



## **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, May 17, 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  
Curriculum Services

**Jim Williams, Vice-chair**  
Program and Human Resources Committee

**Rob McGall**  
Superintendent of Education  
Human Resources Support Services

**Jan Montgomery**  
Superintendent of Education

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

**Committee members:** Thelma Goodfellow, Mary Hall, Harry Marissen, Carl Pitman,  
Monica Walker, Chair, Jim Williams  
Samantha 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  
May 17, 2010 – 7:00 p.m.  
Board Committee Room, Education Centre

Section	Item	Report No.	Resp.
<b>A</b>	<b>Call to order</b>		
	Delegations / presentations – none		
	Approval of agenda		
	Approval of minutes – April 19, 2010	A-1	
	Business arising from the minutes		
<b>B</b>	<b>Recommendations</b>		
	Textbook/novel approval	B-1	TF
	Compliance Audit Committee	B-2	DR
<b>C</b>	<b>Information</b>		
<b>7:00 p.m.</b>	Frink Centre report	C-1	TF P. Taylor
<b>7:15 p.m.</b>	International Student Program update	C-2	KS C. Goerke
<b>7:30 p.m.</b>	Draft floor plans for Prince Charles School (Belleville), Sir John A. Macdonald Public School and North Hastings Senior Elementary School	C-3	DR D. Tregenza
	Instructional Technology Advisory Committee (ITAC) update	C-4	MN
	Wireless network access	C-5	MN
	Safe Schools – Safe Workplace, implementation of Bill 168 – June 15, 2010	C-6	RM
<b>D</b>	<b>Correspondence</b>		

None

**Move into closed session**

**Next regular meeting: Monday, June 14, 2010 @ 5:30 p.m.**



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

Monday, April 19, 2010

**DRAFT**

---

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

**Student Trustee:** None

**Absent:** None

**Regrets:** S. Willman, Student Trustee

**Guests:** None

**Resource:** T. FitzGibbon, R. McGall, J. Rogers, K. Soule

**Minutes:** C. Reid, Administrative Assistant

**Call to order**

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

**Delegations/presentations** - None

**Approval of agenda**

Moved: J. Williams  
Seconded: C. Pitman

**That the agenda be approved, as amended.**

An information item was added regarding the *Globe and Mail* article related to hiring retired educators as supply teachers.

Carried

**Approval of minutes**

Moved: T. Goodfellow  
Seconded: C. Pitman

**That the minutes of the regular meeting of March 8, 2010 be approved.**

Carried

**Business arising from minutes**

Comments were made regarding the approval of the school year calendar, noting that parents and community members are pleased that students will not be returning to school until after Labour Day.

**Recommendations** – None

**Information**

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

System Principal, Colleen DeMille and System Principal, Martin Smith reviewed Report No. C-1. 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.

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.

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

A video presentation was made highlighting the OFIP Tutoring Program activities taking place at various schools. These activities take place outside of school hours and are supported by Educational Assistants and the involvement of parents and other family members. It was noted that, although the focus has been on the primary grades, some junior classes are now getting involved in the OFIP Tutoring Program

#### **Textbook/novel distribution**

Superintendent FitzGibbon provided an overview of the material being submitted for approval. A summary list was provided, along with the submission document for each title. Trustees are being provided with the opportunity to review the material before it is brought forward for approval in May.

#### **Safe Schools – Safe Workplace update**

Superintendent McGall reminded committee members that Bill 168 comes into effect in mid-June. Policies and procedures are being developed to address the legislated requirements. The alignment of existing procedures with the legislation is close to being completed and recommendations will be coming forward to Administrative Council shortly. Following the development of the new procedures, the next phase will include planning for training and communication. The new procedures will be implemented by September 2010. Committee members inquired about union involvement in the process. It was noted that the Safe Workplace Panel is comprised of superintendents with school responsibilities and union heads.

#### **Globe and Mail article related to hiring retired educators as supply teachers**

Committee members commented that the article relates to use of retired teachers for occasional work and addresses the issues of costs and the lack of opportunities for new teachers. Superintendent McGall provided a brief overview of the Board's occasional teacher process, noting that there are three distinct groups in the occasional teacher pool:

- Group A typically consists of those teachers new to the profession and has no limits to the number of days and is called out first using the automated call-out system.
- Group B consists of those teachers who have been retired less than three years and is limited to a maximum of 90 days and is called out after Group A has been exhausted.
- Group C consists of teachers retired for more than three years and is limited to 20 days and is called out after Group A and Group B have been exhausted.

Within the district, there is a balance within the occasional teacher lists and those new to the profession do get a significant amount of work. Director Soule provided additional feedback related to the article noting that it focuses on long term occasional teaching. It was noted that the Board does advertise annually and conduct interviews to generate a recommended for hire list. Each year new teachers are added to both the elementary and secondary occasional teacher lists and most are new teachers trying to get into contract positions. Committee members requested, through Superintendent McGall that more detailed statistical information be provided regarding the process, the budget and the number of retired teachers versus new teachers. Committee members noted that they have heard nothing but positive comments regarding the Board's current process.

#### **Correspondence – None**

At 7:43 p.m. the Program and Human Resources Committee moved into closed session.



**Hastings and Prince Edward  
District School Board**

**Program and Human Resources  
Committee Report No. B-1  
Page 1  
May 17, 2010**

**Decision   X   Information**

**To:** The Chair and Members of the Program and Human Resources Committee  
**From:** Trish FitzGibbon, Superintendent of Education – Curriculum Services  
**Re:** **Textbook/Novel Approval**

---

**Purpose**

To seek approval for textbooks/novels not listed in the Ministry Curriculum Centre Learning Resources website which lists textbooks/novels approved for use in schools by the Minister of Education.

**Background**

The Ministry Curriculum Centre Learning Resources website lists textbooks/novels approved for use in schools by the Minister of Education under the Education Act.

**Current situation**

The titles (attached as Appendix “A”) have been reviewed by the school principal, curriculum services staff or superintendent and trustees on the Program and Human Resources Committee.

**Appendices**

Appendix A – Titles Submitted for Board Approval.

**Recommendation**

Moved:  
Seconded:

**That the Program and Human Resources Committee recommend that the Hastings and Prince Edward District School Board approve the list of material submitted for use in schools as described in Appendix “A” and contained in the Program and Human Resources Committee public session report no. B- 1 dated May 17, 2010.**

Respectfully submitted,

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



<b>FORM F210-1</b>	
<b>Adopted</b>	October 6, 2008
<b>Last Revised</b>	October 6, 2008
<b>Review Date</b>	October, 2013

### Summary List of Material Submitted for Approval

Date: Monday, May 17, 2010

TITLES SUBMITTED FOR BOARD TEXT/NOVEL APPROVAL

<b>TITLE</b>	<b>SUBJECT</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>EDITION (# or Yr.)</b>	<b>CDN OR FOREIGN (C or F)</b>	<b>GRADES</b>
Adventure in Ancient China	Social Studies	Linda Bailey	Kids Can Press	2003	C	5
Black Like Me	Social Science	John Howard Griffin	Signet	1996	F	12
Invitations	Contemporary Aboriginal Voices	Edited by Marilyn Dumont	Theytus Books	2007	C	11
Life of Pi	English	Yann Martel	Random House/Vintage Canada	2001	C	9
Ragged Company	English	Richard Wagamese	Anchor Canada	2008	C	11/12
The Bedford Introduction to Literature	English	Michael Meyer	Bedford/St. Martin's Press	8 <sup>th</sup> Edition 2008	F	12
This Earth: Physical Geography and the Environment	Geography	VanZant, Alexander, Johnston, Kanerva	Emond Montgomery Publishing	2010	C	11
Wave	ESL	Eric Walters	Doubleday Canada	2009	C	9 - 12



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

**From:** Dave Rutherford, Superintendent of Financial and Facility Services

**Re: Compliance Audit Committee**

---

### **Purpose**

To seek approval for the formation of a Compliance Audit Committee.

