



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

January 17, 2011

Members present: T. Goodfellow, Chair, L. Kyle, C. Pitman, J. Williams, Vice-chair

Student Trustee: E. Tetzlaff

Regrets: J. Cobb

Guests: D. Patterson

Resource: C. DeMille, T. FitzGibbon, R. McGall, C. Portt, J. Rogers, M. Savery-Whiteway, K. Soule

Minutes: C. Reid, Administrative Assistant

Call to order

The meeting was called to order at 7:00 p.m.

Delegations/presentations - None

Approval of agenda

An additional information item was added regarding the proposed 2011-2012 school year calendar.

Moved: C. Pitman
Seconded: J. Williams

That the agenda be approved, as amended.

Carried

Approval of minutes

It was noted that the minutes of the November 8, 2010 meeting were approved at the meeting of the Ad Hoc Committee on November 29, 2010.

Business arising from the minutes - None

Recommendations - None

Information

Skopus information and demonstration

Matt Norton, Senior Information and Technology Services Officer, reviewed Report No. C-1, noting that a demonstration of the Skopus web portal was presented at the March 2009 Program and Human Resources Committee meeting. Since that time, a number of training sessions have taken place for both elementary and secondary administrators and Skopus has been used as a tool to support evidence informed decision making. Education Centre staff and school administrators have been using Skopus to support the needs analysis and monitoring of Board and School Improvement Plans for Student Achievement.

Angela Harvey, Information Technology Research Coordinator made a presentation regarding the use of various types of student data and improvement planning requirements for Ontario school boards. She provided a demonstration that focused on how Skopus is being used to support the process of district and school planning and monitoring of progress over time.

Committee members inquired about whether IEP's and other special programming information was contained in Skopus. It was confirmed that special education data is tracked within the program.

New Elementary Provincial Report Cards

Assistant Superintendent Colleen DeMille reviewed Report No. C-2 and commented that information was presented to the Program and Human Resources Committee in September regarding the Ministry of Education's *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* document. The Board's Procedure 388: Assessment, Evaluation and Reporting Grades 1-12 was created to reflect the new Ministry requirements. Further, the Ministry of Education's *Reporting Student Learning: Guidelines for Effective Teacher-Parent-Student Communication* released October 21, 2010, provides additional direction to Ontario schools around effective reporting practices. Together, these three documents have provided direction for the implementation of the new Elementary Provincial Report cards for Term One and Term Two.

Jennifer Birt, Curriculum Coordinator, reviewed some key highlights of the new reporting process, which include an increased emphasis on learning skills and work habits and a focus on writing report card comments that are clear, specific, and personalized and which include next steps for parents/guardians to support their child's learning at home. In November 2010, a new Elementary Progress Report was sent home to provide information to parents/guardians about how well their child was developing the learning skills and work habits considered essential for success as well as their child's progress in the various academic subject areas.

Teachers have been provided with a sample Elementary Report Card and accompanying Resource Guideline as a reference to use when preparing report cards for Term One, which is to be carried home February 23, 2011 and Term Two, which is to be carried home June 27, 2011.

An observation was made regarding the updating of individual IEP's within the first weeks of the school year. It was noted that the requirement to develop or update IEP's within the first 30 school days has not changed.

Quinte Adult Education update

Superintendent McGall introduced Julie Jarvis, Adult Education Coordinator who distributed a report outlining the productivity and financial summary of the 2009-2010 program. In 2009-2010 Adult Education supported 1,500 learners. A summary of the number of lessons completed by location was provided, as well as an overview of the supports offered and the hours of operation at each of the four locations. The grants generated versus cost of program were reviewed noting that the Adult Education program has broke even for the past two years, which is unheard of throughout the province. The number of students successfully completing their secondary school diploma through Adult Education for 2009-2010 was 111. Some of the factors that have contributed to the success of the program include: the addition of over 40 e-Learning courses; the addition of over 20 new correspondence courses; "Learn While You Earn" co-op; tutoring sessions; and new community partnerships.

Committee members inquired about who creates the courses. Ms. Jarvis confirmed that e-Learning Ontario creates all of the online courses and the correspondence courses are obtained from ILC, which is also a provincial organization. Further, it was noted that the Board has a number of teachers who participate in the development and marking of courses.

Superintendent McGall thanked the Adult Education team for their hard work and commitment to the program. He commented on the tremendous value of this program in the community and the enormous sense of pride and accomplishment that is evident in the students when they graduate.

Director Soule commented that there are a high number of non-graduate adults in the area and this program has allowed more of those adults to complete their secondary school diploma and to model for their children, who are students in our schools.

Alternative Report Card

Assistant Superintendent Cathy Portt reviewed Report No. C-4, noting that an Alternative Report Card has been developed for use in Grades K-12 for the small number of students who are working on alternative programs or alternative courses outside of the Ontario curriculum. She indicated that it may be only a portion of their program or their entire program that is outside of curriculum.

