



**Program and Human Resources Committee
PUBLIC AGENDA**

**Regular meeting of
Monday, November 10, 2014 - 5:30 p.m.
Board Committee Room, Education Centre**

Section	Item	Report No.	Resp.
A	Call to order		
	Delegations / presentations – None Approval of agenda Approval of minutes – October 14, 2014 Business arising from the minutes		
B	Recommendations		
	Textbook/novel approval	B-1	C. Portt
C	Information		
	2014-15 Revised Policy approval – Part A	C-1	M. Savery-Whiteway
	Board Improvement Plan for Student Achievement (BIPSA) update on Learning Fairs	C-2	C. Portt
	French Immersion/Expansion Parent Survey	C-3	C. Portt
	Bullying Prevention & Awareness Week and Say One Nice Thing campaign launch	C-4	M. Fisher
	Trustee proposals and queries	Verbal	All
D	Correspondence - None		

Move into closed session

Next regular meeting: Monday, January 12, 2015

Committee members: *Jennifer Cobb, Bonnie Danes, Thelma Goodfellow, Mary Hall, Dwayne Inch, Lucille Kyle, Dave Patterson, Jim Williams*



HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD PROGRAM AND HUMAN RESOURCES COMMITTEE PUBLIC MEETING MINUTES

October 14, 2014
DRAFT

- Members present:** J. Cobb; B. Danes; T. Goodfellow; M. Hall; L. Kyle, Vice-chair;
D. Patterson; J. Williams, Chair
- Student Trustees:** None
- Regrets:** C. Barry, Student Trustee
- Absent:** D. Inch; A. Mifflin, Student Trustee
- Guests:** None
- Resource:** M. Fisher, T. FitzGibbon, L. Miller, N. Pfeiffer, C. Portt, J. Rogers,
M. Savery-Whiteway
- Minutes:** P. Hoskin, Administrative Assistant

Call to order

Chair Williams called the meeting to order at 5:30 p.m.

Delegations/presentations - None

Approval of agenda

Moved: T. Goodfellow
Seconded: J. Cobb

That the agenda be approved.

Carried

Information – Timed item

IEP Online

Superintendent Rogers spoke about the new IEP Online software that is replacing the current and outdated software used for completing student Individual Education Plans. IEP Online was selected after 18 months of researching several products by a focus group which included Special Education teachers, coordinators and SETS coordinators. She introduced coordinators Wendy O'Neill and Geoff Said who reviewed features of the new program and demonstrated its use.

Some highlights of the software include:

- Meets all Ministry of Education standards
- Remote access
- Works with various browsers
- Smart rollover of IEP and IPRC information from year-to-year and site-to-site
- Customization to meet Hastings and Prince Edward District School Board needs and practices
- User guides and training manual available online
- Simplifies SEA and Board Equipment Management, and links to IEP online

The coordinators agreed that this software has improved the quality of their work and provided them with more timely information.

Trustees were provided with additional information regarding their questions about:

- Who is entering the information – ISRT or teacher
- Marks linked to the program
- Security of the system
- Access to data by parents

- Efficiency by linking to Maplewood – no double entry of information
- Concerns regarding the screen colours and the clarity of the words

The Director complimented the team on the quality of IEP Online and the work undertaken to find a product that has streamlined the IEP creation process so well.

Trustee Williams thanked coordinators Wendy O'Neill and Geoff Said for their presentation.

Approval of minutes

Moved: D. Patterson
Seconded: T. Goodfellow

That the minutes of the September 8, 2014 regular meeting be approved.

Carried

Business arising from the minutes

Superintendent Fisher and Director Savery-Whiteway responded to a trustee question regarding bullying and provided examples of how our focus on school climate and student well being is addressing social interactions amongst students at school.

Recommendations

Mentally healthy schools support

Director Savery-Whiteway referenced Report No. B-1. She stated at the June 2, 2014 Executive Committee meeting trustees indicated they would work with Superintendent Fisher to draft a written communication to the Ministry of Education to share their concerns about the need for additional resources to support mental health and well-being for students within our district. A draft letter to the Ministry, with revisions incorporated from the Executive Committee Meeting of October 6, was created for the Program Human Resources Committee to review and recommend for approval by the Board.

Moved: L. Kyle
Seconded: J. Cobb

That the Program and Human Resources Committee recommends that Hastings and Prince Edward District School Board approve the prepared letter, from the Chair, on behalf of the Board, be submitted to the Ministry of Education requesting consideration of additional supports to address the complex mental health needs of students within our district, as contained in Program and Human Resources Committee Report No. B-1 dated October 14, 2014.

Carried

Trustees suggested that a discussion should take place on where we will focus any Ministry supports if provided.

Board Improvement Plan for Student Achievement (BIPSA)

Superintendent Portt recalled that at the September closed Program and Human Resources Committee meeting, trustees received a brief update on the BIPSA, which was to be brought back to this meeting for further discussion. Superintendent Portt handed out copies of the September BIPSA report and noted that the district is heading into the fall cycle of professional learning with Learning Fairs scheduled for later in October. Data is being collated from teachers, professional learning teams, EQAO results and individual school results to support identifying the greatest learning needs of our students and refine the BIPSA goals and strategies.

Discussion ensued regarding the student individual EQAO report that is sent home to parents and ways to possibly encourage parents about how to discuss results with their child.

Textbook/novel approval

Superintendent Portt referenced Report No. C-2 and reviewed the title listed in Appendix A. The submission has been reviewed by the school principal and forwarded for approval by the Program and Human Resources Committee. Trustees will now have an opportunity to review the text/novel. A recommendation for approval will be presented at the November 2014 Program and Human Resources Committee meeting.

Superintendent Portt noted that this text has been recommended for students in the Ontario Secondary School Literacy Course (OSSLC). Topics in this text are appealing to students and engage them in reading.

Trustee proposals and queries - None

Correspondence – None

The Program and Human Resources Committee moved into closed session at 6:44 p.m.



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

From: Cathy Portt, Superintendent of Education – Curriculum Services

Re: Textbook/Novel Approval

Purpose

To seek approval for textbooks/novels not listed in the Ministry Curriculum Centre Learning Resources website which lists textbooks/novels approved for use in schools by the Minister of Education.

Background

The Ministry Curriculum Centre Learning Resources website lists textbooks/novels approved for use in schools by the Minister of Education under the Education Act. HPEDSB Procedure 210: Textbook/Learning Material Selection, Purchase and Approval sets out expectations for principals and teachers to follow when such materials are not found on the list provided by the Minister, subject to the approval of the Board.

Current situation

The titles (attached as Appendix “A”) have been reviewed by the school principal, curriculum services staff or superintendent, and trustees on the Program & Human Resources Committee. A Recommendation for approval is being presented to the Program and Human Resources Committee.

Appendices

Appendix A – Titles Submitted for Board Approval.

Recommendation

Moved:

Seconded:

That the Program and Human Resources Committee recommend that Hastings and Prince Edward District School Board approve the list for use in schools described in Appendix A as contained in the Program and Human Resources Committee Report No. B-1, dated November 10, 2014.

Respectfully submitted,

**Cathy Portt
Superintendent of Education – Curriculum Services**



APPENDIX A

Summary List of Material Submitted for Approval

TITLE	SUBJECT	AUTHOR	PUBLISHER	EDITION (# or Yr.)	CDN OR FOREIGN (C or F)	GRADES
I.D.: Stuff that Happens to Define Us	English (OSSLC)	Kate Scowan	Annick Press	2013	C	Grade 9-12

Appendix A

2014-2015 Board Policy Review Timeline

The following fall and spring timelines are suggested for the 2014-2015 Board Policy Review:

Fall: (Part A)

- September 2, 2014 – Recommendation and timeline to Executive Committee for approval
- September, 2014 – Senior Administration to review policies.
- September 22, 2014 – Policy review recommendation and timeline to Board for approval
- October 6, 2014 – Revised policies to be distributed to Executive Committee for review and feedback.
- October 14, 2014, 3:30 p.m.- Special meeting of Executive Committee (if required) to review policy revisions with feedback incorporated, and prepare a notice of motion to Board for approval.
- October 20, 2014 – Notice of motion to Board for approval of revised/updated policies.
- November 17, 2014 – Motion to Board to approve revised/updated Board policies.

Spring: (Part B)

- January, 2015 – Senior Administration to review policies
- February 2, 2015 – Executive Committee for review and feedback
- February 2015 – Special meeting of Executive Committee (if required) for final review and recommendation to Board
- February 23, 2015 – Notice of motion to Board for approval of revised/updated policies.
- March 23, 2015 – Motion to Board to approve revised/updated Board policies.

