



# Hastings and Prince Edward District School Board

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

Chair of the Board: Carl Pitman

Director of Education: Kathy Soule

## NOTICE OF MEETING

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

**Tuesday, May 19, 2009**  
**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.

**Jim Williams, Chair**  
Program and Human Resources Committee

**Rob McGall**  
Superintendent of Education  
Human Resources

**Jan Montgomery**  
Superintendent of Education  
Elementary and Secondary Curriculum

**Trish FitzGibbon**  
Superintendent of Education  
Special Education

**June Rogers**  
Superintendent of Education  
Education Services

**Committee members:** T. Goodfellow, M. Hall, D. Inch, H. Marissen, C. Pitman, M. Walker, J. Williams  
A. Macdonald (Student Trustee) D. Smith (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

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## Program and Human Resources Committee PUBLIC AGENDA

Regular meeting of  
May 19, 2009 – 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 20, 2009	A-1	
	Business arising from the minutes		
<b>B</b>	<b>Recommendations</b>		
	Textbook/Novel approval	B-1	JM
<b>C</b>	<b>Information</b>		
<u>7:00 p.m.</u>	International Student Program update	C-1	KS C. Georke
<u>7:15 p.m.</u>	Mentoring for new administrators and principal performance appraisal	Verbal	RM C. DeMille
<u>7:30 p.m.</u>	Frink Centre report	C-2	JM P. Taylor
<u>7:45 p.m.</u>	Take Our Kids to Work	C-3	JM M. Savery-Whiteway
	Draft Aboriginal Education Procedure	C-4	JR
<b>D</b>	<b>Correspondence</b>		
	None		
	<b>Motion to move into closed session</b>		

**Next regular meeting: Monday June 8, 2009 @ 6:00 p.m.**



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

**Monday, April 20, 2009**

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**Members Present:** T. Goodfellow, M. Hall, D. Inch, H. Marissen, C. Pitman,  
M. Walker, J. Williams

**Regrets:** None

**Guests:** None

**Resource:** T. FitzGibbon, R. McGall, J. Montgomery, J. Rogers,  
D. Rutherford, 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: M. Walker

Seconded: C. Pitman

**That the agenda be approved.**

Carried

**Approval of minutes**

Moved: T. Goodfellow

Seconded: M. Hall

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

Carried

**Business arising from minutes**

Director Soule responded to a trustee inquiry relating to comments made in the media regarding the school year calendar.

**Information**

**Progressive Discipline, Alternative Suspension and Expulsion Program**

Superintendent FitzGibbon and System Principal, Cathy Portt introduced the Safe Schools Team members: Todd Reid, Dave Reynolds, Shelley Steele and Wendy Sutherland. An overview of progressive discipline was provided by D. Reynolds, including preventative measures and the various supports in place for staff and students.

T. Reid provided information regarding the Student Engagement Rooms located in all secondary schools that are staffed by an Educational Assistant trained by the Safe Schools Team. These rooms provide an alternative to suspension for students who require progressive discipline due to inappropriate behavior, support to complete school work, support to re-gain self control and learning strategies for returning to the classroom. It was noted that throughout the progressive discipline and safe schools programs, a team approach is taken that provides back up in the event of staff absences. An overview of the alternative suspension programs was provided including Belleville PASS, Trenton PASS and onsite programs at CHSS, PECL and NHHS. These programs offer support from Child and Youth Counsellors and Educational Assistants to assist with completing school work while on suspension. Last semester, 107 students took advantage of the programs. Thirty-nine were elementary students and 68 were secondary. It was noted that if students decide not to participate in the program, homework is provided for completion at home. The enhanced support provided by central support staff includes assistance with student action plans, restorative practices, engagement for students, families and school teams and support for students with ODD, In addition, community connections are made, school refuser assessments are done and treatment options identified. Various success stories were shared with committee members. The expulsion program components were reviewed, including a counseling support plan, academic work support plan and parent support development. It was noted that 12-14 students were engaged in the expulsion program in the first semester and received 22 credits, while some students have been successfully transferred back into schools in second semester. It was noted that students from the entire district are supported by this team.