### **Background**

The *Municipal Elections Act, 1996*, as amended by Bill 212, now requires that every municipality and school board appoint a Compliance Audit Committee prior to October 1<sup>st</sup>, 2010. The mandate of the Compliance Audit Committee is to:

- a) Consider requests for a compliance audit and determine whether the request should be granted or rejected;
- b) If the request is granted, appoint an auditor;
- c) Review the auditor's report and determine whether legal action should be taken; and
- d) If the auditor's report indicates that there were no apparent contraventions and if there appears that there were no reasonable grounds for the application, advise the board.

The board would then decide whether or not to recover the auditor's costs from the applicant.

In the past, those candidates whose total contributions received and total expenses incurred were equal to or less than \$10,000 were permitted to complete a simplified one page financial statement. With the amendments to the *Municipal Elections Act, 1996* all candidates are now required to complete a detailed financial statement. Those candidates whose total contributions received and total expenses incurred are greater than \$10,000 will have to provide an auditor's report in addition to their financial statement. It remains to be seen whether the greater level of detail in the financial statements that is now required will result in more or less requests for compliance audits

With the amendment to the Act, all municipalities and school boards will be looking for applicants to appoint to their Compliance audit Committees. This will result in competition for qualified candidates. Nothing in the legislation precludes school boards and municipalities from sharing a Compliance Audit Committee.



**Current situation**

The Clerks from Prince Edward County, City of Quinte West and City of Belleville have met and discussed various options regarding a Joint Compliance Audit Committee.

Discussions with administration from both Hastings and Prince Edward District School Board and Algonquin and Lakeshore Catholic District School Board has resulted in a willingness to expand the membership of the Joint Compliance Audit Committee to include both school boards.

The three municipalities will be reporting to their respective councils by the end of May.

The Program and Human Resources Committee is supportive of this partnership and makes the following recommendation.

**Appendices**

None

**Recommendation**

Moved:

Seconded:

**That the Program and Human Resources Committee recommend that Hastings and Prince Edward District School Board partner with one or more of the following: County of Prince Edward, City of Quinte West, City of Belleville and Algonquin and Lakeshore Catholic District School Board to establish a Joint Compliance Audit Committee for the 2010-2014 term of the board as contained in the Program and Human Resources Committee report no. B-2, dated May 17, 2010.**

Respectfully submitted,

**Dave Rutherford  
Superintendent of Financial and Facility Services**



**Decision** \_\_\_\_\_ **Information** X

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

**From:** Trish FitzGibbon, Superintendent of Education – Curriculum Services  
Ian Boyd, Curriculum Coordinator  
Paul Taylor, Outdoor Education Liaison

**Re:** **2009/2010 H. R. Frink Centre Report**

---

### **Purpose**

This report provides the members of the Hastings and Prince Edward District School Board with the knowledge of the happenings at the H. R. Frink Centre during the 2009/2010 school year.

### **Background**

The Frink Centre is currently operating in partnership with Quinte Conservation, Algonquin Lakeshore Catholic District School Board, Friends of the Frink Centre and Hastings and Prince Edward District School Board.

### **Current situation**

Visitor numbers to the Frink centre continue to remain strong. In the 2008-2009 school year, the total number of visitors from HPEDSB was 7264 people. As of April 9<sup>th</sup> of the 2009/2010 school year, 5500 visitors have attended programming at the Frink Centre from HPEDSB.

A new trail has been established, and the bird observation area has been improved as a memorial project for former HPEDSB employee Vince Prewer. Donations from family, friends and community after the passing of Vince several years ago were used to build the trail, purchase additional bird feeders, and a bird identification sign.

An advisory committee made up of members from all groups in partnership with the Centre continues to meet to strengthen partnerships, increase awareness of the Centre, plan new projects for the Centre, and upgrade facilities, which includes the possible construction of a new Outdoor Education Pavilion. Plans for a new Pavilion are currently being established and clearing of the location for the Pavilion has already begun. The Lifelines class from CSS began clearing the location of trees as part of their Professional Chainsaw Operators Certificate as well as clearing an area for a playing field at the Centre.

The Lifelines class from CSS facilitated the 2010 tours for the Frink Centre's annual Sugarbush from March 22<sup>nd</sup> – April 9<sup>th</sup> for the 75 classes that visited the Centre to learn about Maple Syrup.

Student placement opportunities for 2010 at the Centre has brought in students from Loyalist College, Trent University and CHSS.

The Friends of the Frink Centre continues to help support the Frink Centre by running Fundraisers, Family Activity Days, and Nature Programming for youth groups and other community organizations.

Local groups and organizations such as the 'Bassmasters' and the Ontario Stewardship Rangers set aside several days during the year to volunteer their time and/or work to get a variety of chores done for the Frink Centre, which include trail, bridge and boardwalk maintenance, cleaning, equipment repair and numerous other tasks.



The Algonquin Lakeshore Catholic District School Board continued their partnership with the Frink Centre for 2009/2010 providing students with opportunities to experience outdoor education. ALCDSB intends to maintain their partnership with the Frink Centre for the upcoming 2010/2011 school year.

**Next Steps**

- Continue with plans to develop a new Outdoor Education Pavilion to replace the dismantled picnic shelter through the help of the Frink Centre advisory committee. The new shelter will be located in a more convenient location and be used for outdoor activities on rainy days.
- Plans to prepare new activities for all grade levels with the cooperation of department heads and teachers to create new nature based programs that tie in with current curriculum requirements.
- Continue to update the displays, posters, books, audio-visual equipment, furniture and facilities in general at the Frink Centre to revitalize the look and stimulate learning of visiting school groups.

Respectfully submitted,

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

**Ian Boyd  
Curriculum Coordinator**

**Paul Taylor  
Outdoor Education Coordinator**



**Decision** \_\_\_\_\_ **Information** X

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

**From:** Kathy Soule, Director of Education  
Carol Goerke, Manager of International Student Program

**Re:** **International Student Program Update**

---

### **Purpose**

To provide an update on the current state and future direction of the International Student Program.

### **Background**

The International Student Program is working through a three year plan for program enhancement. This plan will allow for a high quality and efficient International Program that is consistent with the board's strategic plan and system processes.