Committee members raised a question regarding the alternative sites that each secondary school supports. It was confirmed that these alternative sites, although they may house students who are participating in alternative programming, are mainly for students who are working within the Ontario curriculum but need to work in an alternate setting.

Geoff Said, Special Education Coordinator further explained that, where the student's program is not based on expectations from the Ontario curriculum the Alternative Report Card will be used to report the student's progress/achievement. The student's progress/achievement will be relative to the expectations identified on the Individual Education Plan (IEP), and should comment on the student progress by means of anecdotal comments that describe student's strengths and next steps for improvement. Teachers may reference the document A4: Assessing Achievement in Alternative Program Areas when developing and assessing student progress in alternative program areas. A copy of the document A4 was provided for committee members to review.

Jennifer Meade, Special Education Coordinators reviewed the Alternative Individualized Program Areas noted in Appendix B to the report and the Ministry approved Alternative Course codes ("K" courses) noted in Appendix C. In addition to providing the Alternative Report Card template to report student progress, Special Education and Curriculum Coordinators, along with elementary and secondary teachers of specialized programs, have prepared a reference document of alternative report card sample comments for teachers K to 12 who have students working on alternative learning expectations based upon Individual Education Plans (IEPs). Appendix D to the report contains Alternative Report Card Sample Comments that have been provided to principals, elementary and secondary resource teachers (ISRTs and ISEHs) and teachers. Follow up discussion and support will be provided to teachers through Special Education Coordinators and inschool resource teachers. Teachers will be able to use these sample comments as a reference for the preparation of elementary and secondary report cards at the end of Term One and Semester One. Special Education Services will continue to monitor the implementation of the Alternative Report Card and the use of the sample comments through ongoing dialogue with principals and teachers. Further supports and/or refinements will be determined based upon feedback.

A question was raised regarding whether the titles "meeting goals", "not meeting goals" or "not successful" would show up on the report card. It was confirmed that the actual words contained in those headings would not appear on the report cards.

Full Day Early Learning Kindergarten Program update

Superintendent FitzGibbon provided an update regarding the Full Day Early Learning Kindergarten Program, as contained in Report No. C-5. It was noted that the Ministry of Education received information from school boards and associations expressing concerns regarding the viability of board-operated before and/or after school programs. To help maximize access to before and/or after school programs, beginning in Year Two, proposed legislative amendments would give boards the flexibility to enter into agreements with third party operators to provide before and/or after school programs at school sites when there is the demand of 10 families or more. This new flexibility is intended to ensure optimal access for families to high quality before and/or after school programs across the province, subject to approval of the Legislature in February 2011.

To address the challenges and respond to stakeholder feedback, substantive amendments have been made, including fee calculation process for the 2011-12 and 2012-13 school years, and new provisions that address the need for better information gathering and informed program design. Highlights of the amendments are contained in Report No. C-5.

A review of the amendments, in consultation with community partners, will be undertaken to address requirements regarding fee structures, third party operators and parental engagement when planning for the implementation of Year Two Full Day Early Learning Kindergarten Programs. It was noted that for safety purposes all three school boards will be looking at a two-person model for delivery of before/after school programs.

A question was raised regarding how interested parents can obtain information and make contact. Information will be posted on the web to support parents' understanding of what is available. Contact information will also be provided which will direct parents to connect directly with the school.

Committee members inquired about independent agencies running programs at Board sites. It was noted that third party providers can be used where an agreement currently exists. Clarification was provided that these are not employees of the Board but the Board could choose to deliver the program and use their own staff. In order to do so, the schools must first establish the need for and viability of before/after school programming and then determine whether to establish a partnership with a third party provider.

Clarification was sought regarding whether the fee structure would be consistent across the system. It was noted that the fee structure would likely vary from site to site, depending on the individual service provider.

D. Patterson left meeting at 8:35 p.m.

Expulsion Program update

Assistant Superintendent Savery-Whiteway reported that there are currently 15 students who are expelled from schools. At the beginning of Semester 2, seven of those students will be ready to re-enter a school, although not all will go directly back into a full time school program. For some there will be a transition period with differentiated programming.

Committee members inquired about whether those seven student have met the criteria outlined in the Expulsion Decision. It was confirmed that they have all obtained the necessary credits and that have met all other criteria to be eligible to return to school.

School Year Calendar

Superintendent FitzGibbon distributed a report regarding the proposed school year calendar for 2011-2012. She noted that, each spring, boards are required to establish a school year calendar for the next school year in accordance with Regulation 304. In establishing the annual school year calendar, the Board consults with employee groups, parents, community members and neighbouring school boards. The chart contained in the report outlines the Ministry of Education calendar requirements for 2011-2012. The proposed draft Hastings and Prince Edward District School Board amendments to the school year calendar are also shown. The Board is recommending a change to the Christmas break and therefore must make a submission to the Ministry on March 1 to approve this modification.

A question was raised regarding the number of exam days. It was noted that the Ministry provides for up to 10 days because there could be a number of conditions, including weather, that could impact on those days.

Correspondence - None

The Program and Human Resources Committee moved into closed session at 8:49 p.m.