Form F002-1 Parliamentary Procedure at a Glance

Class of Motion	Kinds of Motion	Must be Seconded	Debatable	Vote Required	Amendable	When Used
Privileged Motions – interrupt the proceedings; listed in order of precedence	Adjourn—if not as noted on agenda	Yes	No	Majority	Yes, re time	to end the meeting
	Motion to recess—not called by chair	Yes	No	Majority	Yes	to take a break
	Question of privilege *	No	No	Chair rules	No	for comfort of members
	Call for orders of the day *	No	No	Upon demand	No	to ensure agenda is followed
Main Motions – introduce subjects for action; lowest in order of precedence	Main Motion	Yes	Yes	Majority	Yes	to conduct business when floor is clear
Subsidiary Motions – seek to properly dispose of main motion; listed in order of precedence . If offered, they must be decided before a final decision on the main motion.	Table a motion; lay on the table	Yes	No	Majority	No	to defer for <u>unspecified</u> time; is misused to kill main motion
	Call the previous question (pending)	Yes	No	2/3 vote	No	to vote <u>at once</u> ; may be used to control speaker
	Limit debate	Yes	No	2/3 vote	Yes	to close debate after given amount of time
	Postpone to a definite time	Yes	Yes	Majority	Yes	to defer to specific time
	Refer to a committee/administration	Yes	Yes	Majority	Yes	to study or modify
	Amend the amendment	Yes	Yes	Majority	No	to modify an amendment
	Amend	Yes	Yes	Majority	Yes	to modify a motion
Postpone indefinitely	Yes	Yes	Majority	No	to kill main motion	
Incidental Motions – handled before action is taken on a motion; take their rank from motion from which they arise	Point of Order *	No	No	Chair rules	No	to enforce rules/decorum
	Appeal ruling of chair* (motion is to sustain Chair, not sustain the appeal)	Yes	No	Majority or Tie	No	to support the chair when challenged by a member
	Withdraw a motion *	No	No	Majority	No	to avoid wasting time
	Suspension of the rules	Yes	No	2/3 vote	No	to conduct special business
	Divide the question into sections	Yes	No	Majority	Yes	to consider by clause
Miscellaneous Motions – bring a question before the group again	Take from the table	Yes	No	Majority	No	to consider a motion again
	Reconsider/amend <u>after adoption</u>	Yes	Yes	2/3 vote	Yes	to reconsider a decision
	Rescind or repeal <u>after adoption</u>	Yes	Yes	2/3 vote	Yes	to cancel previous decision

*** Motions that are in order when another has the floor**

A 2/3 vote is required: to call for an immediate vote (call the previous question); to limit debate; to suspend a rule of order; to reconsider a board resolution within one year; to rescind or repeal a decision (unless otherwise stated in the By-Laws)



**Hastings and Prince Edward
District School Board**

BOARD POLICY NO. 3	
Adopted	May 26, 2008
Last Revised	April-October 23, 2012 4
Review Date	April, 2015 October 2017

BOARD OPERATIONS

Field Code Changed

PURPOSE

Hastings and Prince Edward District School Board is established under the *Education Act*, with power to perform all the duties conferred or imposed upon a public school board by that or any other Act of the Legislative Assembly of the Province of Ontario. It shall operate in accordance with the provisions of the *Education Act*, other applicable legislation, the pertinent regulations of the Ministry of Education, and Board Policy No. 2 Governance By-Laws and Standing Rules.

Hastings and Prince Edward District School Board believes that a fundamental obligation is to preserve and enhance public trust in education generally, and in the affairs of Hastings and Prince Edward District School Board operations in particular. The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organizational design. The Board has adopted policies in addition to the Governance By-Laws and Standing Rules to ensure that the business of the Board will be conducted in an open, transparent and orderly way.

The following operations policies are consolidated in Policy No. 3 Board Operations:

Policy No. 3-A	Delegations and Presentations	page 2
Policy No. 3-B	Electronic Meetings	page 4
Policy No. 3-C	Student Representation on the Board	page 6
Policy No. 3-D	Board Communications and Media Relations	page 10
Policy No. 3-E	Trustee Honoraria Honoraria for Board Members	page 12
Policy No. 3-F	Trustee Expense Reimbursement	page 14
Policy No. 3-G	Hospitality	page 17
Policy No. 3-H	Filling Vacancies on the Board	page 19
Policy No. 3-I	Indemnification of Board Members	page 22
Policy No. 3-J	Board Review/Self-Evaluation	page 23

BOARD OPERATIONS

POLICY NO. 3-B	
Adopted	May 26, 2008
Last Revised	November October, 201 24
Review Date	November October, 201 57

ELECTRONIC MEETINGS

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 or meeting of a committee of the Board, the Board shall provide electronic means for participation where the technology and infrastructure to support it are available, (ie: 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, ~~vice-chair of the Board~~, chair of the committee, ~~vice-chair of the committee~~ 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, ~~vice-chair of the committee~~ or designate; and
 - the director of education or designate.
- 3.4 The chair of the Board or committee or designate 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 virtually~~ ~~shall be deemed to be~~ present at the meeting and will be recorded in the attendance for the meeting. ~~However; U~~nder 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 the Committee of the Whole Board or closed session at Committee level 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 or designate 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.

Legal References:

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

Board References:

BOARD OPERATIONS

POLICY NO. 3-E	
Adopted	October 23, 2006
Last Revised	November, 201 2 ⁴
Review Date	November, 201 5 ⁷

~~TRUSTEE HONORARIA~~ HONORARIA FOR BOARD MEMBERS

1. OBJECTIVE

Hastings and Prince Edward District School Board recognizes the importance and value of providing fair levels of honoraria for Board members as set out in Ontario Regulation 357/06 Honoraria for Board Members.

2. DEFINITIONS

Year of term of office—A year of a member's term of office begins on December 1 and ends on the following November 30, as described in the *Education Act*.

ADE—The Board's average daily enrolment as calculated in the regulation issued under Section 234 of the *Education Act*.

3. PROCEDURE

Components of Honorarium

The honorarium for a member of the Board, in respect of any year of his or her term of office, shall consist of the following components.

3.1 Base Amount

For each member of the Board, for each year of the term of office beginning on December 1, ~~2006~~2014, the base amount paid shall be five thousand nine hundred dollars (\$5,900.00).

For each year of a term of office beginning after December 1, ~~2006~~2018, the amount calculated for the first year of the previous term of office, increased by the percentage increase in the Ontario Consumer Price Index as published by Statistics Canada for the period between:

- a) July 1 of the calendar year in which the previous term of office started; and
- b) June 30 of the calendar year in which the term of office starts.

The amount paid to the chair shall be the base amount above plus five thousand dollars (\$5,000.00).

The amount paid to the vice-chair shall be the base amount above plus two thousand five hundred dollars (\$2,500.00).

Subject to any change in the legislation.

3.2 Enrolment Amount

For each member of the Board, the enrolment amount paid shall be one hundred percent (100%) of the calculation described in Ontario Regulation 357/06. The calculation will reflect the ADE for each fiscal year of the term of office.

The amount paid to the chair shall be the enrolment amount above plus the sum of the ADE multiplied by five cents (\$0.05) with a minimum of five hundred dollars (\$500.00) and a maximum of five thousand dollars (\$5,000).

The amount paid to the vice-chair shall be the enrolment amount above plus the sum of the ADE multiplied by two and one-half cents (\$0.025) with a minimum of two hundred fifty dollars (\$250.00) and a maximum of two thousand five hundred dollars (\$2,500.00).

Subject to any change in the legislation.

3.3 Attendance Amounts

A trustee, chair or vice-chair who is a member of the Accessibility Committee, Audit Committee, Parent Involvement Committee, Special Education Advisory Committee (SEAC) or Supervised Alternative Learning Committee (SAL) ~~shall~~ receive fifty dollars (\$50.00) for each meeting of those committees that he or she attends. Subject to any change in the legislation.

3.4 Distance Amount

The distance component of the honorarium does not apply to Hastings and Prince Edward District School Board.

Legal References:

- *Education Act, section 191 Honoraria and Travel Expenses; section 234 Legislative Grants*
- Ontario Regulation 357/06 Honoraria for Board Members

POLICY NO. 3-H	
Adopted	May 26, 2008
Last Reviewed	April 23, 2012 <u>October, 2014</u>
Review Date	April, 2015 <u>October, 2017</u>

FILLING VACANCIES ON THE BOARD

1. OBJECTIVE

This policy establishes the process by which the Board shall fill a vacancy on the Board when a Board member (trustee) resigns, becomes ineligible or otherwise creates a vacancy on the Board during the term of the Board.

2. BACKGROUND

2.1 The *Education Act*, section 221 allows a Board to fill a trustee vacancy in one of two ways:

2.1.1 require the municipality to hold a by-election; or

2.1.2 appoint a qualified person to the position.

2.2 A by-election may not be held after March 31 in a municipal election year (i.e., within the last eight months of a Board's four-year mandate). All costs of a by-election are borne by the Board, in accordance with the *Municipal Elections Act*, subsection 7 (3).

2.3 The method of appointment is not specified in the *Education Act*.

3. PROCEDURE FOR BOARD DECISION

3.1 By-Election

If the Board chooses to fill a ~~trustee-member~~ vacancy through a by-election in the vacated electoral zone, the process becomes the responsibility of the local municipality to provide to the Board information regarding the implications of holding a by-election, including previous election results and estimated costs

3.2 Appointment Process

3.2.1 If the Board chooses to appoint a replacement, the *Education Act* requires that the vacancy be filled within 90 days after the office becomes vacant.

