



Hastings and Prince Edward
District School Board

Possibilities
TODAY & TOMORROW

Dwayne Inch, Chair of the Board
Mandy Savery-Whiteway, Director of Education

Program and Human Resources Committee
PUBLIC AGENDA

Regular meeting of
Monday, November 14, 2016 - 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 11, 2016 Business arising from the minutes		
B	Recommendations		
	Textbook/Novel Approval	B-1	C. Portt
C	Information		
5:30 p.m.	Draft 2016-2017 Board Improvement Plan for Student Achievement and Well-Being (BIPSAW)	C-1	C. Portt H. McMaster, M. Thompson
	2016-2017 revised policies	C-2	M. Savery-Whiteway
	Trustee proposals and queries	Verbal	All
D	Correspondence		
	None		
	Move into closed session		

Next regular meeting: Monday, January 16, 2017

Committee members: Mike Brant, Justin Bray, Jennifer Cobb (Chair), Bonnie Danes, Mary Hall (Vice-chair), Dwayne Inch, Lucille Kyle, Dave Patterson, Jim Williams



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

**October 11, 2016
DRAFT**

Members present: M. Brant, J. Bray, B. Danes, M. Hall, D. Inch, D. Patterson, J. Williams
Student Trustees: D. Austin
Regrets: J. Cobb, L. Kyle
Absent: None
Guests: None
Resource: L. Andrews, C. DeMille, K. Donnell, N. Pfeiffer, C. Portt, M. Savery-Whiteway
Minutes: C. Reid, Administrative Assistant

Call to order

Vice-chair Hall called the meeting to order at 5:30 p.m.

Delegations/presentations

None

Approval of agenda

Moved: J. Bray

Seconded: J. Williams

That the agenda be approved.

Carried

Approval of minutes

Moved: D. Patterson

Seconded: J. Williams

That the minutes of the September 12, 2016 regular meeting be approved.

Carried

Business arising from the minutes

None

Recommendations

None

Information

The Hastings and Prince Edward Learning Foundation (HPELF) update

Executive Director Maribeth deSnoo referred to Report No. C-1 and distributed sample backpacks from the Good Backpack program as well as binders containing Student Emergency Fund applications. She noted that earlier this year it was announced that the Good Backpack program would move from the United Way of Quinte to HPELF. Based on feedback received, a couple of changes are being made to the program, including the use of generic backpacks and offering backpacks to secondary students as well as elementary students.

Executive Director deSnoo stated that in order to help plan future priorities, the directors of the Learning Foundation held a strategic planning session in June. As a result of that session, the Learning Foundation has a new vision and mission. She stated that one item not included in the report was a two-year commitment to fund the Fun FRIENDS program at a cost of just over \$19,000.

As lead agency for the Student Nutrition Programs the Learning Foundation is responsible for all of south east of Ontario. Executive Director deSnoo stated that Food for Learning alone served 1,065,255 million meals and snacks to over 15,000 students last school year. On October 1, 2016, the “Take a Bite Out of Hunger” event was held at Dewe’s and Smylie’s Independent grocery stores, which raised over \$3,000.

It was noted that, although the Feed the Meter campaign has not officially begun, both Trenton and Belleville city councils are offering free parking on an ongoing basis and any money deposited in the meters is being donated to the Learning Foundation. Prom Project this year will be hosted in two locations, North Hastings High School and Quinte Secondary School.

The Student Emergency Fund has impacted 2,500 students since 2008-2009. In addition, the total amount raised through golf tournaments over the past 15 years was \$495,300. At the Learning Foundation’s annual meeting a cheque for \$533,870 was presented to the board representing the financial support provided to HPEDSB students last school year.

In closing, Executive Director deSnoo distributed an advance copy of the 2016 Holiday Catalogue that will be sent out seeking donations. Director Mandy Savery-Whiteway thanked Executive Director deSnoo for her leadership and stated that the Learning Foundation supports the vision that all students are prepared and empowered for the possibilities of today and tomorrow. Achieving equity would not be possible without the work of the Learning Foundation.

Learning & Leadership priority: Renewed School and System Leadership Succession Plan

Director Savery-Whiteway reviewed Report No. C-2 on behalf of Superintendent FitzGibbon and stated that this work has been a priority for at least four years and is identified as a goal in the [2015-2020 Strategic Plan Possibilities Today & Tomorrow](#) within the Learning & Leadership system priority, A leadership workgroup, consisting of elementary and secondary vice-principals, principals, system leaders and superintendents met from 2014 – 2016 to review research, reference Ministry and other leadership studies, examine succession planning models in other educational jurisdictions, and analyze local leadership survey data. Recommendations for a renewed succession planning process were presented to the senior team and approved for implementation effective September 2016.

Director Savery-Whiteway provided an overview of the following the key components of the renewed school and system leadership succession plan:

- Engaging Aspiring Leaders
- Selecting School & System Leaders
- Appointing School & System Leaders
- Inducting School & System Leaders
- Mentoring School & System Leaders
- Growing School & System Leaders

The Board Leadership Development Strategy Steering Committee is providing guidance regarding the implementation of the renewed leadership succession plan. Aspiring teacher leaders have been invited to participate in leadership development modules and encouraged to apply for the vice-principal and principal leadership pools. It was noted that recommendations for the leadership pools will come forward to the board for approval at the end of November as part of the new process. So far approximately 20-30 aspiring leaders have been identified throughout the system.

Discussion/clarification items included:

- Future plans to support leadership at all levels in all roles and the intention to include all employee groups in this process.
- The competencies or standards required to attain certain leadership positions and alignment with the Ontario Leadership Framework.
- Overview of the TIC training program.
- Availability of Advanced Qualification (AQ) and Principals Qualification Program (PQP) courses.
- Realistic projections regarding the possible number of leadership positions that will be available as a result of the Long-Term Capital and Accommodation Plan.
- Ministry requirements to report on potential retirements and to have a succession plan in place.
- The importance of cultivating leadership opportunities for all employees despite a potential decrease in the number of positions available.

Textbook/novel approval

Superintendent Portt referred to Report No. C-3 and stated that these textbooks/novels are not currently listed on the Ministry Curriculum Centre Learning Resources website which lists approved textbooks/novels for use in schools by the Minister of Education. Trustees have an opportunity to review the text/novels prior to a recommendation for approval at the November 14, 2016 Program and Human Resources Committee meeting. Superintendent Portt reviewed the content synopsis, rationale, curriculum connections and special considerations for each of the titles submitted.

Discussion/clarification items included:

- Special considerations that allow students to be provided with an alternative reading.
- The importance of having all students feel comfortable in a learning environment that is inclusive and equitable.
- Resources provide opportunities for rich discussions, supported by teachers, to allow students to gain an understanding of complex issues.

2016-2017 Board policy review – Part A

Director Savery-Whiteway referred to Report No. C-4 and stated that the policy revision process will be ongoing over the next month for the nine policies listed in the report. The policies/forms are being reviewed by staff and administration and proposed revisions and updates have been incorporated into the appendices. Trustees are asked to review and provide feedback to the director of education. Through discussions, trustee responses will be incorporated into the final policy revisions that will be presented at the November public board meeting for approval.

Director Savery-Whiteway provided an overview of the revisions, as contained in Appendix A to the report and noted the timeline also contained in Appendix A.

Trustee proposals and queries

Trustees requested information regarding the Eastern Ontario Google Summit. Superintendent Portt stated that the board is hosting the Eastern Ontario Google Summit on October 29 and 30, 2016. The event is for educators and administrators and will focus on incorporating digital technology into the curriculum. HPEDSB is partnering with EdTechTeam who coordinate these events working with Google Apps for Education. If trustees wish to attend any part of the event, please let Superintendent Portt know in advance so that a VIP pass can be provided at the registration desk. The event is taking place at Centennial Secondary School.

Correspondence

None

The Program and Human Resources Committee moved into closed session at 6:25 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 14, 2016.

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
The Great Gatsby	English	F. Scott Fitzgerald	Scriber	2004	F	10
Dead White Writer on the Floor	Native Studies – English (NBE3U)	Drew Hayden	Talon Books	2011	C	11, 12
3 Plays	Native Studies – English (NBE3C)	Alanis King	Fifth House Red Deer Press	2015	C	11, 12



Decision _____ **Information** X

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

From: Cathy Portt, Superintendent of Education – Curriculum Services
Laina Andrews, Superintendent of Education – School Climate & Student Well-Being
Colleen DeMille, Superintendent of Education – Special Education
Trish FitzGibbon, Superintendent of Education – Human Resources
Marg Thompson, Student Success Lead
Heather McMaster, Early Years Lead

**Re: Board Improvement Plan for Student Achievement and Well-Being (BIPSAW)
2016-2017**

Purpose

To provide Trustees with an overview of the 2016-2017 Board Improvement Plan for Student Achievement and Well-Being (BIPSAW).

