



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:

Monday, March 8, 2010
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.

Monica Walker, Chair
Program and Human Resources Committee

Trish FitzGibbon
Superintendent of Education
Special Education Services

Jim Williams, Vice-chair
Program and Human Resources Committee

Rob McGall
Superintendent of Education
Human Resources Support Services

Jan Montgomery
Superintendent of Education
Curriculum Services

June Rogers
Superintendent of Education
Education Services

Committee members: T. Goodfellow, M. Hall, H. Marissen, C. Pitman, M. Walker, Chair,
J. Williams, S. Willman (Student Trustee)



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

Program and Human Resources Committee PUBLIC AGENDA

Regular meeting of
March 8, 2010 – 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 – February 16, 2010	A-1	
	Business arising from the minutes		
B	Recommendations		
	Section 23 Programs	B-1	TF
C	Information		
7:00 p.m.	OFIP/Schools in the Middle	C-1	JM C. DeMille/ M. Smit
	Proposed School Year Calendar	C-2	JM
	Amendment to Procedure 210: Textbook/Learning Material Selection, Purchase and Approval	C-3	JM
	Safe Schools – Safe Workplace update	Verbal	RM
D	Correspondence		
	None		
	Motion to move into closed session		

Next regular meeting: Monday, April 19, 2010 @ 7:00 p.m.



**HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD
PROGRAM AND HUMAN RESOURCES COMMITTEE
PUBLIC MEETING MINUTES
Tuesday, February 16, 2010
DRAFT**

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

Student Trustee: Samantha Willman

Absent: None

Regrets: None

Guests: None

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

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: M. Hall
Seconded: C. Pitman

That the agenda be approved, as amended.

An information item was added from Vice-chair Hall regarding Science fair.

Carried

Approval of minutes

Moved: T. Goodfellow
Seconded: J. Williams

That the minutes of the regular meeting of January 18, 2010 be approved, as corrected.

The last paragraph on the bottom of page 5 is to be corrected as follows: "Staff in the departments involved have accumulated ..."

Carried

Business arising from minutes - None

Recommendations – None

Information

Timed Item: Adult Education

Superintendent McGall introduced Julie Jarvis, Adult Education Coordinator to review Report No. C-1. A handout was distributed containing statistics relating to Quinte Adult Education for the 2008-2009 school year. In 2008-2009 Adult Education supported 1,323 learners. It was noted that 52.7% of those learners were in adult correspondence courses. With 32 e-Learning courses now being offered, 14.11% of the 1,323 learners were enrolled in online courses.

The Prior Learning Assessment Recognition (PLAR) component of Adult Education equates life and work experience to curriculum documents for those students. There was a 76% increase in funding generated from PLAR last year, resulting in grants in the amount of \$18,000. It was noted that PLAR does not apply to those students who require four credits or less to complete their diploma. The province requires that the last four credits must be completed regardless of age and experience. Trustees inquired about student obtaining credits from out-of-province. It was confirmed that on-line courses must be completed by Ontario residents, however correspondence courses can be completed by people living anywhere in the world. Another component of the program allows secondary school students needing only one credit to complete their diploma to access adult education under special circumstances. Summer school courses for secondary school students are also offered through Adult Education.

The grants generated versus cost to board to run adult education were reviewed. As a result of an extensive review in 2007-2008, changes to the program, including the elimination of the PSW program and downsizing of the Madoc office resulted in the program costs being reduced by 100%. It was noted that a \$30.00 registration fee is charged for each course.

The number of students successfully completing their secondary school diploma through Adult Education for the 2008-2009 school year was 107, up from 60 the previous year. Factors that have contributed to the success of the program include: the addition of over 30 e-Learning courses; the addition of over 20 correspondence courses; "Learn While You Earn" co-op; tutoring sessions; and new community partnerships.

Trustees are invited to attend the Quinte Adult Education Graduation taking place on June 21 at 4:45 p.m. at Quinte Secondary School.

Bill 168, the Occupational Health and Safety Amendment Act (Violence and Harassment in the Workplace), 2009

Superintendent McGall reviewed Report No. C-2, noting that on December 9, 2009, the Ontario Legislature passed Bill 168, which will likely come into force in mid-June 2010. Bill 168 requires employers to develop policies to address workplace violence and harassment and to assess the risk of violence in its workplace.

