

AGENDA

Governance and Policy Committee Agenda

April 15, 2024

Item	Responsibility	Page #
1 Call to Order – 3:30 p.m.	S. Binder	
2 Acknowledgment of Traditional Lands	K. Kramp	
3 Motion to Convene into a closed Governance and Policy Committee	nil	
4 Reconvene to Public Governance and Policy Committee	nil	
5 Roll Call	S. Binder	
6 Approval of Agenda	S. Binder	
7 Declarations of Conflict of Interest	S. Binder	
8 Approval of Minutes from previous meetings: (a) March 18, 2024	S. Binder	2
9 Delegations	nil	
10 Reports from Staff		
(a) Notification to Establish Director’s Performance Appraisal Committee for 2024-2025	S. Binder	5
(b) Final review – Draft Policy 18: Learning Foundation	K. MacIver	20
(c) Third review – Draft Policy XX: Board Governance	K. MacIver	23
(d) First review - New Draft Policy XX: Board Review/Self Evaluation	K. MacIver	33
(e) Draft Agenda		
i) Regular Public Board Meeting April 22, 2024	S. Binder	39
ii) Committee of the Whole Closed Session April 22, 2024	A. Robertson	41
11 Trustee Motions for Consideration (Introduced at a Previous Meeting)	nil	
12 Trustee Notices of Motion (Discussion for next meeting)	S. Binder	
13 Correspondence	S. Binder	
14 Adjournment	S. Binder	

Next scheduled meeting is (Tuesday) May 21, 2024, at 3:30 p.m.

Upcoming Governance and Policy Committee Meetings:

- June 10, 2024 at 3:30 p.m.

Members present: S. Binder, K. Kramp, S. Lewis, R. Prinzen, R. Speck (v)

Absent:

Student Trustee: A. Shah (v)

Resources: K. MacIver

Minutes: D. Lucas, Executive Assistant

1. Call to Order

Chair Binder called the meeting to order at 3:30 p.m.

2. Motion to Convene into a closed Governance and Policy Committee meeting - not required.

3. Reconvene to Public Governance and Policy Committee meeting - not required.

4. Acknowledgement of Traditional Lands

Trustee Speck offered the Land Acknowledgement.

5. Roll Call

Chair Binder requested a roll call of committee members, all members present.

6. Approval of agenda

Moved: R. Prinzen

Seconded: S. Lewis

That the agenda for March 18, 2024, be approved.

Carried

7. Declaration of Conflict of Interest - none declared.

8. Approval of Minutes

Moved: R. Prinzen

Seconded: S. Lewis

That the minutes from the February 20, 2024, meeting be approved.

Carried

9. Delegations - none

10. Report from Staff

(a) Director's Performance Appraisal

Chair Binder noted that as per Policy 4: Corporate Job Description, the Director's Performance Appraisal should be completed by July 1, 2024, to fulfill the biannual requirement. As a result of the *Better Schools and Student Outcomes Act 2023, Regulation 83/24*, which became effective March 4, 2024, an appraisal will be initiated in July 2024 for the 2024-2025 school year. A

recommendation for the March 25, 2024, Regular Board Meeting is below. The Ad Hoc Committee will work with a third party to accomplish this task.

Recommendation

Moved: R. Prinzen

Seconded: S. Lewis

That the Governance and Policy Committee recommends that the Hastings and Prince Edward District School Board establish an Ad Hoc Director's Performance Appraisal Committee and collaborate with a third party to accomplish this task.

Carried

(b) Notifications and Proposed Agenda

Director MacIver shared two housekeeping items:

- the Student Representation on the Board policy was approved and posted on the Board's website with an incorrect policy number; the corrected policy number is 06,
- notification to amend the order of business for Regular Board Meetings, Committee of the Whole Meetings, and Governance and Policy Committee Meetings to move Acknowledgement of Traditional Lands to item #2 on the agenda.

Director MacIver shared a proposed agenda for a Trustee Professional Learning session scheduled for April 22, 2024, which would include:

- a tour of Easthill Elementary School at 3:15 - 4:00 p.m.,
- a Trustee Learning Session on Long Term Capital Accommodation Plan at 4:30 - 5:30 p.m., followed by the Regular Public Board Meeting at 6:00 p.m.

Committee members suggested and agreed that a Trustee Learning Session on Long Term Capital Accommodation Plan would take place on April 22, 2024, beginning at 4:00 - 5:30 p.m. followed by the Regular Public Board Meeting and to plan a tour of Easthill Elementary School on May 27, 2024, before the Regular Public Board Meeting.

(c) First review - Draft Policy 18: The Hastings and Prince Edward Learning Foundation:

Director MacIver noted that this is the first review of this draft policy. As a result of the HPE Learning Foundation transitioning to distinct and separate organizations, a revised Memorandum of Understanding (MOU) and By-Laws was created. As a result of this transition, a review of the Policy is required. Following the committee's review, additional revisions were suggested and will be implemented into the draft. The draft policy will be sent out for public consultation before the recommendation for approval to the Board.

(d) Second Review - Draft Policy XX: Board Governance:

Director MacIver noted that on February 20, 2024, the Governance and Policy Committee completed an initial review of Policy XX: Board Governance, which had been reviewed and revised by legal counsel. Discussion among the members resulted in an agreement for Trustee Prinzen to provide suggested revisions by indicating them on the current draft and bringing them forward to the Governance and Policy Committee meeting on March 18, 2024, for review. Trustee Prinzen did not provide revisions; therefore, the initial draft was reviewed for further review and feedback. Following the committee's review, additional revisions were suggested and implemented into the draft. The draft policy will be reviewed thrice at the April 15, 2024, Governance and Policy Committee meeting. If no additional revisions are required, this draft policy will be posted for public consultation and forwarded to the May 27, 2024, Regular Public Board meeting for approval.

(e) Draft Agendas

- (i) Public Board Meeting March 25, 2024, highlights:
- Presentation: Reading Presentation
 - Recommendation – Directors Performance Appraisal

- Reports from staff:
 - Reading/Literacy Update with data,
 - Math Achievement Action Plan (MAAP) Update with data,
 - Student Achievement Plan (SAP)
- (ii) Closed Committee of the Whole March 25, 2024.

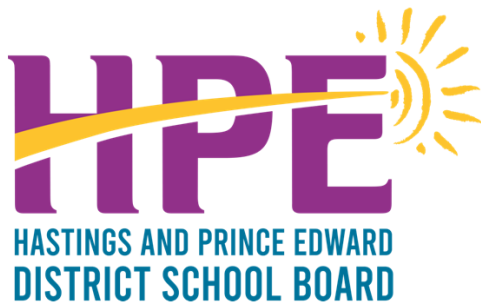
11. Trustee Motions for Considerations – nil

12. Trustee Notices of Motion

13. Correspondence - nil

14. Adjournment - the meeting adjourned at 4:30 p.m.

DRAFT



To: Governance and Policy Committee

From: Shannon Binder, Chair of Governance and Policy Committee

Re: Notification to Establish Director's Performance Appraisal Committee for 2024-2025

Purpose

This report notifies the trustees that they need to establish a Director's Performance Appraisal Committee for 2024-2025 as per Regulation 83/24, Section 3(1).

Link to Strategic Plan

1.7 Advocate for public education and demonstrate sound decision-making through good governance.

Background

As a result of the *Better Schools and Student Outcomes Act 2023*, Regulation 83/24 has been made effective March 4, 2024, for the 2024-2025 school year. This regulation establishes consistent requirements and a standardized process for Boards of Trustees to monitor and evaluate the performance of the Director of Education as of July 1, 2024. Section 3(1) stipulates that a Performance Appraisal Committee must be established no later than May 15 of each year, composed of not fewer than three and not more than seven Board members, one of whom shall be elected by a majority of the committee to act as its chairperson.

Next Steps

The Governance and Policy Committee approves establishing a Director's Performance Appraisal Committee for 2024-2025. A recommendation to establish an Ad Hoc committee will be presented at the April 22, 2024, Regular Public Board meeting.

Recommendation:

Moved:

Seconded:

The Governance and Policy Committee recommends that the Hastings and Prince Edward District School Board establish an Ad Hoc Director's Performance Appraisal Committee for 2024-2025 as per Regulation 83/24.

Appendix A: Regulation 83/24

Ministry of Education

Minister

315 Front Street West
Toronto ON M7A 0B8

Ministère de l'Éducation

Ministre

315, rue Front Ouest
Toronto ON M7A 0B8



Ontario

Memorandum to: Chairs of District School Boards
Directors of Education
Secretary/Treasurers of School Authorities

From: Stephen Lecce
Minister of Education
Kate Manson-Smith
Deputy Minister of Education

Subject: **Regulatory and Policy Reforms to Support the *Better Schools and Student Outcomes Act, 2023* – School Board Leadership, Strengthening Parental Involvement, and Increasing Transparency**

As you are aware, the *Better Schools and Student Outcomes Act, 2023* (the Act) received Royal Assent on June 8, 2023. The Ministry of Education (the ministry) is moving forward with regulatory and policy reforms that refocus school boards on academic achievement in addition to **ensuring effective school board leadership, strengthening parental involvement, and increasing transparency**. The ministry has consulted with key sector partners through various channels to inform the development of the regulation and policies, and we appreciate the feedback provided.