Background

The Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) provides direction to the district regarding teaching and learning priorities and supports the Strategic Plan and Strategic Priorities: Achieving Excellence & Equity, Learning & Leadership, Public Confidence and Well-Being. It serves as a foundation document that builds system coherence through School Improvement Plans for Student Achievement and Well-Being (SIPSAWs).

The BIPSAW has been developed based on an analysis of the previous year's monitoring processes and results in student achievement data, demographic data, program data and perceptual data. This process has included consideration of SIPSAWs and District Review findings in the comprehensive needs assessment processes.

Educators and administrators from across the district and central departments have contributed to the development of the BIPSAW through school improvement priorities, participation in data analysis, initiative monitoring processes and by providing feedback on drafts this fall.

Current situation

The BIPSAW provides direction to the system regarding teaching and learning and identifies priorities for the allocation of resources for professional learning K-12, to meet identified student learning needs in the district. Priorities include reducing achievement gaps for students not yet at the provincial standard and increasing graduation rates.



Highlights of the BIPSAW 2016-2017 include:

- Connection to the 2015-2020 Strategic Plan Vision statement;
- Supporting our Graduates developing competencies as Globally Minded Learners and Leaders;
- Fostering A Culture of Learning and Leadership – Growth Mindset;
- Focus Assessment for Learning, and responsive evidence-based instructional practices;
- Focus on Knowing Our Learners; Responding to Their Needs; and Monitoring Progress to Ensure Graduation;
- Continued Goals in Literacy and Numeracy; Refined Goal titles in Globally Minded Learners and Leaders(formerly Pathways) and Student Climate and Student Well-Being (formerly Community, Culture & Caring) as a foundation for student achievement;
- Student learning needs identified in each goal area, as a focus for action plans, professional learning initiatives and monitoring of results;
- Components of Well-Being represented in graphic;
- Integration of Indigenous histories, culture and perspectives throughout and in graphic;
- A Tiered Approach to Supporting Students in achieving excellence & equity, through academic programming, well-being, mental and physical health promotion, and Indigenous Education; and
- Conditions for deep learning consolidated.

Next steps

1. The BIPSAW will provide direction regarding priorities to the system and schools as professional learning initiatives and action plans are further developed. Overall progress will be monitored through the identified monitoring processes and measures of success.
2. Regular updates will be provided to Program and Human Resources Committee members pertaining to the goal areas of the BIPSAW.

Attachments

1. 2016-2017 Board Improvement Plan for Student Achievement and Well-Being
2. Comparison document 2015-2016 BIPSAW and 2016-2017 BIPSAW

Respectfully submitted,

Cathy Portt, Superintendent of Education – Curriculum Services
Laina Andrews, Superintendent of Education – School Climate & Student Well-Being
Colleen DeMille, Superintendent of Education – Student Services
Trish FitzGibbon, Superintendent of Education – Human Resources Services
Marg Thompson, Student Success Lead – Curriculum Services
Heather McMaster, Early Years Lead – Curriculum Services

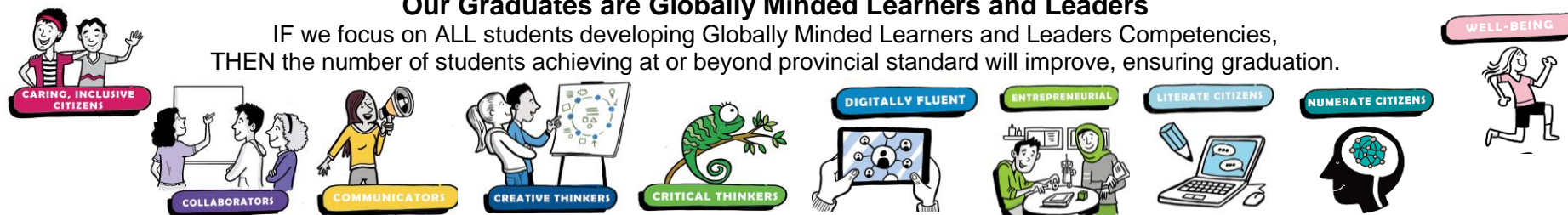


2016-2017 Board Improvement Plan for Student Achievement & Well-Being

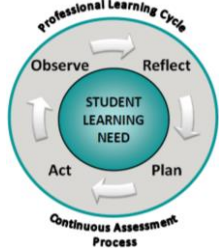
VISION: All students prepared and empowered for the possibilities of today and tomorrow.

Our Graduates are Globally Minded Learners and Leaders

IF we focus on ALL students developing Globally Minded Learners and Leaders Competencies, THEN the number of students achieving at or beyond provincial standard will improve, ensuring graduation.



A Culture of Learning and Leadership: Growth Mindset



Culture of Collaborative Professional Learning

- All educators are learning and growing professionally
- Premised on Professional Learning Cycle
- Deepens knowledge of our students, the curriculum, rich tasks, instruction and assessment cycle
- Grounded in relationships, trust and risk-taking and a growth mindset

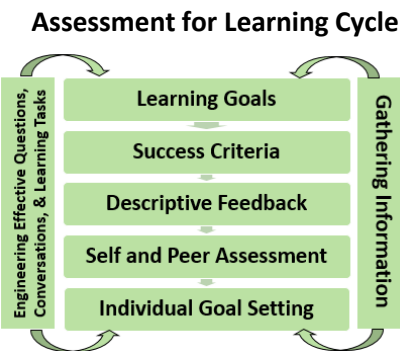
Culture of High Expectations for Student Learning

- Believe that all students are competent, capable and curious learners who can learn, progress and achieve
- Responsive, welcoming and safe classroom learning environments
- Students feel connected to, and reflected in, their classroom and community
- Developing student confidence, risk-taking and a growth mindset

Effective Instruction and Assessment Practices

Assessment for, as and of learning informs instruction

- Assessment is grounded in big ideas and transferable skills in the curriculum and used to inform next steps
- Reflects all categories of the achievement chart and evaluates overall expectations
- Assessment for Learning Cycle
- Observations, conversations and products are gathered, interpreted and used to continuously monitor assessment for, as & of learning (triangulation of assessment strategies)



Evidence-based instruction is responsive to student needs identified through assessment

- Critical/creative thinking, authentic student inquiry
- Gradual Release of Responsibility (modeled, shared, guided and independent)
- Indigenous histories, cultures and perspectives are infused in classroom and school learning
- Research-based, high-yield instructional strategies
- Comprehensive numeracy & literacy programs K-12
- Integrate technology in learning and teaching

KNOW our Learners • RESPOND to Their Needs • MONITOR Progress to Ensure Graduation

LITERACY
Our students will use the skills of thinking, expressing, and reflecting to: listen and speak; read and write; view and represent by engaging with a variety of text and digital forms.

Urgent Student Learning Needs

- Global competencies
- Decoding and fluency in reading (Early Years, Primary)
- Oral Language (Early Years)
- Reading comprehension and thinking skills (Primary, Intermediate)
- Writing - Ideas, organization and topic development (Primary, Intermediate)
- Closing the achievement gap for students with special education needs (Junior, Intermediate)

GLOBALLY MINDED LEARNERS & LEADERS
Our students will see themselves as connected citizens of the world. Learning partnerships reflect student voices and individual identities and support education and career/life planning.

Urgent Student Learning Needs

- Global competencies
- Value Indigenous traditions, cultures and perspectives
- Discover strengths, needs, and self-advocate
- Investigate the relationship between what they are learning, why they are learning it and how it connects to their lives
- Set goals and select activities, courses, programs and pathways that reflect their interests, skills and aspirations

NUMERACY
Our students will use the mathematical processes to: problem-solve, communicate, and reflect on their thinking by making connections between concepts, procedures and skills.

Urgent Student Learning Needs

- Global competencies
- Number sense and numeration, understanding number (Primary, Early Years)
- Problem solving, thinking and application skills (Junior, Grade 7, 8 and Grade 9 Applied)
- Closing the achievement gap for students with special education needs (Junior, Grade 7, 8 and Grade 9 Applied)

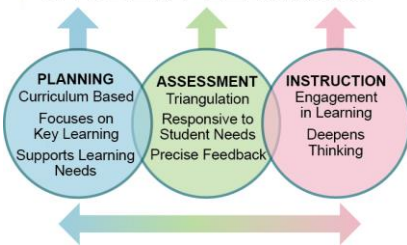
SCHOOL CLIMATE AND STUDENT WELL-BEING

Our students will be supported in the co-creation of safe, healthy and inclusive classrooms, schools and communities as the foundation for student well-being and achievement.