Committee members commented on the benefit of hearing the many successes of these programs, especially for those trustees who have actively participated in the expulsion hearings and suspension appeals.

**Recommendations** - None

### **Information**

#### **2008-2009 Other Provincial Grants**

Superintendent Rutherford noted that the Ministry of Education has been providing substantial funding outside of the regular Grants for Student Needs to target specific initiatives. In 2008-2009 the provincial allocation was \$220 Million and the projection for 2009-2010 is an increase to \$260 Million.

The appendix attached to the report was reviewed which summarizes grants received during the course of this year. It was noted that some programs are funded on a one-time only basis, some are multi-year initiatives and some are renewed on a year by year basis subject to Ministry funding and priorities. All of these grants have reporting and accountability components that are the responsibility of the supervisory officers responsible for each of the initiatives.

Specific details were provided regarding OFIP tutoring, MISA funding, School Effectiveness funding, the Elementary School Library Staffing project, the First Nation, Métis and Inuit Education Policy Framework and Aboriginal Self-Identification. It was noted that the Leader-to-Leader funding, specifically for Earl Prentice Public School is an initiative supported by the Premier of Ontario to engage a small number of elementary

principals in discussions about best practices. Only twenty-two schools in total across the province were selected. Eleven are “Schools on the Move” and eleven are similar in demographics but facing challenges in moving forward.

Funding allocations for 2009-2010 are beginning to be communicated with school boards. To date \$43 Million has been announced with the Board’s share being \$571,000. Further allocations in the amount of \$142 Million are to be announced by the end of April with remaining allocations released over the course of next year.

**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:** Jan Montgomery, Superintendent of Education - Curriculum Services

**Re:** **Textbook/Novel approval**

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### **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**

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 locally selected textbooks/novels for use in schools as described in Appendix "A" as contained in the Program and Human Resources Committee Report No. B-1 dated May 19, 2009.**

Respectfully submitted,

**Jan Montgomery  
Superintendent of Education - Curriculum Services**



**Appendix A  
Summary List of Materials Submitted for Approval**

Date: April 2009

TITLES SUBMITTED FOR BOARD TEXT/NOVEL APPROVAL

<b>TITLE</b>	<b>SUBJECT</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>EDITON (# or Yr.)</b>	<b>CDN. OR FOREIGN C or F</b>	<b>GRADES</b>
Harmless	English	Reinhardt	Wendy Lamb Books	2007	F	10-12
Bullyville	English	Prose	Harper Collins	2008	F	9-12
Snitch	English	Van Diepen	Simon Pulse	2007	C	11-12
Boot Camp	English	Strasser	Simon Pulse	2007	F	10-12
The Absolutely True Diary of a Part Time Indian	English	Alexie	Little, Brown & Company	2007	F	9-12
Running in the Family	English	Michael Ondaatje	McClelland and Stewart	1982	C	11-12
Road to Perdition	English	Max Allan Collins	Pocket Books	1998	F	11-12
Iliad and Odyssey	English	Homer	Macmillan and Company	1959	Work in Translati on	11-12
Juvie	English	Paul Kropp	H·I·P Books H·I·P Sr.	2006	C	10 LD
Turf War	English	Alex Kropp	H·I·P Edge	2008	C	10 LD
Transitions	English		Harcourt Brace	1995	C	9
On Common Ground	English		Oxford University Press	1994	C	9
Literature & Media 9 Student Text & Language & Writing 9 Student Text 1999	English		Nelson Education Canada Ltd.	1999	C	9
Gage: Crossroads 9	English		Gage Learning Corporation	1999	C	9
Endless Possibilities	English		Oxford University Press	1998	C	9
Elements of English 9	English		Harcourt Canada	1999	C	9
Literature & Media 10 Student Text & Language and Writing 10 Student Text	English		Nelson Education Canada Ltd.		C	10
Elements of English 10	English		Harcourt Canada	2000	C	10
Gage: Crossroads 10	English		Gage Learning Corporation	2000	C	10