### **Current situation**

The current school year 2009/10 is the second year of the enhancement phase. The following initiatives have been the focus for the International Student Program this school year;

- A focus on staff development by participating in a full day of team building training with a follow up half day session to set team goals.
- An administrative procedure was developed for the International Student Program (Procedure 528).
- Participation in the AIM system planning to include the program in the board strategic plan.
- Improved events calendar for students to include two new excursions, a day trip to Niagara Falls and an overnight trip to Montreal and Ottawa.
- Improved integration of international students into the school community and awareness of the benefits and diversity international students provide for our Canadian students and community. i.e. Welcome Event at Loyalist College and the Inclusive Education Symposium.
- Continued legal consultation with the law firm of Templeman, Menninga to review the legal components of the program.
- Continued refinement of the new orientation manual and orientation program.
- Continued refinement of program process and procedures.
- Improve and enhance relationships with our international partners.
- Recruitment of high quality international partners whose philosophy is compatible with our program goals.

### **Student enrollment**

The programs target for enrollment is 120 Secondary students. Due to the global economy the number of students attending the program declined this school year. First semester 109 students were enrolled in the program and 100 students in second semester. For September 2009 enrollment has already reached 125 students. The program continues to recruit until the deadline for applications on June 01<sup>st</sup>. The projected enrollment for first semester is 130 students.

Respectfully submitted,

**Kathy Soule**  
**Director of Education**

**Carol Goerke**  
**Manager of International Student Program**



**Decision** \_\_\_\_\_ **Information** **X**

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

**From:** Don Tregenza, Controller of Facility Services  
Dave Rutherford, Superintendent of Financial and Facility Services

**Re:** **Draft floor plan approvals for additions and renovations at Bancroft JK-8 School, Prince Charles School (Belleville), and Sir John A. Macdonald School**

---

### **Purpose**

To present draft floor plans for proposed additions and renovations at Bancroft JK-8 School, Prince Charles School (Belleville) and Sir John A. Macdonald School.

### **Background**

#### **1. North Hastings – Bancroft JK-8 School project**

The board approved a recommendation on May 25, 2009 that students of Bancroft Public School be accommodated at the current North Hastings Senior Elementary School site, to create a JK-8 facility as contained within a report prepared by Senior Administration in response to a report prepared by the North Hastings Accommodation Review Committee (ARC). Senior Administration's report included a preliminary draft floor plan, a cost estimate of \$2.8 million and description of a scope of work including a four classroom addition, various internal renovations, renewal needs and program enhancements for primary students. Proposed timelines included closure of Bancroft Public School by June 2011 with the modified facility opening in September 2011. The report described various possible funding sources; however, the Ministry of Education has confirmed only \$1.961 million towards this project. The Ministry has indicated that additional funds will need to be confirmed after project working drawings are at the 80% design stage and after submission of an independent cost consultant's report confirming the expected construction cost of the project.

#### **2. West Belleville schools**

The board approved a recommendation on May 25, 2009 that students of Sir Mackenzie Bowell Public School be accommodated at Sir John A. Macdonald School and Prince Charles School within their existing boundaries based on a report submitted by Senior Administration in response to a report prepared by the West Belleville Accommodation Review Committee. The report included recommendations to construct an addition and renovations at Prince Charles School at an estimated cost of \$4.868 million and an addition and renovations at Sir John A. Macdonald School at an estimated cost of \$2.867 million. The proposed scope of work at both schools included construction of larger gymnasiums, conversion of existing gymnasiums to resource centres and renewal needs. Project funding was described in the report with sources including a "Prohibitive to Repair" grant of \$3.173 million from the Ministry of Education. Other funding sources will need to be confirmed by the Ministry after project working drawings are at the 80% design stage and after submission of an independent cost consultant's report confirming the expected construction cost of the project.

### **Current situation**

Administrative staff and integration committees have provided input into draft preliminary floor plans for each of the three projects. Staff and committees have been charged with the task of completing floor plans within the established budgets although certain aspects of the original scope of work have been improved.

The original scope of work for the projects included possible reconstruction of computer labs. On further consideration, it is now proposed that wireless internet systems be established at each site for use of portable devices. It is proposed that "Smart Board" technology be utilized as funds allow. "Computers on Wheels" technology will also be utilized.



Early Learning Program space will be established at each location.

Staff has been working with the Ministry to confirm necessary processes to confirm the remainder of funding requirements to complete the projects within the established budget.

Approval of the floor plans by the board will allow staff and architects to proceed to prepare detailed working drawings for the tendering process.

### **Appendices**

Draft preliminary floor plans for:

- Appendix A - Bancroft JK-8 School
- Appendix B - Prince Charles School (Belleville)
- Appendix C - Sir John A. Macdonald School

*(NOTE: larger scale drawings will be provided at the meeting)*

For information only.

The following recommendations were made at the Operations and Finance Committee meeting on May 10, 2010 and will be brought forward for Board approval on May 25, 2010:

- 1) **That the Operations and Finance Committee recommend to Hastings and Prince Edward District School Board that draft preliminary floor plans prepared for the proposed addition and renovations at Bancroft JK-8 School be approved with an estimated budget of \$2.8 million and on condition that the necessary funds to complete the project are obtained from the Ministry of Education;**

**and,**

- 2) **That the Operations and Finance Committee recommend to Hastings and Prince Edward District School Board that draft preliminary floor plans prepared for the proposed addition and renovations at Prince Charles School (Belleville) be approved with an estimated budget of \$4.866 million and on condition that the necessary funds to complete the project are obtained from the Ministry of Education;**