The reforms and supporting materials will:

- Assist boards of trustees in the important role they play in supporting and developing school board leadership by establishing a clear, consistent, and transparent Director of Education performance appraisal process;
- Foster greater parental involvement through the release of an accessible parent-friendly resource to help parents support their child's success and make informed decisions about their education; and
- Increase transparency to support greater engagement of parents in their child's education through:
 - A Student Achievement Plan tool and public reporting template that will support school boards in adopting provincial priorities into their publicly posted multi-year plans.

Further information on each initiative is provided below, including effective dates of the new regulations and policies.

Ensuring Effective Leadership

Director of Education Performance Appraisal Regulation

The provisions in the Act providing authority to standardize the Director of Education performance appraisal process were proclaimed on December 31, 2023. To support these provisions, a regulation has now been put in place that outlines mandatory elements and a standard process to ensure clear, consistent, and transparent Director of Education performance appraisals for all school boards.

The regulation outlines a mandatory set of assessment criteria that all boards must use to complete annual performance appraisals, with flexibility for the inclusion of additional locally focused appraisal criteria determined by the board in collaboration with the Director.

Appraisals must be informed by several factors, including the progress made by the Director in advancing the provincial priorities in the area of student achievement, the Director's periodic reports to the board of trustees on the implementation of the board's multi-year strategic plan, and the Director's self-evaluation of performance against the established criteria.

Boards are required to conduct an expert-led 360-degree assessment to inform Director of Education appraisals starting with the first full appraisal and every second year thereafter. The 360-degree assessment must involve a broad range of participants including all trustees and student trustees, board committee members, nominated representatives of selected community partners and stakeholders of the board, representatives of employee unions and associations. And, for the first time, giving a direct say to parents with the inclusion of all parent members of each school council.

The regulation requires school boards to submit two attestations to the Minister each year – the first at the beginning of the performance year to confirm the development of performance goals/indicators, and the second after the final appraisal to confirm completion. To ensure public transparency, boards are also required to publicly post the two attestations on their websites. In years where a 360-degree assessment takes place, a list of the community stakeholders that were invited to provide feedback must also be included.

Further ministry guidance on the Director of Education performance appraisal is forthcoming.

Effective Date: March 4, 2024

<https://www.ontario.ca/laws/regulation/r24083>

Strengthening Parental Involvement

Your Child's Education: A parent guide to our school system

A key theme of the Act is strengthening parental involvement. To support parent involvement in their children's education and to promote parent participation in school, the ministry has developed a parent-friendly resource with easy to access information. This webpage is intended to be a "one-stop shop" resource for parents with links to existing webpages and ministry-developed resources so that parents have the information they need to make informed decisions about their child's education and support their learning.

Increasing Transparency

Student Achievement Plan Tool and Public Reporting Template

As part of the July 2023 memorandum, the ministry released a Student Achievement Plan Framework, which aligns with the regulated provincial priorities (O. Reg. 224/23). The framework sets out goals and performance indicators for school boards to monitor student achievement, develop action plans and measure their progress on improving student outcomes.

The ministry provided pre-populated materials to support the development and reporting of board Student Achievement Plans as part of the Ministry Communications to District School Boards in January 2024. All Student Achievement Plan materials are available on a secure Ministry SharePoint site. Access has been provided to all Directors of Education.

These materials included:

- a. **Student Achievement Plan Tool:** Guides school boards through the action planning process based on the analysis and interpretation of quantitative and qualitative data.
- b. **Student Achievement Plan Public Reporting Template:** Provides a consistent approach for communicating boards' data, action plans and progress on indicators to their communities.

Under the Act, school boards are required to publicly report on progress toward the provincial priorities and meet with parents in the first two months and last two months of each school year to discuss the priorities and progress towards them. To support school boards in meeting this requirement and in preparation for their meeting with parents and communities on multi-year plans before the end of the school year, school boards are expected to complete the Student Achievement Plan Public Reporting Template and post to their website by April 2, 2024. School boards are also expected to notify the ministry once the Student Achievement Plan Public Reporting Template is posted on their website by emailing a weblink to the Regional Office.

School boards are also expected to complete the Student Achievement Plan Tool in the SharePoint site by June 30, 2024. The completed tool will allow the ministry to gather insights into how school boards engage in their planning process and discern where additional supports may be required.

To support boards as they prepare to complete and post the Student Achievement Plans, the ministry has launched a series of four webinars to board-identified Student Achievement Plan contacts.

For any further questions regarding the Student Achievement Plan, please contact your Regional Office.

Thank you for your ongoing collaboration and support to ensure the successful implementation of these important initiatives. We look forward to our continued partnership as we work together to support success for every student.

Sincerely,

Stephen Lecce

Minister

Kate Manson-Smith

Deputy Minister

c: President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)

Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)

President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)

Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)

President, Ontario Catholic School Trustees' Association (OCSTA)

Executive Director, Ontario Catholic School Trustees Association (OCSTA)

President, Ontario Public School Boards' Association (OPSBA)

Executive Director, Ontario Public School Boards' Association (OPSBA)

Executive Director, Council of Ontario Directors of Education (CODE)

President, Association des enseignantes et des enseignants franco-ontariens (AEFO)

Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)

President, Ontario English Catholic Teachers' Association (OECTA)

General Secretary, Ontario English Catholic Teachers' Association (OECTA)

President, Elementary Teachers' Federation of Ontario (ETFO)

General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
President, Ontario Secondary School Teachers' Federation (OSSTF)
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
Chair, Ontario Council of Education Workers (OCEW)
Chair, Education Workers' Alliance of Ontario (EWAO)
President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
Executive Director, Catholic Principals' Council of Ontario (CPCO)
Executive Director, Ontario Principals' Council (OPC)
Secretary Treasurer, Ontario Teachers' Federation (OTF)
Director General, Association des gestionnaires de l'éducation franco-canadienne (AGÉFO)



Français

ONTARIO REGULATION 83/24

made under the

EDUCATION ACT

Made: December 7, 2023

Filed: March 4, 2024

Published on e-Laws: March 4, 2024

Published in The Ontario Gazette: March 23, 2024

DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL

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Definitions

1. In this Regulation,

“committee” means a committee established under subsection 3 (1); (“comité”)

“community partners and stakeholders” means persons or entities that interact with a board, including advocacy groups, First Nations, Métis and Inuit partners, business and labour organizations, municipal and childcare partners and social service agencies; (“partenaires et intervenants communautaires”)

“evaluation cycle” means the period of time during which the performance of a director of education is appraised; (“cycle d’évaluation”)

“full evaluation cycle” means an evaluation cycle that commences July 1 in a year and ends June 30 of the following year; (“cycle d’évaluation complet”)

“interim evaluation cycle” means an evaluation cycle determined in accordance with section 4. (“cycle d’évaluation intérimaire”)

Application and interpretation

2. (1) This Regulation applies to performance appraisals of directors of education conducted under Part XI.1 of the Act.

(2) For the purposes of applying this Regulation to the Centre Jules-Léger Consortium established under subsection 13.1 (1) of the Act, a reference in this Regulation to a school council is deemed to be a reference to the parent and program advisory committee within the meaning of Ontario Regulation 194/18 (Centre Jules-Léger Consortium - Object and Composition of the Parent and Program Advisory Committee) made under the Act.

(3) If two or more school authorities have appointed a director of education under section 281 of the Act, each school authority is responsible for conducting a performance appraisal of the director of education, but they may jointly retain the entity mentioned in subsection 8 (1).

Performance appraisal committee

3. (1) No later than May 15 in each year, each board shall establish a committee responsible for conducting a performance appraisal of the director of education for the board, composed of not fewer than three and not more than seven board members, one of whom shall be elected by a majority of the committee to act as its chair.

(2) If a board is composed of three members and a vacancy occurs,

- (a) the board shall appoint a member to the committee as soon as possible after the vacancy on the board is filled; and
- (b) despite subsection (1), the committee may be composed of two board members until the vacancy is filled.

(3) The committee is responsible for conducting any performance appraisal required under this Regulation in respect of any of the director of education's evaluation cycles that occur with the board during any portion of the period beginning on July 1 in the year that the committee is established and ending on June 30 in the following year.