**Hastings and Prince Edward  
District School Board**

Reading & Writing for Success	English		Harcourt Canada	1998	C	10
Transformations	English		Harcourt Canada	1996	C	10
Foundations of English 11	English		Harcourt Canada	2001	C	11
Passages 11 & Gage Canadian Student Writer's Guide	English		Gage learning Corporation	2001	C	11
Between the Lines & Communicate!	English		Nelson Thomson Learning		C	11
Imprints 11 Student Book	English		Gage Learning Corporation	2001	C	11
Series for Grades 1-6	Science	Addison Wesley	Pearson Education Canada	2000	C	1 - 6
Heck Superhero	Social Studies / Immigration	Martine Leavitt	Red Deer Press	2004	C	8
A Place Not Home	Social Studies / Immigration	Eva Wiseman	Fitzhenry and Whiteside	2004	C	8
Breadwinner	Social Studies / Immigration	Deborah Ellis	Groundwood Books	2000	C	8
Daniel's Story	Social Studies / Immigration	Carol Matas	Scholastic	1993	C	10
The Supernaturalist	Science	Eoin Colfer	Hyperion Miramay	2004	F	9
Contact	Science	Carl Sagan Simon & Schuster	Simon & Schuster	1985	F	11, 12
The Annotated Arch	Visual Art / Art History	Carol Strickland	Andrew / McMeel	2001	F	9 - 12
Aboriginal Studies 10: Aboriginal Perspectives	Native Studies	Kainai Board of Education	Duval House	2005	C	9 - 12
Aboriginal Studies 20: Peoples and Cultural Change	Native Studies	Kainai Board of Education	Duval House	2005	C	9 - 12



**Hastings and Prince Edward  
District School Board**

Aboriginal Studies 30: Contemporary Issues	Native Studies	Kainai Board of Education	Duval House	2005	C	9 - 12
Heck Superhero	Geography	Martine Leavitt	Red Deer Press	2004	C	8
Sports & Entertainment Marketing	Business	Kaser & Oelkers	Nelson	2008	F	11
Small Business Management	Businiess	Longnecker , Donlevy, Calvert, Moore, Petty, Palich	Nelson	2007	C	11
Elements of English 11 Student Book	English		Harcourt Canada	2001	C	11
Echoes 11: Fiction, Media & Non-Fiction & Canadian Students' Guide to Language, Literature & Media	English		Oxford University	2001	C	11
Nelson English 11 Series: Language & Writing 11 & Literature & Media 11	English		Nelson Education Canada Ltd.		C	11
Viewpoints 11 (Anthology) & Reference Points (companion text)	English		Pearson Education Canada	2001	C	11
The Act of Writing: Canadian Essays for Composition, Fifth Edition	English		McGraw-Hill Ryerson	1999	C	12
Reading & Writing for Success Senior	English		Harcourt Canada	2001	C	11-12
Foundations of English 12	English		Harcourt Canada	2002	C	12
Passages 12 & Gage Canadian Student Writers' Guide	English		Gage Learning Corporation	2002	C	12



**Hastings and Prince Edward  
District School Board**

Echoes 12: Fiction, Media & Non-Fiction & Canadian Students' Guide to Language, Literature & Media	English		Oxford University Press Canada	2002	C	12
Elements of English 12	English		Harcourt Canada	2002	C	12



**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**

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### **Purpose**

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

### **Background**

The International Student Program has been in place for eight years. In May of 2006 a change in management occurred as Ron Harris, a secondary principal, replaced Jackie St. Pierre as manager of the program. Questions about the future direction of the program led to a program review. In February 2007 the Program and Human Resources Committee recommended that the Hastings and Prince Edward District School Board continue with the International Student Program through an implementation year for 2007-2008.

Having completed the implementation year the focus for this current 2008-2009 school year was to enter into an enhancement phase.