**and,**

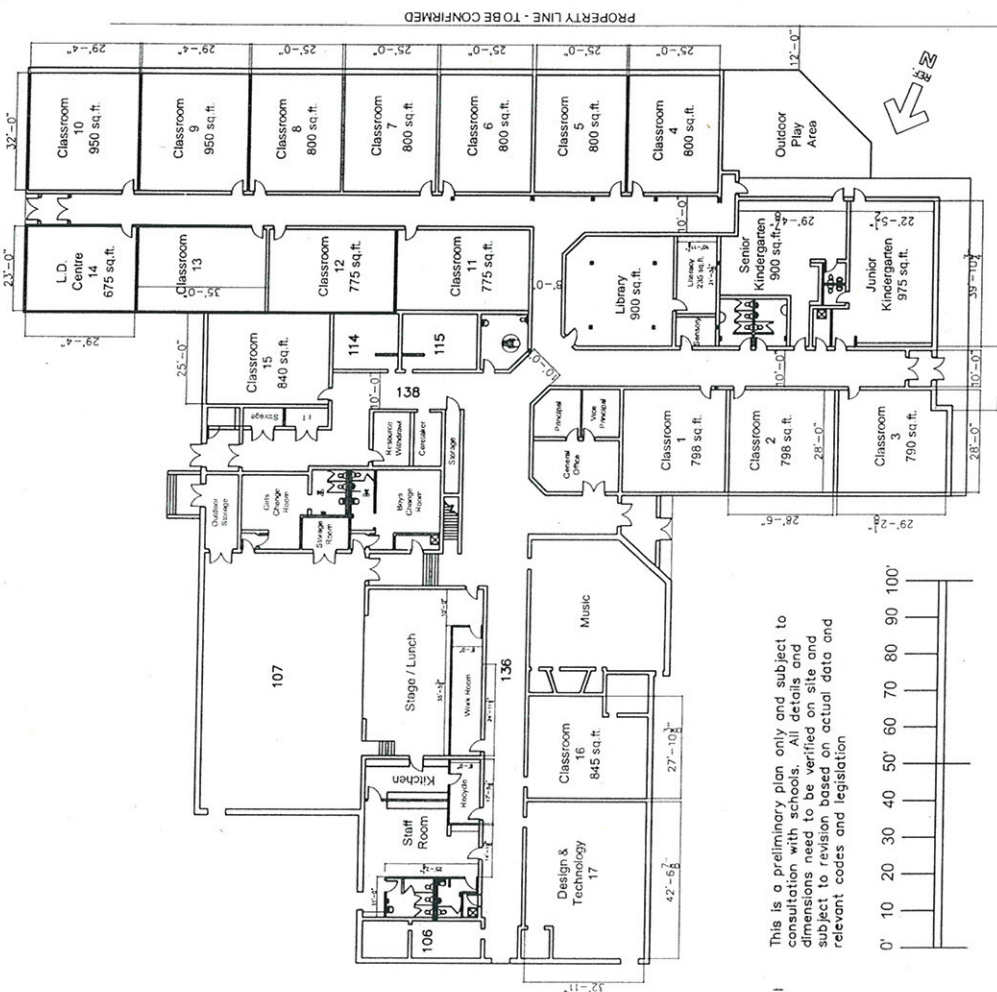
- 3) **That the Operations and Finance Committee recommend to Hastings and Prince Edward District School Board that draft preliminary floor plans prepared for the proposed addition and renovations at Sir John A. Macdonald School be approved with an estimated budget of \$2.867 million and on condition that the necessary funds to complete the project are obtained from the Ministry of Education**

**as contained in the Operations and Finance Committee report no. B-3 dated May 10, 2010.**

Respectfully submitted,

**Don Tregenza  
Controller of Facility Services**

**Dave Rutherford  
Superintendent of Financial and Facility Services**



	PROJECT NAME	K-8 TOWN OF BANCROFT	
		BANCROFT, ON	
	DATE	MAY 4/10	PROJECT NO
		SCALE	STF
		HASTINGS & PRINCE EDWARD DISTRICT SB	DRAWING NO
			REVISION 1



NOTES:  
 1. THIS DRAWING AND DESIGN ARE THE SOLE PROPERTY OF COLBOURNE & KEMBEL ARCHITECTS INC. NO PART OF THIS DRAWING OR DESIGN IS TO BE REPRODUCED OR TRANSMITTED IN ANY FORM OR BY ANY MEANS, ELECTRONIC OR MECHANICAL, INCLUDING PHOTOCOPYING, RECORDING, OR BY ANY INFORMATION STORAGE AND RETRIEVAL SYSTEM, WITHOUT THE WRITTEN PERMISSION OF COLBOURNE & KEMBEL ARCHITECTS INC. DIMENSIONS MUST BE SCALED. VERIFY DIMENSIONS ON SITE.

EXISTING AREA: 2075 SQ M  
 AREA OF ADDITION: 734 SQ M  
 TOTAL AREA: 2809 SQ M

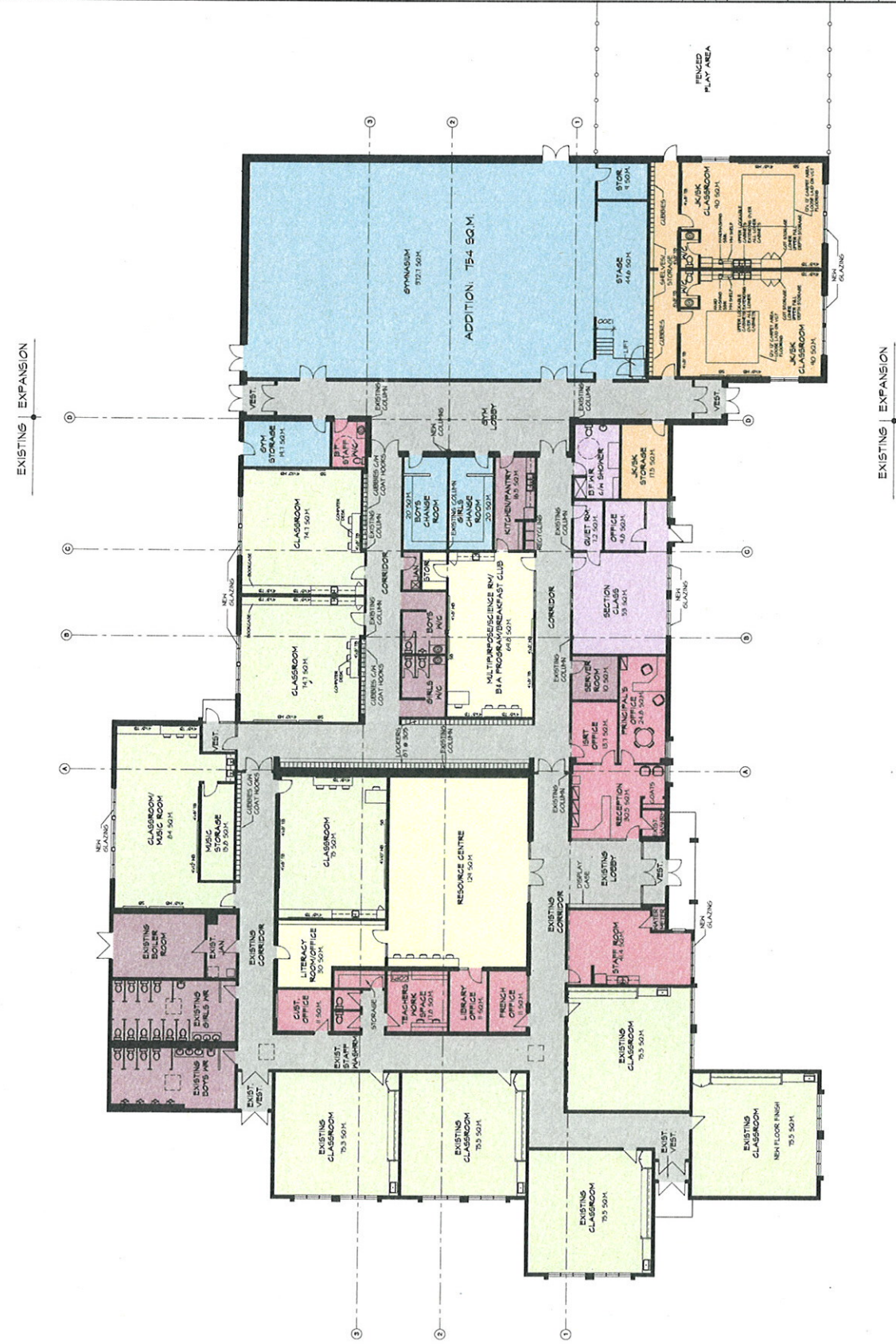
LEGEND

[Light Green Box]	CLASSROOMS
[Light Orange Box]	KINDERGARTEN
[Light Purple Box]	SPECIAL EDUCATION
[Light Blue Box]	GYMNASIUM
[Light Yellow Box]	RESOURCE/LITERACY/MULTIPURPOSE ROOMS
[Light Pink Box]	STAFF AREAS/OFFICES
[Light Grey Box]	SUPPORT AREAS