Timing of evaluation cycles

4. (1) A director of education whose start date in that role with a board is a date described in Column 1 of the Table to this section shall have,

- (a) an interim evaluation cycle that has an end date set out opposite the start date of the role in Column 2 of the Table; and
- (b) a first full evaluation cycle that has a start date set out opposite the start date of the role in Column 3 of the Table.

(2) If a director of education has an interim evaluation cycle with a board, the interim evaluation cycle begins on their start date in that role with the board.

(3) After a director of education's first full evaluation cycle with a board, they shall have full evaluation cycles annually with that board.

TABLE

Item	Column 1 Start date of role as director of education	Column 2 End date for interim evaluation cycle	Column 3 Start date of first full evaluation cycle
1.	Before March 1, 2024.	None	July 1, 2024

2.	On or after March 1, 2024 and on or before June 30, 2024.	June 30, 2025	July 1, 2025
3.	On or after July 1 in a year and on or before the last day of February in the following year.	The first June 30 following their start date.	The first July 1 following their start date.
4.	On or after March 1 in a year and on or before June 30 in that same year.	June 30 in the following calendar year.	July 1 in the following calendar year.

Actions to be taken during full evaluation cycle

5. (1) During a director of education's full evaluation cycle, the person or entity set out in Column 1 of the Table to this section shall take the actions set out opposite the person or entity in Column 2 of the Table on or before the date set out in Column 3.

(2) The action required by item 8 of the Table to this section shall not be taken before February 1 in the full evaluation cycle.

TABLE

Item	Column 1 Person or entity	Column 2 Action	Column 3 Date
1.	Committee chair and at least one other member of the committee	Meet with the director of education to develop and finalize their performance plan.	July 31
2.	Committee chair	Provide a copy of the director of education's performance plan to every member of the board.	August 15
3.	Chair of the board	<p>1. Provide written notice to the Minister that includes the following information,</p> <p>i. the date that the person began their role as director of education for the board,</p> <p>ii. whether the steps set out in subsection 8 (1) are required to be taken during the current full evaluation cycle, and</p> <p>iii. confirmation that the director of education's performance plan has been put in place for the current full evaluation cycle.</p> <p>2. Post a copy of the confirmation on the board's website.</p>	August 15
4.	Minister	If it is a full evaluation cycle in which the steps set out in subsection 8 (1) are required to be taken, provide written notice to the board and the director of education indicating whether the Minister intends to provide feedback under section 8.	December 1
5.	Committee chair	Request feedback from every member of the board in respect of the director of education's progress toward implementing the actions and achieving the goals contained in the performance plan.	January 11
6.	Each member of the board	Provide any feedback requested in item 5 to the chair of the committee.	January 21

7.	Committee chair and at least one other member of the committee	Meet with the director of education to review their progress toward implementing the actions and achieving the goals contained in the performance plan and to discuss other matters relevant to the performance plan.	January 31
8.	Entity described in subsection 8 (1) <i>3rd Eval - every 2nd</i>	If it is a full evaluation cycle in which the steps set out in section 8 are required to be taken, perform the step described in paragraph 1 of subsection 8 (1).	April 30
9.	Entity described in subsection 8 (1)	If it is a full evaluation cycle in which an assessment is required to be performed under section 8, provide the report described in paragraph 2 of subsection 8 (1) to the committee and the director of education.	May 15
10.	Director of education	Update the performance plan in accordance with subsection 9 (4).	June 10
11.	Committee chair	Provide a copy of the draft performance appraisal report, prepared in accordance with section 10, in respect of the director of education to every member of the board.	June 20
12.	Each member of the board	Provide any feedback on the draft performance appraisal report to the committee.	June 30

Actions to be taken during interim evaluation cycle

6. During a director of education's interim evaluation cycle, the person or entity set out in Column 1 of the Table to this section shall take the actions set out opposite the person or entity in Column 2 of the Table on or before the date set out in Column 3.

TABLE

Item	Column 1 Person or entity	Column 2 Action	Column 3 Date
1.	Committee chair and at least one other member of the committee	Meet with the director of education to develop and finalize their performance plan.	The date that is 30 days after the person's first day in the role of the director of education for the board.
2.	Committee chair	Provide a copy of the director of education's performance plan to every member of the board.	The date that is 45 days after the person's first day in the role of the director of education for the board.
3.	Chair of the board	<ol style="list-style-type: none"> 1. Provide written notice to the Minister containing the following information, <ol style="list-style-type: none"> i. the date that the person began their role as director of education for the board, and ii. confirmation that the director of education's performance plan has been put in place for the current full evaluation cycle. 2. Post a copy of the confirmation on the board's website. 	The date that is 45 days after the person's first day in the role of the director of education for the board.

4.	Committee chair	Request feedback from every member of the board in respect of the director of education's progress toward implementing the actions and achieving the goals contained in the performance plan and to discuss other matters relevant to the performance plan.	The date that is 20 days before the date determined for item 6.
5.	Each member of the board	Provide any feedback requested in item 4 to the chair of the committee.	The date that is 10 days before the date determined for item 6.
6.	Committee chair and at least one other member of the committee,	Meet with the director of education to review their progress toward implementing the actions and achieving the goals contained in the performance plan and to discuss other matters relevant to the performance plan.	The closest weekday to a date that is midway between the date on which the action in item 3 is taken and final day of the interim evaluation period.
7.	Director of education	Update the performance plan in accordance with subsection 9 (4).	June 10
8.	Committee chair	Provide a copy of the draft performance appraisal report, prepared in accordance with section 10, in respect of the director of education to every member of the board.	June 20
9.	Each member of the board	Provide any feedback on the draft performance appraisal report to the committee.	June 30

Actions to be taken after evaluation cycle

7. (1) During the months of July and August that follow a director of education's interim or full evaluation cycle, the person or entity set out in Column 1 of the Table to this section shall take the actions set out opposite the person or entity in Column 2 of the Table on or before the date set out in Column 3.

(2) The meeting required by item 2 of the Table to this section shall not take place during the seven-day period that commences on the day that the director of education is provided with the draft performance appraisal report under item 1 of the Table.

TABLE

Item	Column 1 Person or entity	Column 2 Action	Column 3 Date
1.	Committee chair	Provide the draft performance appraisal report for the interim or full evaluation cycle to the director of education	July 7

2.	Committee chair and at least one other member of the committee	<p>Meet with the director of education to:</p> <ol style="list-style-type: none"> i. review the actions implemented by the director of education to achieve the goals contained in the performance plan and discuss other matters relevant to the performance plan, ii. review and update the director of education's performance plan for the following evaluation cycle, if necessary, iii. review and discuss the committee's draft performance appraisal report, and iv. provide the director of education an opportunity to respond to the committee's evaluation, performance rating and explanation for the rating. 	July 31
3.	Committee	<ol style="list-style-type: none"> 1. Finalize the performance appraisal report, taking into consideration, among other things, <ol style="list-style-type: none"> i. the feedback from the members of the board and the director of education ii. the feedback set out in the report required by section 8, if applicable, and iii. the survey information mentioned in subparagraph 3 ii of subsection 10 (5). 2. Provide the final performance appraisal report to the board and the director of education. 	August 10
4.	Board	<ol style="list-style-type: none"> 1. Provide written confirmation to the Minister that the performance appraisal for the interim or full evaluation cycle, as applicable, has been conducted and that the final performance appraisal report has been adopted by board resolution. 2. If it is a full evaluation cycle in which the steps set out in section 8 are required to be taken, provide to the Minister a list of the community partners and stakeholders identified by the committee under paragraph 7 of subsection 8 (2) from whom feedback was requested. 3. Post a copy of the confirmation and, if applicable, the list of community partners and stakeholders on the board's website. 	August 15

Bi-annual feedback

8. (1) In a director of education's first full evaluation cycle, and every second full evaluation cycle after that, the board shall ensure that an entity that has at least five years of experience conducting multi-source executive performance assessments takes the following steps:

1. Request feedback from the persons listed in subsection (2) in respect of the director of education's performance.
2. Prepare a written report summarizing and analyzing the feedback.

(2) The persons mentioned in paragraph 1 of subsection (1) are:

1. Each member of the board.
 2. Each student trustee of the board.
 3. Each member of every statutory, ad hoc, or other committee of the board.
 4. Each staff member of the board who reports directly to the director of education.
 5. Each parent member of the school council at each school of the board.
 6. A representative nominated by each local employee association representing employees of the board.
 7. A representative sample of community partners and stakeholders, as identified by the committee with input from the director of education.
 8. If notice has been provided in accordance with item 4 of the Table to section 5, the Minister.
- (3) When determining whether to provide feedback in response to a request made under subsection (1), the Minister shall consider the director of education's leadership and progress in respect of,
- (a) achieving the goals set out in the multi-year plan developed in accordance with section 169.2 of the Act that relate to the provincial priorities in education in the area of student achievement set out in Ontario Regulation 224/23 (Provincial Priorities in Education - Student Achievement); and
 - (b) maintaining or improving the reputation of and public confidence in the board in relation to advancing the provincial priorities in education in the area of student achievement set out in Ontario Regulation 224/23.
- (4) In preparing a report under clause (1) (b), the entity shall remove any words or names that would identify a parent or student, if a request is made to do so by the parent or student.

