



**HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD
PROGRAM AND HUMAN RESOURCES COMMITTEE
PUBLIC MEETING MINUTES
Monday, January 18, 2010**

Members present: T. Goodfellow, M. Hall, H. Marissen, C. Pitman, M. Walker, Chair
J. Williams

Student Trustee: None

Absent: None

Regrets: None

Guests: None

Resource: T. FitzGibbon, R. McGall, J. Montgomery, J. Rogers, 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

Moved: C. Pitman
Seconded: M. Hall

That the agenda be approved, as amended.

An information item was added regarding Procedure 528: International Student Program.

Carried

Approval of minutes

Moved: T. Goodfellow
Seconded: J. Williams

That the minutes of the regular meeting of November 9, 2009 be approved.

Carried

Business arising from minutes - None

Information

Timed Item: Board and School Improvement Plans

Superintendent Montgomery commented on the inclusiveness of the new Board Improvement Plan and recognized the combined efforts of System Principals Colleen DeMille, Ken Manderville and Cathy Portt. She thanked them and others who worked hard to develop a

comprehensive, focused and precise Board Improvement Plan for student achievement. In past years, two plans have been developed, one that addressed elementary student achievement and one that addressed secondary. This year a single, comprehensive plan has been developed that encompasses Kindergarten to Grade 12.

System Principals Colleen DeMille, Ken Manderville and Cathy Portt presented information related to Report No. C-1. They commented that the Board Improvement Plan focuses on four key areas of success for all students: Literacy; Numeracy; Pathways; and Community, Culture and Caring. Appendix A to the report contains definitions of these terms. Each of these areas has an identified SMART (Specific, Measureable, Attainable, Results-Oriented and Time Bound) goal.

It was noted that committees with elementary and secondary representatives were established to develop SMART goals and action steps for each of the four areas. These committees reviewed student achievement data to determine areas of strength in the system and areas of continued need. This information was used to develop Literacy SMART goals focused on applying higher level thinking skills in reading and writing; a Numeracy SMART goal addressing students' ability to communicate their thinking and problem solving in mathematics; a Pathways SMART goal focused on differentiated instruction for students in Grade 7 and 8 and locally developed pathways; and a Community, Culture and Caring SMART Goal aimed at increasing access and use of assistive technology for special education needs from Grades 6 -10.

The System Principals reviewed the strategies that have been implemented to date relating to each of the SMART goals and responded to various questions from committee members regarding gradual release instruction strategy; Premier software as it relates to community libraries; differentiated instruction in relationship to student IEP's; the Three Part Problem Solving Lesson or MAC strategy; and the financial support in place to provide release time for teachers to develop the skills needed to implement the strategies outlined in the plan.

Appendix B to the report contains a summary of the SMART goals and the key strategies being used to attain them. Appendix C to the report contains the entire Board Improvement Plan. Committee members were asked to email any further questions they have to Superintendent Montgomery.

Timed Item: Leadership Succession Planning and Talent Development Strategy

Superintendent McGall referred trustees to Report No. C-2 and commented that this initiative is driven by the need to have successful strategies in place to attract and develop passionate, capable and skilled leaders as a way to support student achievement. He noted that this is also a Ministry driven initiative. He referred to the Hastings and Prince Edward District School Board Leadership Development Strategy chart and reviewed the four key components which include succession planning, professional learning, performance appraisal and mentoring.

System Principal Colleen DeMille distributed and reviewed an update regarding the leadership development strategy and highlights of progress to date in the four areas. Committee members inquired about how potential leaders are identified. It was noted that this strategy promotes a targeted approach to identifying future leaders within the district for all leadership roles.

Recommendations

Special Education Advisory Committee Member Appointment

Superintendent FitzGibbon commented that Regulation 464/978 states that persons appointed to a Special Education Advisory Committee (SEAC) of a board shall hold office during the term of office of the members of the board and until a new board is organized. If a seat or position on

the committee becomes vacant, the board that appointed the person whose seat has become vacant shall appoint a qualified person to fill the vacancy for the remainder of the term. Where a seat has not yet been filled, the alternate for the member, if an alternate exists, shall act in the member's place.