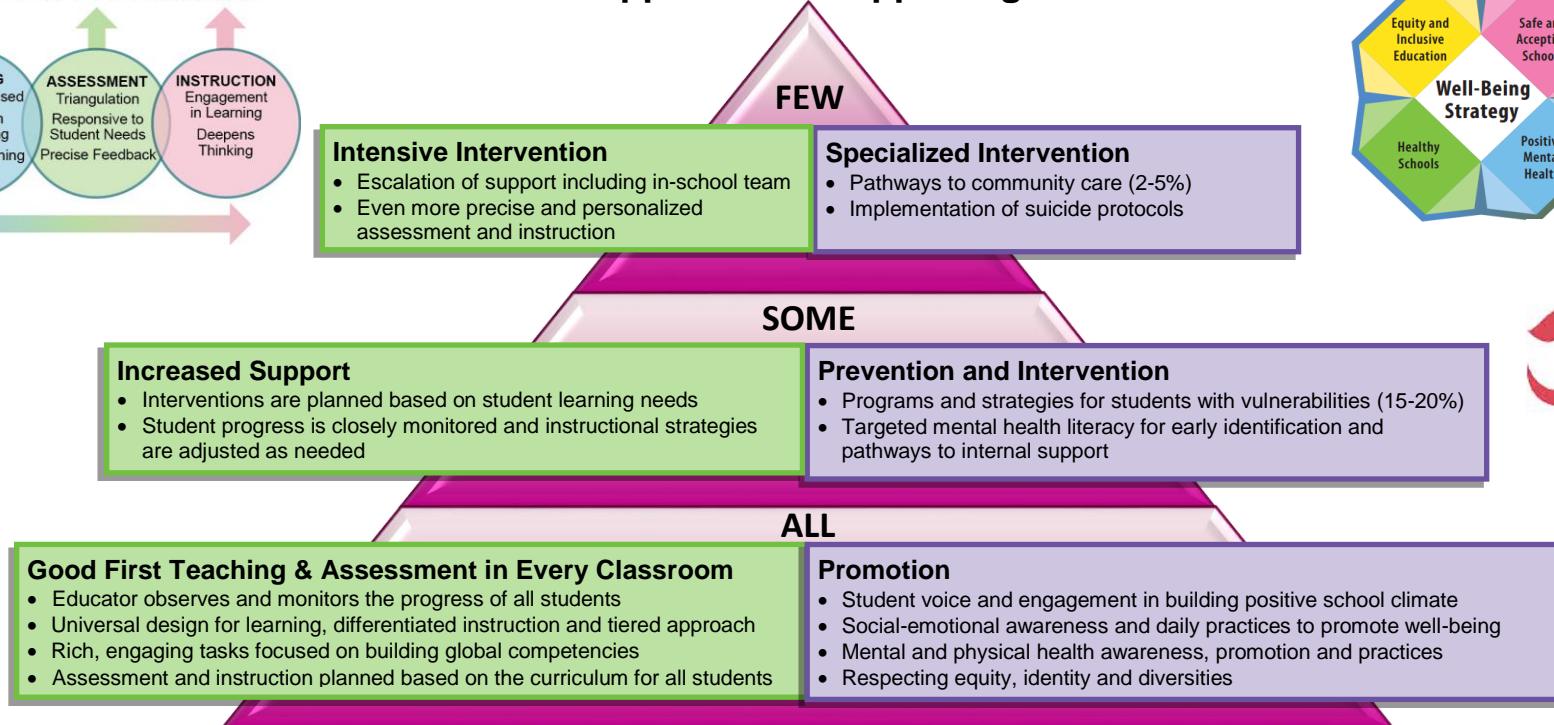
Urgent Student Learning Needs

- Global competencies
- Attending every day and engaging in learning
- Developing social/emotional and mental health strategies
- Creating inclusive environments that respect and express diversity
- Partners in learning and developing leadership skills
- Eat better, move more, sleep well & think clearly

STUDENT LEARNING



Tiered Approach to Supporting ALL Students



CONDITIONS FOR DEEP LEARNING

- Healthy, active school communities
- Learning environments – time, space, virtual
- Learning partnerships – community, educators, families, students
- Positive sense of self, belonging and a growth mindset
- Respectful interactions through Growing with Character
- Safe, accepting and caring school climates
- Student empowerment and engagement
- Value Indigenous traditions, cultures and perspectives

BIPSAW 2016-17: Key Refinements and Rationale

Hastings and Prince Edward District School Board

2015-2016 Board Improvement Plan for Student Achievement & Well-Being

VISION
All students prepared and empowered for the possibilities of today and tomorrow.

Our Graduates are Globally Minded Learners and Leaders
IF we focus on ALL students developing the following cross-curricular competencies: collaboration, communication, creative thinking, critical thinking, digital fluency, entrepreneurship, citizenship, literacy and numeracy, supported by well-being, THEN the number of students achieving at or beyond provincial standard will improve, ensuring graduation.

A Culture of Learning and Leadership: Growth Mindset

Culture of Collaborative Professional Learning

- Belief that all educators are learning and growing professionally
- Premised on Professional Learning Cycle (observe, reflect, plan, act)
- Deepens knowledge of the curriculum, rich tasks, instruction and assessment cycle
- Grounded in relationships, trust and risk-taking and a growth mindset

Culture of High Expectations for Student Learning – Tiered Approach

- Belief that all students can learn, progress and achieve
- Responsive, welcoming classroom learning environments
- Students feeling connected to and reflected in their classroom and community
- Developing student confidence, risk-taking and a growth mindset

Effective Instruction and Assessment Practices

Evidence-based instruction selected in response to student learning needs:

- Rich learning tasks based on curriculum and achievement charts
- Gradual Release of Responsibility (modeled, shared, guided and independent)
- Learning experiences activate connections, develop thinking and consolidate learning, and include explicit instruction
- Critical and creative thinking, authentic student inquiry
- Learning and using evidence-based instructional strategies (e.g., Hattie, SEF)
- Comprehensive numeracy and literacy programs K-12
- Technology enabled learning and teaching (e.g., SAMR model)
- Integrating learning skills and work habits

Assessment for, as and of learning informs instruction:

- The primary purpose of assessment is to improve student learning
- Assessment is grounded in big ideas and transferable skills in the curriculum and used to inform next steps
- Assessment for Learning Cycle: learning goals, success criteria, descriptive feedback, self and peer assessment, individual goal setting
- A variety of relevant and meaningful evidence is used for ongoing monitoring of learning (observations, conversations and products) and inform next steps
- Balances all categories of the achievement chart and evaluates overall expectations
- Tiered approach to supporting students through continuous assessment

KNOW our Learners • RESPOND to Their Needs • MONITOR Progress to Ensure Graduation

LITERACY
Our students will use the skills of thinking, expressing, and reflecting to: listen and speak; read and write; view and represent by engaging with a variety of text and digital forms.

Student Learning Needs

- Cross-curricular competencies
- Rich tasks, inquiry based and experiential learning, and differentiated learning
- Special education needs
- Understanding of First Nation, Métis and Inuit traditions, culture and perspectives

LITERACY Student Learning Needs

- Cross-curricular competencies
- Early and Emergent/Primary Reading
- Reading and writing in adolescence

NUMERACY
Our students will use the mathematical processes to: problem-solve, communicate, and reflect on their thinking by making connections between concepts, procedures and skills.

Student Learning Needs

- Cross-curricular competencies
- Junior problem solving and thinking skills
- Intermediate problem solving and thinking skills
- Primary number sense and problem solving

COMMUNITY, CULTURE & CARING
Our students will contribute as partners to a safe, healthy, and inclusive classroom, school and community that maximize engagement, achievement and well-being.

Student Learning Needs

- Attending every day and engaging in learning
- Cross-curricular competencies
- Partners in learning and developing leadership skills
- Social emotional learning: self-regulation in Early Years and developing strategies to address anxiety needs in Adolescent Years

Tiered Approach to Supporting Students

Know, Respond, Monitor Progress

- Who is our learner?
- What does the learner need to know and be able to do?
- How will we know they have learned?
- What opportunities will we provide to help them learn?
- How will we respond if they haven't learned yet?