### **Current situation**

The following enhancements have been made to the International Student Program so far this school year:

- A focus on training and development of the new International Student Coordinator and Program Manager.
- Revised program application and letter of reference form for students applying to our district.
- Developed a program orientation manual to assist the new International students in adjusting to Canada and our school district.
- Updated the current orientation program for new students to include 1.5 days of orientation.
- Revised process for homestay families to include a mandatory annual meeting to review program processes and procedures.
- A community welcome event to showcase the diversity the program brings to our local community.
- A focus on inviting international partners to visit our district resulted in educational agents visiting from Brazil, Korea, Germany and Colombia.
- In collaboration with HPEDSB's Accounting Department and Quinte Computer a revised and more efficient accounting process.
- Improved events calendar for students to include two new events.
- Expansion of the Winter ESL program into the Prince Edward County elementary schools.
- Legal consultation with David DeMille to review the legal components of the program.



### **Next steps for enhancement**

It is projected that the current state of enhancement will last for another two years to allow for an efficient, high quality international program. The following are the goals for next school year:

- Continued refinement of the new orientation manual and orientation program.
- Continued professional development of staff.
- Refinement of program process and procedures .
- Support schools in addressing programming for ESL students for example:
  - in service on differentiated instruction for teachers and ESL students.
- 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 as a whole.
- Continue to implement strategies to develop our image in schools and the community with the focus next year at the school level; to include staff/school presentations, student presentations and the development of an International Committee.
- Ongoing development of relationships with our international partners.
- Recruitment of high quality international partners whose philosophy is compatible with our program goals.
- Implement the legal recommendations as a result of meetings with David DeMille.

### **Financial update**

Due to the current global economy we have seen a slight decrease in the amount of student applications, specifically in the Korean elementary market. However, we remain hopeful that we will hit our target numbers for next school year. Enrollment for 2008-2009 was a total of 126 students; projected enrollment for 2009-2010 is 120. The program continues to recruit and the deadline for applications in June 1, 2009. A full program budget report will be presented to the Finance and Operation Committee next fall.

### **Summary**

The International Student Program has been through a review and realignment which led to last year's implementation year. The current school year and the next two years will be an enhancement phase to develop a high quality International Program that is consistent with the board's strategic plan and system processes.

Respectfully submitted,

**Kathy Soule  
Director of Education**

**Carol Georke  
Manager of International Student Program**



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

**To:** The chair and members of the Program and Human Resources Committee

**From:** Jan Montgomery, Superintendent of Education – Curriculum Services  
Paul Taylor, Outdoor Education Liaison

**Re:** 2008-2009 H. R. Frink Centre Report

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### **Purpose**

To inform members of the Program and Human Resources Committee of the initiatives taking place at the H.R. Frink Outdoor Education Centre during the 2008-2009 school year.

### **Background**

The Frink Centre is currently operating in partnership with Quinte Conservation, Algonquin and Lakeshore Catholic District School Board (ALCDSB), Friends of the Frink Centre (FOFC) and Hastings and Prince Edward District School Board (HPEDSB). The contract expires December 2013.

### **Current situation**

August, 2008 HPEDSB provided \$20,000 and Challenges Unlimited Inc. installed a Challenge Course to have students explore risk-taking, leadership, communication, and problem-solving.

August, 2008 New outdoor education programs for Grade 7/8 were created to maintain active visitations of older grades. Feedback from visiting classes has been very positive.

March, 2009 Students from Frankford Public School and Madoc Public School constructed 30 nesting boxes for birds/bats/squirrels to improve habitat and commemorate Prewer Memorial Trail.

March, 2009 \$20,000 funding from HPEDSB allocated to wetland education boardwalk repair. Extra funds were used to enhance multimedia technology for presentations and research.

March, 2009 Received \$4,800 from the Ontario Trails Grant to provide eco-based programming and encourage additional participation of students in the outdoors.

March/

April, 2009 Lifelines class from Centennial Secondary School facilitated programming for visiting school groups and incorporated trail maintenance during the three weeks of sugar bush.



April 2009 HPEDSB approved the extension of existing agreements with Quinte Conservation and ALCDSB to continue programming at the Centre for an additional five years.

HPEDSB student success funding allowed schools to apply for up to \$500 toward the cost of the outdoor education experiences for Grade 7/8 students.