3.2.2 The *Education Act*, subsection 219 (1) specifies the qualifications necessary to be elected as a member of a Board—and, presumably, to be appointed to a Board. A person must be:

- a) qualified to vote for members of the Board; and
- b) a resident in the area of jurisdiction of the Board.

Disqualifications are outlined in subsections 219 (4) and (7) of the *Education Act*. Subsection 219 (5) states that an employee of a district school board or the clerk, treasurer, deputy clerk or deputy treasurer of a municipality or upper-tier municipality within the area of jurisdiction of the

Board, who would otherwise be ineligible to become a Board member, may become eligible by taking an unpaid leave of absence.

- 3.2.3 The Board may choose to appoint one of the unsuccessful ~~trustee~~ candidates from the last municipal election, providing that there was such a candidate, and the candidate secures the number of votes sufficient to secure return of deposit, remains a qualified person and is willing to serve.

OR

- 3.2.4 If the Board chooses to offer the position to a broader range of electors, the following actions shall occur:

- a) The vacancy shall be advertised ~~in the~~ through current board processes which may include newspaper, websites, local media and/or social media.
- b) Persons interested in the position shall be required to submit an application in writing to the secretary of the Board.
- c) Applicants will be required to provide the following information:
 - why they are interested in the position;
 - their background, qualifications, interests, experience;
 - concerns regarding the position; and
 - other information that they think is pertinent.

- 3.2.5 Any person expressing interest in applying for the position shall be offered a package of information to be picked up from the secretary of the Board containing:

- a) information with respect to the Board;
- b) the schedule of Board and committee meetings; and
- c) committee membership lists.

- 3.2.6 If filling the position by appointment, the Board shall conduct an interview process.

3.3 Interview Process

- 3.3.1 Only candidates who have submitted written applications as described in paragraph 3.2.4 (c) by the deadline date may be shortlisted for interview, with preference to individuals from the representative area.

- 3.3.2 Interviews shall be conducted on Board premises, which may be a school or the Education Centre.

- 3.3.3 The secretary of the Board shall ask trustees to indicate their intention about their attendance and participation in the interviews.

- 3.3.4 ~~Trustees~~ Board members participating shall constitute an *ad hoc* selection committee.

- 3.3.5 ~~Committee~~ membership shall be a minimum of three trustees.

- 3.3.6 The selection committee shall select its chair from among its members.

3.4 The Committee Decision

- 3.4.1 Only ~~trustees~~ board members who have participated in all interviews shall vote on the committee recommendation.
- 3.4.2 The committee shall make its recommendation to the Board at the next meeting of the Board.
- 3.4.3 The secretary of the Board shall be the resource support to the selection committee.
- 3.4.4 The selection committee shall establish its operating practices but these shall include a common set of questions for all applicants.
- 3.4.5 The appointed candidate shall be advised promptly of the Board's decision and shall be sworn in at the next Board meeting following the appointment, if the appointment occurs within the 90 day time period.
- 3.4.6 If a regular meeting of the Board will not be held until a time beyond 90 days after the trustee vacancy occurred, the secretary of the Board will provide an appropriate opportunity for the swearing in of the appointed candidate.

Legal References:

- *The Municipal Elections Act*
- *The Education Act, Part VII Board Members—Qualifications, Resignations and Vacancies*

Board References:

Board Policy Handbook

BOARD OPERATIONS

POLICY NO. 3-J	
Adopted	May 26, 2008
Last Reviewed	April 23, 2012 October, 2014
Review Date	April, 2015 October, 2017

BOARD REVIEW / ~~SELF-EVALUATION~~

1. OBJECTIVE

Hastings and Prince Edward District School Board will endeavours to conduct a review/~~self-evaluation~~ process at least once twice per term to enhance its performance and to complement the Board's review of the performance of the director of education and the multi-year system plan.

2. PROCEDURE

2.1 The principles upon which the Board review/self-evaluation is based are as follows:

- (a) A learning organization is focused on the improvement of practice.
- (b) A pre-determined process for evaluation strengthens the governance function and builds credibility for the Board.
- (c) An evidence-based approach provides objectivity

2.2 The components of the Board review/self-evaluation are:

- (a) review of role of Board;
- (b) review of Board support for the Achievement in Motion system plan;
- (c) monitoring of interpersonal and intra-personal working relationships;
- (d) monitoring of Board representation and communication;
- (e) monitoring relations between the Board and director of education;
- (f) review of Board governance policies; and
- (g) monitoring effective stewardship of the Board's fiscal responsibility

2.3 The board review/self-evaluation is intended to answer such questions as the following:

- (a) How well have we fulfilled our roles in relation to our mission and goals, job description, Code of Conduct and other governance policies?
- (b) How well have we adhered to our Achievement in Motion annual system plan?
- (c) How do we rate our interpersonal working relationships?
- (d) How well do we receive input and communicate?
- (e) How would we rate our Board/director relations?
- (f) What have we accomplished this past year? How do we know?
- (g) How have we effectively managed Board resources?

3. EVALUATION GUIDE

3.1 The Board will use a variety of evaluation tools and activities. The Board will determine in advance of the review/self evaluation:

- (a) what information will be collected;
- (b) how it will be collected and by whom;
- (c) who will have access to the information; and
- (d) how it will be analyzed and compiled;

Board Operations

- (e) when and how it will be discussed and whether a facilitator will be asked to assist in the discussions;
- (f) how reporting and feedback will occur;
- (g) how assessment results will be acted upon; and
- (h) how recommendations related to approved changes will be monitored.

3.3 Collection of information to inform the review may include:

- (a) a review of Board motions
- (b) the reflective evaluation process provided in Form F003-2 Board Review
- (c) surveys of Board, district and community members
- (d) focus groups with community members and other stakeholders;
- (e) interviews with Board members and the director of education
- (f) use of an outside facilitator/consultant

Board References:

- *Board Policy Handbook*
- *The Achievement in Motion System Plan*
- *Form F003-2 Board Review*

Resources:

- *Good Governance for School Boards: Trustee Development Program. Module 5b "Board Self-Assessment: Governance Performance".*
- *Ontario Education Services Corporation (OESC) offers facilitator/consultant assistance to work with a Board to complete a comprehensive Governance Review (Audit) of all or selected Board governance functions*

DATE: _____

FORM F003-2

BOARD REVIEW

Stages of Implementation				
Indicators of Effective Practice	Pre-Initiation Stage	Initiation Stage	Developing Stage	Sustaining Stage
		Board members have not yet begun to demonstrate this indicator of effective practice.	The indicator is demonstrated by some board members, but is not regularly demonstrated by the board as a whole.	All board members consistently demonstrate this indicator of effective practice.
Board members recognize that authority is vested in the full board. They do not attempt to exercise individual authority.				
Board members deliberate in a spirit of harmony and co-operation in spite of differences of opinion.				
Board members represent everyone the board serves, not a particular interest group or geographic area.				
Board members deal appropriately with sensitive issues and respect the confidentiality of closed session discussions.				

ORIGINAL

Stages of Implementation				
Indicators of Effective Practice	Pre-Initiation Stage	Initiation Stage	Developing Stage	Sustaining Stage
		Board members have not yet begun to demonstrate this indicator of effective practice.	The indicator is demonstrated by some board members, but is not regularly demonstrated by the board as a whole.	All board members consistently demonstrate this indicator of effective practice.
Board members avoid criticism of fellow board members, the board or the staff, in or out of the board room.				
Board members do not exert influence on any decision in which they have a personal financial interest.				
Board members respect and uphold the majority decisions of the board.				
Board members maintain the integrity of their position and of the board when interacting with the public about board decisions.				

ORIGINAL

1. Board members first complete the activity independently, identifying the level of implementation they think the board has attained for each indicator and listing evidence to support this choice.
2. The Board reflects on different perceptions, tries to reach consensus, and suggests goals for future development.
3. The indicators will change over time to address different Board goals.

DRAFT

FORM F003-2	
Adopted	October 23, 2006
Last Revised	November, 2014
Review Date	November, 2017

DATE: _____

BOARD REVIEW

Indicators of Effective Practice	Evidence	Next Steps
Board members recognize that authority is vested in the full Board. They do not attempt to exercise individual authority. (Policy No. 8)		
Board members will, at all times, act with proper decorum and be respectful of other trustees and members of staff, as well as the public. (Policy No. 8)		
Board members provide information about the local community for the context of decision making, yet are mindful that they represent everyone the board serves, not a particular interest group or geographic area. (Policy No. 8 & 9)		
Board members maintain the confidentiality of privileged information discussed in closed meetings or provided in correspondence and reports. (Policy No. 8)		
Board members do not exert influence on any decision in which they have a personal financial interest. (Policy No. 8)		
Board members act as educational advocates at various levels and participate in development opportunities to ensure quality of leadership and service.(Policy No. 9)		
Board members support the corporate Board in being accountable for the educational, financial and operational performance of the school system. (Policy No. 8 & 9)		

REVISED



Hastings and Prince Edward District School Board

BOARD POLICY NO. 5

Adopted	May 26, 2008
Last Revised	April 23, 2012 <u>October, 2014</u>
Review Date	April, 2015 <u>October, 2017</u>

DIRECTOR OF EDUCATION JOB DESCRIPTION

The Director of Education is the Chief Education Officer, the Chief Executive Officer and the Secretary of the Board of Hastings and Prince Edward District School Board. The Director reports directly to, and is accountable to the Corporate Board. The Director is accountable, through Statute, to the Minister of Education for the organization and operation of the district. All Board authority delegated to staff is delegated through the Director of Education.

