



Hastings and Prince Edward District School Board

A Great Place to Learn and A Great Place to Work!

Chair of the Board: Carl Pitman

Director of Education: Kathy Soule

NOTICE OF MEETING

This notice is to confirm that the next regular meeting of the
Program and Human Resources Committee will be held on:

Tuesday, February 22, 2011
commencing at 7:00 p.m.

in the
Board Committee Room, Education Centre
156 Ann Street, Belleville, Ontario

The agenda and supporting documents for this meeting are attached to this notice.

Thelma Goodfellow, Chair
Program and Human Resources Committee

Trish FitzGibbon
Superintendent of Education
Curriculum Services

Jim Williams, Vice-chair
Program and Human Resources Committee

Rob McGall
Superintendent of Education
Human Resources Support Services

June Rogers
Superintendent of Education
Special Education Services

Committee members: Jennifer Cobb, Thelma Goodfellow, Chair, Lucille Kyle,
Carl Pitman, Jim Williams, Vice-chair
Emily Tetzlaff (Student Trustee)



Hastings and Prince Edward District School Board

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Program and Human Resources Committee PUBLIC AGENDA

Regular meeting of
Tuesday, February 22, 2011 - 7:00 p.m.
Board Committee Room, Education Centre

Section	Item	Report No.	Resp.
A	Call to order		
	Delegations / presentations – none		
	Approval of agenda		
	Approval of minutes – January 17, 2011	A-1	
	Business arising from the minutes		
B	Recommendations		
7:00 p.m.	Board Policy No. 11- H – Supervised Alternative Learning (SAL) Committee	B-1	T. FitzGibbon K. Manderville
	School Year Calendar 2011-2012	B-2	T. FitzGibbon
C	Information		
7:15 p.m.	Mid-year Community Threat Assessment Protocol (CTAP) update	C-1	M. Savery-Whiteway S. Steele
	Employment Destinations Program (EDP) update	C-2	J. Rogers/ C. Portt
	Amendment Policy No. 2: Governance By-Laws and Standing Rules (notice of motion at January 24, 2011 Board meeting)	C-3	K. Soule
	Policy No. 3F: Trustee Expense Reimbursement (notice of motion at January 24, 2011 Board meeting)	C-4	K. Soule
D	Correspondence		
	None		
	Move into closed session		

Next regular meeting: Monday, March 7, 2011

Committee members: *Jennifer Cobb, Thelma Goodfellow, Chair, Lucille Kyle, Carl Pitman, Jim Williams, Vice-chair Emily Tetzlaff (Student Trustee)*



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

January 17, 2011
DRAFT

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.



Decision X Information

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

From: Trish FitzGibbon, Superintendent of Education – Curriculum Services

Re: **Board Policy No. 11- H – Supervised Alternative Learning (SAL) Committee**

Purpose

To seek Board approval of amendments to Board Policy No. 11-H Supervised Alternative Learning for Excused Pupils Committees (SALEP).

Background

Hastings and Prince Edward District School Board is a system of character that delivers a quality learning experience to support high levels of achievement for each student. The Ministry of Education has released Ontario *Regulation 374/10 – Supervised Alternative Learning* for implementation in all schools effective February 1, 2011. The purpose of Supervised Alternative Learning (SAL) is to provide students who have significant difficulties with regular attendance at school with an alternative learning experience and individualized plan to enable the student to progress towards obtaining an Ontario Secondary School Diploma or achieving his or her other education and life goals.

Current situation

In response to the new regulation, the Learning to 18 SAL Committee has developed Policy 11–H Supervised Alternative Learning (SAL) Committee, Procedure 395 Supervised Alternative Learning (SAL), and all SAL forms to align statutory committee 11–H with AIM – Achievement in Motion for Student Success System Plan and the new Ministry regulation. Members of the Learning to 18 SAL Committee are: the System Principal for Student Success, two Secondary Administrators, the SAL Coordinator, two Attendance Counsellors, the Child and Youth Counsellor Supervisor, a Student Success Lead Teacher, two Child and Youth Counsellors, and the Information Technology Applications Administrator.

As per Board Policy No. 2 Article XII: Policies, a notice of motion was provided to the board at its meeting on January 24, 2011.