Board Policy 11 states, if the board so chooses, up to two members appointed by the board who are not representatives of a local association, and are not members of the Board or another committee of the board, may become members of the Special Education Advisory Committee. An alternate member does not exist to fill this vacancy. Currently SEAC has one member-at-large appointed and a vacant position currently exists. Mrs. Eve Jelley, has made application to the Director of Education for consideration in filling this vacancy. Mrs. Jelley submitted a letter of interest highlighting her involvement in education, special education and her experiences in raising children with special education needs. Mrs. Jelley has attended the last three meetings as a member of the public audience.

Moved: J. Williams
Seconded: M. Hall

That the Program and Human Resources Committee recommend that Hastings and Prince Edward District School Board approve the appointment of Eve Jelley as a Member-at-large on the Special Education Advisory Committee for the remainder of the current Special Education Advisory Committee's term, as contained in the Program and Human Resources Committee Public Session Report No. B-1 dated January 18, 2010.

Committee members commented that Mrs. Jelley has been very engaged with the Board.

Carried.

Information

Early Learning

Superintendent Montgomery referred to Report No. C-3 and the pamphlet attached, which is a summary of the recommendations of Charles E. Pascal, the Special Advisor on Early Learning. The Ministry of Education has established a five year plan to implement the recommendations of the Pascal report beginning in the school year 2010-2011. Hastings and Prince Edward District School Board was allocated 286 student spaces, which is equivalent to 11 classes at an average of 26 students per class. Each class will be staffed with a full time qualified teacher and early learning educator. Boards will also offer before and after school programs supervised by an early learning educator. Details on the extended day programs are not yet available.

A consultation meeting was held with a number of community partners, noted in Report No. C-3. Based on this consultation a list of potential sites for year one classes was developed and submitted to the Ministry of Education for final approval.

The criteria for site selection included:

- All JK/SK students in the school must be provided with all-day learning;
- Space must be available without requiring new capital construction or renovations;
- The school will remain open over the next five years;
- Students would benefit significantly from the increased learning opportunities offered by the ELP; and
- There will be minimal impact on existing child care and early years programs.

The following seven schools were selected for the eleven classes:

College Street Public School	2 classes
Deseronto Public School	2 classes
Earl Prentice Public School	2 classes
Madoc Township Public School	1 class
North Trenton Public School	1 class
Queen Elizabeth Public School (Trenton)	1 class
Queen Victoria Public School	2 classes

Confirmation of these sites was received on Monday January 11, 2010 with public announcements made on January 12. A board news release was sent to media on Tuesday January 12, and information for inclusion in school newsletters has been sent to all schools.

It was noted that, if parents don't want every day all day learning for their child, they have the option of having their child attend every other day only. Further, it was confirmed that the every day, all day programming is offered to students who live within the boundary of the school. For those schools with only one class, JK and SK will be combined in the same class.

The programming being offered through the Early Learning initiative will replace Best Start programs that may be running in the schools noted above. Best Start programs were paid for by parents. Early Learning programs allow all students to attend all day every day learning at no additional cost to parents. It was noted that extended day learning programs will be paid for by the parents and transportation would be the responsibility of the parent.

A handout was provided to committee members containing questions and answers about the Early Learning Program.