A Safe Workplace Panel has been established to discuss the terms of the new legislation and to review existing training and supports in place to ensure a safe workplace. Membership on the panel includes superintendents with school responsibilities and union presidents.

Superintendent McGall reviewed the additional requirements placed on employers as a result of this legislation, noting that regular reports will be shared with trustees as the project proceeds. A copy of the project plan will be shared with trustees at the next meeting.

Superintendent McGall responded to inquiries regarding the impact of this legislation on the workplace as various scenarios were discussed. Clarification was provided regarding the workplace coordinator position. It is anticipated that this will be a central support role.

Policy 18: The Hastings and Prince Edward Learning Foundation

A draft copy of the proposed policy was provided. It was noted in section 3.1 that the Executive Director of the Learning Foundation will be an employee of the Board. The Executive Committee will bring a recommendation to the Board meeting on February 22, 2010 to approve the policy.

Pilot Project: North Hastings School Group Succession Planning

Superintendent McGall introduced the item and asked Superintendent Rogers to review the information relating to this initiative. It was noted that, over the past few years, there has been a shortage of qualified applicants for vice-principal and principal positions in North Hastings. In some cases, vice-principal positions have been filled with temporary administrators.

A pilot project is being initiated to establish a self-identification process for aspiring leaders interested in school administration, along with an incentive program that will fund up to 50% of the cost of approved courses related to moving an aspiring leader into a position of readiness to apply for vice-principal positions. The pilot project will make available a maximum of \$5,000 each year for the next two years to support approved applicants who are working on qualifications related to school administration.

When asked about how the money will be allocated, it was noted that a team of superintendents will review the applications based on a number of criteria. The money will not be awarded on a first-come-first-served basis.

Science Fair

Vice-chair Hall commented that the Science Fair is being held at Loyalist College this year because of lack of space at the Quinte Mall. She expressed concern about the loss of community connection by moving this historically well-attended event. She suggested that students who win have the opportunity to present their projects on a Saturday at the Quinte Mall. Superintendent McGall will pass along the suggestion to Superintendent Montgomery to share with the curriculum coordinator involved in the organization of the event.

Correspondence – None

At 7:55 p.m. the Program and Human Resources Committee moved into closed session.



Decision X Information

To: The Chair and Members of the Program and Human Resources Committee
From: Trish FitzGibbon, Superintendent of Education - Special Education Services
Re: **Educational Programs in Care, Treatment and Correctional Facilities (Section 23)**

Purpose

To seek approval for the continuation of four (4) Section 23 agreements for the 2010-2011 school year.

Background

Each year the care, treatment and correctional facilities agreements, in accordance with Section 23 of Ontario Regulation 287/98, are reviewed by ministry and board personnel to determine whether the programs should be continued, modified, or expanded.

Criteria for the establishment and maintenance of these programs include:

- application for a Section 23 educational program must come from an approved facility;
- children and youths have been admitted to a facility for care, treatment or custody;
- ongoing care and treatment are to be provided by the facility's professional staff and supported by the teacher through a multi-disciplinary approach.

In April 2009, the Hastings Children's Aid Society informed our school board of their decision to withdraw support for one of the section programs (Cedarview Intermediate Program) which we have partnered with them. This decision was identified as a result of budget deliberations. In light of the CAS decision, Children's Mental Health offered to be the lead partner and committed to providing a counsellor for the program for the 2009-2010 school year.

In July 2009, the Hastings Children's Aid Society informed our school board of their additional decision to withdraw support for the remaining section program (Park Dale Junior Program) which we have partnered with them, once again as a result of budget deliberations. While Children's Mental Health was able to provide counselling for one program, they could not fund counselling for two programs. Unfortunately, no other community partner was able to provide the necessary staffing to ensure the continuation of the program.

Upon considerable consultation and a review of the two programs (Cedarview and Park Dale), it was determined to maintain the Park Dale Junior Program and close the Cedarview Intermediate Program. This decision was reached based upon student enrolment and an emphasis on early intervention at the junior level to maximize a positive impact on student behavior and success.

