When a principal, in consultation with the appropriate superintendent, recommends that a student be expelled, the Student Discipline Committee shall conduct an expulsion hearing. The hearing shall be held within twenty school days from the date the principal suspended the student pending a possible recommendation for expulsion.

3.2.2 The Student Discipline Committee shall consider whether the principal considered all relevant criteria and information, including mitigating or other factors, in reaching the decision to expel the student.

3.2.3 If the Student Discipline Committee considers that the student should not be expelled, the Committee shall make a determination to deal with the suspension in one of the ways described in paragraph 3.1.4 above.

3.2.4 The Student Discipline Committee's decision with respect to the suspension is final.

3.2.5 In the event the Student Discipline Committee decides to recommend that the student be expelled, the Committee must decide whether to impose a school expulsion or a Board expulsion. In determining the type of the expulsion, the Student Discipline Committee shall consider:

- a) the mitigating and other factors that apply;
- b) all submissions and views of the parties;
- c) any written response to the principal's report provided before the completion of the hearing; and
- d) such other matters as the Student Discipline Committee considers appropriate.

3.2.6 If the Student Discipline Committee decides to recommend a school expulsion, then the Committee must assign the student to another school.

3.2.7 If the Student Discipline Committee decides to recommend a Board expulsion, then the Committee must assign the student to a program for expelled students.

3.2.8 The Student Discipline Committee shall promptly provide written notice of the decision to expel the student to both parties and to the student, if he or she was not a party. This written notice shall include:

- a) the reason for the expulsion;
- b) a statement indicating whether the expulsion is a school expulsion or a Board expulsion;

- c) information about the school or program to which the student has been assigned; and
- d) information about the right to appeal the expulsion to the Child and Family Services Review Board.

#### 4. MEMBERSHIP

- 4.1 All trustees will be appointed to the Student Discipline Committee annually, to serve on a rotating basis, with a minimum of three trustees required to conduct a suspension appeal or an expulsion hearing.
- 4.2 The Discipline Committee shall elect a chair from among its members.
- 4.3 A member of senior staff will act as secretary to the Student Discipline Committee, and serve in an advisory capacity to the committee on procedural matters.

#### 5. MEETINGS

Committee meetings are called upon receipt of an appeal of a suspension, and upon a request for an expulsion hearing by the Board.

#### **Legal References:**

- *Education Act, Part XIII; Statutory Powers Procedure Act*
- Ontario Regulation 472/07 Suspension and Expulsion of Pupils
- Ontario Student Record Guideline
- Policy/Program Memorandum No. 128 The Provincial Code of Conduct and School Board Codes of Conduct
- PPM No. 141 School Board Programs for Students on Long-Term Suspension
- PPM No. 142 School Board Programs for Expelled Students
- PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour

#### **Board References:**

- Board Policy No. 13 - Appeals and Hearings Regarding Student Matters
- Administrative Procedure 145 - District Code of Conduct and School Codes of Conduct;
- Administrative Procedure 378 - Student Discipline, Bullying Prevention and Intervention
- Form F013-1 - Notice of Suspension Appeal
- Form F013-2 - Board Suspension Appeal Decision
- Form F013-3 - Board Expulsion Decision



**Decision   X   Information**

**To:** The Chair and Members of the Program and Human Resources Committee

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

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

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**Purpose**

To provide information regarding recommended changes to Board Policy No. 3-D Board Communications & Media Relations as outlined in Appendices 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.

The following recommendation will be made to the Board at its meeting of March 28, 2011:

**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. C-2, dated March 7, 2011.**

Respectfully submitted,

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

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.

3.9

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Deleted: Board members recognize newspapers, radio and television broadcasting stations, the Board website and other information media to be important means of keeping people informed about school services, programs, initiatives, challenges and needs. The Board welcomes the interest and assistance of media representatives.¶

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Deleted: the staff; employee group leaders; the media; and, if requested, community associations and municipal representatives in Hastings and Prince Edward counties.

Deleted: News releases shall be written in accordance with the established guidelines.





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

**To:** The Chair and Members of the Program and Human Resources 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 inform 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.

**Appendix:**

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



**Hastings and Prince Edward  
District School Board**

**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.

### 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.

**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.

- 
- 3.2 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



**Hastings and Prince Edward  
District School Board**

**Program and Human Resources  
Committee Report No. C-5  
Page 1  
March 7, 2011**

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

**To:** The Chair and Members of the Program and Human Resources Committee

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

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

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**Purpose**

To provide information regarding recommended changes to Board Policy No. 11-B Program and Human Resources Committee as outlined in Appendices 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.

The following recommendation will be made to the Board at its meeting of March 28, 2011:

**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

POLICY NO. 11- 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