AREAS OF RESPONSIBILITY

1. STUDENT ACHIEVEMENT AND WELL-BEING

- 1.1 Takes the necessary steps to provide a safe and caring environment that fosters and maintains respectful and responsible behaviour for each student.
- 1.2 Takes the necessary steps to provide for the safety, well-being and student achievement of students while participating in school programs or while being transported to or from school programs on transportation provided by Hastings and Prince Edward District School Board.
- 1.3 Takes the necessary steps to provide facilities to accommodate Hastings and Prince Edward District School Board students.
- 1.4 Acts as, or designates, the local attendance counsellor for the district.

2. LEADERSHIP

- 2.1 Provides advice and leadership to Hastings and Prince Edward District School Board in setting goals for student achievement and well-being, and in promoting the goals of the Board's goal of success for each student multi-year system plan.
- 2.1 Provides leadership in all matters relating to education in the district.
- 2.2 Ensures that students in the district have the opportunity to meet the standards of education mandated by the Ministry of Education.
- 2.3 Provides leadership to promote clear, consistent expectations that focus on successful outcomes for students.
- 2.4 Develops and maintains positive and effective relations with staff at the provincial and local government levels.
- 2.5 Develops and maintains positive and effective relations with schools and district departments..
- 2.6 Provides leadership in the planning, development, implementation, review and evaluation of Board policies.
- 2.7 Provides leadership in the planning, development, implementation, review and evaluation of administrative procedures
- 2.8 Demonstrates positive and proactive leadership that has the support of the staff with whom the Director works most closely

3 FISCAL RESPONSIBILITY

- 3.1 Ensures that the fiscal management of the district is in accordance with the Ministry's Student Focused Funding Model, other applicable grant regulations, and in accordance with the provisions of the *Education Act* and Regulations.
- 3.2 Ensures that the fiscal management of the district is in alignment with the Board's multi-year system plan.
- 3.3 Serves as a director on The Hastings and Prince Edward Learning Foundation.

4 ORGANIZATIONAL MANAGEMENT

- 4.1 Demonstrates effective organizational skills that result in district compliance with all legal, Ministerial, Board and all other government mandates and timelines.
- 4.2 Reports to the Minister of Education with respect to matters identified in and required by the *Education Act* and Regulations.
- 4.3 Brings to the attention of the Board any act or omission by the Board that in the opinion of the Director of Education may result in or has resulted in a contravention of the *Education Act*, other legislation or any policy, guideline or regulation made under the *Act*, ~~and if~~ the Board does not respond in a satisfactory manner to an act or omission brought to its attention, the Director of Education advises the Deputy Minister of the Ministry of the act or omission.

5 PLANNING

- 5.1 Provides leadership for the development of the Board's multi-year plan and annual review of the multi-year plan.
- 5.2 Ensures that the multi-year plan establishes Board priorities and identifies specific measures and resources that will be applied in achieving those priorities, specifically with regard to the Board's responsibility for student achievement and well-being.
- 5.3 Ensures appropriate involvement of the Board (approval of process and timelines, establishment of Board priorities and outcomes, key results and final Board approval).
- 5.4 Reports regularly on implementation and results achieved in relation to the Board's multi-year plan and district improvement plans.
- 5.5 Makes succession plans to ensure strong future leadership for Hastings and Prince Edward District School Board.

6 PERSONNEL MANAGEMENT

- 6.1 Takes the necessary steps to provide a safe and caring environment that fosters and maintains respectful and responsible behaviour for each employee.
- 6.2 Has overall authority and responsibility for all personnel-related issues, save and except those personnel matters precluded by Board policy, legislation or collective agreements.
- 6.3 Ensures effective processes are in place for the selection, supervision, development and performance review of all staff.
- 6.4 Ensures effective processes are in place for capacity building and succession planning.
- 6.5 Ensures compliance with human rights and labour relations legislation.
- 6.6 Makes every effort to identify and remove discriminatory biases and systemic barriers that would limit the opportunities for individuals from diverse communities for employment, mentoring, promotion, and succession planning in all board and school positions.

7 DIRECTOR/BOARD RELATIONS

- 7.1 Establishes and maintains positive working relations with the Board.
- 7.2 Supports the Board in performing its role and facilitates the implementation of its role as outlined in Board policy.
- 7.3 Communicates effectively with the Board and individual ~~trustees~~Board members.

8 BOARD COMMUNICATIONS AND COMMUNITY RELATIONS

- 8.1 Establishes effective communication strategies to keep the district informed of key monitoring reports; student, volunteer and staff successes; local issues and Board decisions.
- 8.2 Ensures open, transparent and positive internal and external communications.
- 8.3 Ensures that School Councils have the opportunity to provide appropriate advice and support as required in the regulations and/or Board policy.
- 8.4 Participates in community affairs in order to enhance and support the district and promote public education.
- 8.5 Provides a director's annual report to the Board and to the Minister on action taken during the previous year, as required by legislation

9 STUDENT, STAFF AND DISTRICT RECOGNITION/PUBLIC RELATIONS

- 9.1 Establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, volunteer, staff and district successes.

Legal References:

Education Act, section 283 Chief Executive Officer; section 286 Duties of Supervisory Officers

Board References:

- Board Policy Handbook
- Administrative Procedures Manual
- ~~Achievement in Motion System Plan~~Board Multi-Year System Plan



Hastings and Prince Edward District School Board

BOARD POLICY NO. 6	
Adopted	May 26, 2008
Last Revised	April 23, 2012 <u>October, 2014</u>
Review Date	April, 2015 <u>October, 2017</u>

DELEGATION OF AUTHORITY

1. PURPOSE

The purpose of this policy is to define how the Board delegates responsibility, reserves its authority and implements new legislation. Hastings and Prince Edward District School Board is allowed by Ontario legislation to delegate certain of its responsibilities and powers to others. This policy delegates authority to enable the director of education to provide leadership as the chief education officer and chief executive officer of the district.

2. POLICY

Hastings and Prince Edward District School Board delegates to the director of education the right to do any act or thing or exercise any power that the Board may or is required to do or exercise except those matters, which in accordance with the legislation, cannot be delegated.

The Board also reserves to itself the authority to make decisions on specific matters requiring Board approval in accordance with Board policies.

Further, the Board requires that any new provincial legislation or major initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

As an example of delegation of authority within executive limitations, the director of education is authorized to appoint staff within the staff complements and salary ranges approved in collective agreements and the annual Board budget.

3. PROCEDURES

Hastings and Prince Edward District School Board delegates to the director of education the authority to develop administrative procedures in the following major categories:

3.1 GENERAL ADMINISTRATION

The general administration procedures deal with system planning, matters that affect the whole district, issues that affect both students and staff members, and community involvement.

3.2 EDUCATIONAL PROGRAMS AND MATERIALS

These procedures describe school organization, the curriculum, instructional strategies, and curriculum resources.

3.3 STUDENTS

Procedures in this section deal with all student matters. Some examples are school attendance, student welfare and safety, supervision, emergency plans, discipline, student evaluation, reporting to parents, and awards.

Delegation of Authority

3.4 PERSONNEL AND STAFF RELATIONS

These procedures deal with any matters related to staff members or volunteers. Procedures describe such issues, but not limited to, hiring of staff, staff records, health and safety, benefits and assistance, professional development, performance appraisal, professional misconduct, and recognition.

3.5 BUSINESS ADMINISTRATION

Business administration procedures relate to budgeting, purchasing, audits, the management and maintenance of all district facilities and property, and student transportation.

3.6 OTHER CATEGORIES

The Board specifically delegates to the director of education the authority to develop administrative procedures that are consistent with provincial legislation, ~~for the following, but not limited to:~~ Current procedures are located on the board website at www.HPEschools.ca.