Current situation

The Board wishes to continue with four (4) Section 23 agreements for the 2010-2011 school year.



PROGRAM	LOCATION	TEACHERS	E.A.s	STUDENTS (maximum)
Parent-Child and Youth Clinic (Quinte Healthcare Corp) children in grades JK to 3 with mental health needs, involved in individual treatment programs	Sir John A. Macdonald Public School, Belleville	1	1	12
Children's Mental Health Residential (Children's Mental Health Services) children aged 7 to 17 years with mental health issues.	Honeywell House Thurlow Ward Belleville	1	1	12
Junior Day Treatment Program (Children's Mental Health) children in Grades 4 to 6 who have difficulty in coping with traditional structures, organization or demands of a regular school environment; behaviour and communication needs.	Park Dale P.S. Belleville	1	1	12
Cedarview - CLOSED (Hastings Children's Aid Society) children in Grades 7 to 8 who have difficulty in coping with traditional structures, organization or demands or a regular school environment; behaviour and communication needs.	Sir Mackenzie Bowell Public School, Belleville	(1)	(1)	(12)
St. Leonard's Home (Youth Justice Act) open custody, phase 2, for children aged 12 to 17 years; behavioural needs, mainly secondary school students.	St. Leonard's Sidney Ward Quinte West	1	0	10

Appendices - None

Recommendation

Moved:

Seconded:

That the Program and Human Resources Committee recommend that the Hastings and Prince Edward District School Board approve for 2010-2011 the four (4) special programs in conjunction with the care, treatment and correctional facilities, subject to approval by the Ministry of Education, as contained in Program and Resources Committee Public Session Report No. B-1, dated March 8, 2010.

Respectfully submitted,

**Trish FitzGibbon, Superintendent of Education
Special Education Services**



Hastings and Prince Edward District School Board

Program and Human Resources
Committee Report No. C-1

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March 8, 2010

Decision _____ Information X

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

From: Jan Montgomery, Superintendent of Education, Curriculum Services
Colleen DeMille, System Principal, Curriculum Services
Martin Smit, System Principal - School Effectiveness, Curriculum Services

Re: **Ontario Focused Intervention Partnership (OFIP) funding to support student learning**

Purpose

The 2010 HPEDSB Board Student Achievement Improvement Plan (BIP) describes Literacy and Numeracy SMART Goals and research-based strategies aimed at supporting all students to make continuous improvements in learning. The *Ontario Focused Intervention Partnership (OFIP)* is a key Ministry of Education strategy intended to financially support school boards in their efforts to improve student achievement. OFIP resources support and align with the BIP.

Background

Ministry of Education OFIP funds are designated for various purposes such as job-embedded professional learning for teachers and administrators, tutoring for students and resources. Support to schools is differentiated based on student EQAO results. This is to support low-performing and static schools in receiving different types of assistance than schools experiencing continuous improvements over time.

Current situation

The 2009/2010 Hastings and Prince Edward District School Board OFIP funding allocation is providing support for the following:

OFIP 1 & 2 Schools – ten schools where less than 50% of the students achieved the Provincial Standard on the 2009 EQAO assessments and where EQAO scores have been static or declining over time

Schools in the Middle – seven schools where 50% to 74% of the students achieved the Provincial Standard on four of six (or two of three) 2009 EQAO assessments

Student Work Study Initiative – five schools (all identified as Schools in the Middle) where EQAO results indicated a large number of students working at level two

Non-OFIP Schools – twenty-nine schools

Appendices

Appendix A – HPEDSB OFIP Funding School Supports

For information only.

Respectfully submitted,

Jan Montgomery, Superintendent of Education
Curriculum Services

Colleen DeMille, System Principal
Curriculum Services

Martin Smit, System Principal - School Effectiveness
Curriculum Services



**APPENDIX A: HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD
Ontario Focused Intervention Partnership (OFIP) Funding to Support Student Learning**

Professional Learning Opportunities: School and System Learning Team and Network Meetings are focused on the SMART Goals and the Research-based Strategies described in the HPEDSB 2010 Board Student Achievement Improvement Plan