FEW

Early Intervention
Support for few students:
Escalation of support for students with the use of intensive instruction that directly serves the most struggling learners

Mental Health Intervention
Support for few students:
Specialized interventions and pathways to community care
2-5% of students

SOME

Case Management
Support for some students:
Used to put a spotlight on how each student is doing
Focus on instruction and responding to student academic needs
Forum for discussion of student work
Systematic scheduled discussion and debate of internal intervention and next steps

Mental Health Prevention
Support for some students:
Prevention and intervention programs and strategies for students with vulnerabilities
15-20% of students

ALL

Good First Teaching and Classroom Practice In Every Classroom
Support for all students:
Rich, engaging tasks focused on building cross-curricular competencies
Specific, intentional assessment used to inform evidence-based instructional strategies
Assessment for learning cycle informing feedback and guided practice
Comprehensive literacy and numeracy approaches

Mental Health Promotion
Support for all students:
School/Class-wide social-emotional learning
Mental health promotion
Whole school, all students

Foundation for Achieving Excellence & Equity and Promoting Well-Being

Culture of collaborative professional learning
Culture of high expectations for student learning
Evidence-based instruction selected in response to student learning needs
Assessment for, as and of learning informs instruction

Positive relationships with caring adults
Safe, healthy and caring school climates
Growing with Character
Equity and inclusive educational practices

Reference: Tiered Approach to Differentiating Instruction (Gardner & Fuller, 2012, p. 8)
Reference: Leading Mentally Healthy Schools: A Vision for Student Mental Health and Well-Being in Ontario Schools (Ministry of Education, 2013, p. 26)

Based on feedback from K-12 Leadership meetings and goal team meetings, the following refinements have been applied to the 2016-17 BIPSAW.

Overall

- All key concepts will be hyperlinked to relevant resources
- QR link to online one page overview document
- Colour to highlight tag line - know our learners, respond to their needs, monitor progress to graduation to indicate importance

Globally Minded Learners and Learners (GMLL)

- More intentional connection through as the full document and support materials are now available
- Addition of graphics to communicate the competencies
- Updated Pathways goal name and goal wording as the initiatives and learning within the goal were closely connected to the GMLL work. The first sentence of the goal is taken directly from the GMLL document

Assessment and Instruction

- Switched the position of the assessment and instruction text—assess first then respond with instruction
- Added graphic of assessment for learning cycle and shaded assessment box to match for increased visual prominence
- Added the infusion of Indigenous histories, cultures and perspectives into instruction

School Climate and Student Well-Being

- Updated Community, Culture and Caring goal name and goal wording to align with the work of the SCSWB department

Student Learning Needs

- Shift from cross-curricular competencies to global competencies (i.e., GMLL)
- Updated to “value” Indigenous traditions, culture and perspective

Tiered Approach to Supporting ALL Students

- Green side of triangle more closely connected to Tiered Approach in “Learning for All” document
- Three new graphics—Well-Being Strategy from discussion document, Student Learning graphics with connections between Planning, Assessment and Instruction and Indigenous Education as a system priority
- Foundation—shifted to Conditions as these are the foundations to supporting all students
- Deep Learning—connection to the GMLL competencies and Michael Fullan’s project, New Pedagogies for Deep Learning (8 schools)

Hastings and Prince Edward District School Board

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Assessment for Learning Cycle

Learning Goals
Success Criteria
Descriptive Feedback
Self and Peer Assessment
Individual Goal Setting

Evidence-based instruction is responsive to student needs identified through assessment

- Critical/creative thinking, authentic student inquiry
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STUDENT LEARNING

Tiered Approach to Supporting ALL Students

FEW

Intensive Intervention
Escalation of support including in-school team
Even more precise and personalized assessment and instruction

Specialized Intervention
Pathways to community care (2-5%)
Implementation of suicide protocols

SOME

Increased Support
Interventions are planned based on student learning needs
Student progress is closely monitored and instructional strategies are adjusted as needed

Prevention and intervention
Programs and strategies for students with vulnerabilities (15-20%)
Targeted mental health literacy for early identification and pathways to internal support

ALL

Good First Teaching & Assessment in Every Classroom
Educator observes and monitors the progress of all students
Universal design for learning, differentiated instruction and tiered approach
Rich, engaging tasks focused on building global competencies
Assessment and instruction planned based on the curriculum for all students

Promotion
Student voice and engagement in building positive school climate
Social-emotional awareness and daily practices to promote well-being
Mental and physical health awareness, promotion and practices
Respecting equity, identity and diversities

Well-Being Strategy

Indigenous Education

CONDITIONS FOR DEEP LEARNING

- Healthy, active school communities
- Learning environments – time, space, virtual
- Learning partnerships – community, educators, families, students
- Positive sense of self, belonging and a growth mindset
- Respectful interactions through Growing with Character
- Safe, accepting and caring school climates
- Student empowerment and engagement
- Value Indigenous traditions, cultures and perspectives

2016-2017 Policy Review and Timeline Part A

Description	Revisions
Policy 02 Governance By-Laws and Standing Rules	Page 7, section 3: Ontario Public School Boards' Association Board of Directors representative
Policy 3-A Delegations and Presentations	No current changes, update reviewed date
Policy 3-D Board Communications and Media Relations	Page 1, section 1: remove AiM statement, replace with strategic plan priorities.
Policy 3-I Indemnification of Board Members	No current changes, update reviewed date
Policy 11 Committees of the Board	No current changes, update reviewed date
Policy 11-D Executive Committee	Section 2.3 - Remove reference to the Achievement in Motion System Plan replace with strategic plan priorities Remove Achievement in Motion System Plan under Board References and insert 2015-2020 Strategic Plan
Policy 11-F Student Enrolment/School Capacity Committee	No current changes, update reviewed date
Policy 12 External Committees and Trustee Advocacy	Page 2, section 5.3.1 reference to the election of the OPSOA Board of Directors Representative and alternate change from meeting in June to meeting in May

The following timeline is suggested for the review and approval of the policies listed above:

- September 6, 2016 – Recommendation and timeline to Executive Committee for approval
- September, 2016 – Senior Administration to review policies.
- September 26, 2016 – Policy review recommendation and timeline to Board for approval
- October 3, 2016 – Revised policies to be distributed to Executive Committee for review and feedback and approval of a notice of motion for Board.
- October 2016, - Ongoing email collaboration with the Executive Committee to review policy revisions with feedback incorporated.
- October 24, 2016 – Notice of motion to Board for approval of revised/updated policies.
- November 21, 2016 – Motion to Board to approve revised/updated Board policies.



Hastings and Prince Edward District School Board

BOARD POLICY # 2

Adopted	October 23, 2006
Last Revised	November, 2015 November, 2016
Review Date	November, 2018 November, 2019

GOVERNANCE BY-LAWS AND STANDING RULES

INTERPRETATION

In these by-laws and standing rules:

- a) "Board" means the Hastings and Prince Edward District School Board
- b) "chair" means the chairperson of the Board
- c) "member" means an elected member of the district school board, including the chair
- d) "trustee" means an elected member of the Board
- e) "committee chair" means the chairperson of a standing, ad hoc or other special purpose committee
- f) "director" means the director of education, chief education officer, chief executive officer and secretary of the Board
- g) "treasurer" means the treasurer of the Board and chief financial officer
- h) "advance notice" excludes Saturday, Sunday and statutory holidays
- i) "closed session" means closed to the public
- j) "majority vote" shall be 50% plus one
- k) "past chair" is the immediate past chair
- l) "district" refers to the system organization

ARTICLE I: OBJECT

Being the rules governing the establishment and composition of the Board as provided for in the *Education Act* of Ontario and regulations made thereunder, which rules shall apply to the structure and proceedings of the Board until amended by resolution of the Board.

ARTICLE II: NAME

The official name of the corporation shall be Hastings and Prince Edward District School Board as confirmed by the *Education Act* and accompanying regulations.

ARTICLE III: JURISDICTION

The Hastings and Prince Edward District School Board shall have such jurisdiction in all areas commonly known as ~~the counties of~~ Hastings County and Prince Edward County, as provided for in the *Education Act* and its regulations.

ARTICLE IV: HEADQUARTERS

The headquarters of the Board shall be the Education Centre located at 156 Ann Street, Belleville, Ontario.

ARTICLE V: SEAL AND SYMBOL

The corporate seal and the official corporate logo are as approved by the Board and the seal shall bear the full official name of the corporation.

ARTICLE VI: BOARD OF TRUSTEES

The affairs of the corporation shall be governed by a Board of Trustees consisting of nine members elected in accordance with the *Municipal Elections Act* or as may otherwise be prescribed in Ontario regulations as provided for in the *Education Act*. In addition to the members elected above, the Council of the Mohawks of the Bay of Quinte may name one person to represent the interests of First Nations, Métis **or and** Inuit students in the Board's schools and the Board shall appoint that person as a member of the Board and the member so appointed shall be deemed to be an elected member of the Board, as provided for in the *Education Act*.