Appendices

Appendix A – Board Policy No. 11–H Supervised Alternative Learning (SAL) Committee

Recommendation

Moved:
Seconded:

That the Program and Human Resources Committee recommend that the Board amend by substitution Policy No. 11-H Supervised Alternative Learning (SAL) Committee to replace Policy No. 11–H Supervised Alternative Learning for Excused Pupils (SALEP) Committee as contained in Report No. B-1, dated February 22, 2011.

Respectfully submitted,

**Trish FitzGibbon
Superintendent of Education – Curriculum Services**



Adopted	May 26, 2008
Last Revised	February, 2011
Review Date	February, 2016

SUPERVISED ALTERNATIVE LEARNING (SAL) COMMITTEE

1. PURPOSE

The Hastings and Prince Edward District School Board (the Board) is a system of character that delivers a quality learning experience to support high levels of achievement for each student. The purpose of supervised alternative learning (SAL) is to provide students who have significant difficulties with regular attendance at school with an alternative learning experience and individualized plan to enable the student to progress towards obtaining an Ontario secondary school diploma or achieving his or her other education and life goals.

2. DEFINITIONS

Parent – A parent includes a guardian and is the parent of the student participating in SAL.

Primary Contact Person – An employee of the Board who is assigned by the principal to facilitate the development of the Supervised Alternative Learning Plan and to monitor the student's progress.

Principal – Principal of the school where the student is enrolled.

Student – A pupil of the Board as defined in the Education Act.

Supervised Alternative Learning Plan (SALP) – A SALP means a supervised alternative learning plan for a student that is approved by a SAL Committee. The SALP shall include the student's education and life goals and may include one or more of the following activities:

- a) Enrolment in a course or class in which a student may earn a credit;
- b) Enrolment in a non-credit life skills course or other non-credit course;
- c) Preparation for employment and development of general employment skills;
- d) Training for a specific job or type of employment;
- e) Full-time or part-time employment;
- f) Counselling;
- g) Volunteering;
- h) Any other activity with the potential to help the student achieve their goals.

Regular contact with the student is maintained by the primary contact person to ensure that the student continues to participate in the SALP and, therefore, to continue to be excused from attendance at school.

3. SAL COMMITTEE MEMBERSHIP

3.1 The Sal Committee shall be composed of such person, not fewer than three, as may be appointed by the Board in each year. A quorum of the committee shall consist of:

- a) At least one member of the Board;
- b) At least one supervisory officer who is qualified as such as a teacher and is employed by the Board, or designate; and;
- c) At least one person who is not a member or an employee of the Board.

3.2 The committee shall designate a member as chair and as secretary.

4. POWERS AND DUTIES

4.1 Exceptions to Compulsory Attendance

The Board shall establish Supervised Alternative Learning Committee as required under the *Education Act*. A Supervised Alternative Learning Committee decides whether a student may be excused from compulsory school attendance, in accordance with the *Education Act* and Ontario Regulation 374/10.

4.2 Referral of Student to the SAL Committee

The principal or parent of a student of compulsory school age, who has attained the age of fourteen years and is not benefiting from existing school programs, may refer the student to the SAL Committee to participate in an alternative program. This referral is made in writing by the principal or parent. If a student is at least 16 years old and has withdrawn from parental control, any authority or right that is vested in, or any obligation that is imposed upon, a parent of a student under this Part is vested in or imposed upon the student.

4.3 Notice of Committee Meeting

The committee shall give notice of the meeting to the following:

1. The student;
2. The parent;
3. The principal;
4. Any member of the staff of the school or the board who was listed by the principal in the referral and in the opinion of the committee may have information that is relevant to the referral;
5. Any other individual who in the opinion of the committee has information that is relevant to the referral.

Any individual who receives notice has a right to attend and be heard at the meeting.

4.4 Committee Decision

The SAL Committee shall, after reviewing the SALP and after interviewing the student, his or her parent, and, where the committee considers it appropriate, any other person:

- a) Approve participation by the student as described in the plan;
- b) Modify the plan and approve participation by the student in Supervised Alternative Learning as described in the plan as modified;
- c) Not approve participation by the student as described in the plan, in which case the student shall attend school as required by the *Education Act*, or

Where the committee considers that it is in the best interests of a student, it may designate a school for the purposes of a program that is not the school where the student is currently enrolled.

If a SALP was not submitted to the committee, the committee shall,

- a) Require the principal of the student's school to cause a plan to be developed for the student;
- Or
- b) Not approve participation by the student in Supervised Alternative Learning.

