



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

Tuesday, May 19, 2009

Members present: T. Goodfellow, M. Hall, H. Marissen, C. Pitman, M. Walker,
J. Williams, A. MacDonald, Student Trustee

Absent: None

Regrets: None

Guests: None

Resource: T. FitzGibbon, R. McGall, J. Montgomery, 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: M. Walker
Seconded: H. Marissen

That the agenda be approved.

Carried

Approval of minutes

Moved: C. Pitman
Seconded: T. Goodfellow

That the minutes of the regular meeting of April 20, 2009 be approved.

Carried

Business arising from minutes - None

Information

International Student Program update

Director Soule introduced Carol Goerke, Manager of the International Student Program. Ms. Goerke highlighted the following enhancements that have been made to the International Student Program so far this school year:

- Development of 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.
 - 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.

The following are some of the goals for next school year:

- Continued refinement of the new orientation manual and orientation program.
- Refinement of program process and procedures.
- 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.
- Recruitment of high quality international partners whose philosophy is compatible with our program goals.

Due to the current global economy there is a slight decrease in the number of student applications. Enrollment for 2008-2009 was a total of 126 students, while the projected enrollment for 2009-2010 is 120. The program continues to recruit and the deadline for applications is June 1, 2009. A full program budget report will be presented to the Operations and Finance Committee in the Fall.

Committee members inquired about students being placed at Prince Edward Collegiate Institute. It was noted that this is a pilot placement and that a number of supports will have to be well established before expanding the program to Prince Edward County and North Hastings.

Frink Centre report

Superintendent Montgomery introduced Ian Boyd, Healthy Active Schools Coordinator and Paul Taylor, Outdoor Education Liaison. Mr. Taylor reported that in August 2008 the Board provided \$20,000 to install a challenge course to have students explore risk-taking, leadership, communication, and problem-solving. Also in August 2008, new outdoor education programs for Grades 7 and 8 were created to maintain active visitations of older grades. Feedback from visiting classes has been very positive.

In March of this year, students from Frankford Public School and Madoc Public School constructed 30 nesting boxes for birds, bats and squirrels to improve habitat and commemorate the Prewer Memorial Trail. Also, in memory of Vince Prewer, a new bird feeder/observation area and new trails are being created by donations from friends and family in Mr. Prewer's name.

\$20,000 in funding from the Board was allocated to the wetland boardwalk repair with extra funds being used to enhance multimedia technology for presentations and research. \$4,800 received from the Ontario Trails Grant to provided eco-based programming and encouraged additional participation of students in the outdoors.

The Lifelines class from Centennial Secondary School facilitated programming for visiting school groups and incorporated trail maintenance during the three weeks of sugar bush. Through Ducks Unlimited, Quinte Conservation and Friends of the Frink Centre an additional 100 acres of land was acquired to help protect the Class 1 wetland from future development. Several students from Loyalist College did placements at the Frink Centre this year doing water analysis and helping facilitate programs.

Mr. Taylor noted that future initiatives for the Frink Centre include the construction of a new picnic shelter through to be used for outdoor activities. He also plans to 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. There are also plans to expand upon the existing challenge course by adding more complex elements specifically focused to encourage higher grade levels to utilize the Frink Centre.

Trustees inquired about risks associated with the repair of the boardwalk, the size of the proposed picnic shelter and the funding of the construction costs. Mr. Boyd noted that they are already investigating options with the Specialist High Skills Major students from Centre Hastings Secondary School with fundraising assistance being provided by the Learning Foundation and various other community partners.

Committee members thanked Mr. Taylor and Mr. Boyd for their presentation and commended them for the work being done at the Frink Centre to support the students of Hastings and Prince Edward District School Board.

Mentoring for new administrators and principal performance appraisal

Superintendent McGall introduced Colleen DeMille, System Principal to make a presentation regarding the Ministry's leadership framework launched in June 2008. A copy of the resource document was provided entitled "Putting Ontario's Leadership Framework Into Action".

Under the AiM system goal regarding employee excellence, Action Plan 3 provides for a a balanced approach to coaching, mentoring and professional development for all employees. The district's leadership development initiatives include mentoring, performance appraisal and succession planning.

System Principal DeMille reviewed the components of each of the three areas and outlined the progress made by the Steering Committee during the current school year. She highlighted the components of the mentoring program currently in place and shared feedback that had been received from participants in the program. She noted that the performance appraisal initiative will provide for a standard, consistent approach, similar to the teacher performance appraisal process that is goal and growth oriented.

Committee members inquired about the amount of time involved in the proposed performance appraisal process. It was noted that this process will be aligned with the board and school improvement plans and discussions will be built into school visits.

Committee members commented about the benefits of the mentoring program and inquired about how mentors and mentees are selected. A process is in place that matches mentors to mentees based on needs and strengths.

A question was raised regarding teachers aspiring to be school administrators. It was noted that there is currently an aspiring leaders program in place that will be expanded upon as a component of the succession planning initiative.

Take Our Kids to Work

“Take Our Kids to Work” has been very successful in Hastings and Prince Edward District School Board for the past 10 years. 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”.

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 recommended changes:

1. Secondary schools will continue to provide an experiential learning opportunity for Grade 9 or Grade 10 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).

Committee members agreed with the proposed approach, commenting that Grade 9 is early for this type of experience and that Grade 10 would be more appropriate and leads sequentially to coop placements. It was noted that work placements are becoming a

more widely accepted alternative to the regular classroom setting and allows students to make more choices independently.

Draft Aboriginal Education Procedure

The draft procedure was provided and feedback was requested. It was noted that a significant amount of feedback was provided at the Director's Meeting and that feedback was shared with committee members. Committee members referenced teaching through differentiated instruction and agreed that more of a focus is needed on Aboriginal students.

The following additional feedback was provided:

- increased sensitivity to Aboriginal students
- professional development sessions needs to include background related to raising the level of awareness regarding the need to collect data to identify gap at the board level
- implementation needs to be aligned with Growing with Character

Committee members commented about how well Aboriginal students achieve in this district in comparison to other areas of the province. However, in order to substantiate this perception, Aboriginal students need to be identified and the data collected.

Recommendations

Textbook/Novel approval

The titles attached as Appendix A to Report No. B-1 have been reviewed by the school principal, Curriculum Services staff or superintendent and members of the Program and Human Resources Committee.

Moved: M. Hall

Seconded: C. Pitman

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.

Carried

Correspondence – None

At 8:25 p.m. the Program and Human Resources Committee moved into closed session.