Performance plan

9. (1) A performance plan required to be developed and finalized under section 5 or 6 in respect of an evaluation cycle shall include the following elements:
1. A list of the actions that the director of education will implement during the evaluation cycle to achieve each of the following goals:
 - i. Advance the provincial priorities in education in the area of student achievement set out in Ontario Regulation 224/23 (Provincial Priorities in Education - Student Achievement).
 - ii. Manage human, capital and fiscal resources to achieve the goals identified in the board's multi-year plan developed under clause 169.1 (1) (f) of the Act.
 - iii. Promote a healthy and inclusive workplace with effective systems for staff selection and oversight.
 - iv. Create and maintain respectful and collaborative relationships with students, parents, staff, school board communities, community partners and stakeholders, Ministry staff and the Minister.
 - v. Demonstrate leadership that maintains or improves the reputation of and public confidence in the board.
 - vi. Ensure compliance with applicable laws, Ministry policies and guidelines, and board mandates.
 2. Identification of leadership competencies and practices needed to achieve the goals set out in paragraph 1 and actions that the director of education shall implement during the evaluation cycle to improve at least one of those competencies or practices.
 3. One or more methods of,
 - i. determining whether the director of education successfully implemented the actions set out in the performance plan during the evaluation cycle, and

ii. measuring, qualitatively or quantitatively, the degree to which the actions achieved the goals set out in paragraph 1.

4. Any additional appraisal elements determined by the committee with input from the director of education and if the additional appraisal elements include additional goals, a list of the actions that the director of education will implement during the evaluation cycle to achieve those goals.

(2) The actions listed under paragraph 1 of subsection (1) shall include professional development activities that the director of education will undertake during the evaluation cycle.

(3) The leadership competencies and practices identified under paragraph 2 of subsection (1) shall be described in accordance with any guideline issued by the Minister under subsection 287.6 (1) of the Act.

(4) A performance plan update required under section 5 or 6 shall include,

(a) a confirmation of which of the actions listed for the purposes of paragraphs 1, 2 and 4 of subsection (1) have been implemented by the director of education during the evaluation cycle;

(b) a description of how each action that was implemented assisted in achieving the goals set out in paragraphs 1 and 4 of subsection (1), as applicable; and

(c) for each action that was not implemented by the director of education, a rationale for why the action was not implemented.

(5) The director of education and the chair of the committee shall each sign the performance plan and each of them shall retain a copy for at least six years.

Performance appraisals and ratings

10. (1) The committee shall conduct a performance appraisal of the director of education for the board by,

(a) in respect of a full evaluation cycle, holding each meeting mentioned in items 1 and 7 of the Table to section 5 and the meeting mentioned in item 2 of the Table to section 7;

(b) in respect of an interim evaluation cycle, holding each meeting mentioned in items 1 and 6 of the Table to section 6 and the meeting mentioned in item 2 of the Table to section 7; and

(c) evaluating the director of education's success in implementing the actions and achieving the goals set out in the performance plan developed for the interim or full evaluation cycle.

(2) Despite subsection (1), the performance of a director of education shall not be evaluated in respect of the following periods:

1. A period when the director of education is on an extended leave that has been approved by the board.

2. A period when the director of education is on secondment to a position other than that of director of education.

(3) The performance appraisal shall be conducted in accordance with this Regulation and with such guidelines as the Minister may issue.

(4) Based on the results of the performance appraisal, the committee shall assign one of the following performance ratings to the director of education:

1. Meets all expectations.

2. Meets most expectations.

3. Meets some expectations.

4. Does not meet expectations.

(5) When determining which performance rating to assign to the director of education for the board, the committee shall consider the following factors:

1. The extent to which the director of education worked diligently and consistently toward the implementation of the actions identified in the performance plan.
 2. The efforts made by the director of education to engage board staff, community partners and stakeholders, and others in the development of the goals and implementation of the actions identified in the performance plan.
 3. The degree of success the director of education had in achieving the goals set out in the performance plan, as informed by data available to the board including,
 - i. the feedback set out in the report required by section 8, if applicable, and
 - ii. the information collected by the surveys required by subsection 169.1 (2.1) of the Act in respect of the evaluation cycle, if applicable.
 4. The rationale provided by the director of education for the actions that were not implemented and the goals that were not achieved.
 5. The effectiveness of efforts made to overcome challenges faced by the director of education in implementing the actions identified in the performance plan.
 6. The demonstrated ability and willingness of the director of education to address, in the future, the actions that were not implemented and goals that were not achieved.
- (6) The committee shall prepare a draft performance appraisal report summarizing the committee's evaluation, setting out the performance rating and providing an explanation for the rating.

Records to be kept by the board

11. Every board that prepares or receives a document that is required to be prepared by the board or provided to the board under this Regulation shall keep the document for a period of at least six years from the date of the draft performance appraisal report to which the document relates.

Commencement

12. This Regulation comes into force on the latest of the following days:

1. December 31, 2023.
2. The day section 29 of Schedule 2 to the *Better Schools and Student Outcomes Act, 2023* comes into force.
3. The day this Regulation is filed.

Français

Decision X Information

To: Governance and Policy Committee

From: Katherine MacIver, Director of Education and Secretary to the Board

Re: Final Review – Policy 18: The Hastings and Prince Edward Learning Foundation

Purpose

This revised policy was reviewed at the March 18, 2024, Governance and Policy Committee meeting. Suggested changes were made to this draft policy, and sent out for public consultation and union partners' feedback between March 20 and April 5, 2024.

Link to Strategic Plan

1.7 Advocate for public education and demonstrate sound decision-making through good governance.

Background

In January 2022, the Board of Trustees approved a policy review. As a result of the HPE Learning Foundation transitioning to distinct and separate organizations, a revised Memorandum of Understanding (MOU) and By-Laws was created. As a result of this transition, a review of Policy 18 is required. Definitions and references to organizations have been clarified. There was no feedback received from the public consultation, therefore it is recommended that this policy be brought forward to the April 22, 2024, Regular Public Board meeting for approval.

Next Steps

The Governance and Policy Committee approves the recommendation below and bring it forward to the April 22, 2024, Regular Public Board meeting for final approval.

Recommendation:

Moved:

Seconded:

That the Governance and Policy Committee recommends the Hastings and Prince Edward District School Board approve Policy 18: The Hastings and Prince Edward Learning Foundation.

Appendix A: Draft Policy 18: The HPE Learning Foundation

BOARD POLICY 18	
Adopted	February 22, 2010
Last Revised	-
Review Date	March, 2024-

THE HASTINGS AND PRINCE EDWARD LEARNING FOUNDATION

1) PURPOSE

Hastings and Prince Edward District School Board (HPEDSB) and The Hastings and Prince Edward Learning Foundation share a commitment to creating equal opportunities for all students and ensuring programs and support help students to participate in their school life actively. Programs of the Hastings and Prince Edward Learning Foundation are universally accessible to all HPEDSB students, breaking down barriers and supporting them in a non-stigmatizing way. The Hastings and Prince Edward Learning Foundation fundraises to provide programs and services that help students achieve excellence and equity.

2) DEFINITIONS

- a) **LF Board**: means the Board of Directors of the Hastings and Prince Edward Learning Foundation.
- b) **HPSELF**: means Hastings and Prince Edward Learning Foundation is a not-for-profit corporation and registered charity dedicated to supporting HPEDSB Students.
- c) **MOU**: means Memorandum of Understanding terms for five years from the effective date of June 5, 2023.
- d) **HPEDSB**: means Hastings and Prince Edward District School Board

3) PRINCIPLES

- a) The Hastings and Prince Edward Learning Foundation is **a not-for-profit corporation and registered charity dedicated to its purposes of supporting HPEDSB students**. HPE Learning Foundation is the preferred registered charitable organization of the Hastings and Prince Edward District School Board. Hastings and Prince Edward District School Board recognizes the Hastings and Prince Edward Learning Foundation as a separately incorporated, independent entity governed by a Board of Directors.
- b) All activities on behalf of or in service of the Hastings and Prince Edward District School Board conducted by Hastings and Prince Edward Learning Foundation must be compatible with the Vision, Mission and Priorities, policies, and procedures of HPEDSB.
- c) It is the policy of Hastings and Prince Edward District School Board that any donation for charitable purposes other than student bursaries or external agencies such as, but not limited to, The Terry Fox Foundation should be performed through the Hastings and Prince Edward Learning Foundation.
- d) The Hastings and Prince Edward Learning Foundation works to develop partnerships with the community to build a funding base that ensures the availability of enhanced learning opportunities for students. The Foundation and its community partners build on existing programs and explore new ideas for projects responsive to student needs.
- e) Funding for the Hastings and Prince Edward Learning Foundation comes from local businesses, grants, community organizations, and concerned citizens who want to provide financial or in-kind support for students. The Foundation helps donors achieve their charitable goals to support student achievement and well-being.