4.5 Communication of Decision

Within 5 days of the decision, the secretary of the committee shall communicate in writing to the principal, the student and the parent of the decision of the committee.

4.6 Request for Reconsideration

If the parent of a student disagrees with the determination of the SAL Committee and wishes to request reconsideration, the parent must notify the school principal in writing within 10 days of receiving the SAL Committee's written decision. The principal shall forward the written request to the SAL Committee as soon as possible after receiving the request. Within 20 school days after the day the committee receives the request, the committee shall hold a meeting to reconsider its decision. The individuals listed in 4.3 are entitled to receive notice of the meeting and attend. After a meeting, the committee shall make a decision in accordance with 4.4 outlined above.

4.7 Communication of Reconsideration Decision

Within 5 days of the decision, the SAL Committee shall communicate in writing to the principal, the student, and the parent of its decision in respect to the request for reconsideration. The Committee decision is final.

4.8 Legal Excusal from School Attendance

The student shall participate in the SALP as approved by the SAL Committee. The student is excused from attendance at school as long as the student participates in the SALP. A school attendance counsellor shall have the same powers and perform the same duties in respect of students enrolled in Supervised Alternative Learning as the counsellor has in respect of other students.

4.9 Modifying the Plan after Committee Approval

4.9.1 The primary contact person may make modifications to the plan at any time if,

- a) The plan remains substantially the same; and;
- b) He or she first requested input from the student and the parent.

4.9.2 If the primary contact person modifies a plan, he or she shall inform the principal, the student and the parent.

4.9.3 If in the opinion of the primary contact person it would be in the student's best interests to make modifications to the plan that would result in the plan being substantially different, he or she shall review the proposed modifications with the principal.

4.9.4 The principal shall make the proposed modifications to the plan if,

- a) In the opinion of the principal it would be in the student's best interests;
- b) A supervisory officer qualified as such as a teacher agrees; and;
- c) The principal first requested input from the student and the parent.

4.9.5 If a plan is modified, the principal shall provide a copy of the modified plan to the student and the parent.

4.9.6 Reports to the Committee

The primary contact person shall report on the student's progress to the SAL Committee when requested by the committee, and to the principal of the school where the student is enrolled.

4.10 Renewal of the SALP

4.10.1 Before the expiry of the plan, if in the opinion of the principal it would be in the student's best interests to continue to participate in supervised alternative learning, the principal shall,

- a) Submit a recommendation to the committee to renew the plan, with the written consent of the parent; or
- b) Refer the student to the SAL Committee

- 4.10.2 Within 20 school days after the day a committee receives a recommendation for renewal the committee shall,
- a) Renew the student's plan;
 - b) Renew the student's plan with specified modifications; or
 - c) Require the principal to refer the student to the SAL Committee.

- 4.10.3 The committee may only renew the student's plan in accordance with the following:
1. For non-semestered schools, the plan may be renewed for a maximum of one school year in total
 2. For semestered schools, the plan may be renewed for a maximum of one school year

5. MEETINGS

Meetings of a SAL Committee are held regularly upon receipt of referrals for Supervised Alternative Learning.

Legal References:

- *Education Act, section 21 Compulsory Attendance*
- *Education Act, section 36 (1) Resident Pupil Qualifications, Secondary*
- *Ontario Regulation 374/10 308 Supervised Alternative Learning*

Board References:

- Administrative Procedure 395 – Supervised Alternative Learning
- Administrative Procedure 394 – Compulsory School Attendance



Decision x Information

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

From: Trish FitzGibbon, Superintendent of Education - Curriculum Services

Re: Proposed School Year Calendar 2011 – 2012

Purpose

To approve the proposed School Year Calendar for the school year 2011-2012

Background

Each spring district school boards are required to establish a school year calendar for the next school year in accordance with Regulation 304 "School Year Calendar". This regulation sets the beginning and end dates for the school year, stipulates school holidays, and prescribes the minimum number of instructional days (194) and the maximum number of professional activity days (6), examinations days (10) and board designated holidays (2).

Current situation

In establishing its annual school year calendar, it is the practice of the Board to consult with employee groups, parents, community members and neighbouring school boards about the use and placement of professional activity days, examination days and board holidays in order to ensure the optimum use of school time and to determine transportation costs. Meetings have also been held with representatives of the Algonquin and Lakeshore Catholic District School Board (with whom this board shares bus routes), the Limestone District School Board (with whom the Algonquin and Lakeshore Catholic District School Board shares bus routes), and Conseil des écoles publiques de l'Est de l'Ontario (which shares bus routes with all three Boards).