FODC began a project in memory of Vince Prewer. A new bird feeder/observation area and new trails are being created by donations from friends and family in Vince's name.

Through Ducks Unlimited, Quinte Conservation and FOFC, the Frink Centre acquired an additional 100 acres of land to help protect the Class 1 Wetland from future development.

Several students from Loyalist College did placements at the Frink Centre. Three students spent a week doing water analysis. One student spent two weeks helping facilitate programs.

#### **Future directions**

1. Develop a new picnic shelter through the help of the Frink Centre Advisory Committee to be used for outdoor activities. A shelter would be especially useful on rainy days.
2. Continue to prepare new activity guides with the cooperation of department heads and teachers to create new nature based programs that tie in with current curriculum requirements.
3. Expand upon the existing challenge course by adding more complex elements specifically focused to encourage higher grade levels to utilize the Frink Centre.

Respectfully submitted,

**Jan Montgomery  
Superintendent of Education – Curriculum Services**

**Paul Taylor  
Outdoor Education Liaison**



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

**To:** The chair and members of the Program and Human Resources Committee

**From:** Jan Montgomery, Superintendent of Education - Curriculum Services  
Mandy Savery-Whiteway, System Principal - Student Success

**Re: Take Our Kids to Work**

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### **Purpose**

To inform members of the Program and Human Resources Committee on proposed changes to the "Take Our Kids to Work" initiative.

### **Background**

Hastings and Prince Edward District School Board has voluntarily participated in the annual, national "Take Our Kids to Work" initiative for the last 10 years. The program provides an opportunity for experiential learning for Grade 9 students to attend work with their parents/guardians. The initiative aligns with the AiM System Plan goal of Success for All Students through pathways. *"Every student a successful pathway- Every pathway a valued destination."*

### **Current situation**

"Take Our Kids to Work" is very successful in some schools. Over the past three years there has been a steady decline in participation by Grade 9 students nationally in the initiative. Locally, an increase in unemployment has resulted in fewer placements for students. In addition, many workplaces are not appropriate for young visitors due to increased security, safety concerns and confidentiality issues. As a result many schools have implemented other strategies (e.g. a volunteer fair) to provide experiential learning for Grade 9 students in addition to "Take Our Kids to Work".

### **Proposed changes**

Consultations have taken place with curriculum coordinators, guidance personnel and student success lead teachers about the continuation of the "Take Our Kids to Work" initiative. The following are the result:

1. Secondary schools will continue to provide an experiential learning opportunity for Grade 9 students at some point during the academic year. A list of possible activities such as volunteer fairs, offering basic certifications, workshops with community partners, plant tours etc. would be provided to school guidance personnel.
2. Schools will submit an annual proposal which outlines the experiential learning opportunity they plan to offer to Grade 9 students to the curriculum coordinator of guidance.



3. The system principal of student success and the curriculum coordinator of guidance will provide information on all experiential learning activities to the system communication officer for promotion and media coverage.
4. "Take Our Kids to Work" aligns well with the curriculum in the Grade 10 careers course. Offering "Take Our Kids to Work" as part of this delivery of the careers program is viable. The course is offered in both semesters in varying time periods and therefore access to community placements for experiential learning could be very flexible (e.g. student could attend work on different days and single sites could be multiple providers) .

Respectfully submitted,

**Jan Montgomery  
Superintendent of Education**

**Mandy Savery-Whiteway  
System Principal - Student Success**



Hastings and Prince Edward  
District School Board

## PROCEDURE 137

Adopted	
Last Revised	
Review Date	

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# ABORIGINAL EDUCATION VOLUNTARY, CONFIDENTIAL SELF-IDENTIFICATION

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## 1. PURPOSE

The Hastings and Prince Edward District School Board promotes the principles of inclusivity, equity and diversity to ensure that all students have the opportunity to achieve to their highest potential. Fulfilling this commitment requires a particular focus on effective educational programs for Aboriginal students and strong partnerships with Aboriginal parents and communities.