COLBOURNE & KEMBEL ARCHITECTS INC.  
 1000 BELLEVILLE AVENUE  
 KINCARDINE, ONTARIO N7M 2M5  
 TEL: 605-266-1000 FAX: 605-266-1077  
 WWW.COLBOURNE-ARCHITECTS.COM

PROJECT: SIR JOHN A. MACDONALD PUBLIC SCHOOL  
 BELLEVILLE  
 DRAWING: FLOOR PLAN

DATE: 23/04/10  
 DRAWN: MGRB  
 CHECKED: JSC/MD  
 REVISIONS: 01/29  
 PROJECT NO: 302  
 DRAWN BY: MGRB  
 CHECKED BY: JSC/MD  
 PROJECT NO: 302  
 DRAWN BY: MGRB



EXISTING EXPANSION

EXISTING EXPANSION

302 FLOOR PLAN OPT. 2

SCALE: 1:125

GRAPHIC SCALE: 0m 2.5 5 7.5 10m

DATE: 23/04/10  
 DRAWN: MGRB  
 CHECKED: JSC/MD  
 REVISIONS: 01/29  
 PROJECT NO: 302  
 DRAWN BY: MGRB



**Decision** \_\_\_\_\_ **Information**  X

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

**From:** Matt Norton, Senior Information and Technology Officer

**Re:** **Instructional Technology Advisory Committee proposal**

---

### **Purpose**

The purpose of this report is to provide the chair and members of the Program and Human Resources Committee the proposal developed by the Instructional Technology Advisory Committee (ITAC).

### **Background**

One aspect of the Success for All Students goal within the AIM System Plan is to ensure the effective use of resources in support of quality educational programs and manage resources in a manner that builds public confidence. The ITAC was created to provide future direction for the use of instructional technology to support learning during the next five years.

### **Current situation**

The Instructional Technology Advisory Committee has met six times during the 2009/2010 school year. The recommendations brought forward to Administrative Council from this committee were grouped into four different categories:

- Program (student)
- Professional development (staff)
- Responsibility
- Access

The committee recognizes that much work is yet to be completed to further instructional technology for our 21<sup>st</sup> century learners.

### **Appendices**

Instructional Technology Advisory Committee Recommendations

### **Next steps**

With the support of the Program and Human Resources Committee, the ITAC is proposing to continue the term of the committee to ensure that the recommendations are reviewed, implemented and assessed in the coming years of the Aim System Plan.

Respectfully submitted,

**Matt Norton**  
**Senior Information and Technology Services Officer**



### **Information Technology Advisory Committee Recommendations**

#### **Program (Student)**

The Instructional Technology Advisory Committee in cooperation with the Information and Technology Services Department and the Curriculum Services Department will:

1. Explore the possibility of providing a feature rich e-portfolio system for students and staff to archive their exemplary artifacts, document their growth, and empower them as learners in the 21<sup>st</sup> century.
2. Develop a framework for 21<sup>st</sup> century learning based on the following documents:
  - What If – Technology in the 21<sup>st</sup> Century Classroom
  - Horizon Report
  - [Framework for 21<sup>st</sup> Century Learning](#)

#### **Professional Development (Staff)**

The Instructional Technology Advisory Committee in cooperation with the Information and Technology Services Department and the Curriculum Services Department will:

1. Explore a variety of professional learning opportunities that empower all staff:
  - to better understand the characteristics of our students as 21<sup>st</sup> century learners
  - to improve their ability to integrate program with technology to better engage students and improve student achievement
2. Create networks (beyond your own school) focused on a collaborative inquiry to explore the impact of the integration of technologies to support school and board smart goals.

The Instructional Technology Advisory Committee recommends that Administrative Council:

3. Explore the potential of creating a secondary System Education Technical Support role to support learning and growth for this area.

#### **Responsibility**

The Instructional Technology Advisory Committee in cooperation with the Information and Technology Services Department and the Curriculum Services Department will:

1. Be receptive to exploring new technologies and effective practices that show promise in supporting the goals of the Board Improvement Plan.

The Instructional Technology Advisory Committee proposes that the Hastings and Prince Edward District School Board:

2. Continue the term for the Instructional Technology Advisory Committee to ensure that the recommendations are reviewed, implemented and assessed in the following years of the Aim System Plan.

The teachers and administrators, with support from the Information and Technology Services Department and the Curriculum Services Department will:

3. Prepare our students to demonstrate the Growing with Character attributes in their digital world.



**Access**

The Instructional Technology Advisory Committee in cooperation with the Information and Technology Services Department and the Curriculum Services Department will:

1. Enable staff and students access to technology through the following process:
  - immediately begin to explore and determine standard technologies which support the 21<sup>st</sup> century learner (staff and student)
  - explore the feasibility of providing staff and students with these technologies
  - begin piloting these technologies for proof of concept
  - adjust the district's planning processes to reflect the new way of providing technology for staff and students
  
2. Explore means of engaging parents/guardians to promote involvement in their child's education such as but not limited to:
  - Student attendance
  - Student achievement (report cards)
  - School events/extracurricular activities
  - Other information on student health and well being



**Decision** \_\_\_\_\_ **Information** **X**

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

**From:** Matt Norton, Senior Information and Technology Officer

**Re: Wireless network access**

---

### **Purpose**

The purpose of this report is to inform the chair and members of the Program and Human Resources Committee of the current wireless technologies being deployed in our schools which provide access for our students, staff and potentially individuals outside the school community.

### **Background**

March 2010 saw the deployment of a wireless network pilot at Centennial Secondary School in response to school requests for a method to provide access to wireless technology allowing students, staff and guests the use of their own wireless devices within the school. The pilot will conclude by June 30, 2010.

The deployment of this pilot necessitated the need for a School Wireless Network Acceptable Use Statement which students, staff and guests must agree to in order to access the wireless network.

### **Current situation**

Staff and mostly students have been bringing personal wireless devices to school and safely connecting to the school's open wireless network. In the early stages of this pilot we are seeing many students who are using their iPods and other mobile devices to connect to the network. Other staff and students are bringing personal laptops to the school.

Next steps in the pilot will be students using their devices in their classes to support their learning. This is a significant shift in practice for many teachers and will take time and support to foster.

Wireless access is an excellent tool for allowing many different devices in schools without the traditional difficulty of improper security and ill configured equipment. Anytime, anywhere access is one of the driving forces behind the 21<sup>st</sup> Century Learner.