	OFIP 1 & 2 Schools Ministry Funding - \$220, 000 Ten Schools Bancroft P.S. College St. P.S. Madoc Twp. P.S. Marmora Sr. P.S. Prince Charles, Belleville P.S. Prince of Wales P.S. Queen Elizabeth, Belleville P.S. Queen Elizabeth, Picton P.S. S. H. Connor/Tweed Hungerford P.S. Sir Mackenzie Bowell P.S.	SCHOOLS IN THE MIDDLE Ministry Funding - \$77, 800 Seven Schools Bayside P.S. Frankford P.S. Harmony P.S. Harry J. Clarke P.S. Park Dale P.S. Stirling Pr/Jr P.S. Stirling Sr. P.S.	NON-OFIP Schools Ministry Funding - \$112, 460 Twenty-nine Schools
School Learning Team Meetings	-Professional learning team time is available for all elementary staff teaching the literacy block in the junior and intermediate divisions – Literacy Partners and Administrators participate in all Learning Team Meetings -Junior and intermediate Learning Team Meeting dates are determined by individual schools	-Professional learning team time is available for all elementary staff teaching the literacy block in the primary, junior and intermediate divisions – Literacy Partners and Administrators participate in all Learning Team Meetings -Primary, junior and intermediate Learning Team Meetings dates are determined by individual schools	-Professional learning team time is available for all elementary staff teaching the literacy block in the primary, junior and intermediate divisions – Literacy Partners and Administrators participate in all Learning Team Meetings -Primary, junior and intermediate Learning Team Meetings dates are determined by individual schools

	OFIP 1 & 2 Schools	Schools in the Middle	NON-OFIP Schools
Primary Teacher Collaborative Inquiry Network Meetings	-All primary classroom teachers, Literacy Partners, In School Resource Teachers, and administrators from each of the OFIP schools are meeting for six full day network meetings scheduled throughout the year		
Network Capacity Building Meetings	-A System Improvement Team is working with the OFIP School Networked Junior and Intermediate Teams - Four full day sessions are scheduled throughout the 2009/2010 school year	-A System Improvement Team is working with the Schools in the Middle Networked Primary, Junior and Intermediate Teams - Four full day sessions are scheduled throughout the 2009/2010 school year	
Northern Network Meetings	-Northern Network Learning Team Days are scheduled one full day per term and involve teachers, administrators and Literacy partners from the five Northern schools (Bancroft P.S., Coe Hill P.S., Hermon P.S., Bird's Creek P.S., Maynooth P.S.)		-Professional learning team time is available for all elementary staff teaching the literacy block in the primary and divisions -Literacy Partners and Administrators participate in all Learning Team Meetings
Student Work Study Initiative Ministry Funding - \$150,000		-Five of the seven <i>Schools in the Middle</i> Schools are involved in the <i>Student Work Study</i> Strategy Initiative Frankford P.S. Harmony P.S. Harry J. Clarke P.S. Park Dale P.S. Stirling Sr. P.S. -A System Coordinator has been hired to work with 21 students in 16 classes in the five schools (Kindergarten – 6) in these five schools	

<p>Literacy Partner Professional Learning Meetings</p>	<p>-Literacy Partners are to support professional learning of all staff at the school in a variety of ways (e.g. providing resources, team teaching, modeling, student observation and feedback, planning, etc.) - Five full day sessions are scheduled throughout the 2009/2010 school year</p>	<p>-Literacy Partners are to support professional learning of all staff at the school in a variety of ways (e.g. providing resources, team teaching, modeling, student observation and feedback, planning, etc.) - Five full day sessions are scheduled throughout the 2009/2010 school year</p>	<p>-Literacy Partners are to support professional learning of all staff at the school in a variety of ways (e.g. providing resources, team teaching, modeling, student observation and feedback, planning, etc.) - Five full day sessions are scheduled throughout the 2009/2010 school year</p>
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OFIP Tutoring Initiative: Ministry Funding - \$69, 206.00

Strategy A Model:

- Selected “At Risk” students (not at level 3) in Grade One or Senior Kindergarten
- Instruction focused on the development of expressive oral language skills, thinking skills and phonemic awareness skills to enhance early reading skill development
- Educational assistants employed by HPEDSB have been hired as tutors (Speech/Language Experience)
- Tutors work with small groups of grade one or senior kindergarten students (e.g. 2-4 students with similar needs) once a week for a period of approximately 8 to 10 weeks – one hour sessions
- Tutors are to actively involve parents/family members in the tutoring sessions as much as possible (e.g. observe the tutor model a read aloud, work alongside the tutor during literacy activities, complete related home literacy activities between each session, etc.)
- All OFIP 1 & 2 and Schools in the Middle Schools (with early primary divisions) were invited to participate as well as some other interested schools. Currently, seventeen schools are participating in the OFIP Tutoring Program – Strategy A Model.