The Ministry of Education has identified Aboriginal education as one of its key priorities with a focus on meeting three primary goals:

- improve achievement among First Nation, Métis and Inuit students;
- close the gap between Aboriginal and non-Aboriginal students in the areas of literacy and numeracy, retention of students in school, graduation rates and advancement to post-secondary studies and/or to the workplace; and
- develop a high level of public confidence by increasing knowledge, awareness and appreciation of contemporary and traditional Aboriginal traditions, cultures and perspectives.

## 2. DEFINITIONS

**Aboriginal Peoples:** The descendants of the original inhabitants of North America, Section 35(2) of the Constitution Act, 1982, states: "In this Act, 'Aboriginal peoples of Canada' includes the Indian, Inuit, and Métis peoples of Canada." These separate groups have unique heritages, languages, cultural practices, and spiritual beliefs. Their common link is their indigenous ancestry.

**Aggregate data:** Refers to data which relate to broad classes, groups or categories so that it is not possible to distinguish the individuals within those classes, groups, or categories.

**First Nation:** A term that came into common usage in the 1970s to replace the word "Indian", which many found offensive. The term "First Nation" has been adopted to replace the word "band" in the names of communities.

**INAC:** Abbreviation for Indian and Northern Affairs Canada. A department of the federal government responsible for supporting Aboriginal people (First Nations, Inuit and Métis) in their efforts to improve social well-being and economic prosperity; develop healthier, more sustainable communities; and participate more fully in Canada's political, social and economic development - to the benefit of all Canadians.

**Inuit:** Aboriginal people in northern Canada, living mainly, but not only, in Nunavut, the Northwest Territories, northern Quebec, and Labrador.

**Métis:** People of mixed First nation and European ancestry. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Ojibwa, and Cree.

**Reserve:** Lands set aside by the federal government for the use and benefit of a specific band or First Nation.

### **3. PRINCIPLES**

The board is committed to helping all students succeed in learning and life and will continue to enhance programs and services that ensure the unique strengths and needs of all students are met, including students with Aboriginal ancestry. In keeping with these principles the board will:

- 3.1 Increase the knowledge and awareness amongst all stakeholders about Aboriginal histories, cultures and perspectives.
- 3.2 Build partnerships with Aboriginal communities and organizations to maintain respectful, positive and effective working relationships.
- 3.3 Develop teaching strategies and resources to support Aboriginal student success.
- 3.4 Develop and share programs and resources that facilitate learning about contemporary and traditional Aboriginal cultures, histories and perspectives among all students.
- 3.5 Provide high quality learning opportunities that are responsive, flexible and accessible to Aboriginal students.
- 3.6 Collect aggregate data on Aboriginal students through a voluntary, confidential self-identification respecting the privacy and dignity of all students.
- 3.7 Develop strategies that will contribute to an increase in the retention and graduation rate of Aboriginal students and ensure that Aboriginal students are prepared for participation in post secondary studies and the working world.

### **4. VOLUNTARY, CONFIDENTIAL ABORIGINAL STUDENT SELF-IDENTIFICATION PROCESS**

- 4.1 Parents/guardians of Aboriginal students and Aboriginal students 18 years of age or older will have the opportunity to voluntarily and confidentially self-identify as being of Aboriginal ancestry including First Nation, Métis or Inuit.
- 4.2 Self- identification will include all Aboriginal peoples regardless of status.
- 4.3 No proof of ancestry is required.
- 4.4 Self-identification of Aboriginal ancestry by parents/guardians and students 18 years of age and older will be collected annually at the time of school registration on enrolment forms, through course selection forms, through student update forms or at any time that it is deemed beneficial using Form 137-1.
- 4.5 Parents/guardians of Aboriginal students and Aboriginal students 18 years of age or older shall have the opportunity to remove the Aboriginal identification at any time through a written request to the school principal.