4) DIRECTIVES

- a) HPEDSB shall provide financial support, as outlined in Section 9 and 11 of the Memorandum of Understanding (MOU) 2023. The MOU covers the scope of such services and shall be reviewed regularly.
- b) The Hastings and Prince Edward Learning Foundation employees are not employees of HPEDSB and shall not be recognized as such.
- c) The Hastings and Prince Edward Learning Foundation shall be offered space in a Hastings and Prince Edward District School Board facility as an in-kind donation to the Foundation. A lease agreement for such space shall be reviewed and mutually approved annually.
- d) The Hastings and Prince Edward Learning Foundation shall have a Learning Foundation Board of Directors, with the Chair of the Board of Trustees, Director of Education, and Superintendent of Business (or designates) for Hastings and Prince Edward District School Board serving as appointed Directors. Community and staff volunteers shall make up the remaining Learning Foundation Board of Directors members for the Foundation. These shall be appointed in compliance with the Foundation's by-laws.
- e) The operations of the Hastings and Prince Edward Learning Foundation shall be governed by the by-laws of that corporation.
- f) The Hastings and Prince Edward Learning Foundation shall be accountable for the quality and effective administration of all its projects. It shall also have a business management plan that clearly defines its accountability, risk management, structures, roles, and responsibilities.
- g) The Hastings and Prince Edward Learning Foundation shall have a strategic plan and review it annually.
- h) The Hastings and Prince Edward Learning Foundation shall recognize all monetary and in-kind donations from HPEDSB in their financial reports.
- i) The Hastings and Prince Edward Learning Foundation shall maintain transparency and accountability of financial reporting and present an annual audited financial report to HPEDSB at fiscal year-end. HPEDSB reserves the right to review the operations of the Foundation following receipt of this annual report.
- j) HPEDSB and the Hastings and Prince Edward Learning Foundation will review their relationship regularly and amend the MOU according to its timelines.

Legal References:

- *Education Act, section 171.1(2) Agreements to Cooperate*

Board References:

- Board Policy No. 1: Board Vision, Mission and Priorities
- Administrative Procedure 182 Sponsorship/Partnership/Fund-Raising; AP 184 Philanthropic Fund-Raising
- Hastings and Prince Edward Learning Foundation Memorandum of Understanding (MOU)
- Hastings and Prince Edward Learning Foundation By-Laws

Decision ___ Information X

To: Governance and Policy Committee

From: Katherine MacIver, Director of Education and Secretary to the Board

Re: **Third review - Draft Policy XX: Board Governance**

Purpose

To review a third draft of Policy XX: Board Governance.

Link to Strategic Plan

1.7 Advocate for public education and demonstrate sound decision-making through good governance.

Background

On February 20, 2024, the Governance and Policy Committee completed an initial review of Policy XX: Board Governance, which had been reviewed and revised by legal counsel. Discussion among committee members resulted in Trustee Prinzen agreeing to provide suggested revisions by indicating them on the current draft and bringing them to the March 18, 2024, Governance and Policy Committee meeting.

At the March 18, 2024, Governance and Policy Committee meeting, Trustee Prinzen did not provide any additional revisions. Therefore, the initial first draft was reviewed and further revisions were made. A third draft of this policy will be reviewed at the Governance and Policy Committee meeting scheduled for April 15, 2024.

Next Steps

Following this committee's review and any further revisions, this policy will be posted for public consultation. The Governance and Policy Committee will do a final review at the Governance and Policy Committee meeting on May 21, 2024, and proceed to the Regular Public Board Meeting in May for approval.

A reminder that when Policy XX: Board Governance is approved, the following policies will be revoked.

- Policy 04: Corporate Board Job Description,
- Policy 05: Director of Education Job Description,
- Policy 09: Role of the Board Member, and
- Policy 10: Duties of the Board Chair and Vice-Chair.

Appendix A: Draft Policy XX: Board Governance

BOARD POLICY XX	
Adopted	
Last Revised	
Review Date	

BOARD GOVERNANCE

1) PURPOSE

School boards are a creature of statute and have no inherent powers - only those given by the Education Act or other legislation and other powers reasonably inferred from the legislation.

This policy delineates the governance roles of the Board, Trustees, the Chair, and Committees, and the operational role of Staff in order to ensure the effective delivery of public education in our schools. As a statutory corporation, HPEDSB is governed by nine elected trustees and one appointed Indigenous trustee who make decisions at public meetings, as a collective body, to foster a strong public education system in the best interests of student success and well-being within the legislative requirements of the Province of Ontario.

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 governance model. The Board has adopted policies in addition to the HPEDSB By-Laws to ensure that the business of the Board will be conducted in an open, transparent and orderly way.

2) DEFINITIONS

Act: means the *Education Act*; the regulations thereunder, and any related Ministry of Education policies, directives, guidelines, memorandum, etc.

Board or Board of Trustees: means the collective governing body of HPEDSB, constituted as a board of 10 trustees pursuant to the *Education Act*, including section 208(1).

Board Members: means a member of the Board of Trustees (may be referred to as a “trustee” pursuant to section 1(12) of the *Act*) with duties specified in section 218.1 of the *Act*.

Chair of the Board of Trustees, or Chair: means a Member of the Board of Trustees elected by trustees to fill the role of Chair of the Board.

Director of Education or Director: means the Chief Education Officer, Chief Executive Officer, and Secretary of HPEDSB, who is appointed by the Board.

HPEDSB: means the Hastings and Prince Edward District School Board.

Staff: means the persons employed by HPEDSB. Staff does not include any Member of the Board of Trustees.

Student Trustee: means one of up to three Grade 11 or 12 students elected by peers to represent the interests of students in Grades 9 to 12.

3) ROLE OF THE BOARD

- a) The Board of Trustees should be mindful of devoting the greatest time and effort to those policies which are central to promoting student achievement and well-being.
- b) The powers and duties of the HPEDSB, as an organization, are distinct from those of individual trustees and those of Staff. It is the duty of the Board of Trustees, rather than Staff, to make policy decisions and in doing so, consider the interests of HPEDSB as a whole.
- c) The school board, as a corporate body, is the legislative source of all decisions, and individual trustees are granted no authority through the *Act*. Legal accountability for Board decisions applies to the Board as a corporate entity rather than to individual Board Members. Once a decision is made by the Board at a duly constituted meeting the decision is binding with Hastings and Prince Edward District School Board HPEDSB and all trustees are legally bound to uphold that decision.
- d) The Board is responsible for setting policy and the strategic direction of HPEDSB, hiring and appraising the performance of the Director of Education, approving the allocation of resources, monitoring the effectiveness of the Board's policies in achieving HPEDSB's multi-year strategic plan, and engaging with education partners, stakeholders and the broader public.
- e) The Hastings and Prince Edward District School Board's major areas of responsibility are as follows:
 - i) **Accountability For Student Achievement In The District**
 - a) promote a culture that supports student achievement and well-being and a positive climate that is inclusive and prevents bullying;
 - b) ensure that effective and appropriate educational programs are available for every student;
 - c) make decisions that reflect Hastings and Prince Edward District School Board's philosophy and beliefs that all students can learn;
 - d) promote clear, consistent expectations that focus on a successful outcome for students.
 - ii) **Accountability To The Provincial Government**
 - a) act in accordance with the *Act*, and other statutory requirements to ensure implementation of provincial and education standards and policies;
 - b) perform Hastings and Prince Edward District School Board functions required by provincial legislation and board policy;
 - c) provide advice to the Ministry of Education through the Ontario Public School Boards' Association (OPSBA) regarding regional and local implications of government policy recommendations.
 - iii) **Accountability To The Community**
 - a) make decisions that reflect the Hastings and Prince Edward District School Board's philosophy, goals and strategic plan that represent the interests of the entire district;
 - b) establish processes that provide the community with opportunities for input and provide effective stewardship of board resources;
 - c) establish HPEDSB process for communication with parents and guardians in accordance with Ministry of Education policies and guidelines;
 - d) provide two-way communications between Hastings and Prince Edward District School Board and school councils, and.
 - e) provide reports outlining district results in accordance with provincial policy.
 - iv. **Policy Development, Implementation and Review**
 - a) Develop and maintain policies that set the overall direction for HPEDSB and reflect the provincial and strategic plan priorities that focus on promoting student achievement, a positive school climate, preventing bullying, ensuring effective stewardship of HPEDSB's resources; and delivering effective and appropriate education programs to its pupils,
 - b) monitor and evaluate the effectiveness of the above policies to achieve the provincial priorities and strategic plan through appropriate reports from HPEDSB's Staff with the understanding that the Director of Education and their Staff determine how to implement the policies; and
 - c) regularly review Hastings and Prince Edward District School Board policies to ensure that they are current and reflect the desired impact and/or purpose.