Strategy B Model:

- Selected “At Risk” students (not at level 3) in Grades K-8
- Designed to support classroom programs through focusing on HPEDSB Board Student Achievement Plan - SMART Goals 1, 2 or 3

- To provide an opportunity for individual students or small groups of students to receive specific guided instruction in reading, writing or mathematics
- Educational assistants employed by HPEDSB have been hired as tutors
- All OFIP 1 & 2 and Schools in the Middle Schools were invited to participate as well as some other interested schools with high needs students. Currently, ten schools are participating in the OFIP Tutoring Program – Strategy B Model

Literacy Resources for OFIP 1 & 2 Schools : *Ministry Funding - \$29, 000*

In February 2010, the Ministry of Education allotted funding for literacy resources for the ten schools designated as OFIP 1 & 2. The following guidelines were provided for the purchase of literacy resources:

Resource	Rationale – need for materials that
Picture Books	<ul style="list-style-type: none"> • engages students of all ages • develops oral language • enables teachers to target one teaching strategy with powerful model • supports writing process • builds student background knowledge and connections to a variety of content areas
Technology (maximum 15% of the total amount)(e.g., Smart Boards, document cameras)	<ul style="list-style-type: none"> • engages students, in particular boys • provides opportunities for shared reading and shared writing using real world materials • provides a model of using technology to connect with the world • supports use of multi-modal texts
Independent Reading Material	<ul style="list-style-type: none"> • stock classroom libraries to encourage independent reading • provide students with opportunities to independently apply strategies and skills • reflect current interests, issues and perspectives • provides authentic texts that engage boys and reluctant readers (e.g. graphic novels) • reflect and engage all learners in the school (e.g., aboriginal populations, ELL populations)
Guided Reading Resources	<ul style="list-style-type: none"> • provides up-to-date relevant material to target development of reading strategies • reflects diversity (e.g. ELL, Aboriginal students)
Shared Texts	<ul style="list-style-type: none"> • provides mentor texts and texts for various writing purposes and forms



Decision _____ **Information** **X**

To: The Chair and members of the Program and Human Resources Committee
From: Jan Montgomery, Superintendent of Education – Curriculum Services
Re: **Proposed School Year Calendar 2010-11**

Purpose

To seek input regarding the proposed School Year Calendar for the school year 2010-2011.

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), examination days (10) and board designated holidays (2).

Current situation

The Ministry of Education has established the following days for school holidays for 2009-2010:

Labour Day	Monday, September 6, 2010
Thanksgiving Day	Monday, October 11, 2010
Christmas Break (inclusive)	Monday, December 20 – Friday, December 31, 2010
Family Day	Monday, February 21, 2011
Mid-Winter Break (inclusive)	Monday, March 14 – Friday, March 18, 2011
Good Friday	Friday, April 22, 2011
Easter Monday	Monday, April 25, 2011
Victoria Day	Monday, May 23, 2011

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 minimize transportation costs. Meetings have 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 Lakeshore Board shares bus routes), and the Conseil des écoles publiques de l'Est de l'Ontario (which shares routes with all 3 Boards).

The proposed school year calendar for 2010-2011 is attached for feedback and recommendations. The following dates are proposed:

1. That the first day of school be Thursday September 2, 2010 and be designated as a Professional Activity day.
2. That Friday, September 3 2010, be a Board designated holiday;
3. That the Christmas Break be Monday, December 20 2010 to Friday, December 31 2010 inclusive;



**Hastings and Prince Edward
District School Board**

**Program and Human Resources
Committee Report No. C-2
Page 2
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4. That Semester 2 begin Thursday, February 3 2011;
5. That the Mid-Winter Break be Monday, March 14 to Friday, March 18 2011;
6. That the last day of school be Thursday, June 30 2011;
7. That the following 6 dates be designated as professional activity days:

Thursday, September 2
Monday, October 25 (Municipal Election day)
Friday, November 26
Thursday, February 3 (Assessment/reporting day for elementary)
Friday, May 27 (Assessment/reporting day for elementary)
Thursday, June 30.