- ~~Anti-racism and ethnocultural equity~~
- ~~Autism Spectrum~~
- ~~Behaviour, discipline and safety~~
- ~~Bullying Prevention~~
- ~~Code of conduct~~
- ~~Suspensions and expulsions~~
- ~~Criminal background checks~~
- ~~School Councils~~
- ~~Violence prevention in schools~~
- ~~Police and school board protocol~~
- ~~Progressive Discipline~~
- ~~Safe arrivals~~
- ~~Duty to report child abuse, neglect~~
- ~~Student records~~
- ~~Teacher performance appraisal~~
- ~~Principal Performance Appraisal~~
- ~~Student Enrolment/Student Capacity~~
- ~~Eligible investments~~
- ~~Opening exercises~~
- ~~Textbooks~~
- ~~Advertising and fund-raising in schools~~
- ~~School Food and Beverage Requirements~~
- ~~Freedom of information records management~~
- ~~Protection of privacy~~
- ~~Occupational health and safety~~
- ~~Bloodborne pathogens~~
- ~~Prior learning assessment and recognition~~
- ~~Pay equity plan~~
- ~~Access disability plan~~
- ~~Anaphylactic reactions~~

Delegation of Authority

Legal References:

- *Education Act and Regulations*
- *Policy/Program Memoranda*
- *Education Quality and Accountability Office Act*
- *Ontario College of Teachers Act*
- *Child and Family Services Act*
- *Employment Standards Act*
- *Labour Relations Act*
- *Municipal Freedom of Information and Protection of Privacy Act*
- *Occupational Health and Safety Act*
- *Ontarians with Disabilities Act; Pay Equity Act*

Board References:

- Board Policy Handbook
- Board Policy No. 2, Section 2.2 – Signing Authority
- Administrative Procedures Manual
- ~~Achievement in Motion System Plan~~ [Board Multi-Year System Plan](#)



Hastings and Prince Edward District School Board

BOARD POLICY NO. 8

Adopted	May 26, 2008
Last Revised	November <u>October</u> , 201 <u>24</u>
Review Date	November <u>October</u> , 201 <u>57</u>

BOARD MEMBERS' CODE OF CONDUCT

1. PURPOSE

The Board has developed this policy to set out Board expectations for ethical and businesslike conduct. The Board expects its members to maintain the integrity of the Board and the position of the ~~trustee~~Board member when representing the district through the democratic process while modeling Growing with Character attributes.

2. CODE OF CONDUCT

- 2.1 Board members will demonstrate commitment to public education and loyalty to Hastings and Prince Edward District School Board.
- 2.2 Board members will work with fellow ~~trustee~~Board members in a spirit of harmony and co-operation in spite of differences of opinion.
- 2.3 ~~Trustee~~Board members will at all times act with proper decorum and be respectful of other ~~trustee~~Board members and members of staff, as well as the public.
- 2.4 Board members will represent everyone Hastings and Prince Edward District School Board serves, not only a particular interest group or geographic area.
- 2.5 Board members will declare any financial conflict of interest between their personal and/or business interests and their position on the Board. A ~~trustee~~Board member will not participate in or exert influence on any decision in which the ~~trustee~~Board member has any direct or indirect financial interest.
- 2.6 ~~Trustee~~Board members will maintain the confidentiality of privileged information discussed in closed meetings or provided in correspondence and reports.
- 2.7 Board members will remember at all times that authority over the organization is vested only in the full Board when it meets in legal session. ~~Trustee~~Board members will not attempt to exercise individual authority.
- 2.8 ~~Trustee~~Board members will support the Board's governance structure by recognizing that the Board's official connection to the district organization is through the director of education and that authority over the director is only through the corporate Board.
- 2.9 The Board will evaluate the performance of the director of education against explicit Board policies by the official process and will not make comments about the performance of the director on any other basis.

Board Members' Code of Conduct

- 2.10 Board members will use discretion when making public statements in order to avoid giving the impression that such statements reflect the corporate opinion of the Board when they do not. Board members will recognize that the chair of the Board and the director of education are the Board's primary spokespersons in all situations where a system level comment or response is required.
- 2.11 ~~Trustee~~**Board member**s will abide by the majority decisions of the Board and recognize that they are legally bound by them. Although they may not agree with a decision, ~~trustee~~**Board member**s should be able to explain the rationale for the decision and ensure that it is understood, implemented and monitored. Board members may say that they are opposed to a decision, but are expected to do so respectfully, without making disparaging remarks or speculating on the motives of other Board members.

3. PROCEDURES FOR BREACH OF THE CODE OF CONDUCT

3.1 Consequences Applied by the Chair

3.1.1 The chair of the Board has the authority to investigate allegations of breaches of the Code of Conduct and shall, where appropriate, consult with the vice-chair regarding the course of action. Where the alleged breach of conduct has been committed by the chair of the Board, the Board shall empower the vice-chair or designate to perform the responsibilities of the chair.

3.1.2 The chair, vice-chair or designate has the authority to invoke these consequences:

- a) a verbal warning; and/or
- b) a letter outlining the breach or concern.

3.1.3 If the chair is of concern to the Board, then the Board through a motion shall temporarily assign the vice-chair or designate to carry out duties outlined in section 3.

3.1.4 A Board member upon whom the chair has applied one of these consequences may appeal to the Board at the next meeting of the committee of the whole Board in closed session. The decision of the Board is final.

3.2 Consequences Applied by Board Resolution

3.2.1 More serious consequences for breach of the Code may be imposed by Board resolution.

3.2.2 Any member who resists the rules of the Board, disobeys the decision of the chair or the Board on points of order, or makes any disorderly noise or disturbance, may by resolution of the Board be ordered to leave for all or part of the remainder of the meeting. Such removal is to be recorded in the minutes of the meeting.

3.2.3 The Board may, by special motion duly passed either in an open session or a committee of the whole Board in closed session, censure a ~~trustee~~**Board member** for breach of the governance by-laws, Board policy and/or relevant legislation.

3.2.4 The Board may, by special motion duly passed, and simple majority vote, declare the office of the chair and/or vice-chair to be vacant, effective as of the date of passage of the resolution, where such person:

- a) becomes disqualified as a ~~trustee~~**Board member**;
- b) deliberately breaches any relevant legislation or Board policy; and/or

Board Members' Code of Conduct

- c) acts in such a manner as to lose the confidence of the Board.
- 3.2.5 If such a motion is passed, the Board shall, at the same meeting, elect a new chair and/or vice-chair following the election process set out in [Article VII: Meetings of the Board](#), subsection 2.5 of Board Policy No. 2 Governance By-Laws and Standing Rules.
- 3.2.6 The Board may, by special motion duly passed, remove a [trusteeBoard member](#) from a Board committee. If such resolution is passed, the Board shall, at the same meeting, elect a new [trusteeBoard member](#) to fill the vacancy on that committee.
- 3.2.7 The Board may, by special motion duly passed, resolve to pursue available legal avenues if a [trusteeBoard member](#) fails to comply with the duty of confidentiality in ways that impact negatively on the district.
- 3.2.8 The topic to be decided by special motion must appear on the distributed agenda for the meeting, or all [trusteeBoard members](#) must have been advised within 48 hours of the commencement of the meeting of the request to add the item to the agenda. If the special motion is not part of the distributed agenda, the matter will be discussed at the meeting only if the additional agenda item is approved by a two thirds majority of those Board members present.
- 3.2.9 The Board will respect the [trusteeBoard member](#)'s right to due process, including appropriate notice of the complaint; information about the specifics of the allegations; and the right to make a presentation before the Board. A [trusteeBoard member](#) facing consequences under the Code of Conduct will be afforded one legal consultation, upon written request, with a Board approved legal firm. If further legal counsel is required, it is subject to approval by the director of education.
- 3.2.10 *Ontario Regulation 462/97 First Nations Representation on Boards* provides that appointed First Nation [TrusteeBoard member](#)s are deemed to be elected members of the Board and therefore, the [trusteeBoard member](#) code of conduct and the enforcement provisions apply equally to First Nation [TrusteeBoard member](#)s. Hastings and Prince Edward District School Board has regard for the fact that the Regulation expressly provides that First Nation [TrusteeBoard member](#)s represent the interests of the First Nation students of our board and will take this into consideration when imposing any sanction for a breach of the Code of Conduct by the First Nation's [TrusteeBoard member](#).
- 3.2.11 The decision of the Board following the presentation is final.

Legal References:

- *Education Act, sections 169.1, 170-171 Duties and Powers of Boards; sections 218.1-218.3 Duties of Board Members – Code of conduct; subsection 207 (2) Closing of Meetings; section 209 Board Member Declaration; section 228 Seat Vacated by Conviction, Absence, etc.*
- *Ontario Regulation 462/97 First Nations Representation on Boards*
- *Municipal Conflict of Interest Act*
- *Municipal Freedom of Information and Protection of Privacy Act*
- Program/Policy Memorandum No. 128
- The Provincial Code of Conduct and School Board Codes of Conduct

Board References:

- Policy No. 1 - Board Mission and Goals
- Policy No. 2 - Governance By-Laws and Standing Rules
- Policy No. 3 - Board Operations
- Policy No. 4 - Corporate Board Job Description

Board Members' Code of Conduct

- Policy No. 5 - Director of Education Job Description
- Policy No. 6 - Delegation of Authority
- Policy No. 9 - Role of the Board Member



Hastings and Prince Edward District School Board

BOARD POLICY NO. 9	
Adopted	May 26, 2008
Last Revised	April 23, 2012 <u>October, 2014</u>
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ROLE OF THE BOARD MEMBER

1. PURPOSE

This policy describes the role of Board members as they contribute to the achievement of the Hastings and Prince Edward District School Board's mission, goals and system plan.

2. DEFINITIONS

Board Member—~~A Board member is~~ commonly referred to as trustee and is the elected/appointed representative for a defined area. A ~~trustee member~~ is one member of a board of ten members who are collectively charged with governing the Hastings and Prince Edward District School Board according to the responsibilities described in Board Policy No. 4 Corporate Board Job Description.

Trustee—~~a commonly used term for an elected/appointed member of the Board.~~

Student Trustee— ~~Up to two student trustees will be elected each year from the student senate to represent the interests of students on the Board. The student trustees are not members of the Board, but have responsibilities and entitlements as provided for in the *Education Act*.~~

3. ACCOUNTABILITY

3.1 The declaration of office made by each Board member when he or she assumes office binds that person to work faithfully in the cause of education.