The Senior Information and Technology Officer will provide a full report at the June Program and Human Resources Committee meeting.

### **Appendices**

Appendix A - Information on wireless networks in our schools report to Administrative Council.

Appendix B - School Wireless Network Acceptable Use Statement

Respectfully submitted,

**Matt Norton**  
**Senior Information and Technology Services Officer**



## **Appendix A**

**To:** Administrative Council  
**From:** Matt Norton, Senior ITS Officer  
**Re:** Information on wireless networks in our schools

---

### **Purpose:**

The purpose of this report is to inform the members of Admin Council of the current wireless technologies that are being deployed in the schools. I also wish to facilitate a discussion around the configuration of those technologies to provide access to our students, staff and potentially individuals outside the school community (guest speakers, vendors, agencies, etc.).

### **Background:**

Wireless networks have existed in small pockets throughout the district for many years. More recently, the configuration, the management and the speed capability of wireless networks has all improved such that now it has become a more viable solution for our district.

Schools have been requesting wireless networks as a means of providing access to mobile technology (laptops, netbooks, hand-held devices, etc.) for students and staff.

### **Current Situation:**

The latest generation of wireless technology has been installed and configured in the Education Centre. Currently there are three wireless networks:

#### **HPEDSB Private:**

**Use:** Education Centre Based Laptops that are configured to automatically connect to the HPEDSB Private network when undocked.

**Access:** Access to all servers and services as if the Laptop was hard wired into the network.

**Authentication:** WPA-PSK configured by ITS Staff.

#### **HPEDSB Staff:**

**Use:** Visiting administrators and staff that have district owned equipment or personal equipment can connect to this wireless network.

**Access:** Access to all servers and services as if the portable device was hard wired into the network.

**Authentication:** Web based authentication with personal email username and password.

#### **HPEDSB Public:**

**Use:** Visiting Guests - non district employees

**Access:** Direct Internet Access, no access to internal servers

**Authentication:** Web based authentication with access code obtained from Reception. The account is valid for 24 hours. Two types of access codes; Individual (1 user allowed to use that code) or Group (up to 50 people can use the same code)



The lessons learned from the Education Centre installation/configuration are being applied to the first school installation at Centennial Secondary School (CSS). Wireless access for HPEDSB staff is straight forward in approach and implementation. The third wireless network, the Public access network, is a new phenomenon within our district and worth further discussion.

Points/questions to consider when providing a public wireless network.

1. What happens if a student brings to school his/her own device (laptop, Smart Phone, iPod Touch, etc.) and it contains a virus?  
The wireless network has been configured to isolate all users within their own space. They cannot see each other or the other wired/wireless networks within the school or district. For this reason, the virus would not spread as it cannot see anything to spread to.
2. What happens if a teacher brings to school their own laptop to us as an instructional tool and it is stolen?  
This happens now regardless of there being wireless or not. Student and staff equipment is the responsibility of the owner and the district would not be liable. Please note, if the principal asked the teacher to bring in their laptop to use for whatever reason, then the district would be liable.
3. What happens if suddenly there are 400, 500 extra devices on the wireless network? Will the rest of the school be negatively affected by the additional traffic?  
The Public wireless network has an allocation of space that is separate from the other wireless networks (for staff). Even if the Public network is saturated, it will not affect the other wireless networks.
4. Mr. Norton has decided not to allow laptops in his classroom. Mr. Fong encourages laptops in his classroom. Students are starting to pressure Mr. Norton to allow laptops in his class.  
This already occurs whether it is technology based (such as the use of Moodle in the high schools) or not.
5. A student has found a way to bypass the district web filter. He can do so because he installed a special "hacking program" on his own laptop and brought it to school. How does our Technology Use Procedure apply in this scenario?  
Procedure 147 Technology Use would still apply as the inappropriate behaviour has occurred to the district network. The type of tool used is irrelevant.
6. A teacher who regularly brings their laptop to school suddenly cannot connect to the wireless network. The school's technician is visiting that day and the teacher asks the technician to fix their computer so they can access the wireless network.  
ITS does not support personal equipment. However, we envision a "wireless help website" that users can go to for advice on how to connect different devices and operating systems to the Public wireless network.



**Recommendations:**

- 1. Create a pilot at CSS that would explore the technical capabilities and limits of the Public access network by allowing staff, students and guests to use their own wireless devices. The pilot would be completed by June 30th, 2010.**
- 2. Through the pilot, work closely with the CSS admin team to understand the impact on the “teaching and learning” environment.**
- 3. We communicate this change with the federations to educate them on Public wireless technology and as a courtesy that a pilot is occurring at CSS.**
- 4. HPEDSB develop an “acceptable use statement” that would be displayed before users can login to the Public wireless network (similar to what you would see when accessing a wireless network at a hotel). Procedures 147 Technology Use and, 372 Student Use Of The Internet And Electronic Devices would be linked and referenced.**
- 5. Pending the outcome of the pilot at CSS, that Procedures 147 and 372 are reviewed for relevancy and appropriateness.**

**Appendices:**

**[Administrative Procedure 147 TECHNOLOGY USE](#)**  
**[Administrative Procedure 372 STUDENT USE OF THE INTERNET AND ELECTRONIC DEVICES](#)**

Respectfully submitted,

**Matt Norton**  
**Senior Information and Technology Services Officer**



## Appendix B



Click on the Speaker to have this page read to you

# School Wireless Network Acceptable Use Statement

Hastings and Prince Edward District School Board believes that technology can be a powerful tool to enhance learning. While there are potential issues associated with the use of technology, the benefits far outweigh these issues.

The district provides a safe and secure wireless network for all users at Centennial Secondary School.

### User Expectations

1. I am responsible for the security of my personal device.
2. I assume full responsibility for sharing or lending my personal device to others.
3. I will not leave my personal device unattended in hallways, classrooms, or other school spaces.
4. I agree to follow Hastings and Prince Edward District School Board [Procedure 147: Technology Use](#) and [Procedure 372: Student Use of Internet and Electronic Devices](#).
5. I am responsible for maintaining my personal device at all times (troubleshooting, repair, connectivity to the wireless network, etc.).
6. I will not plug into the network any devices capable of broadcasting or sharing private access (e.g. wireless routers, game consoles, etc.). I understand that such devices are NOT permitted under any circumstance.
7. I understand that devices may be used in many areas of the building. However, I must always abide by the school rules and contribute to an atmosphere that supports class work and individual study.

I value having the privilege to access this wireless network with my personal device. I understand that along with this privilege comes great responsibility.

I agree that if I fail to keep my commitment to abiding by the user expectations listed above, I may lose my access privileges, I may lose my device, and/or disciplinary action as per school/board procedures may be taken against me.

I have read, understand, and will abide by these user expectations.