v. Board Relations with Director

Board Governance

- a hire in accordance with the Board's director recruitment policy, monitor and evaluate the performance of the Director of Education in accordance with the Ministry of Education's policies and guidelines;
 - b in accordance with any Board mandate or job description provided to the Director of Education at the time of hiring or otherwise work with the Director of Education to mutually agree upon annual goals established in line with the strategic plan or as otherwise provided by the Ministry of Education;
 - c understand that the Director of Education implements the policies of the Board and the Strategic Plan as they reasonably determine in their discretion based on best practices for school board education and administration subject to the provisions or restrictions of the *Act*;
 - d entrust the day-to-day management of HPEDSB to its Staff through the Director of Education;
 - e unless otherwise set out in Ministry of Education policies or guidelines for the performance review of the Director of Education, evaluate the Director of Education in the first year of service and annually or biannually thereafter. Use the Director of Education's job description or annual goals, if any, and the district's strategic plan as the basis for the evaluation and perform the evaluation using a mutually agreed upon evaluation process as between the Director of Education and the Board;
 - f at least once a year at the Director of Education's request, provide the Director of Education with an opportunity to meet alone with the Board in closed session;
 - g periodically review the compensation of the Director of Education and senior staff in accordance with the Executive Compensation Plan and/or such other applicable legislation, if any; and.
 - h promote a positive working relationship with the Director of Education that is based on understanding the role of the Director of Education to operationalize the Board's Policy and strategic plan and the role of the Board to set the overall direction of the Board through the strategic plan and through setting Board policy and monitoring the effectiveness of the strategic plan based upon regular reports from the Director of Education and the staff.
- vii. Strategic Plan**
- a provide overall direction for the Hastings and Prince Edward District School Board by establishing the Board vision, mission and priorities;
 - b after consulting with the parents/guardians, students and supporters of HPEDSB, the Board together with the Director of Education develop a multi-year strategic plan that covers three or more school years and aimed at achieving the goals in [sections 169.1](#) of the *Act* and the provincial priorities for student achievement as prescribed by the Ministry of Education;
 - c annually review the strategic plan with the Director;
 - d publically post the strategic plan in the form required by the Ministry of Education on the HPEDSB website and take steps to bring the strategic plan to the attention of parents of pupils, supporters and employees of HPEDSB;
 - e meet with parents of pupils about the strategic plan and within the first months of each school year, discuss with them the plan as it applies to that school year and within the last two months of each school year, report to them on progress and results achieved in that school year. The meeting topics must include information on planned and actual spending related to the plan and provide means for the parents to participate in the meetings and engage with all other participants;
 - f ensure that the strategic plan includes measures respecting the allocation of resources to improve student outcomes that fall below the outcomes specified in regulations made under [section 11.1](#) of the *Act*;
 - g annually set priorities with outcomes (strategic plan);
 - h annually use the strategic plan to drive the budget process, and
 - i monitor progress of student achievement.

viii. Fiscal Responsibility

- a develop a budget review process to help determine annual resource allocations. Use the strategic plan and other provincial and local directions;
- b annually approve the budget to ensure that the financial resources are allocated to achieve the desired results;
- c approve as per legislation all capital plans and other planning documents that will drive budget decisions;
- d have in place an audit committee to ensure that the district is compliant with the provincial audit regulations and that the district has in place appropriate accountability processes;
- e ratify Memoranda of Agreements/Letters of Agreement with all employee groups on local issues; and.
- f approve borrowing, both short and long-term, according to Board By-laws.

iv) Additional Responsibilities

The Board also has the following responsibilities:

- a approval of school year calendars;
- b naming of educational facilities;
- c approval of tender selection for major building construction and modernization as per Board procedure;
- d approval of disposition of land and buildings in accordance with Ministry of Education regulations, policies or guidelines;
- e approval of education development charges; and
- f approval for the issuance of debentures.

4) ROLE OF A BOARD MEMBER

- a)** Individual Trustees will carry out their duties under section 218.1 of the Education Act. Trustees are elected officials who must work closely with the community in order to make sound decisions as a Board. Trustees exercise a vitally important role, not just in representing the community, but in helping the community to understand the decisions and policies of HPEDSB.

b) Accountability

- i) The declaration of office made by each Board Member when they assume office binds that person to work faithfully in the cause of education;
- ii) Once elected, Trustees act in the best interest of all students of HPEDSB, and not just, their electoral district or a particular interest group;
- iii) A Board Member's primary task is to act as a Member of a corporate Board and serve the community as an elected/appointed representative. Board Members are accountable to the public for the collective decisions of the Board;
- iv) 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;
- v) The decisions of the Board made in a legally constituted meeting are those of HPEDSB. 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 Board Member are those of the Board, which is then responsible for them;
- vi) Individual Board Members have no authority to act on behalf of the Board or conduct HPEDSB business; and
- vii) Board Members have the duties described in [sections 218.1](#) of the *Act* and section 2.2 of the HPEDSB By-Laws.

c) Community Representation

- i) As the representatives in their local jurisdiction, trustees are required to listen to the concerns and needs of their communities, bring those to the attention of the Board, and to ensure programs and strategies of the Board help all students. It is through the process of collaborating and engaging in joint decision-making as members of the Board that trustees work to translate the values, priorities and expectations of the community into policy; and
- ii) Board members support the Board's responsibility to consult with parents/guardians and the community about the Board's multi-year strategic plan and report to stakeholders about the progress in implementing the strategic plan.

Board Governance**d) Decision Making**

- i) 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;
- ii) Board members will be familiar with Hastings and Prince Edward District School Board policies, By-Law, parliamentary procedure, meeting agendas and reports in order to participate effectively in Board business;
- iii) The Board takes action through motions passed at a duly constituted public Board meeting. Board members actively participate in those motions through proper debate on action items on an agenda that reflects the Board's mandate and the strategic plan.

e) Communication/Addressing Concerns

- i) Board Members serve large areas and fulfilling the representational role may be challenging;
- ii) 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 build understanding and consensus in the community.
- iii) HPEDSB will establish informational materials to provide to parents and guardians as required by the Ministry of Education and develop and comply with the Ministry's protocol setting out standards for responding to parent and guardian inquiries;
- iv) Hastings and Prince Edward District School Board strives to maintain open and fair communication with parents, guardians and members of the school community. Board members are responsible for staying informed about what the Board has developed to comply with the Ministry of Education's protocol for informational materials and standards for responding to parent and guardian inquiries and directing parents and guardians to these materials and standards;
- v) 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.
- vi) 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/guardian calls with a concern about a student, the Board member will refer the parent/guardian to board Procedure 108 for next steps. The Board member may also refer the matter to the Director of Education if the steps in Procedure 108 have been exhausted.
 - a Depending upon the seriousness of the issue, the Board Member may also inform the director of education immediately; and
 - b 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.
- vii) In cases where the concern or complaint cannot be resolved by administration or is related to Board policy that may need amending or the creation of a policy,, the Director of Education may refer the issue to a Board committee;
- viii) If the concern is related to a governance issue, Governance Directive 7.3 Public Participation and Delegations provides the opportunity for a member of the public to be heard. In accordance with the terms of the Governance Directive 7.3, a person or group that is officially elected or appointed to represent another or others may address the Board or Committee of the Board once a delegation request has been referred by the Governance and Policy Committee.

f) Advocacy and Leadership

- i) Board Members act as education advocates at various levels. At the local level, 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 members of the community 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.

Board Governance

- ii) The Board Member's role as an education advocate often extends beyond the boundaries of the district school board. Board Members are education advocates across the province and with the provincial government; and
- iii) Board members participate in Board and Board Member professional development and training as required by Ministry of Education policies and guidelines so that the quality of leadership and service in Hastings and Prince Edward District School Board will be enhanced.