Aboriginal Education/Self-Identification Update

Superintendent Rogers referred to Report No C-4. In September 2009 parents/guardians of Aboriginal students were provided an opportunity to confidentially self-identify as being of Aboriginal ancestry. Self-identification numbers by school group and ancestry as of January 12, 2010 was provided and reviewed. The following key points were noted:

- 486 elementary students and 23 secondary students voluntarily identified
- The highest number by school group is North Hastings, followed by Moira, then Centennial
- All elementary students were provided an opportunity to self-identify through the Student Information Form completed in September
- Secondary students were provided an opportunity through voluntary self-identification forms distributed in September
- Information is recorded in Maplewood and reported to the Ministry through OnSIS (Ontario Student Information System)
- Enrolment forms are being revised to include self-identification and will be implemented in January 2010; a standard form will be used for both elementary and secondary registration
- A mandatory 'Student Information Form' for secondary schools will be implemented in September 2010
- Both processes above should see numbers increase across the district

The mandate of the Aboriginal Steering Committee is to guide further implementation of this initiative through an awareness campaign, which will include: the development of a poster with student and community involvement; radio ads with student involvement; and community forums and consultations.

Committee members inquired about students identifying themselves as Aboriginal if they are not. It was noted that no proof of ancestry is required. Questions were also raised regarding how the information is shared and with whom. It was noted that the purpose of collecting data is to identify if there are a significant number of Aboriginal students within our district then to look at assessment practices to ensure that strategies related to Aboriginal student learning is being applied across the schools. School or student information is not shared in any way unless there is a specific need.

Implementation of Bill 157: *Keeping Our Kids Safe at School Act*

Referring to Report No. C-5, Superintendent Rogers noted that Bill 157: *Keeping Our Kids Safe at School Act* becomes effective February 1, 2010 and includes a number of requirements for school boards and principals. The OESC (Ontario Education Services Corporation) has provided an Action Plan for Principals and an Action Plan for Boards to help principals and boards to understand the steps that must be taken to inform staff about the new expectations inherent in the legislation, and adjustments that will need to be made to both school and board policies and procedures. New expectations in Policy/Program Memorandum No. 144: Bullying Prevention and Intervention and Policy/Program Memorandum No. 145: Progressive Discipline and Promoting Positive Student Behaviour will require that the board's current Procedure 373: Bullying Prevention and Intervention and Procedure 377: Progressive Discipline, be revised.

A work group consisting of senior administration and principals has been formed to review/revise current board procedures related to progressive discipline and bullying prevention and intervention to reflect the new legislative and policy requirements as per Bill 157. The draft procedure is being presented to Administrative Council on January 19, 2010 for review and approval. Half-day training sessions will be held at the Education Centre on Friday, January 29, 2010 for school teams consisting of the principal, vice-principal, one teacher and one support staff from each school. Trustees are invited to attend.

A question was raised regarding the unions' position on this legislation. It was noted that a Safe Workplace Panel has been formed with membership from all unions and discussions are ongoing. The panel has been briefed on the impact of Bill 157 and have been invited to attend training sessions.

Operational Review

Superintendent McGall referred to Report No. C-6, noting that, as previously reported to trustees the Ministry of Education has selected HPEDSB to participate in Wave IV of the Operational Reviews. The Operational Reviews provide the Ministry of Education and school boards with opportunities to build management capacity, ensure efficient stewardship of resources, share best practices and identify ways for continuous improvement. Wave IV began in September 2009 and will be completed by the end of June 2010. Board staff welcome the opportunity to share practices and receive feedback and best practices from the Ministry in this way.

The review for Hastings and Prince Edward District School Board is scheduled for the week of February 1, 2010. In advance of the actual field work, we have been requested to provide background data and information related to the areas of review. A copy of the Ministry's request for supporting documentation was distributed.

Staff in the departments involved have accumulated the necessary documentation and have posted it on a secure area of the Board's Website. This will allow the Operational Review team to access the documentation in advance of their visit in order to become more familiar with the board. Director Soule thanked Superintendents Rob McGall and Dave Rutherford and

Administrative Assistants Pauline Hoskin, Della Knights and Connie Reid for their hard work in completing this task.

Procedure 528: International Student Program

Director Soule distributed the draft procedure and noted that it was developed to support the structure and formalize the program within the district's administrative procedures. Questions regarding the Homestay Program and the payment of fees were responded to by Director Soule.

Correspondence – None

At 8:51 p.m. the Program and Human Resources Committee moved into closed session.