The following chart displays the Ministry of Education School Year Calendar Holiday dates and the proposed Hastings and Prince Edward District School Board School Year Calendar dates for 2011-2012:

Holidays	Ministry of Education School Year Calendar 2011-2012	Proposed Draft HPEDSB School Year Calendar 2011-2012
Labour Day	Monday, September 5, 2011	Same
Thanksgiving Day	Monday, October 10, 2011	Same
Christmas Break (inclusive)	Monday, December 19, 2011 to Friday December 30, 2011	Proposed modification Monday, December 26 2011 to Friday, January 6, 2012
Family Day	Monday, February 20, 2012	Same
Mid-Winter Break (inclusive)	Monday, March 12, 2012 to Friday, March 16, 2012	Same
Good Friday	Friday, April 6, 2012	Same
Easter Monday	Monday, April 9, 2012	Same
Victoria Day	Monday, May 21, 2012	Same



School Year Calendars are required to be submitted to the Ministry of Education by May 1, 2011 for approval. Modifications to the Ministry of Education School Year Calendar 2011-2012 will result in an earlier March 1, 2011 submission. The proposed HPEDSB School Year Calendar 2011-2012 recommends a Christmas Break period different from the Ministry of Education School Year Calendar, and thus will require an earlier submission date for approval.

The following proposed school year calendar for 2011-2012 is submitted as a regular school year calendar with the following recommendation:

Recommendation

Moved:

Seconded:

That the Hastings and Prince Edward District School Board approve the 2011-2012 school year calendar as follows:

- 1. That the first day of school be Tuesday, September 6, 2011.**
- 2. That the Christmas Break be Monday, December 26, 2011 to Friday, January 6, 2012 inclusive;**
- 3. That Semester Two begins Friday, February 3, 2012;**
- 4. That the Mid-Winter Break be Monday, March 12, 2012 to Friday, March 16, 2012 inclusive;**
- 5. That the last day of the school year be Friday, June 29, 2012;**
- 6. That the following six dates be designated as professional activity days:
Friday, September 23, 2011
Monday, October 24, 2011
Friday, November 25, 2011
Friday, February 3, 2012
Friday, May 25, 2012
Friday, June 29, 2012 and**
- 7. That ten examination days be approved for secondary schools:
Thursday, January 26, 2012 to Wednesday, February 1, 2012
Thursday, June 21, 2012 to Wednesday, June 27, 2012.**

Appendices

Appendix A: Proposed HPEDSB School Year Calendar 2011-12

Appendix B: 2011-2012 School Year Calendar Feedback Summary

Respectfully submitted,

**Trish FitzGibbon
Superintendent of Education
Curriculum Services**



APPENDIX A



Ministry of Education

School Year Calendar 2011 - 2012

Legend ▶ H - Statutory Holiday Schedule
E - Scheduled Examination Day
P - Professional Activity Day
B - Board Designated Holiday
☐ - Half Day

HASTINGS AND PRINCE EDWARD
DISTRICT SCHOOL BOARD

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week									
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
August 2011	0	0	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31							
September 2011	18	1	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30					
October 2011	19	1	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31									
November 2011	21	1	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30							
December 2011	17	0	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30					
January 2012	13	0	4	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31								
February 2012	18	1	1			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29							
March 2012	17	0	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30					
April 2012	19	0	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30									
May 2012	21	1	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31						
June 2012	15	1	5					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29					
July 2012	0	0	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31								
TOTAL	178	6	10	<p>Note: The 2011-2012 calendar provides for 196 possible school days between September 1, 2011 and June 30, 2012. The school year shall include a minimum of 194 school days of which two days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																													

Clear Form

Print



**APPENDIX B
2011 – 2012 SCHOOL YEAR CALENDAR FEEDBACK SUMMARY**

In establishing its annual school year calendar, it is the practice of the Board to consult with employees groups, parents, community members and neighbouring school boards about the use and placement of professional activity days, examination days and board holidays in order to ensure the optimum use of school time and to determine transportation costs. The following is a summary of feedback received regarding the HPEDSB proposed draft school year calendar for 2011 – 2012.