5) ROLE OF THE CHAIR AND VICE-CHAIR

a) Duties of the Chair of the Board

- i) The Chair of the Board in addition to the duties and responsibilities of the Chair described in HPEDSB's By-Laws shall:
 - as required by the Act maintain the Board's focus on the strategic plan and HPEDSB's mission and vision;
 - be a signing officer of the Board and sign such corporate documents as required of the Chair, and
 - be the official spokesperson for the Board on governance matters which reflect the will of the Board through resolution and in situations where a system level comment or response is required, including:
 - speak on matters concerning trustees, such as Trustee Code of Conduct and the selection of and Performance Appraisal of the Director of Education. The Director of Education speaks on all operational matters.
 - in consultation with the Senior Business Official and in compliance with any HPEDSB policies and Ontario Government directives issued pursuant to the Broader Public Sector Accountability Act, 2010 (part IV), review and approve expense reimbursement claims for the Director of Education and other Board Members.

b) Reviewing the Agenda

- i) The Chair shall ensure that the content of the Board meeting agenda relates only to those issues which are not operational in nature and reflect the day-to-day management of the HPEDSB but are strategic as described in the strategic plan and relate to the Board's policy-making duties, including the duty to monitor through appropriate reporting from Staff and evaluate the effectiveness of those policies in achieving the strategic plan.

c) Presiding at Board Meetings

- i) The Chair is the presiding officer at Board meetings and is responsible for ensuring the meetings are conducted in accordance with the agenda; the HPEDSB By-Laws and parliamentary procedure;
- ii) The Chair may vote on all motions that they do not have a conflict of interest. They do not have an extra or deciding vote and any equality of votes results in a lost motion;
- iii) Best practice is for the Chair when sitting as the presiding officer not to participate in the debate of a motion but as an elected Board Member may simply at the end of the debate state their reason for their vote. If the Chair wishes to debate a motion then the Vice-chair of the Board will preside at the meeting until the vote on that motion has been decided. If the Vice-chair is unable to preside then the Chair will select another Board Member who does not wish to debate the motion to preside; and
- iv) The Chair when presiding at a Board Meeting may facilitate the meeting and debate of a motion by drawing to the attention of the Board, without leaving the chair, any material facts related to the motion that appear to be overlooked such as legislation, Board policy, previous decisions of the Board, etc., in order to assist the Board in arriving at a decision that reflects their true intent.

d) Providing Board Leadership

- i) 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. The Chair has no individual authority to instruct the Director of Education.
- ii) The Chair shall ensure that the Board engages in regular review or self-evaluation of its effectiveness as a Board.

Board Governance

- iii) In addition to the duties described in the HPEDSB By-Laws, the Vice-chair shall be one of the signing officers of the Board; and
- iv) act as liaison to the student trustees.

6) ROLE OF THE DIRECTOR OF EDUCATION

- a) The Director of Education and other Staff are responsible for the day-to-day management and administration of all schools and departments, and the implementation of the policies approved by the Board of Trustees.
- b) 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 in accordance with the *Act*. The Director of Education reports directly to, and is accountable to the Board of Trustees. The Director of Education has certain responsibilities under the *Act* to provide reports to the Ministry of Education. All Staff report ultimately to the Director of Education and not the Board, and Board authority delegated to Staff is delegated through the Director of Education.
- c) Job Description/Areas of Responsibility:
 - i) Shall within policies established by the Board, develop and maintain an effective organization in the programs required to implement such policies (s.283 of the *Act*)
 - ii) Student Achievement and Well-Being:
 - a) takes the necessary steps to provide a safe and caring environment that fosters and maintains respectful and responsible behaviour for each student.
 - b) takes the necessary steps to provide for the safety, well-being and 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.
 - c) takes the necessary steps to provide facilities to accommodate Hastings and Prince Edward District School Board students.
 - d) acts as Board delegate for emergency school closures.
 - e) acts as, or designates, the local attendance counsellor for the district.
 - f) broadly promotes the board's mission, vision and goals articulated in the multi-year strategic plan and founded on the ambitious images of the educated person.
 - g) assumes responsibility for ensuring evidence of a coherent instructional guidance system through an operational plan
 - iii) Leadership and Leadership Development:
 - a) provides leadership in all matters relating to education in the district.
 - b) ensures that students in the district have the opportunity to meet the standards of education mandated by the Ministry of Education.
 - c) provides leadership to promote clear, consistent expectations that focus on successful outcomes for students.
 - d) develops and maintains positive and effective relations with staff at the provincial and local government levels.
 - e) develops and maintains positive and effective relations with schools and district departments.
 - f) provides leadership in the planning, development, implementation, review and evaluation of administrative procedures.
 - g) demonstrates positive and proactive leadership that has the support of the staff with whom the Director works most closely;
 - h) undertakes training and ensures supervisory officers of HPEDSB undertake training as required by the Ministry of Education policies and guidelines;
 - i) implements policies and directives of the Board; and
 - j) directs and monitors all operations of HPEDSB in a manner consistent with the multi-year strategic plan approved by the Board.
 - iv) Fiscal Responsibility:
 - a) ensures that the fiscal management of the district is in accordance with the Ministry of Education's funding, other applicable grant regulations, and in accordance with the provisions of the *Act*.
 - b) ensures that the fiscal management of the district is in alignment with priorities and goals in the board's multi-year strategic plan.

Board Governance

- c monitors to ensure that strategic plan priorities and goals are used to develop aligned and specific school and department level goals; and
- d uses appropriate evidence for accounting to stakeholders and provides planned and actual spending related to the multi-year strategic plan as required by s.169.1 (4.1) of the *Act*.
- v) Organizational Management:
 - a demonstrates effective organizational skills that result in district compliance with all legal, Ministerial, Board and all other government mandates and timelines.
 - b reports to the Minister of Education with respect to matters identified in and required by the *Act*.
 - c 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 *Act*. If the Board does not respond in a satisfactory manner to an act or omission brought to its attention, the Director of Education must advise the Deputy Minister of the Ministry of the act or omission; and.
 - d provides evidence of an effective organization through budgets, structures, procedures and time usage aligned with the strategic plan.
- vi) Planning:
 - a provides leadership for the development of HPEDSB's multi-year strategic plan and annually reviews it with the Board;
 - b ensures that the multi-year strategic 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 (s.283.1 of the *Act*).
 - c implements and monitors the implementation of the multi-year strategic plan (s.283.1);
 - d ensures appropriate involvement of the Board in the development of the multi-year strategic plan (approval of process and timelines, establishment of board priorities and outcomes, key results and final Board approval).
 - e reports regularly on implementation and results achieved in relation to the board's multi-year strategic plan and the related operational plan.
- vii) Personnel Management:
 - a takes the necessary steps to provide a safe and caring environment that fosters and maintains respectful and responsible behaviour for all Staff.
 - b has overall authority and responsibility for all personnel-related issues, save and except those personnel matters precluded by Board policy, legislation or collective agreements.
 - c performance review of all Staff who are direct reports to the Director of Education,
 - d ensures effective processes are in place for capacity building and succession planning.
 - e ensures compliance with human rights and labour relations legislation.
 - f 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.
 - g assumes authority and responsibility for legislated and implemented performance appraisal procedures and all personnel-related issues, save and except those personnel matters precluded by board policy, legislation or collective agreements.
- viii) Director and Board Relations
 - a establishes and maintains positive working relations with the Board.
 - b supports the Board in performing its role and facilitates the implementation of its role based on best practices for school board governance and respecting the distinction between policy development by the Board and implementation of Board policies by the Director of Education as outlined in Board policy.
 - c communicates effectively with the Board and individual Board Members and is the main point of contact at the Staff level; and.
 - d promotes opportunities for establishing a policy-oriented Board of Trustees as described in the role of the Board.
- ix) Board Communications and Community Relations

Board Governance

- a establishes effective communication strategies to keep the district informed of key monitoring reports; student, volunteer and staff successes; local issues and Board decisions.
 - b ensures open, transparent and positive internal and external communications.
 - c ensures that School Councils have the opportunity to provide appropriate advice and support as required in the Act and/or Board policy.
 - d participates in community affairs in order to enhance and support the district and promote public education.
 - e provides a Director of Education's annual report to the Board and to the Minister on action taken during the previous year, as required by legislation.
- x) Student, Staff and District Recognition/Public Relations
- a 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, sections 169.1, 170-171 Duties and Powers of Boards; section 209 Trustee Declaration; ; section 218.1 Trustee Duties; section 218.4 Additional Duties of Chair; Regulation 224/23 : Provincial Priorities in Education – Student Achievement; Regulation 43/10 Provincial Interest in Education; section 283 and 283.1 Director of Education; Part VIII Compliance with Board Obligations; Part IX Finance*

Resources:

- HPEDSB Board Policy
- HPEDSB By-Laws:
- *OESC A Guide for Trustees, School Boards, Directors of Education and Communities*
- *The Ontario Education Services Corporation (OESC). Professional Development Program for School Board Trustees*
- *2022-2026 Good Governance Guide*
- *School Board Governance a Focus on Achievement - a Report of the Governance Review Committee of the Minister of Education April 2009*
- *The Governance Core by Davis Campbell and Michael Fullan*
- *2020-2025 Strategic Plan*

Decision ___ Information X

To: Governance and Policy Committee

From: Katherine MacIver, Director of Education and Secretary to the Board

Re: First review - Draft Policy XX Board Review/Self Evaluation

Purpose

A draft policy on Board Review/Self Evaluation has been created utilizing the existing Policy 3-J: Board Review/Self Evaluation.