3.2 A ~~trustee's Board member's~~ primary task is to act as a member of a corporate Board and serve the community as an elected/appointed representative. ~~As m~~Members of the corporate Board, ~~trustees~~ are accountable to the public for the collective decisions of the Board.

3.3 Each Board member has a duty to support the corporate Board in providing accountability for the educational, financial and operational performance of the school system. All ~~trustees Board members~~ are responsible for the Board's mandate as described in Board Policy No. 4 Corporate Board Job Description.

3.4 The decisions of the Board ~~of trustees~~ in a properly constituted meeting are those of the corporation. A Board member who is given corporate authority to act on behalf of the Board by means of written policy or resolution may carry out specific duties, but only as an agent of the Board. In such cases, the actions of the ~~trustee Board member~~ are those of the Board, which is then responsible for them. A Board member acting individually has only the authority and status of any other citizen of the district.

Role of the Board Member

4. COMMUNITY REPRESENTATION

- 4.1 Board members bring a range of skills, experience, knowledge, values, beliefs and opinions to their role. Their background does not necessarily include teaching, administration, or any other aspect of education. Their diversity ensures that Board processes are truly democratic. This diversity contributes to good decision-making. It also helps Board members provide a balance between the interests of a broader community and the interests of those involved in the delivery of education.
- 4.2 Board members provide information about the local community's history, traditions and experiences when such information will be helpful for the context of decision-making by the Board or the director of education.
- 4.3 ~~Trustees-Board members~~ bring to the attention of the Board or director any community issues that may affect the Board, and interpret the needs of the community to the Board.
- 4.4 ~~Trustees-Board members~~ support the Board's responsibility to consult with parents and the community about the Board's multi-year system plan and report to stakeholders about progress in implementing the system plan.

5. DECISION MAKING

- 5.1 Board members are responsible for staying informed about developments in education. They have a responsibility to learn about the school system and the many issues that face publicly funded education.
- 5.2 ~~Trustees-Board members~~ also need to be familiar with Hastings and Prince Edward District School Board policies, meeting agendas and reports in order to participate effectively in Board business.
- 5.3 ~~Trustees-Board members~~ actively participate in and contribute to the decisions of the Board in order to provide the best solutions possible for the education of students in Hastings and Prince Edward District School Board.

6. COMMUNICATION

- 6.1 Board members serve large constituencies, and fulfilling the representational role is challenging. A democratic system entitles everyone to a voice but does not ensure that everyone will always be content with decisions that are made. Effective, regular two-way communication will enhance a Board member's ability to represent constituents and help to build understanding and consensus in the community.
- 6.2 Hastings and Prince Edward District School Board strives to maintain open and fair communication with parents, guardians and members of the school community. ~~In so doing, the Board endorses and follows a fair and consistent process for the handling of issues and concerns. Board members are responsible for staying informed about what the Board has determined are good communication practices.~~
- 6.3 ~~Trustees-Board members~~ refer governance issues and problems that are not covered by Board policy to the corporate Board for discussion and determination of decision-making authority.
- 6.4 Board members support the belief that the most efficient way to run an organization is to deal with issues or problems as close as possible to the place where they occurred. If a parent calls with a concern about a student, the Board member will advise the parent to discuss the issue with the teacher or the staff member most directly involved.

Role of the Board Member

- 6.56.4.1** _____ Depending upon the seriousness of the issue, the Board member may also inform the director of education or the appropriate superintendent immediately.
- 6.66.4.2** _____ The Board member will leave the investigation and solution of the matter in the hands of the professional staff. The appropriate administrator will ensure that the issue is investigated and resolved. Staff will advise the Board member in a timely manner when the issue has been resolved.
- 6.76.4.3** _____ If an employee or a group of employees is named in a complaint, the employee or group of employees will be provided with written notice of the details of the complaint and will be given an opportunity to respond to the complaint.
- 6.86.5** _____ In cases where the concern or complaint cannot be resolved by administration or is related to Board policy, the director may refer the issue to a Board committee to be heard in open or closed session as appropriate to the circumstances.
- 6.96.6** _____ If the concern is related to a governance issue, Board Policy No. 3 Board Operations provides an opportunity for a delegation to make a request or influence a decision. In accordance with the terms of Policy No. 3, a person or group that is officially elected or appointed to represent another or others may address the Board or committee of the Board.

7. ADVOCACY AND LEADERSHIP

- 7.1 ~~Trustees-Board members~~ act as education advocates at various levels. At the local level, ~~trustees Board members~~ work on behalf of the community and must consider the unique needs of that community when deciding what position to take on an issue. They encourage constituents to participate in the school system. This involves familiarizing people with the avenues for involvement, such as school council, the parent involvement committee or volunteer work. It also involves informing people about the procedures for bringing their views before the Board through public or written submissions.
- 7.2 The ~~trustee's-Board member's~~ role as an education advocate often extends beyond the boundaries of the district school Board. ~~Trustees-Board members~~ are education advocates across the province and with the provincial government. Board Policy No. 12 Board Representatives on External Committees describes one aspect of this advocacy role at the provincial level.
- 7.3 ~~Trustees-Board members~~ participate in Board and ~~trustee-Board member~~ development so that the quality of leadership and service in Hastings and Prince Edward District School Board will be enhanced.

Legal References:

Education Act, sections 169.1, 170-171 Duties and Powers of Boards; section 209 Trustee Declaration; Part VIII Compliance with Board Obligations; Part IX Finance

Board References:

Board Policy Handbook

[Policy No. 2 By-Laws: Article VI](#)

Role of the Board Member

Policy No. 4 Corporate Board Job Description

Resources:

The Road Ahead: A Report on the Role of School Boards and Trustees. The Education Improvement Commission. 1997

Educating Together: A Handbook for Trustees, School Boards and Communities. Ontario Public School Board's Association. 2003

[*Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities*](#)



Hastings and Prince Edward District School Board

BOARD POLICY NO. 10	
Adopted	May 26, 2008
Last Revised	2012 <u>April 23, 2014</u> October, 2014
Review Date	April, 2015 <u>October, 2017</u>

DUTIES OF THE BOARD CHAIR AND VICE-CHAIR

1. PURPOSE

This policy has been developed to set out the duties of the chair of the Board and Vice-chair.

The chair of Hastings and Prince Edward District School Board safeguards the integrity of the Board's processes and represents the corporate Board to the broader community. The chair ensures that each member of the Board has a full and fair opportunity to be heard and understood by the other ~~trustees~~ members in order that collective opinion can be developed and a corporate decision reached. The Board's ability to discharge its obligation is enhanced by the leadership and guidance provided by the chair.

2. DEFINITIONS

Ex-officio—To be an “*ex-officio*” member of a committee means to be a voting member when in attendance, but not to be counted in determining quorum in committees where he/she is not a member. .

DUTIES OF THE BOARD CHAIR

3. DUTIES

The chair of the Board shall:

- 3.1 be an officer of the corporation;
- 3.2 be *ex-officio* a member of all committees of the Board, unless membership is determined by statute or collective agreement;
- 3.3 in consultation with the director of education, prepare and approve the agenda for all regular, special or extraordinary meetings of the Board;
- 3.4 call the meetings of the Board to order, having established that a quorum is present, and preside at the meetings;
- 3.5 be a member of the Executive Committee;
- 3.6 set meeting dates and preside at each meeting of the Budget Committee;
- 3.7 be a signing officer of the Board and sign such corporate documents as require the signature of the chair
- 3.8 be the official spokesperson for the Board on matters which reflect the will of the Board through resolution and in situations where a system level comment or response is required and;
- 3.9 in consultation with the Senior Business Official, review and approve expense reimbursement claims of the Director of Education and other Board members.

4. PROCEDURES

- 4.1 Reviewing the Agenda

Duties of the Board Chair and Vice-Chair

- 4.1.1 The chair shall ensure that the content of the Board meeting agenda relates only to those issues which, according to Board policy, clearly belong to the Board to decide and have not been delegated to the director of education.
- 4.2 Preserving an Orderly Process
- 4.2.1 The chair shall ensure that all meetings of the Board are conducted in accordance with the *Education Act*, Board Policy No. 2 Governance By-Laws and Standing Rules and Board Policy No. 3 Board Operations, and with reference to Robert's Rules of Order Newly Revised.
- 4.2.2 The chair shall announce the order of business of the Board and state and put all motions to vote which come before the Board.
- 4.2.3 The chair may vote with the other members of the Board upon all motions, and any motion on which there is an equality of votes, with the chair voting, is lost.
- 4.2.4 The chair shall preserve order and decorum and decide all points of order or questions of privilege. The chair may rule any matter out of order, giving the reason for the ruling. The ruling of the chair shall be final, subject only to an appeal to the Board without debate. In the case of a tie vote, with the chair voting, in an appeal to the Board of the chair's ruling, the tie vote sustains the chair.
- 4.2.5 The chair shall declare the results of all votes on all matters before the Board.
- 4.3 Acting as a Facilitator
- 4.3.1 The chair has a duty to ensure that all Board members have an equal opportunity to express their views.
- 4.3.2 The chair may draw to the attention of the Board, without leaving the chair, any factors which may be crucial and relate to the pending question and which appear to have been overlooked by the Board. Such factors might be related legislation, Board policy or the history of the Board.
- 4.3.3 In the event that the chair decides to take part in the debate, the chair shall call upon the vice-chair to take the chair. In the event that the vice-chair has already spoken or desires to speak to the pending matter, the chair shall appoint another member who has not spoken and does not desire to speak on the pending matter.
- 4.3.4 With the unanimous consent of the Board, the chair may speak to the pending matter without vacating the chair.
- 4.3.5 Normally, the chair of a committee shall be allowed to speak to pending matters during committee meetings without vacating the chair. The procedure described above for vacating the chair shall be used if any member of the committee objects to the chair taking an active part in any debate on a pending matter.
- 4.4 Expediting Business
- 4.4.1 The chair is responsible for expediting the business of the Board in every way compatible with the rights of the members and for enforcing Board policy as necessary to ensure the orderly conduct of the Board's business.