Up to **2** student **Trustees Board members** 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*.

Section 1: Disqualification of members

The reasons for which a member of the Board is automatically considered to have vacated an elected position include, but are not limited to, the following:

- a) the member is absent without being authorized in the minutes from three consecutive regular meetings of the Board; or
- b) the member ceases to hold residence requirements or any other qualifications required to act as a member of the Board.

Section 2: Vacancy in office—Board member

Any vacancy in the office of a Board member shall be filled in accordance with and subject to the limitations as provided for in the *Education Act*. Should the Board choose to fill the vacancy by appointment, the Board will do so according to the provisions of Board Policy # 3: Board Operations.

Section 3: Vacancy in office—chair, vice-chair or chair of standing committee

At the first regular meeting of the Board after a vacancy occurs in the office of chair, vice-chair or chair of a standing committee, the Board shall elect one of its members to hold the office until the Annual Board Meeting.

ARTICLE VII: MEETINGS OF THE BOARD

The meetings of the Board shall be held at the Education Centre, unless otherwise determined by resolution of the Board, or by the chair of the Board with the consent in writing, by electronic means or by voice, of a majority of Board members.

Section 1: Electronic meetings

It may be necessary from time to time for certain members of the Board to participate in a Board or committee meeting by electronic means. In such case, participation by electronic means shall be according to the provisions of Board Policy # 3: Board Operations.

Section 2: Annual and initial meetings

2.1 Annual meeting

The annual meeting of the Board shall be held on the first Monday in December or on a date and time agreed to by a majority of Board members, or as provided for in legislation or regulation. At the appointed hour, the director shall call the meeting to order and shall preside until a chair has been elected as described in the election process contained in subsection 2.5 below.

2.2 Initial meeting

In December following a municipal election, the director of education shall first read into the record the official returns from the designated election officer or officers, whereupon the elected members shall take their places and subscribe to declarations of office and oaths of allegiance as provided for in legislation.

2.3 Business of the Board at the initial/annual meeting

At the annual or initial meeting of the Board, the Board shall:

- a) elect a chair;
- b) elect a vice-chair;
- c) approve Board member representation on Board committees;
- d) elect chairs for standing committees;
- e) elect a sixth member to the Executive Committee, if required; and
- f) pass a resolution to destroy all ballots when the elections are completed and the results declared.

2.4 Application of the election process

- a) The election process described in subsection 2.5 below will be followed to elect the chair and vice-chair of the Board.
- b) The same process will be followed to elect committee chairs except where the committee chair is designated by these by-laws.
- c) Where it has been determined that selection to committee membership or as a Board representative is by means of an election, this process shall be followed.

2.5 Election Process

- a) Until the chair is elected, the director of education shall preside at the initial or annual meeting of the Board.
- b) The director of education shall appoint scrutineers to conduct the election as necessary, but not fewer than two.
- c) Nominations shall be received from the floor and shall be seconded. A member may move or second his or her own nomination. In the event a member nominated for office is not present, the nominator or nominators shall satisfy the presiding officer that the member's consent to nomination has been obtained. Nominees shall be afforded up to two minutes to address colleagues as to why they are standing for office.
- d) The vote shall take place by closed ballot. Election shall require a majority of the valid votes cast.
- e) All Board members shall record the name of a valid candidate of his/her choice (one choice only) on the designated ballot.
- f) Scrutineers will collect the ballots, count them and report the recorded results to the director.
- g) The director shall announce the results of the vote for the chair, but shall not declare the count. The chair shall announce the results of the votes for all subsequent offices, but shall not declare the count.
- h) The member receiving the votes of the majority of the Board members present shall be declared elected.
- i) If no member receives a clear majority, a second ballot shall be held. The names of the candidates shall be announced in order of the number of votes cast, beginning with the highest.
- j) Should no member receive a clear majority on the second ballot, the name of the person receiving the fewest votes shall be dropped from the ballot and the members shall vote again and so continue until a member receives a majority vote.
- k) Where a tie vote occurs after the second ballot during an election, the members

involved shall draw lots to fill the position.

- l) Following the election of the chair and vice-chair of the Board, the chair shall bring forward a recommendation to the full Board for approval of Board members representation on standing and other committees. Following the approval, elections will be held for the chair and vice-chair of each of the standing committees (in accordance with the elections process identified in 2.5 a-k.) in a municipal election year, the Board shall also elect the representative to the Ontario Public School Boards' Association Board of Directors.
- m) By resolution of the Board or committee, all ballots shall be destroyed after the elections have been completed and the results declared.

Section 3: Designate

A presiding officer/temporary chair, designated by the chair of the Board, in consultation with members of the Executive Committee, when both the chair and vice-chair cannot be present at a regular or special meeting. In the event the chair was unable to designate a temporary chair, the members will designate the temporary chair by electing one of themselves.

Section 4: Regular meetings

Unless otherwise directed by resolution of the Board, the regular meetings of the Board shall be held on the fourth Monday of each month, except July and August, commencing in closed session at 6:00 p.m. followed by an open public session at 7:00 p.m. The following exceptions will apply:

- a) where a meeting would fall on a recognized statutory holiday, it shall be held on the following Tuesday;
- b) during July and August, meetings of the Board shall be held at the call of the chair as required, or as pre-determined by resolution of the Board;
- c) in June, the regular meeting shall be held on the third Monday evening, to permit trustee attendance at school graduations.

4.2 The times and sequencing of public and closed session Board meetings may be varied in advance of the meeting by the chair, or in the chair's absence, vice-chair or designate, provided that each Board member be given advance notice of such change 72 hours in advance of the meeting by either email or notice delivered to his or her official address. The public shall be given advance notice on ~~the Board's~~ HPEDSB's website at least 72 hours in advance of the scheduled meeting.

4.3 The director shall notify each Board member of regular meetings of the Board, either by email or written advance notice delivered to his or her official address, at least 24 hours in advance of the meeting, together with the agenda for such meeting and, when possible, all reports and other written documentation to be considered.

4.4 The agenda for the regular meetings of the Board shall be in the order set out in subsections 4.5 and 4.6 below. The chair may alter the regular patterns of business as circumstances warrant, subject to confirmation by the Board under the item "approval of agenda".

4.5 Closed session

Call to order

Delegations/presentations
Approval of agenda
Approval of minutes
Business arising from the minutes

Recommendations

Reports from committees

Information

Report from chair
Report from committee chairs
Report from staff
Questions, reports and proposals from trustees

Correspondence

Motion to rise and report

4.6 Public session

Call to order

Character **Attribute** Moment of Reflection
Delegations/presentations
Approval of agenda
Approval of minutes
Business arising from the minutes
Report from the closed session

Recommendations

Reports from committees

Information

Calendar of events
Report from chair
Report from committee chairs
Report from staff
Questions, reports and proposals from trustees (including “notices of motion”)

Correspondence

Adjournment

Section 5: Special meetings

Special meetings of the Board shall be held at the call of the chair, or at the written request of at least five members filed with the director, subject to confirmation that a quorum will be present. The notice of every special meeting shall state all the business to be transacted or considered and no other business shall be considered unless all members of the Board are present and consent.

At least 48 hours, advance notice of all special meetings shall be given to each member by email or written notice at his or her official address except when an extenuating circumstance imposed on the Board requires immediate action.

Section 6: Access to meetings

Meetings of the Board and its committees shall be open to the public with the exception of meetings dealing with:

- a) the security of the property of the Board;
- b) 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 student or his or her parent or guardian;
- c) the acquisition or disposal of a school site;
- d) decisions in respect of negotiations with employees of the Board; and
- e) litigation affecting the Board.

Recommendations from any closed session of an ad hoc or standing committee meeting shall be forwarded to the closed session of the Board. The report of the closed session of the Board shall be presented to the public Board meeting for consideration.

No person shall be excluded from a meeting that is open to the public except for improper conduct as determined by the presiding officer.

Section 7: Board quorum

The presence of a majority of all the members constituting a Board is necessary to form a quorum. As soon after the time of meeting as a quorum is present, the presiding officer shall call the members to order.

Section 8: Committee quorum

A quorum of any committee shall consist of 50% of the members.

Section 9: Delegations and presentations

The Board shall hear delegations and accept presentations according to the provisions of Board Policy # 3 Board Operations.