Link to Strategic Plan

1.7 Advocate for public education and demonstrate sound decision-making through good governance.

Background

In January 2022, the Board of Trustees approved a policy review. As part of this review, the HPEDSB By-Laws were updated. As a result of the By-Law update and the review of existing policies, revisions are being made to existing policies and additional policies written.

Next Steps

The Governance and Policy Committee is responsible for overseeing the development, review, revisions, and recommendation of policies to the Board of Trustees. The Governance and Policy Committee is asked to review and provide feedback to the Director of Education on this draft policy, to make any necessary revisions. Once this committee has reviewed all changes, this draft policy will be posted to the website for staff and public consultation. The Governance and Policy Committee will conduct a final review at the May 21, 2024, Governance and Policy Committee meeting with a recommendation to proceed to the Board for approval.

Appendix A: Draft Policy XX: Board Review/Self Evaluation

BOARD POLICY

Adopted	May 26, 2008	
Last Revised		
Review Date		

~~BOARD OPERATIONS~~

BOARD REVIEW/SELF EVALUATION

1. OBJECTIVE

Hastings and Prince Edward District School Board will ~~endeavor~~ ~~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 2020 – 2025 Strategic Plan.

2. PROCEDURE

- a. The principles upon which the Board review/self-evaluation is based are as follows:
 - i. A learning organization is focused on the improvement of practice,
 - ii. A pre-determined process for evaluation strengthens the governance function and builds credibility for the Board,
 - iii. An evidence-based approach provides objectivity,
 - iv. Professional learning is an integral part of the review process,
- b. The components of the Board review/self-evaluation are:
 - i. review of ~~the~~ role of ~~the~~ Board;
 - ii. review of Board support for the strategic plan;
 - iii. monitoring of interpersonal and intra-personal working relationships;
 - iv. monitoring of Board representation and communication;
 - v. monitoring relations between the Board and director of education;
 - vi. review of Board governance policies; and
 - vii. monitoring effective stewardship of the Board's fiscal responsibility.
- c. The board review/self-evaluation is intended to answer questions such as the following:
 - i. How well have we fulfilled our roles in relation to ~~our vision~~, ~~vision~~, mission, priorities, goals, job description, Code of Conduct and other governance policies?
 - ii. How well have we adhered to our Strategic Plan?
 - iii. How do we rate our interpersonal working relationships?
 - iv. How well do we receive input and communicate?
 - v. How would we rate our Board/director relations?
 - vi. What have we accomplished this past year? How do we know?
 - vii. How have we effectively managed Board resources?

3. EVALUATION GUIDE

- a. The Board will use a variety of evaluation tools and activities. The Board will determine in advance of the review/self-evaluation:
 - i. what information will be collected;
 - ii. how it will be collected and by whom;
 - iii. who will have access to the information; and
 - iv. how it will be analyzed and compiled;

- v. when and how it will be discussed and whether a facilitator will be asked to assist in the discussions;
 - vi. how reporting and feedback will occur;
 - vii. how assessment results will be acted upon; and
 - viii. ~~how will recommendations related to approved changes be monitored?~~ ~~how recommendations related to approved changes will be monitored.~~
- b. Collection of information to inform the review may include:
- i. a review of Board motions,
 - ii. the reflective evaluation process provided in [Appendix 1: Form 3-4 Board Review](#),
 - iii. surveys of Board, district and community members,
 - iv. focus groups with community members and other stakeholders,
 - v. interviews with Board members and the director of education, and
 - vi. use of an outside facilitator/consultant
4. Boards may wish to consider how they can include their student trustees in the Board self-assessment process. Student trustees can provide valuable insights and different ~~perspectives~~ ~~perspective~~ given their work on the Board and role representing the student voice.

Board references

- ~~Board Policy Handbook~~
- ~~2020-2025 Strategic Plan~~
- ~~Appendix Form 3-4: Board Review~~

Resources

- Good Governance for School Boards: Trustee Development Program. Module 5b “Performance Review: Director of Education”
- Good Governance for School Boards: Trustee Development Program. Module 21 “Board Self-Assessment: Governance Performance”.
- Ontario Education Services Corporation (OESC) ~~offers~~ ~~facilitator/consultant assistance~~ ~~for~~ ~~to work with a Board~~ ~~to complete a~~ comprehensive Governance Review (Audit) ~~of all or selected Board governance functions~~

POLICY 3-J FORM 3J-1

Adopted	October 23, 2006
Last Revised	
Review Date	

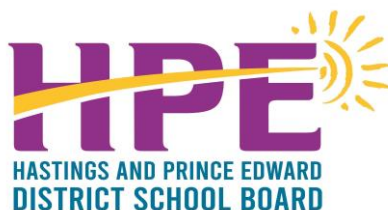
BOARD REVIEW DATE: _____

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.	The use of this indicator is deeply embedded in the Board's culture. It is so internalized that it can survive changes in personnel.
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 cooperation despite in spite of differences of opinion.				
Board members represent everyone the board serves, not a particular interest group or geographic area.				

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 deal appropriately with sensitive issues and respect the confidentiality of closed-session discussions.				
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				

Stages of Implementation				
	Pre-Initiation Stage	Initiation Stage	Developing Stage	Sustaining Stage
Indicators of Effective Practice	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.	The use of this indicator is deeply embedded in the Board's culture. It is so internalized that it can survive changes in personnel.
public about board decisions.				

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.



AGENDA

Regular Public Board Meeting		Monday, April 22, 2024
Item		Responsibility Page #
1	Call to Order – 6:00 p.m.	S. Binder
2	Acknowledgment of Traditional Lands	E. Parsons
3	Presentation: Indigenous Education (TBD)	T. Jones
4	Motion to Convene into Closed Committee of the Whole	S. Binder
5	Reconvene to Regular Public Board Meeting	S. Binder
6	Roll Call	S. Binder
7	Approval of Agenda	S. Binder
8	Declarations of Conflict of Interest	S. Binder
9	Consent Agenda Items	S. Binder
	(a) Regular Public Board Meeting Minutes March 25, 2024	
	(c) Committee Meeting Minutes (for information only)	
	i) Governance and Policy March 18, 2024	
	ii) Special Education Advisory Committee February 22, 2024	
	iii) Parent Involvement Committee February 21, 2024	
	iv) Physical Planning, Finance and Building Committee February 12, 2024	
	v) Student Learning, Well-Being and Equity Committee February 5, 2024	
	vi) Accessibility Advisory Committee May 10, 2023	
10	Rise and Report from Committee of the Whole	A. Robertson
11	Report from External Organizations	
	(a) Ontario Public School Board Association (OPSBA)	S. Binder
	(b) Food for Learning Meeting	nil
12	Report from Standing Committee Reports	
	(a) Governance and Policy Meeting April 15, 2024	S. Binder
	i. Recommendation: Establish a Director's Performance Appraisal Committee for 2024-2025	
	ii. Recommendation: Policy 18: The Learning Foundation	
	(b) Student Learning, Well-being, and Equity Meeting April 2, 2024	S. Lewis
	(c) Physical Planning, Finance and Building Meeting April 8, 2024	K. Kramp
13	Report from Statutory Committee Reports	
	(a) Audit Committee	
	i. Recommendation - Audit Committee Representation	A. Robertson
	(b) Parent Involvement Committee, April 17, 2024	E. Charlton
	(c) Special Education Advisory Committee April 4, 2024	S. Lewis/S. Binder
	(d) Supervised Alternative Learning, April 3 & 17, 2024	K. Hambly

Item	Responsibility	Page #
14	Report from Advisory Committee Reports	
	(a) Accessibility Advisory	nil
	(b) Equity and Inclusivity Advisory, April 17, 2024	K. Hambly
	(c) Indigenous Education Advisory, April 3, 2024	S. Maracle
	(d) Student Voice Plan 2023-2024	Student Trustees
15	Ad Hoc Committee Report	
	(a) Director's Performance Appraisal Ad Hoc Committee Update	A. Robertson
16	Chair's Report	S. Binder
	(a) Invitation for Trustee Sharing	
17	Director's Report	K. MacIver
18	HPEDSB Staff Reports	
	(a) Indigenous Education Update/Board Action Plan/National Indigenous History Month	T. Jones
	(b) Leadership Development Update	D. McFarlane
	(c) Secondary Online Learning	T. Elliot
	(d) Equity Action Plan	SWEL
	(e) Tender Approval-Eastside Roofing Structure	B. Wilson
19	Calendar of Events	S. Binder
20	Correspondence	nil
21	Unfinished Business	nil
22	Trustee Motions for Consideration	nil
23	Trustee Notice of Motion	nil
24	Adjournment	S. Binder

Next Regular Public Board Meeting: May 27, 2024, at 6:00 p.m.

Upcoming meetings:

Regular Public Board Meeting: June 17, 2024, at 6:00 p.m.