Submissions	Number of Submissions	Highlights
School Councils	15 elementary 2 secondary	<ul style="list-style-type: none"> ▪ pleased school begins after Labour Day ▪ pleased PA Days on Mondays or Fridays ▪ mixed suggestions on Christmas Break (remain same as Ministry calendar, begin December 21st or begin December 26th as proposed) ▪ some suggestions that May PA Day be moved from the 25th to 18th along with the May 24th weekend to make a 4 day weekend ▪ concern June exams going right up to PA Day may result in October graduation as no time for preparations
Website (community, parents, employees)	78	<ul style="list-style-type: none"> ▪ 74% supported school year calendar as proposed ▪ pleased PA Days on Mondays or Fridays ▪ 14% suggested variations to Christmas Break (begin December 19th as Ministry proposed or December 21st for vacation flight reasons) ▪ 6% suggested having May PA Day prior to May long weekend to make a 4 day weekend
Exams	1 secondary	<ul style="list-style-type: none"> ▪ concerns regarding graduation preparation time and end of semester completion of tasks when exam dates go right to PA Days
Educational and Community Partners	6	<ul style="list-style-type: none"> ▪ Christmas Break begin December 21st and exam dates to close to PA Days ▪ unanimous support for proposed calendar ▪ pleased with school beginning after Labour Day; mixed suggestions on Christmas Break remaining same as Ministry calendar or beginning December 21st or 22nd for family vacations and flights
Employee Groups	4	<ul style="list-style-type: none"> ▪ designation of board holidays and positioning of May PA Day to create a 4 day long weekend ▪ prefer January 23rd PA Day rather than February 3rd to address report cards; prefer December 22nd – January 4th Christmas Break for vacation flight purposes; agree with remaining dates ▪ support Christmas Break; suggestions about working the week prior to the start of school ▪ concern regarding exam days right up to both semester PA Days and lack of preparation time for new semester and graduation



**Hastings and Prince Edward
District School Board**

**Program and Human Resources
Committee Report No. C-1
Page 1
February 22, 2011**

Decision _____ Information X

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

From: Mandy Savery-Whiteway, Assistant Superintendent of Education,
Human Resources Support Services

Re: Community Threat Assessment Protocol (CTAP)

Purpose

The Community Connections goal in the AiM System Plan, Action Plan #2 is to enhance safe, respectful and inclusive learning and working environments that align with Growing with Character. This report is to inform the Program and Human Resources Committee about the use of Hastings and Prince Edward District School Board Community Threat Assessment Protocol.

Background

In 2009, Hastings and Prince Edward District School Board developed a Community Threat Assessment Protocol. The protocol activates a team of school and community personnel to support collaborative planning to prevent traumatic events.

The primary purpose of the multidisciplinary threat assessment team response plan is to identify indicators that suggest a student may be moving on a pathway towards violence. Planned intervention may decrease the risk, prevent injury to self or others, and assist the student to receive the help he or she needs to address the issues contributing to the high risk student behaviour.

Current situation

School Threat Assessment Teams complete In-School Threat Assessments following the questions in the protocol. If the threat assessment results in a medium or high level of concern, teams forward the information to the Safe Schools Coordinator. Where there is evidence of a medium or high level of concerning behavior, the Safe Schools Coordinator convenes a community threat assessment. From September, 2010 to February, 2011, thirteen community threat assessments have been conducted.

Respectfully submitted,

**Mandy Savery-Whiteway
Assistant Superintendent of Education
Human Resources Support Services**

**Shelley Steele
Safe Schools Coordinator**



Decision _____ Information X

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

From: June Rogers, Superintendent of Education – Special Education Services
Cathy Portt, Assistant Superintendent of Education – Special Education Services

Re: Employment Destinations Program Review Recommendations

Purpose

To provide members of the Program and Human Resources Committee with information resulting from the Employment Destination Program (EDP) Review.

Background

The AiM System Plan, under Success for Each Student and implementation of *Growing Success*, identified the need for a review of the Employment Destinations Program (EDP). This process began in September 2010 and concludes with recommendations and future direction outlined in this system memo.

At the time of the creation of the Employment Destinations Program (EDP) in Hastings Prince Edward District School Board, many of the current timetabling/course options, supports for individual students and policy requirements were not known. This review revealed that very few students in the EDP program are leaving secondary school with the Ontario Secondary School Diploma (OSSD), the Ontario Secondary School Certificate (OSSC) or the EDP Certificate.