**Hastings and Prince Edward  
District School Board**

**Program and Human Resources  
Committee Report No. C-6  
Page 1  
May 11, 2010**

**Decision \_\_\_\_\_ Information X**

**To:** The Chair and Members of the Program and Human Resources Committee  
**From:** Rob McGall, Superintendent of Human Resources Support Services  
**Re:** **Safe Schools – Safe Workplace, implementation of Bill 168 – June 15, 2010**

---

**Background**

HPEDSB Policy No.1 states that the Board strives to demonstrate personal interactions which are respectful, cooperative, positive and mutually supportive in a welcoming and safe atmosphere. Recent changes to the *Occupational Health and Safety Act* outlined in Bill 168 come into effect on June 15, 2010 and expand workplace hazards to include violence and harassment in the workplace and require boards to have procedures and supports in place to deal with issues of this nature.

**Current situation**

Procedure 421: Safe Workplace - Violence in the Workplace has been created to inform all employees about their duties with regard to workplace violence, and outline how the Board will assess and respond to workplace violence. The procedure also contains direction on how to deal with issues of domestic violence, and information on the right to refuse work. Direction for reporting violent incidents is included in the procedure along with Form 421-1: Employee Accident/Violent Incident Report and Form 421-2: Supervisor's Accident/Violent Incident Investigation Report.

Procedure 422: Safe Workplace - Workplace Harassment has been created to inform all employees about their duties and responsibilities with regard to workplace harassment, and outlines how the Board will respond to both informal and formal reports of harassment. Direction for reporting incidents of workplace harassment is included in the procedure along with Form 422-1: Safe Workplace – Workplace Harassment – Staff Formal Complaint Form.

A summary of recommended changes to related procedures is also included in this report as Appendix C. These updates and revisions are being recommended to ensure compliance with the new legislation. Lastly, the draft communication and training plan is included in the report.

**Appendices**

- Appendix A – Overview - Procedure 421: Safe Workplace - Violence in the Workplace
- Appendix B – Overview - Procedure 422: Safe Workplace - Workplace Harassment
- Appendix C - Draft Recommended Revisions to Related Procedures
- Appendix D - Draft Communication/Training Plan

For information only.

Respectfully submitted,

**Rob McGall  
Superintendent of Education  
Human Resources Support Services**



## **Appendix A**

### **OVERVIEW**

#### **DRAFT PROCEDURE 421: SAFE WORKPLACE – VIOLENCE IN THE WORKPLACE**

Hastings and Prince Edward District School Board Policy No.1: Board Mission and Goals states that the Board strives to demonstrate personal interactions which are respectful, cooperative, positive and mutually supportive in a welcoming and safe atmosphere. Recent changes to the *Occupational Health and Safety Act* (effective June 15, 2010) expand workplace hazards to include violence and harassment in the workplace and require boards to have procedures and supports in place to deal with issues of this nature.

Workplace violence is defined in the *Ontario Health and Safety Act* as:

- a. the exercise of physical force by a person against a worker , in a workplace, that causes or could cause physical injury to the worker,
- b. an attempt to exercise physical force against a worker , in a workplace , that could cause physical injury to a worker,
- c. a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker , in a workplace , that could cause physical injury to a worker.

Procedure 421: Safe Workplace - Violence in the Workplace has been created to inform all employees about their duties with regard to workplace violence, and outline how the Board will assess and respond to workplace violence.

The procedure outlines the general duties of workplace parties, including employers, supervisors and workers, as set out in the *Occupational Health and Safety Act*. These general duties also apply to workplace violence. The roles of the Safe workplace Coordinator, the Health and Safety Officer and the Joint Health and Safety Committee are also clearly defined in the procedure.

The procedure contains direction related to the employer's obligation to assess and control the risks of workplace violence, taking into account the circumstances of the workplace while developing measures to control identified risks that are likely to expose a worker to physical injury.

Also included in the new procedure is information on how to deal with issues of domestic violence, how to summon immediate assistance and the right to refuse work. Direction for reporting and investigating incidents of workplace violence is included in the procedure along with Form 421-1: Employee Accident/Violent Incident Report and Form 421-2: Supervisor's Accident/Violent Incident Investigation Report.



## Appendix B

### OVERVIEW DRAFT PROCEDURE 422: SAFE WORKPLACE –WORKPLACE HARASSMENT

Hastings and Prince Edward District School Board Policy No.1: Board Mission and Goals states that the Board strives to demonstrate personal interactions which are respectful, cooperative, positive and mutually supportive in a welcoming and safe atmosphere. Recent changes to the *Occupational Health and Safety Act* (effective June 15, 2010) expand workplace hazards to include violence and harassment in the workplace and require boards to have procedures and supports in place to deal with issues of this nature.

Procedure 422: Safe Workplace - Workplace Harassment has been created to inform all employees about their duties and responsibilities with regard to workplace harassment, and outlines how the Board will respond to both informal and formal reports of harassment. Procedures for both formal and informal complaints are included in the procedure along with Form 422-1: Safe Workplace Harassment - Formal Complaint Form.

The following definitions are contained in Procedure 422: Safe Workplace – Workplace Harassment:

**Harassment** means engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome contrary to any ground prescribed by the *Ontario Human Right Code*. Harassment can include sexual harassment as defined pursuant to the *Code*.

**Objectionable behaviour** is often but not always, persistent, ongoing, vexatious conduct or communications in any form, of attitudes, beliefs or actions towards an individual in the workplace which might reasonably be known to be unwelcome. A single serious act or expression can constitute behaviour.

**Workplace harassment** is defined in the Occupational Health and Safety Act (OHS) as engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome.

**Workplace** is defined as all work activities that occur while on Board premises, or while engaging in workplace activities or workplace social events.

**What is not workplace harassment?** Reasonable action or conduct by an employer, manager or supervisor that is part of his or her normal work function would not normally be considered workplace harassment. This is the case even if there are sometimes unpleasant consequences for a worker. Examples could include changes in work assignments, scheduling, job assessment and evaluation, workplace inspections, implementation of dress codes and disciplinary action. Differences of opinion or minor disagreements between co-workers would also not generally be considered workplace harassment. In addition, any behaviour that would meet the definition of workplace violence would not be considered to be workplace harassment.

Procedure 422 applies to all Board employees, trustees, parents, volunteers and members of the community who have contact with the Board.