Section 10: Adjournment

At 11:00 p.m. the chair shall interrupt any item under discussion and conduct a vote on whether to continue the meeting. Board members will vote on a motion to continue the meeting, which may limit the continuation to the item under discussion, or may specify additional agenda items, or a time for adjournment. The meeting will adjourn unless there is majority consent from those present to continue.

The chair shall declare a meeting adjourned when:

- a) there is no other business to be transacted;
- b) the chair observes lack of quorum; or
- c) a motion to adjourn has been adopted by the Board.

During the course of a meeting, the chair may declare one or more recesses of up to 15 minutes, which shall not be construed as adjourning the meeting.

ARTICLE VIII: OFFICERS

The officers of the corporation shall be:

- a) chair
- b) vice-chair
- c) director of education

d) treasurer

The director of education shall be the chief education officer, chief executive officer and secretary of the Board.

The superintendent of Business Services shall be the chief financial officer and the treasurer of the Board.

Section 1: Duties of officers

1.1 The chair

The duties of the chair are set out in Board Policy #10: Duties of the Board Chair and Vice-chair.

1.2 The vice-chair

The duties of the vice-chair are described in Board Policy #10: Duties of the Board Chair and Vice-chair.

1.3 The director of education shall, as secretary of the Board, shall:

- a) collaborate with the chair and the Executive Committee in the preparation of agendas for meetings of the Board and ensure the preparation of timely and accurate staff reports as may be required;
- b) provide advice and assistance to the chair and members as required during meetings;
- c) ensure that the decisions and the policies of the Board are implemented;
- d) be responsible for circulating notices, agendas, reports and minutes of meetings to the Board and others who are entitled to receive such materials;
- e) ensure that accurate minutes are prepared of all Board meetings and that the minutes, when approved are signed by the chair or presiding member and are safeguarded in a book provided for that purpose; and
- f) produce the minute book at any reasonable time during normal business hours to anyone entitled to see the minute book.

1.4 The treasurer shall:

- a) receive and account for all money of the Board and deposit all money received on account of the Board into a bank account or accounts opened in the name of the Board in such place of deposit as may be approved by the Board;
- b) disburse all money as directed by the Board in accordance with the annual budget plan or by other resolutions or directions;
- c) prepare and submit to the Board or a committee(s) of the Board such financial reports as the Board may direct by policy or by resolution; and
- d) produce when required by the Board, the auditors, or other competent authority, all papers and money in the treasurer's possession, power or control belonging to the Board.

Section 2: Signing officers

The signing officers of the Board for official purposes shall be one of the chair or the vice-chair and one of the director of education, treasurer of the Board, or one other member of senior administration duly designated by the director of education.

For current accounts, digital signatures of the chair and one of the officers identified above may substitute for the actual signatures of the officers previously named.

ARTICLE IX: COMMITTEES

The Board may establish by resolution such standing, special purpose and ad hoc committees as it deems appropriate or as required under legislation or through contractual obligations, and subject to any relevant legislation or contract:

- a) determine their composition and the manner of selecting chairs and members;
- b) fix their terms of reference, reporting relationships and expected date of completion of mandate;
- c) alter their composition, terms of reference, reporting relationships and expected date of completion of mandate, as it may deem appropriate from time to time; and
- d) dissolve committees.

Section 1: Board committees

Board policy related to standing committees, statutory committees, legislated committees and ad hoc committees is set out in Board Policy #11: Committees of the Board.

Section 2: Board member representation on committees

Each November, Board members shall indicate to the Board chair the standing and statutory committees on which they wish to serve for the following calendar year. The chair shall bring forward a recommendation to the full Board for approval at the initial/annual meeting held in December.

Section 3: Ontario Public School Boards' Association Board of Directors representative

The Ontario Public School Boards' Association (OPSBA) Board of Directors representative and alternate shall be elected at the ~~June~~ **May** Board meeting in **years when there is no municipal election** ~~non-election years~~. In an **municipal** election year, the OPSBA Board of Directors representative and alternate shall be elected at the initial meeting of the Board. ~~Board policy related to support of the role of the Ontario Public School Boards' Association is described in Board Policy #12: Board Representatives on External Committees~~ **describes the support role to the OPSBA.**

Section 4: Appointment of representatives to other organizations

The Board may from time to time appoint one or more representative to other organizations in the community at the request of those groups.

ARTICLE X: RULES OF ORDER

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the meetings of the Board in all cases to which they are applicable and in which they are not inconsistent with the Board's by-laws, approved special rules of order and the *Education Act*.

ARTICLE XI: AMENDMENTS TO BY-LAWS

The by-laws and rules that are governed by statutes and regulations made thereunder are not subject to amendment that would subvert or conflict with the statute or regulation.

No amendment, alteration or addition to the by-laws shall be made unless due notice thereof in writing setting forth the proposed amendment, alteration or addition, shall have been given at a meeting previous to that at which the proposed change comes before the Board for consideration. The amendment, alteration or addition must then be confirmed by a two-thirds majority of all members of the Board present at that meeting.

ARTICLE XII: POLICIES

Policies may be made under these by-laws, including a policy to define the process for making policy under these by-laws. The process for making policy is described in Board Policy #7: Board Policy Development and Review.

No new policy or amendment, alteration or addition to a policy made under this by-law shall be made unless due notice is given in writing setting forth the proposed new policy, amendment, alteration or addition at a meeting previous to that at which the proposed change comes before the Board for consideration. The new policy or amendment, alteration or addition to a policy must then be confirmed by a majority of all members of the Board present at that meeting.

ARTICLE XIII: BORROWING BY-LAWS

From time to time the Ministry of Education requires school boards to establish long-term financing arrangements through the Ontario Financing Authority for multi-stage projects. The Ministry of Education funds the interest costs associated with this borrowing and requires that boards authorize the long term financing through borrowing by-laws.

Legal references

- *Education Act*, s. 55 Student Trustees; Part VI Boards—Duties and Powers; Part VII Board Members – Qualifications, Resignations and Vacancies
- *Municipal Conflict of Interest Act*
- *Municipal Freedom of Information and Protection of Privacy Act*
- *Ontario Regulation 463/97* Electronic Meetings
- *Ontario Regulation 7/07* Student Trustees

Board references

- Board Policy Handbook
- Form F002-1: Parliamentary Procedure

Resources

The current edition of *Robert's Rules of Order Newly Revised*

BOARD OPERATIONS

POLICY # 3-A	
Adopted	October 23, 2006
Last Reviewed	January 27, 2014 November, 2016
Review Date	January 2017 November, 2019

DELEGATIONS AND PRESENTATIONS

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** ~~Form F003-1~~ for inclusion in the agenda of the Board or standing committee. The form must be submitted no later than five business 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, or in the chair's absence, vice-chair or designate.
- 3.7 The duration of any person's or delegation's presentation shall not be more than ~~fifteen~~ **15** ~~minutes~~ **20** minutes in total. A signal will be given to the presenter(s) when there are five minutes remaining in the delegation.
- 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, or in the chair's absence, vice-chair or designate 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.

3.11 Requests for delegations related to accommodation review processes where the Board will be conducting consultation processes as per Policy 15, section 6g: The accommodation review process will consist of the following methods of consultation:

- i) Accommodation Review Committee (ARC)**
- ii) Consultation with municipal governments local to the affected school(s)**
- iii) Public meetings**
- iv) Public delegations**

will be heard at regular meetings of the Student Enrolment/School Capacity meetings.

Legal references:

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

Board references:

- Board Policy No. 2 - Governance By-Laws and Standing Rules
- Form F003-1 - Request for Delegations and Presentations
- Board Policy 15

BOARD OPERATIONS

POLICY # 3-D	
Adopted	November 28, 2000
Last Reviewed	January 27, 2014 November, 2016
Review Date	January 2017 November, 2019

BOARD COMMUNICATIONS AND 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 2015-2020 Strategic Plan AiM—Achievement in Motion for Student Success System plan, events, activities and legislated requirements. All communications will support efforts related to student achievement and well-being and aligned with The Public Confidence priority in the 2015-2020 Strategic Plan.~~

~~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. OBJECTIVE

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 ~~D~~irector of ~~E~~ducation 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 ~~C~~hair of the Board and the ~~D~~irector of ~~E~~ducation, or designate, are the Board's primary spokespersons in all situations where a system level comment or response is required. The ~~C~~hair, 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 News releases will be posted on the Board website.