The timetabling/course options and supports that are currently available to “at risk” students in secondary schools have expanded significantly from the time of secondary school reform, and include for example: the opportunity to meet requirements of the Ontario Secondary School Literacy Test through the Literacy Course; to complete credits through Credit Recovery; and to access accommodations such as the use of assistive technology. The Ministry Policy document *Growing Success: Assessment, Evaluation and Reporting K-12* outlines requirements regarding alternative courses (“K” courses”) with respect to reporting and percentage marks. These requirements, along with enhanced supports for student success, have contributed to the EDP Review Recommendations contained in this report.

Each secondary school EDP review team (EDP teachers, ISEH, Guidance, Student Success, P/VP, Special Education Coordinator) completed a framework which provided information about current EDP programs, student success, recommendations and potential timetables for the EDP Review committee to consider for future direction. The EDP Review Committee, with representation from each secondary school (EDP teachers, ISEHs, P/VP) as well as Special Education Services, Curriculum Services and OSSTF has reviewed/ analyzed data and engaged in dialogue that led to the creation of draft recommendations.



In addition, secondary principals and vice principals have been consulted throughout the review process and have provided input regarding the draft recommendations at the January 2011 Principal's meeting. The Special Education Advisory Committee (SEAC) and Administrative Council have also reviewed draft recommendations and provided input at January 2011 meetings.

Current situation

As a result of the Employment Destinations Program (EDP) Review, the following recommendations will be implemented for September 2011:

1. All students in regular class placements will be on an OSSD diploma track:
 - Students will be registered in an appropriate combination of open, locally developed, applied and academic courses;
 - All students will be registered in 8 ministry credits in Grade 9 (accumulating Ministry credits to Grade 12 +). It is recognized that some students will require support such as credit recovery or a timetabled resource period in order to achieve the credits and may not attain 8 credits in Grade 9.

2. The needs of students that were formerly met through the EDP program will be met as "at risk" students within the Student Success processes that are in place in all secondary schools, including access to all of the supports, monitoring, and individualized timetabling:
 - Students strengths and needs will be outlined during the Grade 8 to 9 transition planning processes;
 - Staffing and timetabling processes at each school should consider meeting the needs of "at risk" students first, when timetabling courses;
 - Students will be supported to obtain Ministry credits through the established processes, including credit rescue and resource support;
 - If unsuccessful, credit recovery, within the established procedures, is an option for students who fail to a course in a semester (student completion of course expectations will be tracked using the credit recovery form/ process at semester end).

3. All secondary schools will provide **consistency** with some **flexibility** in the development of timetables to meet the needs of "at risk" students:
 - Student timetables should reflect a combination of "home base support" in locally developed courses and "integration" in open courses (e.g., period 1 and 5 with the same teacher or period 1 and 2 with the same teacher and other periods fully integrated);
 - Consistency across schools for students in Grade 9 will include ENG1L and MAT1L blended or paired with other ministry credit courses such as: BTT10, GLE10, HIF10, HFN10;
 - Other Grade 9 compulsory credits could be offered in a blended format (e.g, SNC1L);
 - Grade 10 ENG2L and MAT2L could be paired or blended with GLE20, GLD20, HFN20;
 - Co-op would be well-supported by completion of key courses prior to Co-op, such as: GLC205, GLD201, CHV205;
 - Certificate completion should be integrated into locally developed and workplace courses; portfolios should be encouraged and linked to My Blueprint at www.myblueprint.ca.



4. Assistive technology use should be enhanced for students taking locally developed courses:
 - The use of assistive technology will be integrated into first semester Grade 9 and linked with a ministry credit (e.g., ENG1L and BTT10 or ENG1L and GLE);
 - Students in Locally Developed courses need ready access (in the classroom or lab) to computers with assistive technology.

5. Alternative Courses (“K” courses) will be reported on using the Alternative Report Card:
 - No letter grades or percentage marks will provided for K courses;
 - A K course may be offered for a student requiring alternative programming/ courses to support *daily living* (e.g., LSP/PLP/CEP);
 - When a student has not successfully completed a Ministry credit (including credit rescue, resource period for support and/or credit recovery for a failed course) a K course may be offered to provide additional opportunity for skill development that will lead to a ministry credit;
 - Special education coordinators will be involved in case conferences and decisions regarding students who are in *regular class placements* and may need to access K courses.