**Appendix C**

**DRAFT  
RECOMMENDED REVISIONS TO RELATED PROCEDURES  
(revisions noted)**

<b>Procedure No.</b>	<b>Procedure Name</b>	<b>Revisions</b>
135	Equity and Inclusivity Education	No changes.
145	Board Code of Conduct and School Codes of Conduct	Section 8 added entitled <i>Board Procedures Regarding Violence in the Workplace and Harassment</i> .
147	Technology Use	Revisions to section 4.7.7 – added the word “threatening” and included a note that references <i>Procedure 145: Board and School Codes of Conduct, section 5 and Procedure 372 Student Use of Internet and Electronic Devices, section 4</i> .
149	Safety and Well-Being of Students and Staff	No changes.
153	Emergency Response	Revisions to section 2 of Procedure 153-A regarding Type I Lockdown, Secure and Hold, Shelter in Place Plan – under the definition of Lockdown, the following statement was added: “ <i>The principal or designate will call 911 and will notify the Director’s Office</i> ”. Under the definitions for Secure and Hold and Shelter in Place, the following statement was added: “ <i>A call is placed to the Director’s Office by the principal or designate.</i> ”  A new section 3 of Procedure 153-A was also added regarding <i>System Communication</i> – “ <i>In the case of a Lockdown, Secure and Hold or Shelter in Place, the Director’s Office will issue a communication to all employees regarding the emergency status and will issue a further communication when the emergency status has been removed.</i> ”
162	Treatment of Injured or Ill Students and Staff Members	No changes.
164	Management of Communicable and Infectious Disease	No changes.
166	Tragic Events	Revision to section 2.2 – “Resources and supports are available from the Child and Youth Counsellor Tragic Event Team through <i>Special Education Services</i> .”
225	Character Development	No changes.
312	Ontario Student Record (OSR)	Revision to section 3.4 Documentation File – added “ <i>a Safe Schools Incident Report Form (see Administrative Procedure 378 pp. 18-19 for process)</i> .”
370	Student Use of Controlled Substances or Alcohol	No changes.
372	Student Use of the Internet and Electronic Devices	Revision to section 1. Purpose – added “ <i>Administrative Procedure 378: Student Discipline, Bullying Prevention and Intervention outlines discipline and consequences relating to inappropriate use of the internet and electronic devices.</i> ”
378	Student Discipline, Bullying Prevention and Intervention	Form 378-13 revised to include the word “ <i>Student</i> ” in the title. Form 378-13A revised to include the word “ <i>Student</i> ” in the title.
379	Behaviour Management/Safety Plan	No changes.



Procedure No.	Procedure Name	Revisions
380	Dealing with Violent <i>Student</i> Incidents	Titled changed from Dealing with Violent Incidents to Dealing with Violent <i>Student</i> Incidents.  Revisions made previously to reflect requirements of Bill 157.
382	Administration of Physical Restraint	No changes.
385	Community Threat Assessment	Section 5 added entitled <i>Sharing Information with Staff</i> . Subsequent sections renumbered.  <b>5. SHARING INFORMATION WITH STAFF</b>  In the case of a medium or high level of concern, either during the in-school threat assessment or community threat assessment, the principal has an obligation to provide staff with information under the <i>Occupational Health and Safety Act</i> .  The <i>Occupational Health and Safety Act</i> clarifies that employers and supervisors must provide workers with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour [Section 32.0.5(3)].  However, this duty is limited and applies only when the:  (a) worker can be expected to encounter the violent person in the course of his or her work; and the (b) risk of workplace violence is likely to expose the worker to physical injury.  Employers and supervisors must also not disclose more information than is reasonable necessary for the protection of a worker from physical injury.  There may be other laws that govern the release of personal or medical information such as the:  <ul style="list-style-type: none"> <li>• <i>Youth Criminal Justice Act (Canada)</i></li> <li>• <i>Personal Information Protection and Electronic Documents Act (Canada)</i>; and</li> <li>• <i>Personal Health Information Protection Act</i></li> </ul> The employer will have to take into account a person's right to privacy under those laws in addition to a worker's right to be informed of workplace violence risks under the <i>Occupational Health and Safety Act</i> .  In such cases, the principal may wish to seek advice from the superintendent.  The principal will also notify the superintendent and the safe workplace coordinator each time this occurs.
393	Police Protocol	No changes. Under review.
405	Personnel Principles General	Revisions made to the heading of section 9.1 – " <i>Just Cause – Teaching and Support Staff.</i> " Revision to 9.1.1 – "Discipline of a <i>staff member</i> shall be on the recommendation of the supervisor/department manager/ <i>principal</i> with notification given to the human resources officer or superintendent." Section 9.2 deleted.



<b>Procedure No.</b>	<b>Procedure Name</b>	<b>Revisions</b>
420	Occupational Health and Safety	Revisions made to update language relating to personal protective equipment.  Added NEW section 9 regarding <i>Reporting a Violent Incident</i>  Added NEW section 10 regarding <i>Reporting Accidents</i>  NEW Procedure 420-E added regarding <i>Personal Protective Equipment</i> .
460	Reporting Teacher Professional Misconduct (formerly Reporting Teacher Professional Misconduct)	No changes.

**New procedures**

Procedure 421: Safe Workplace – Violence in the Workplace

Procedure 422: Safe Workplace – Workplace Harassment

**Deleted procedures**

Procedure 136: Multicultural/Multiracial Understanding

Procedure 139: Harassment (replaced by new Procedure 422 – Workplace Harassment)

Procedure 309: Safety Audit

Procedure 490: Refusing Unsafe Work

(replaced by new Procedure 421: Safe Workplace – Violence in the Workplace)

Procedure 493: Workplace Conflict



**Appendix D**

**DRAFT  
COMMUNICATION / TRAINING PLAN**

<b>Date</b>	<b>Time</b>	<b>Resp.</b>	<b>Documentation</b>
May 11	AM	Rob	Draft documents to Director's Council and Administrative Council for first review.
May 13		Rob	Distribute draft documents to federation representatives and superintendents (Doug Ferguson, Karen Fisk, Donna Howes, Trish FitzGibbon, June Rogers). Highlight Safe Workplace Roll Out at Director's Meeting
May 14		Rob/ Connie	Review documents with Human Resources Team (Karen, Lori, Sue, Tom) for additional input.
May 17	PM	Rob	Safe Workplace Panel – meeting to review draft documents and speak to draft communication/training plan.
May 17	PM	Rob	Take report to Program and Human Resources Committee (see May 11 Report).
May 19	PM	Rob	Joint Health & Safety Committee – meeting to review draft documents and speak to draft communication/training plan
May 26	Noon	Rob/ Connie	Feedback deadline from all groups.
		Rob/Mandy	Responsible for development of communication/training plan.
May 28	PM	Rob	Secondary Administrator Meeting – review of documents and responsibilities
		Rob/Matt/ Kerry	Production date/posting on Board web site, development of system memo for June 8 release.
June 9	AM	Rob/Mandy	Support side supervisors/coordinators – review of documents and responsibilities.
June 10	PM	Rob/Mandy	Elementary Operations Meeting – review of documents and responsibilities.
June 15			Violence in the Workplace Procedure and Harassment Procedure posted in all workplaces and on the Board's web site.
June			Staff meetings – review of key documents with all staff – Executive Summary to be issued to each employee.
June/July/ August/Sept.			Site assessments, site programs, individuals Nature/type/condition (p. 8 of the Guide)
August 24	AM	Rob/Sue	NTIP – issue both Workplace Violence and Workplace Harassment procedures
August 25	AM	Rob/Karen	Operational Workshop – administrative assistants, head secretaries and school administrators
August 26	PM	Rob/Mandy	Full system training after Director's Meeting – elementary and secondary administrators, supervisors and coordinators.
August		Rob/Mandy/ Tom/Safe Workplace Coordinator	Administrators given updated September checklist with Workplace Violence and Workplace Harassment updates.
August		Tom/Connie	Health and Safety web site expanded to include Safe Workplace with appropriate links and training materials posted.
September			Education Centre coffee break – overview for all Education Centre staff.