Legal references:

Education Act, section 207 Access to Meetings and Records

- *Municipal Freedom of Information and Protection of Privacy Act*
- Charter of Rights and Freedoms

Board references:

- Board Policy # 1 - ~~Board Mission and Goals~~ Board Vision, Mission and Priorities
- Board Policy # 2 - Governance By-Laws and Standing Rules
- Board Policy # 4 - Corporate Board Job Description
- Board Policy # 5 - Director of Education Job Description
- Board Policy # 7 - Board Policy Development and Review
- Guidelines for News Releases

BOARD OPERATIONS

POLICY # 3-I	
Adopted	May 26, 2008
Last Reviewed	January 27, 2014 November, 2016
Review Date	January 2017 November, 2019

INDEMNIFICATION OF BOARD MEMBERS

1. OBJECTIVE

Hastings and Prince Edward District School Board provides insurance to protect members of the Board from loss and/or liability incurred as a result of their public service.

2. PROCEDURE

- 2.1 As permitted under section 176 of the *Education Act*, Hastings and Prince Edward District School Board provides group accident insurance to indemnify a member of the Board or his/her estate against loss in case he/she is accidentally injured or killed, while traveling on the business of the Board or in the performance of duties as a member of the Board, either within or outside the area over which the Board has jurisdiction.
- 2.2 The Board also provides group public liability and property damage insurance to indemnify a member of the Board, or his/her estate, with respect to loss or damage for which he/she has become liable. This may occur as a result of injury to persons or property or by reason of injury to his/her own property while travelling on the business of the Board or in the performance of duties as a member of the Board.

Legal references

Education Act, section 176 Benefits

Board references

Board Policy #2: Governance By-Laws and Standing Rules

BOARD OPERATIONS

POLICY # 3-J	
Adopted	May 26, 2008
Last Revised	November, 2014 November, 2016
Review Date	November, 2017 November, 2019

BOARD REVIEW

1. OBJECTIVE

Hastings and Prince Edward District School Board will endeavour to conduct a review process at least once 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.
- (d) Professional learning is an integral part of the review process.

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~~ strategic 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 such as the following:

- (a) How well have we fulfilled our roles in relation to our mission and goals, vision, mission, priorities, goals, job description, Code of Conduct and other governance policies?
- (b) How well have we adhered to our ~~Achievement in Motion annual system plan~~ Strategic 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;
- (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
- ~~Board Multi-year System Plan~~ **2015 - 2020 Strategic Plan**
- Form F003: 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



Hastings and Prince Edward District School Board

BOARD POLICY # 11

Adopted	May 26, 2008
Last Revised	November, 2016
Review Date	November, 2019

COMMITTEES OF THE BOARD

1. PURPOSE

Hastings and Prince Edward District School Board may establish by resolution such standing, special purpose and *ad hoc* committees as it deems appropriate or are required under legislation or through contractual obligations, and subject to any relevant legislation or contract.

The Board may determine the composition of the committees and the manner of selecting chairs and members. The Board may fix their terms of reference, reporting relationships and expected date of completion of their mandate. The Board may alter the composition of committees, their terms of reference, reporting relationships and expected date of completion of their mandate, as the Board may deem appropriate from time to time. The Board may also dissolve committees.

2. DEFINITIONS

Ad Hoc Committee—An *ad hoc* committee is appointed to make recommendations on a particular issue. The Board shall dissolve the committee once the final report to the Board has been made. An *ad hoc* committee may be a sub-committee of a standing committee.

Advance Notice—Advance notice excludes Saturday, Sunday and statutory holidays.

Closed Meeting—A closed meeting is closed to the public as provided by subsection 207 (2) of the *Education Act*.

Committee Chair—Committee chair means the chairperson of a standing, *ad hoc* or other special purpose committee.

Legislated Committee – A committee required by legislation/law.

Majority Vote—A majority vote shall be fifty percent plus one.

Past Chair—The past chair is the immediate past chair of the Board.

Standing Committee—A standing committee is a committee established by the Board to perform a continuing function, dealing with work of an ongoing or recurring nature.

Statutory Committee—A statutory committee is a committee required by the *Education Act*.

3. POLICY

- 3.1 Board committee meetings shall be open to the public except when the subject matter under consideration is covered by section 207(2) of the *Education Act*.
- 3.2 The rules of order contained in the current edition of Robert's Rules of Order Newly Revised shall govern committee meetings of the Board in all cases to which they are applicable and in which they are not inconsistent with the Board's by-laws, approved special rules of order and the *Education Act*.
- 3.3 A quorum of any committee shall consist of fifty percent of the members. It is the duty of the chair of the committee to determine that a quorum is present.
- 3.4 A report of a committee is that of a majority of the committee.
- 3.5 Committees shall report to the Board in writing after each meeting and the chair of the committee, or where the chair is not a Board member, a Board member appointed to the committee shall present the committee's report to the Board. Recommendations shall be moved by the committee member who moved the motion at the committee level.
- 3.6 A committee report shall not be amended by the Board, but the Board may refer the report back to the committee for further consideration or with instruction to amend the report in some way.
- 3.7 Committee recommendations may be acted on separately when they are presented with the committee report or be postponed to a definite time.
- 3.8 The motion shall be stated in a form that will allow the Board to vote directly on the proposal itself, rather than a motion to agree or disagree with the recommendation of the committee. A motion embodying a committee recommendation is considered and acted on as any other main motion.
- 3.9 The secretary of the Board, in consultation with the chair of the Board, determines whether items of business go directly to the Board or to a committee for study, investigation and recommendation. This decision is generally based upon the urgency of the issue and the depth of investigation required. Nothing in this process prevents the Board from referring a matter to a committee for investigation and recommendation.

4. DEVELOPMENT OF COMMITTEE STRUCTURE

- 4.1 Each November the Board members shall indicate to the Board chair the standing and statutory committees on which they wish to serve for the following calendar year. The chair shall bring forward a recommendation to the Board for approval at the annual meeting held in December.
- 4.2 Board members are expected to serve on more than one committee.
- 4.3 Resource staff to the committees shall include the appropriate supervisory officer(s), as well as coordinators or other officers where required.

5. BOARD COMMITTEES

The policies consolidated in this document describe the purpose, powers and duties, membership and meetings of committees that the Board has established in order to govern the district in an effective and efficient manner.

COMMITTEES OF HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

STANDING COMMITTEES:

Policy No. 11-A	Committee of the Whole Board	page 4
Policy No. 11-B	Program and Human Resources Committee	page 5
Policy No. 11-C	Operations and Finance Committee	page 7
Policy No. 11-D	Executive Committee	page 9
Policy No. 11-E	Budget Committee	page 11
Policy No. 11-F	Student Enrolment/School Capacity Committee	page 12

STATUTORY COMMITTEES:

Policy No. 11-G	Special Education Advisory Committee	page 14
Policy No. 11-H	Supervised Alternative Learning (SAL) Committee	page 18
Policy No. 11-I	Audit Committee	page 22
Policy No. 11-J	Accessibility Advisory Committee	page 29
Policy No. 11-K	Parent Involvement Committee	page 31

LEGISLATED COMMITTEES:

Policy No. 11-L	Student Discipline Committee	page 35
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AD HOC COMMITTEES:

Policy No. 11-M <i>Ad Hoc</i> Committees		page 36
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6. CHAIR/VICE-CHAIR VACANCIES

- 6.1 Vacancies in the Chair or Vice-chair positions of a committee shall be filled through a similar process as outlined in the committee descriptions in Board Policy # 11, at the next regular meeting or as soon as reasonably possible.

STANDING COMMITTEE

BOARD POLICY # 11-D	
Adopted	May 26, 2008
Last Revised	January 27, 2014 November 2016
Review Date	January 2017 November, 2019

EXECUTIVE COMMITTEE

1. PURPOSE

The Executive Committee shall deal with special issues not specifically related to the mandates of the other standing committees.

2. POWERS AND DUTIES

2.1 The Executive Committee shall support, coordinate and monitor the overall achievement of the Board's major areas of responsibility as described in Board Policy #4: Corporate Board Job Description.

2.2 The committee shall oversee the implementation of Board Policy #6: Delegation of Authority and Board Policy #7: Board Policy Development and Review to ensure that the appropriate distinction between the Board's responsibility to govern and the director of education's executive and administrative duties is maintained.

2.3 The Executive Committee will coordinate the development of the system strategic plan, recommend appropriate Board and district support for the plan, and evaluate and comment on the overall achievement of the ~~Achievement in Motion system plan~~ 2015-2020 Strategic Plan and the priorities ~~Achieving Excellence & Equity, Learning & Leadership, Public Confidence and Well-Being.~~

2.4 The committee shall review and provide input on committee and Board agendas.

2.5 The committee shall review and provide input related to Board and district communications.

2.6 The committee shall review and provide input into matters related to the working relationship with the director of education, and into issues involving the administration of the district.