6. Curriculum development and professional development related to locally developed courses will be enhanced:
 - Through CODE, funds will be provided to develop curriculum materials for ENG1L, MAT1L that include modifications, differentiated Instruction and assistive technology strategies;
 - A new course will be developed and submitted to the Ministry for approval in Geography (CGC1L) that includes modification options, differentiated instruction and assistive technology;
 - Teacher training will be provided to support curriculum development at Locally Developed level, including further understanding of accommodations, modifications, differentiated instruction and assistive technology.

7. Staffing allocations will be reviewed and adjusted in response to the EDP Review Results:
 - Teaching staffing allocation for 2011-2012 will no longer include a separate allocation for EDP;
 - Educational Assistant staffing allocation process is currently being reviewed to reflect the needs of “at risk” students in locally developed and open courses.

Respectfully submitted,

**June Rogers
Superintendent of Education
Special Education Services**

**Cathy Portt
Assistant Superintendent of Education
Special Education Services**

PROPOSED by Trustee Patterson, 01/2010:

The following Notice of Motion is being brought forward to strike the word “shall” and insert “may” from the following sections of Board Policy No. 2:

Board Policy No. 2, Article XII, Section 2.5 (I) by striking out the word “shall” and insert “may”.

- I) Following the election of the chair and vice-chair of the Board, the chair shall bring forward a recommendation to the full Board for approval of trustee representation on standing and other committees. Following the approval, elections will be held for the chair and vice-chair of each of the standing committees (in accordance with the elections process identified in 2.5 a-k.) In a municipal election year, the Board shall may also elect the representative to Ontario Public School Boards’ Association Board of Directors.

Section 3: Board Policy No. 2 to be likewise altered addressing non-election years.

The Ontario Public School Boards’ Association (OPSBA) Board of Directors representative and alternate shall may be elected at the June Board meeting in non-election years. In an election year, the OPSBA Board of Directors representative and alternate shall may be elected at the initial meeting of the Board. Board policy related to support of the role of the Ontario Public School Boards’ Association is found in Board Policy No. 12 Board Representatives on External Committees.

Rational for the proposed amendment:

In the section titled Role of Board Member under the heading Accountability, is the following statement:

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

The proposed amendment replacing “shall” with “may” makes the election action permissive rather than obligatory. It allows us as a Board to take responsibility for determining ongoing commitment to belong to the Ontario Public School Board Association. The act of selection automatically endorses, by association a budgetary commitment of approximately \$40 404.28 (subject to annual correction).

To be accountable requires ownership for action taken. The present wording does not empower the Board to be accountable but requires the Board to comply, or be deemed out of order or noncompliant. a majority of all members of the Board present at that meeting.

PROPOSED by Trustee Patterson, 01/2010:

The following Notice of Motion is being brought forward to insert a new 3.1.2 and subsequent renumbering of the current 3.1.2 to 3.1.3:

3.1.1 Board members will be provided with the following equipment and associated services throughout their term of office:

- a) home based computer (desktop or laptop) and printer/fax
- b) paper shredder
- c) high speed internet service
- d) office software

In addition, the chair of the board will be provided with a wireless communication device.

3.1.2 *In lieu of 3.1.1 (a) any Board member, upon filing a written request with the Board secretary, will be provided with a wireless communication device in place of the home based computer (desktop or laptop).*

3.1.23 All equipment and services will adhere to board standards and be returned to the board at the end of the member's term of office.

Rational for the proposed amendment:

The presentations at the Director's Meeting, Thursday, December 9, 2010 underscore the significance of 21st century communication. The social communication network of today requires of its leaders the ability to act, as well as promote responsible, responsive communication. All of our school leaders and senior leadership team are equipped with wireless communication devices. Noted below are some fundamental duties of trustees.

COMMUNICATION

2.11 Board members serve large constituencies, and fulfilling the representational role is challenging. A democratic system entitles everyone to a voice but does not ensure that everyone will always be content with decisions that are made. Effective, regular two-way communication will enhance a Board member's ability to represent constituents and help to build understanding and consensus in the community.

2.12 Hastings and Prince Edward District School Board strives to maintain open and fair communication with parents, guardians and members of the school community. In so doing, the Board endorses and follows a fair and consistent process for the handling of issues and concerns.

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

The proposed amendment:

Addresses an inequity of access that presently exists with Policy No 3F. The opportunity to elect what communication device to receive is financially responsible and removes the redundant allocation of resources to Board members, who are in the best position to determine their and personal communication need.