



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

April 18, 2011

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

Student Trustee: E. Tetzlaff

Regrets: C. Pitman

Guests: None

Resource: C. DeMille, T. FitzGibbon, R. McGall, C. Portt, J. Rogers, D. Rutherford, 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

Moved: J. Williams

Seconded: L. Kyle

That the agenda be approved.

Carried

Approval of minutes

Moved: J. Cobb

Seconded: J. Williams

That the minutes of the March 7, 2011 regular meeting be approved.

Carried

Business arising from the minutes - None

Information

Timed item: OFIP/Schools in the Middle

Assistant Superintendent Colleen DeMille referenced the AiM System Plan and the Board Improvement Plan for Student Achievement, noting that OFIP funding supports the goals and action steps to support teaching and job-embedded learning. System Principal Jamie Robb introduced the two schools that were invited to present information. Queen Elizabeth School (Picton) is an OFIP school and is one of the six schools selected for a district review this year. Principal Heather Seres introduced staff members to share their experience.

Sherlyn Keddie, In-School Resource Teacher, presented information regarding their differentiated learning project. Jane Van Vlack, Literacy Partner, focused on the planning, acting, observing and reflecting method of teaching that involves co-planning and co-teaching lessons. Julie Hymus, Grade 3 Teacher, talked about a writing project involving the writer's notebook. A sample of student writing was shared as well as student testimonials. Kim Myderwyk, Vice-principal, shared some closing remarks, noting that these projects are supporting student achievement and teacher professional development.

Prince Charles Public School (Trenton) was the first school to have a district review this year. Principal Anne Whitfield provided a brief overview of Prince Charles School. Kindergarten Teacher, Leslie Jackett, reviewed the school effectiveness process at Prince Charles and Grade 7/8 Teacher, Brian Hayes discussed the curriculum, teaching and learning process. Vice-principal Cathy Speedy commented

on how the district review has helped move the school forward and helped to bring the School Improvement Plan for Student Achievement to life in the school. As a team, they looked at strengths, identified needs and developed a plan involving all staff, which helped to focus professional learning and enhance the school-wide attitude of continuous learning and continuous improvement.

At 7:40 p.m. the Program and Human Resources Committee moved into closed session.

The Program and Human Resources Committee reconvened public session at 8:05 p.m.

Recommendations – None

Information

Policy review

Superintendent Rutherford reviewed the proposed changes to the following policies:

- Board Policy No. 11-E: The Budget Committee
 - Amended by strikeout, insertion of language, and re-numbering as noted in Appendix A to Report No. C-1.
- Board Policy No. 17: Transportation of Students
 - Amended by strikeout, insertion of language and re-numbering to reflect changes to Board
 - Procedure References, current practice and correct terminology as noted in Appendix B to Report No. C-1.

Superintendent Rogers reviewed the proposed changes to the following policy:

- Board Policy No. 11-G: Special Education Advisory Committee
 - Amended by both strikeout and insertion of language to reflect the current practice and system plan as noted in Appendix C to Report No. C-1.

Administrative Procedure update

Superintendent McGall reviewed Report No. C-2, noting that Procedure 406: Criminal Background Checks and Procedure 498: Volunteers in Schools have been reviewed and changes approved by Administrative Council. The revised procedures are being brought to the Program and Human Resources Committee for information.

It is the current practice of the Board to collect an up-to-date criminal background check and vulnerable sector screening from all employees, service providers and volunteers, followed by an annual offence declaration. A review of Procedure 406 and Procedure 498 revealed that the language in those procedures had not been updated to reflect current practice. The proposed changes are outlined in the documents attached to Report No. C-2.

Supports for students in locally developed courses

Superintendent Rogers reviewed Report No. C-3, which is a follow up to the EDP review report that was presented to the committee earlier in the school year. It was noted that by 2020, more than 70% of all new jobs, even entry-level positions, will require some post-secondary education or skills training (Ministry of Training, Colleges and Universities web site 2010). This information supports the need for students for whom it is a reasonable expectation, to be on a diploma track, move away from non-credit “K courses” and take credit courses such as those at the locally developed level.

As the result of a great deal of planning, beginning in September 2011, former EDP students will be timetabled in locally developed and/or locally developed modified courses in order to provide them with every opportunity to attain a secondary school diploma or certificate. Superintendent Rogers provided a review of the supports being implemented for September.

Clarification was sought regarding lowered curriculum expectations. It was confirmed that a student still needs to complete the Ministry credit requirements in order to obtain a diploma. When a student has not successfully completed a Ministry credit, a “K course” may be offered to provide additional opportunity for skill development that will lead to an opportunity to take the Ministry credit that was not completed.

Further, it was noted that assistive technology will be integrated into first semester of Grade 9 and linked with a Ministry credit. Students in locally developed courses will have ready access to computers with assistive technology.

It was confirmed that although students will no longer have an alternate placement, the supports allow opportunities for students who can and will obtain credits to do so. For those students who may not benefit from the locally developed courses, alternative options will still be available. This provides a more flexible opportunity for students who were formally placed in EDP.

A comment was made regarding the perceived lowering of standards and expectations to increase graduation rate. In closing, trustees commented that the supports being put in place will encourage and support these students to achieve success.

Textbook/novel approval

Superintendent FitzGibbon provided a verbal update regarding the process for schools to submit texts and resources for Board approval. This is the second opportunity this year to provide trustees with texts and resources coming forward for Board approval. A recommendation will be made at the Program and Human Resources Committee meeting in May to approve the two novels and one textbook submitted.

Headship/coordinator process review

Assistant Superintendent Savery-Whiteway provided information regarding two staffing processes that are currently underway. The elementary and secondary collective agreements provide for opportunities for teachers to apply for central coordinator positions and headship positions at secondary schools. A change in structure in the secondary panel will result in secondary teachers now holding those positions for five years rather than three years. Postings for 88 department headship positions in secondary schools have been issued. These are determined based on curriculum documents. This year, there will be major and minor headships. Major headships are based on 23 classes or more in a given subject area. Fewer than 12 will be considered a minor headship. Schools may also combine headships where appropriate, i.e. business and computers. Principals will form teams based on areas of expertise and will be holding interviews for these five year headship positions. The coordinator interviews, involving members of the senior team, have already taken place.

Preliminary 2011-2012 administrative assignments

Superintendent McGall reported that there are no changes at this time.

GSN analysis

This item was added to the agenda. Superintendent Rutherford provided a preliminary GSN analysis. In order to determine the full impact of the GSN announcement the actual grant calculation forms are required. These usually follow shortly after the GSN announcement. Information from the Ministry indicates that this may not be available until after Easter. A review of the following funding components was provided:

- MISA Local Capacity
- Cost Updates
- School Renewal
- Computers
- Staff Development
- Learning Opportunities Grant
- Elementary Supervision
- Native Studies
- Supervised Alternative Learning

Correspondence – None

The Program and Human Resources Committee moved back into closed session at 9:09 p.m.