3. MEMBERSHIP

3.1 The Executive Committee shall be comprised of up to six members consisting of the chair, vice-chair, past chair, chairs of the Program and Human Resources Committee and Operations and Finance Committee, and the incumbent OPSBA representative.

3.2 Where there is no past chair currently serving on the Board or where one of the members already holds more than one of the positions previously listed in 3.1, the fifth member of the Executive Committee shall be elected by the Board.

3.3 The chair of the Board shall preside at each meeting of the Executive Committee. In the chair's absence, the vice-chair shall preside at the meeting.

4. MEETINGS

- 4.1 The Executive Committee shall schedule meetings for the first Monday 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) Where the first 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 reference

Education Act, sections 170-171 Duties and Powers of Boards; section 283 Chief Executive Officer

Board references

- Board Policy # 4 - Corporate Board Job Description
- Board Policy # 5 - Director of Education Job Description
- Board Policy # 6 - Delegation of Authority
- Board Policy # 7 - Board Policy Development and Review
- ~~Achievement in Motion System Plan~~ 2015-2020 Strategic Plan

STANDING COMMITTEE

POLICY # 11- F	
Adopted	May 26, 2008
Last Reviewed	April 28, 2014 November, 2016
Review Date	April, 2015 November, 2019

STUDENT ENROLMENT/SCHOOL CAPACITY COMMITTEE

1. PURPOSE

The Student Enrolment/School Capacity Committee shall review and make recommendations on matters relating to school enrolments, school capacities, including projected trends, and any implications arising from such matters.

2. POWERS AND DUTIES

2.1 The committee shall consider the school board's long term capital **and accommodation** plan in order to provide the best educational opportunities for students and to enhance the learning environment in all schools, while ensuring fiscal responsibility.

2.2 The committee shall review a preliminary report prepared by senior administration identifying **a need to consolidate, close or relocate a school(s) due to changes in curriculum, program demands, student enrolment, community demographics and other factors** school or group of schools in which challenges may be faced in providing a suitable and equitable range of learning opportunities for students, as described in Policy # 15: Student Enrolment/School Capacity-**Pupil Accommodation Review**.

2.3 After reviewing the preliminary report, the committee may recommend that the Board direct senior administration to **conduct form** an **Aa**ccommodation **Ri**view **Committee** for a group of schools or for a single school.

2.4 If the Board supports the committee's recommendation, an **Aa**ccommodation **Ri**view **Committee** will be **formed** **conducted** in accordance with Policy # 15: Student Enrolment/School Capacity-**Pupil Accommodation Review**.

2.5 The Student Enrolment/School Capacity Committee shall review and consider **the final** reports and recommendation(s) from senior administration **and the Accommodation Review Committee** and receive public input into those reports in accordance with Policy # 15

2.6 The committee shall prepare its report and recommendations regarding pupil accommodation options to the Board **based on the final report from administration and feedback compiled from public delegation**. The Student Enrolment/School Capacity Committee has the discretion to approve the recommendation(s) as presented by administration or to recommend a different outcome for Board consideration.

3. MEMBERSHIP

- 3.1 The membership of the Student Enrolment/School Capacity Committee includes all members of the Board.
- 3.2 Chair and vice-chair of the Student Enrolment/School Capacity Committee are elected each year at the initial/annual meeting of the Board held in December.

4. MEETINGS

- 4.1 The Chair of the committee shall call meetings as needed and in accordance with Board Policy # 15: Student Enrolment/School Capacity - **Pupil Accommodation Review**, ~~when an Accommodation Review Committee (ARC) has been initiated.~~
- 4.2 In the absence of the chair, the vice-chair or designate shall preside at the meeting.

Legal References

- *Education Act*, paragraph 8 (1) 26 School Closing; section 171 Powers of Boards
- Ministry of Education Pupil Accommodation Review Guidelines
- Ministry of Education Administrative Review of Accommodation Review Process

Board References

- Board Policy # 15 - Student Enrolment/School Capacity
- Administrative Procedure 178: Accommodation Review Committee (ARC)



**Hastings and Prince Edward
District School Board**

BOARD POLICY # 12

Adopted	March 26, 2007
Last Revised	November, 2016
Review Date	November, 2019

EXTERNAL COMMITTEES AND TRUSTEE ADVOCACY

1. PURPOSE

Hastings and Prince Edward District School Board may from time to time appoint one or more of its members as representatives to organizations external to the Board.

The Board shall appoint members as representatives to the Ontario Public School Boards' Association. This annual appointment supports the Board's responsibility for political advocacy and communication in accordance with Board Policy # 4 Corporate Board Job Description.

2. DEFINITIONS

OPSBA—The Ontario Public School Boards' Association represents public district school boards and public school authorities across Ontario, which together serve more than 1.2 million public elementary and secondary students. The Association advocates on behalf of the best interests and needs of the public school system in Ontario.

Advocacy—Advocacy means influencing government decision-making.

3. TRUSTEE ADVOCACY

3.1 Trustee advocacy is accomplished through the voice of the Board of Trustees.

3.2 The Board believes that communication with the Ontario government is an important activity to identify, discuss and find solutions to policy and financial issues to support student success.

3.3 Public education in Ontario has governance structures that enable open and ongoing communication between school boards and the provincial government. These structures include partnership tables, regular meetings, open forums and other means as determined by need.

3.4 Hastings and Prince Edward District School Board supports the role of the Ontario Public School Boards' Association (OPSBA) as the key advocacy partner in publicly-funded education. The Board is committed to maintaining membership in OPSBA and to electing a representative and alternate to participate on the OPSBA Board of Directors as described in section 3, Article IX of Board Policy # 2 Governance By-Laws and Standing Rules.

~~**4. STUDENTS AND SCHOOLS NOT USED – PARAMETERS REGARDING POLITICAL PROMOTIONS IN SCHOOLS**~~

At no time will students be used to promote a political position for the Board or a school to the public, education partners or the government. Content intended to advocate support for

a particular political position will not be placed with school materials such as report cards, annual reports and newsletters.

5. THE OPSBA REPRESENTATIVE

5.1 Purpose:

The OPSBA representative shall serve as the Hastings and Prince Edward District School Board director on the Board of Directors of OPSBA to discuss issues of mutual interest and to influence government decision-making.

5.2 Powers and Duties

5.2.1 The OPSBA representative shall:

- a) attend OPSBA meetings;
- b) represent the Board's positions, interests and concerns at OPSBA;
- c) report to the Board on issues raised at OPSBA;
- d) work with OPSBA to make recommendations to the provincial government; and
- e) attend other OPSBA meetings, conferences, and seminars as appropriate, to represent the Board for the mutual benefit of OPSBA and the Board.

5.2.2 The OPSBA alternate representative shall:

- a) Perform duties as assigned by the OPSBA representative when he or she is unable to represent the Board at OPSBA events.

5.3 Membership

5.3.1 The Ontario Public School Boards' Association Board of Directors representative and alternate shall be elected at the ~~June~~ **May** Board meeting ~~in non-election years.~~ **in years when there is no municipal election. In municipal election year, the OPSBA Board of Directors representative and alternate shall be elected at the initial meeting of the Board.**

5.3.2 In an election year, the incumbent OPSBA Board of Directors representative and alternate shall continue in this role until elections at the initial meeting of the Board in December.

5.3.3 Membership fees will be forwarded annually through the treasurer of the Board or as designated by the director of education.

5.4 Meetings

Meetings will be as called by the Ontario Public School Boards' Association.

6. REPRESENTATIVES TO OTHER ORGANIZATIONS

6.1 The Board may from time to time appoint one or more representatives to other organizations in the community at the request of those groups.

6.2 Representation to such organizations is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Board and other organizations.

6.3 Co-operative committees shall function within the terms of reference determined by each committee and approved by both organizations.

6.4 Membership dues and or fees for trustees to organizations other than OPSBA must be approved by the Board.

7. REPRESENTATION AT SPECIAL EVENTS

7.1 The Board may from time to time appoint one or more representatives to attend a special event or function on behalf of the Board.

Legal References

- *Education Act*, paragraph 171 (1) 17 Membership Fees
- Ministry of Education Memorandum 2006: B15

Board References

- Board Policy # 1 - Board Mission and Goals
- Board Policy # 2 - Governance By-Laws and Standing Rules
- Board Policy # 4 - Corporate Board Job Description
- Board Policy # 9 - Role of the Board Member

Resources

The Ontario Public School Boards' Association Constitution and By-laws