Duties of the Board Chair and Vice-Chair

- 4.4.2 In order to ensure the expeditious use of the Board's time, the chair, subject to a member's right of appeal in accordance with Robert's Rules of Order, shall refuse to recognize motions which are obviously frivolous or dilatory.
- 4.4.3 The chair shall attempt to ensure that each member who wishes to be heard on a matter is heard, but, subject to a member's right of appeal in accordance with Robert's Rules of Order Newly Revised, when it is obvious that the debate is becoming repetitive, the chair shall indicate that the debate is closed and call the question.
- 4.5 Reviewing Minutes
 - 4.5.1 The chair of the Board shall be responsible for reviewing the minutes of the Board prior to publication.
- 4.6 Providing Board Leadership
 - 4.6.1 The chair may call a special meeting of the Board at any time.
 - 4.6.2 The chair, vice-chair or designate has the authority to issue a verbal or written warning if a Board member breaches the Board Code of Conduct. The chair may also ask the Board to consider a special motion to impose more serious consequences for breach of the Code as set out in Board Policy No. 8 Board Members' Code of Conduct.
 - 4.6.3 The chair shall be kept informed of significant developments within Hastings and Prince Edward District School Board and shall be in regular contact with the director of education to maintain a working knowledge of current issues and events.
 - 4.6.4 The chair shall ensure that the Board engages in regular review or self-evaluation of its effectiveness as a Board.

DUTIES OF THE BOARD VICE-CHAIR

5. RESPONSIBILITIES

The vice-chair is elected by the Board to share the leadership role of the chair. The vice-chair assists the chair in ensuring that the Board operates in accordance with its own policies. The Board's ability to discharge its obligations is enhanced by the leadership and guidance provided by the vice-chair.

6. DUTIES

The vice-chair of the Board shall:

- 6.1 be an officer of the corporation;
- 6.2 fulfill the duties of the chair when the chair is temporarily absent or otherwise unable to perform the duties of office;
- 6.3 preside at meetings of the closed session of Committee of the Whole Board;
- 6.4 be a member of the Executive Committee;
- 6.5 be one of the signing officers of the Board; and
- 6.6 act as liaison to the student senate and the student trustees.

7. PROCEDURES

- 7.1 The vice-chair shall assist in the development of the Board meeting agenda.

Duties of the Board Chair and Vice-Chair

7.2 The vice-chair may be assigned duties and responsibilities by the Board chair.

Legal References:

Education Act, sections 170-171 Duties and Powers of Boards; subsection 208 (7) Vice-chair; subsection 208 (12) Voting of the Chair; subsection 208 (13) Special Meetings Called by the Chair

Board References:

- Board Policy No. 2 - Governance By-Laws and Standing Rules
- Board Policy No. 3 - Board Operations
- Board Policy No. 8 - Board Members' Code of Conduct
- Board Policy No. 9 - Role of the Board Member
- Form F002-1 - Parliamentary Procedure

Resources:

- Robert's Rules of Order, newly revised, 10th edition or most current edition
- *Educating Together: A Handbook for Trustees, School Boards and Communities*. Ontario Public School Boards' Association. 2003

AD HOC COMMITTEES

POLICY NO. 11- M	
Adopted	May 26, 2008
Last Revised	November, 2014 <u>October, 2014</u>
Review Date	November, 2014 <u>October, 2017</u>

AD HOC COMMITTEES

1. PURPOSE

The Board shall establish *ad hoc* committees, by resolution, from time to time as it deems appropriate for one or more special purposes or as required under legislation or through contractual obligations, and subject to any relevant legislation or contract from time to time, for one or more special purposes and with specific target dates for completion of specific tasks.

2. PROCESS

2.1 In each case the Board shall determine the composition, terms of reference, reporting relationships and expected date of completion of the mandate.

2.2 An *ad hoc* committee shall elect a chair using the process described in Article VII: Meetings of the Board, subsection 2.5 of Board Policy No. 2 Governance By-Laws and Standing Rules.

2.3 The Board shall dissolve by motion an *ad hoc* committee when it has completed its worktask.

Legal References:

Education Act, Part VII Board Members; section 283 Chief Executive Officer; section 286 Duties of Supervisory Officers

Board References:

- Board Policy No. 2 - Governance By-Laws and Standing Rules
- Board Policy No. 3 - Board Operations
- Board Policy No. 4 - Corporate Board Job Description
- Board Policy No. 5 - Director of Education Job Description
- Board Policy No. 6 - Delegation of Authority
- Board Policy No. 16 - Selection of the Director
- Achievement in Motion System Plan Board Multi-Year System Plan



Hastings and Prince Edward District School Board

BOARD POLICY NO. 16	
Adopted	May 26, 2008
Last Revised	April 23, 2012 October, 2014
Review Date	April, 2015 October, 2017

SELECTION OF THE DIRECTOR

1. PURPOSE

Hastings and Prince Edward District School Board recognizes the importance of appointing a highly effective system leader to implement the work of the Board. When selecting a director of education, the Board shall seek a chief education officer/chief executive officer who will support success for all students, staff excellence, open communication and positive community relationships as the key goals of the organization, and foster a system of character as the foundation for these goals.

Hastings and Prince Edward District School Board shall select a candidate for the position of director of education who is expected to exhibit strong, responsive, dedicated and knowledgeable administrative leadership for the district.

2. PROCEDURE

The director of education's job description highlights a commitment to student learning and student ~~welfare~~ well-being. In order to fulfil expectations, the director must provide educational leadership and demonstrate fiscal responsibility; successful organizational and personnel management; and effective system planning. The director will provide system leadership, support policy governance, and develop and implement administrative procedures. The Board seeks a director who will establish positive working relations with the members of the Board, the staff, and community and effective communications with all stakeholders to promote and protect public education within the district and in Ontario.

Hastings and Prince Edward District School Board is committed to the establishment of selection procedures for the director's position which capture the complexity of the workplace and provide practical, multi-criteria assessments of the degree to which the candidates possess the knowledge, skills and attributes of a successful system leader.

3. DEFINITIONS

Consultant—Consultant means a support person who will act as a facilitator and advisor to the Board during the process of selection of a director. As determined by the Board, the consultant may be the outgoing director of education; the Ministry of Education district manager or designate; a local individual in whom the Board has confidence; a qualified external consultant; or a professional external recruitment firm with experience in hiring senior management.

4. PREPARATION AND SCREENING

4.1 Preparation for the Selection Process

When it is known that the position of director of education will become vacant, the following preparations shall be made for the selection process.

- 4.1.1 The Board may solicit as appropriate the support of a consultant to assist in the screening and selection process. The consultant may be asked to check the references and qualifications of applicants. Incumbent staff other than the outgoing director shall not check references and qualifications of applicants.
- 4.1.2 Unless the Board decides to appoint a particular internal candidate, the Board will establish an *ad hoc* Director's Selection Committee to short-list the candidates to be interviewed by the Board. The selection committee shall consist of at least five (5) members of the Board appointed to the committee and the consultant.
- 4.1.3 The consultant or selection committee (or designate) is responsible for the in-service training of the selection committee as required to ensure a consistent and fair process.
- 4.1.4 The selection committee shall decide on the most appropriate form of advertising for the position.
- 4.1.5 The consultant or selection committee (or designate) will prepare an advertisement including as many of the most desirable attributes aligned with Board Policy No. 5 Director of Education Job Description as is reasonable to place in the advertisement, as approved by the Director's Selection Committee.
- 4.1.6 The consultant or selection committee (or designate) will assume the responsibility for initiating the advertising process. The consultant will post the vacancy within the Board, and will make every reasonable effort to ensure that all qualified Hastings and Prince Edward District School Board employees are made aware of the selection process.
- 4.1.7 The Director's Selection Committee will, at its discretion, also advertise externally in any location deemed appropriate by the committee. These locations may include:
 - (a) a newspaper with at least province-wide circulation; and
 - (b) the Ontario Public School Boards' Association "Career Board" web site.