## **5. DATA COLLECTION**

Student achievement data will not be used or communicated in an individual form. Student achievement data related to the academic performance of Aboriginal students will be collected and aggregated in order to determine whether programs currently delivered offer similar opportunities for success as for other students. Continued data collection will provide necessary information for future decision-making surrounding Aboriginal student success. Aggregate data will be collected for the purpose of developing and implementing supportive programs to:

- 5.1 assist schools in better understanding the demographics in the school population;
- 5.2 assist the board in assessing which schools require additional school programming, targeted initiatives, additional support and the involvement of family and the greater community;
- 5.3 measure the board's effectiveness;
- 5.4 identify groups of Aboriginal students who would benefit from additional support; and to
- 5.5 direct targeted resources to Aboriginal education projects and initiatives that will provide high quality learning opportunities that directly address the needs of Aboriginal students to:
  - improve student achievement of Aboriginal students;
  - improve the retention rate of Aboriginal students; and to
  - improve the graduation rate of Aboriginal students and help ensure entrance to post secondary education and the world of work

## **6. CONFIDENTIALITY AND SECURITY**

- 6.1 Individual data will not be communicated.
- 6.2 All data will be securely stored to respect privacy and used only as a means to enhance Aboriginal programs and services.
- 6.3 The collection, use, disclosure and destruction of data will follow the protocol for Ontario Student Records data. All data are protected and governed by the Municipal Freedom of Information and Protection of Privacy Act and the Education Act.

## **7. COMMUNITY RELATIONSHIPS**

The board will continue to:

- 7.1 work cooperatively and promote effective, inclusive, respectful working relationships and partnerships with First Nation, Métis and Inuit educators, parents, students and communities;
- 7.2 work with Aboriginal communities to provide a curriculum that reflects contemporary and traditional Aboriginal cultures, histories and perspectives;
- 7.3 increase knowledge and awareness of Aboriginal cultures, histories and perspectives through professional development for school board staff and trustees;

- 7.4 develop invitational strategies to engage parents of Aboriginal students in school activities and encourage them to participate in parent involvement committees such as school councils to support academic success; and
- 7.5 ensure that all hiring and promotional practices reflect inclusivity.

***Legal References:***

- Municipal Freedom of Information and Protection of Privacy
- Ontario Human Rights Code
- Education Act
- Ontario Student Record

***District References:***

- Board Policy 1: Board Mission and Goals
- Administrative Procedures 135: Equity and Diversity
- Administrative Procedure 136 Multicultural/Multiracial Understanding
- Administrative Procedure 255: Character Development
- Form F137-1, Voluntary, confidential Aboriginal student self-identification

***Resources:***

Ministry of Education, First Nation, Métis and Inuit Education Policy Framework  
Ministry of Education: Building Bridges to Success for First Nation, Métis and Inuit Students  
HPEDSB brochure: I am Aboriginal - Voluntary, confidential self identification



<b>Adopted</b>	
<b>Last Revised</b>	
<b>Review Date</b>	

## **VOLUNTARY, CONFIDENTIAL ABORIGINAL STUDENT SELF-IDENTIFICATION**

The Hastings and Prince Edward District School Board is committed to helping all students succeed in learning and life.

Parents of Aboriginal students under age 18 and Aboriginal students over age 18 are invited to participate in a voluntary, confidential student self identification process, regardless of status. By self identifying, you will assist us to better program for Aboriginal students' progress and success. Together we can better design education programs and services that ensure all students, including First Nation, Métis and Inuit students, have the opportunities and resources needed to reach their goals.

Please check the applicable box below indicating Aboriginal ancestry.

- First Nation (living on reserve)
- First Nation (living off reserve)
- Métis
- Inuit

_____ Student name	_____ Birth date (year/month/day)	_____ School
_____ Parent name	_____ Parent signature (student under 18)	_____ Date (year/month/day)
	_____ Student signature (over 18)	

*Personal information is being collected on a voluntary basis and will be used in accordance with the Municipal Freedom of Information and Protection of Privacy Act and the Education Act for the purpose of improving educational outcomes for all learners. Data will be collected and used in aggregate form only. Data will not be used or communicated in an individual form. From time to time aggregate data may be shared with the Ministry of Education and Indian and Northern Affairs Canada. Questions regarding the collection of this information should be directed to the Superintendent responsible for Aboriginal Education at 613-966-1170 or 1-800-267-4350.*