8. That 10 examination days be approved for secondary schools:

Friday, January 26 – Tuesday, February 1
Tuesday, June 21 – Monday, June 27

Appendices

- Appendix A: Elementary School Year Calendar 2010-2011
- Appendix B: Secondary School Year Calendar 2010-2011

Respectfully submitted,

**Jan Montgomery
Superintendent of Education
Curriculum Services**

DRAFT



Ministry of Education
 Ministère de l'Éducation

School Year Calendar: 2010 - 2011 *Elementary*

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Exam days
	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	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31						
September				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	1	18	
October																												
November																												
December																												
January																												
February																												
March																												
April																												
May																												
June																												
July																												
Total																							6	188				

Note: Oct. 25 is Municipal Election Day

Legend

P	-Professional Activity Day;	E	-Scheduled Exam Day;	B	-Board Designated Day;	H	-Statutory Day;	/	-Half Day;
P*	-Professional Activity Day Devoted to Provincial Education Priorities;								

Note: The 2010-2011 calendar provides for 196 possible school days between September 1, 2010 and June 30, 2011. 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 Regulation 304 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



DRAFT

Ministry of Education
 Ministère de l'Éducation

School Year Calendar: 2010 - 2011

Secondary

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Exam days							
	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	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31													
September			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		1	18								
October			B	P	B	H										11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	1	19			
November	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30						P			1	21			
December			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31			B	B	B	B	B		13	
January	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31							F	F	F	F			17	4
February		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28							H					1	17	1
March		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31				B	B	B	B	B		18	
April				1		4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29			H	H					19	
May	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31						H		P			1	20	
June			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30				F	F	F	F	F	1	16	5
July					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29			H							
Total																									6	178	10								

Legend

P	-Professional Activity Day;	E	-Scheduled Exam Day;	B	-Board Designated Day;	H	-Statutory Day;	/	-Half Day;
P*	-Professional Activity Day Devoted to Provincial Education Priorities;								

Note: The 2010-2011 calendar provides for 196 possible school days between September 1, 2010 and June 30, 2011. 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 Regulation 304 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



Decision _____ **Information** X

To: The Chair and Members of the Program and Human Resources Committee
From: Jan Montgomery, Superintendent of Education - Curriculum Services
Re: **Amendment to Procedure 210: Textbook/Learning Material Selection, Purchase and Approval**

Purpose

To inform trustees of an amendment to Procedure 210: Textbook/Learning Material Selection, Purchase and Approval. This amendment will change the number of textbooks/learning materials that can be used in classrooms without formal board approval from the current number of five to eight.

Background

The AIM system plan, Action Plan 1, acknowledges that “every student is unique – all students can achieve. Our commitment is to every student.” In English classes there has been a long standing practice of conducting whole class novel study. Current research indicates that differentiation of content according to student interest and need increases student success. Teachers of English are responding to this research through the use of literature circles. Literature circles use a small group approach to the study of a novel requiring a variety of titles to be available to students.

Current situation

To allow teachers to have a variety of novels available for use in literature circles, a request has been made through secondary English department heads to allow up to eight copies of a novel for classroom use without the novel going through the formal approval process. This would allow literature circle groups of up to seven students with a copy of the novel for the teacher as well. This streamlined process will make it easier for teachers to implement literature circles in their classrooms both in elementary and secondary classrooms.

To support this need, Procedure 210: Textbook/Learning Material Selection, Purchase and Approval, Section 7.1 which currently reads, “Where **six or more** copies of a textbook/learning material are to be used by students in one class...submitted for approval at the...Board meeting...” will be amended to read, “Where **more than eight** copies.....”

Appendices – None

Respectfully submitted,

**Jan Montgomery
Superintendent of Education
Curriculum Services**