4.2 The Screening Process

- 4.2.1 Applications shall be submitted by letter with an attached résumé indicating experience, education and references with the appropriate releases under the *Municipal Freedom of Information and Protection of Privacy Act*. In addition, candidates will be requested to submit a discussion paper of a length determined by the committee, indicating their understanding of the role of a director of education, or other topic as determined by the selection committee.
- 4.2.2 As determined by the Director's Selection Committee, members of the committee may conduct an on-site visit to observe the internal candidates during their working day.
- 4.2.3 The selection committee will study all submissions from external candidates, ensure that references have been contacted, and select an appropriate number of candidates for further consideration.

4.2.4 Selected external applicants may, at the discretion of the selection committee, receive an on-site visit by members of the committee, if the distances involved make this feasible. The most appropriate candidates will be included with the short-listed internal candidates for further consideration.

4.3 The Board Interview

4.3.1 Once the selection committee has ranked all applicants, both internal and external, it shall recommend an appropriate number of candidates for final consideration in an interview with the full Board. Normally, not more than four candidates would be involved in the final interview.

4.3.2 In preparation for the interview, the selection committee will review the achievements of each of the candidates to be interviewed. The committee will also study the skills, knowledge and personal characteristics of the candidates as determined by the submissions and on-site visits, if such visits were made.

4.3.3 The consultant or selection committee (or designate) will prepare interview questions that can be used to determine the suitability of the candidates for the director's role. The criteria must be entirely consistent with the terms of Board Policy No. 5 Director of Education Job Description and follow standard human resources practices.

4.3.4 All candidates shall be asked the same questions. At the discretion of the chair of the Board who shall preside for the interviews, additional questions may be allowed to clarify a candidate's response.

4.4 The Decision

4.4.1 The Board will review the performance of all short-listed candidates and take into consideration the feedback concerning the candidates from other members of the Board.

4.4.2 If a candidate is supported by a majority of the Board in Committee of the Whole, a recommendation will go to open session that the Board hire the candidate. The Board motion will include the term of the personal services contract of the new director.

Legal References:

- *Education Act, section 279 Duty of Board to Employ a Director of Education; section 283 Chief Education Officer and Chief Executive Officer; section 2.83.1 Additional Duties of Director of Education; section 286 Duties of Supervisory Officers*
- *Municipal Freedom of Information and Protection of Privacy Act*
- Ontario Regulation 309 Supervisory Officers
- Ontario Regulation 176/10 Teachers Qualifications: Part V Qualifications of Supervisory Officers

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
- ~~Achievement in Motion System Plan~~ [Board Multi-year System Plan](#)



Decision _____ **Information** X

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

From: Cathy Portt, Superintendent of Education – Curriculum Services

Re: **Board Improvement Plan for Student Achievement (BIPSA) - Update**

Purpose

To provide Trustees with information regarding the AiM System Plan priority: Reaching High Levels of Student Achievement. This update will focus on the development of the 2015 Board Improvement Plan for Student Achievement (BIPSA) and the recent BIPSA Learning Fairs.

Background

The AiM System Plan prioritizes Reaching High Levels of Student Achievement and the continued to promotion a culture of collective responsibility for ensuring that our students become global-minded citizens who reach high levels of achievement (e.g., collaborate and communicate, think critically and problem solve, create, innovate, grow with character, demonstrate resiliency and persevere).

The BIPSA is developed, implemented and reviewed on a January to December timeline. Included in this process is an annual review of collaborative professional learning, a review of student achievement results and reflections on the impact of the plan in support of teaching and learning across the district.

In the months of September and October, Trustees were provided with a student achievement summary and a summary of professional learning initiatives currently underway in the district.

Current situation

The BIPSA Learning Fairs were held on October 16th at PECl and October 17th at CHSS. These two events brought together administrators and educators from K-12 schools as well as central coordinators, department managers and leads. The Learning Fairs provide opportunities to share the impact of professional learning across the district and provide input to the BIPSA for the next cycle of implementation in January 2015.

Highlights of the Learning Fairs included:

- Opening remarks from Director Mandy Savery-Whiteway regarding the AiM system plan, reaching high levels of student achievement with a growth mindset
- Keynote remarks at PECl from Rob Andrews, Director Student Success and Learning to 18 Branch, Ministry of Education
- Keynote remarks from Mary Jean Gallagher, Chief Student Achievement Officer, Assistant Deputy Minister, Student Achievement Division, Ministry of Education
- Gallery Walk and participant dialogue to mobilize promising practices from collaborative professional learning initiatives across the district (sharing Learning Stories from Professional Learning Initiatives)
- Review of researched-based teaching and learning resources from the Ministry of Education in Collaborative Inquiry, Literacy K-12 and Mathematics K-12
- Examination of various sources of data including student voice input, student achievement data, professional learning results, and district review trends
- Participant input to the BIPSA 2015, based on the needs of educators from across the district

Next Steps

The data gathered from the Learning Fairs is being analyzed and used to revise the BIPSA. The BIPSA 2015 will be presented to members of the Board at the January 2015 Board Meeting.

Respectfully submitted,

Cathy Portt, Superintendent of Education – Curriculum Services



Decision__ **Information** **X**

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

From: Cathy Portt, Superintendent of Education – Curriculum Services

Re: **French Immersion/ Extension Parent Survey and Student Focus Groups**

Purpose

To provide Trustees with information regarding upcoming actions to support French as a Second Language programs.

Background

The AiM System Plan identifies reaching high levels of student achievement as a priority. Within this priority, one of the action steps is to analyze the potential for community interest in elementary French Immersion and/or Extended French in regions of the board that do not currently offer these programs. In addition, a French as a Second Language project that is supported by the Ministry of Education will engage focus groups of students to provide feedback regarding future French Immersion and Extended French program planning.

Current situation

A survey of parents with children in Kindergarten to grade 3 in the Prince Edward County, Centre Hastings and Trenton school groups will be administered this fall to determine the community interest in the expansion of elementary French Immersion and/ or Extended French in these areas. The potential locations of the programs will be named in the survey as Queen Elizabeth Public School in Picton, Madoc Public School and either Prince Charles Trenton or the New Trenton Public School. Communication to parents will come from school Principals, with options to complete the survey on line or in hard copy.

Focus groups with elementary and secondary students who are currently taking or have previously taken French Immersion and/or Extended French will be conducted this fall. Parent permission will be sought for students to participate in these focus groups at York River Public School, North Hastings High School, Bayside Secondary School, Bayside Public School, Moira Secondary School and Harry J Clarke Public School. Communication to parents will come from school Principals to potential participants.

Next steps

Results of the parent surveys and student focus groups will be shared at a future meeting of The Program Human Resources Committee. Information gathered will be used to inform future program planning in French as a Second Language.

Respectfully submitted,

Cathy Portt
Superintendent of Education, Curriculum Services



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

From: Mark Fisher, Superintendent of Education – School Climate and Student Well-Being
Kerry Donnell, Communications Officer

Re: **Bullying Prevention & Awareness Week and Say One Nice Thing campaign
during the week of November 16, 2014**

Purpose

To provide the Program and Human Resources Committee with advance notice of Bullying Prevention & Awareness Week and the details of plans to launch the Say One Nice Thing campaign.

Background

The Ministry of Education has designated the third week of every November as Bullying Awareness & Prevention Week to help promote safer schools and positive learning environments. During Bullying Awareness & Prevention Week, November 16-22, 2014, Ontario students, school staff, families and community partners are encouraged to learn more about bullying and its effect on student learning and well-being.

At Hastings and Prince Edward District School Board, the AiM—Achievement in Motion for Student Success System Plan, includes Promoting Well-Being for Students & Employees as a priority for the 2014-2015 school year. Actions within the AiM System Plan include providing regular professional learning sessions for school and department leaders about leading mentally-healthy schools and workplaces.

In addition, the priority for Communicating with Families & Communities includes actions to enhance public confidence in our schools and the school board through students and employees being ambassadors, and by engaging with families and communities. Data from school climate surveys completed by students, parents/guardians and school staff in the fall of 2013 provided perceptions about students feeling welcome and included at school. Overwhelmingly, students indicated that welcoming behaviours, such as smiling, saying ‘hi’ and asking how things are going outside of school all help them to feel welcome.

Current situation

As in previous years, schools will be hosting a variety of bullying awareness events and activities throughout the week.

New for this year is the introduction of the Say One Nice Thing campaign which provides a means for positive comments or stories about HPEDSB to be shared at schools, the Education Centre and through families and communities.



Sample poster and post card.



Sample peel-away sticker.



Schools and Education Centre departments will be provided with the following items in advance of Bullying Awareness & Prevention Week:

- Say One Nice Thing posters, 11" x 17" in size, to display for awareness purposes;
- Say One Nice Thing post cards to use, as appropriate at each site; and
- Say One Nice Thing/Be Kind to Me peel-away stickers, enough for each student, to recognize Bullying Prevention & Awareness Week. Past practice has been for the central office to provide schools with giveaways to raise awareness of this provincial week.

Municipalities throughout the school board jurisdiction have taken action to officially proclaim or support Bullying Awareness & Prevention Week within their region of Hastings County or Prince Edward County.

Respectfully submitted,

**Mark Fisher, Superintendent of Education
School Climate and Student Well-Being Services**

Kerry Donnell, Communications Officer