



# Hastings and Prince Edward District School Board

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

Chair of the Board: Carl Pitman

Director of Education: Kathy Soule

## NOTICE OF MEETING

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

**Monday, June 8, 2009**  
commencing at 6:00 p.m.

**Presentations to take place in the Board Room at 6:00 p.m.**

**Following the presentations the meeting will continue in the  
Board Committee Room at 6:30 p.m.**

**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

Director of Education: Kathy Soule

## Program and Human Resources Committee PUBLIC AGENDA

Regular meeting of  
June 8, 2009 – 6:00 p.m.  
Board Room and Board Committee Room  
Education Centre

Section	Item	Report No.	Resp.
<b>A</b>	<b>Call to order</b>		
<b>6:00 p.m.</b>	Delegations / presentations – Character Presentation to Kiwanis Clubs <b>(Board Room)</b> Approval of agenda Approval of minutes – May 19, 2009 Business arising from the minutes	A-1	
<b>B</b>	<b>Recommendations</b>		
	Special Education Plan 2009	B-1	TF
	Textbook Novel Approval	B-2	JM
	Notice of Motion: Revisions to Policy No. 13 – Appeals and Hearings Regarding Student Discipline	Handout to follow	JR
<b>C</b>	<b>Information</b>		
<b>6:20 p.m.</b>	Hastings and Prince Edward Learning Foundation Update <b>(Board Room)</b>	C-1	KS M. deSnoo
<b>D</b>	<b>Correspondence</b>		
	None		
	<b>Motion to move into closed session</b>		

**Next regular meeting: Monday, September 21, 2009 @ 7:00 p.m.**



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

**Tuesday, May 19, 2009**

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

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- 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.

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\$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.



# Hastings and Prince Edward District School Board

Program and Human Resources  
Committee Report No. B-1  
Page 1  
June 8, 2009

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Decision   X   Information       

**To:** The chair and members of the Program and Human Resources Committee  
**From:** Trish FitzGibbon, Superintendent of Education, Special Education Services  
**Re:** **Special Education Plan 2009**

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## Purpose

To approve amendments to the Special Education Plan 2009.

## Background

In compliance with the Ministry of Education policy document Standards for School Boards' Special Education Plans (2000) and Regulation 464/97, each board is required to "maintain a special education plan, to review it annually, to amend it to meet the current needs of its exceptional students, and to submit any amendment(s) to the Minister for review". School boards are to consult with their Special Education Advisory Committee (SEAC), and submit two copies of the approved Special Education Plan to the Ministry District Office by July 31 of the current year. The Ministry of Education provides feedback to school boards based on its most recent submission.

On January 8, 2009 the Ministry of Education, through the Deputy Minister of Education, released a memorandum advising school boards to incorporate amendments into their current Special Education Plan and submit an amended Plan to the Ministry Regional Office by July 31, 2009. The intent of making amendments informs the public of special education programs and services that are provided by the board in accordance with legislation and ministry policy of special education.

## Current situation

Special education staff reviewed the 2009 Special Education Plan to ensure that current programs and services were reflected accurately. Amendments reflect minor changes in language and format to ensure consistency throughout. Revisions were presented to the Special Education Advisory Committee (SEAC) at the regular meeting in May, and were approved by the Committee on May 20, 2009.

## Appendices

- Appendix A - Amendments to the Special Education Plan 2009
- Appendix B - Specialized Programs and Services

## Recommendation

Moved:  
Seconded:

**That the Program and Human Resources Committee recommend that the Hastings and Prince Edward District School Board approve the amendments to the Special Education Plan 2009 as contained in the Program and Human Resources Committee public session report No. B-1 dated June 8, 2009.**

Respectfully submitted,

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



**APPENDIX A**

**Special Education Plan 2009  
Summary of Revisions**

The following amendments are reflected in the Special Education Plan 2009. Amendments are minimal and in most instances reflect only minor changes in language and format to ensure consistency throughout the document. The Special Education Plan is in alignment with the System Strategic Plan 2005–2009, *Achievement in Motion* and reflects the recommendations made in the Ministry documents *Education for All* and *Special Education Transformation*.

SECTION	2007-2008 INFORMATION	2008 - 2009 INFORMATION
<b>1.0 Consultation Process</b>		
<b>Special Education Information and Communication</b> - expanded information under Special Education Committee, bullet #2	- SEAC has designed a brochure for parents called Special Connection that describes SEAC's role, definitions of exceptionalities and how to go about getting help for your child. The brochure is available through the schools and posted on the board's website.	- SEAC prepares monthly communications regarding their role and how they may support parents. These communications are featured in school newsletters and also highlight various agencies and support groups to assist parents with their special needs student. These communications are posted on the board's website.
<b>Special Education Reviews</b> - bullets 1,2, and 3 have been deleted, and an additional bullet has been added	- secondary program review for students in EDP (Employment Destinations Program) - elementary program review for students identified with I DD (Developmental Disability) - role of the In-School Resource Teacher (ISRT) and Interdepartmental Special Education Head (ISEH) -review of the Individual Education Plan (IEP) - blank	- deleted - deleted - deleted - remains the same - review of the Central Information Form (CIF)
<b>2.2 Roles and Responsibilities in Special Education</b>		
<b>Special Education Advisory Committee (SEAC)</b> - wording in bullet #3 has been altered	- <i>participates</i> in the board's annual budget process as it relates to special education.	- <i>provides advice as part of</i> the board's annual budget process as it relates to special education.
<b>Special Education Coordinator</b> - change to title	- Special Education Coordinator	- Special Education Coordinator (K-12)

SECTION	2007-2008 INFORMATION	2008 - 2009 INFORMATION
<p><b>Speech Language Pathologist</b>  - expansion to bullet #5, and bullet #7 added as new</p>	<ul style="list-style-type: none"> <li>- works with other members of the special education services team to develop resource documents and provide in-service to schools;</li> </ul>	<ul style="list-style-type: none"> <li>- works with other members of the special education services team to develop resource documents and provide in-service to schools, system, community partners, and parents;</li> <li>- completes Informed Consents for assessments with parents/guardians.</li> </ul>
<p><b>Psychologist and Psychometrist</b>  - role description update</p>	<ul style="list-style-type: none"> <li>- assesses and evaluates the cognitive skills and learning styles of students who are referred by schools;</li> <li>- makes recommendations for classroom and school program strategies that would assist in student learning;</li> <li>- through consultation, assists schools in the development of programs that link the student's ability and learning style with the Ontario Curriculum;</li> <li>- works with other members of special education services team to develop resource documents and provide in-service to schools.</li> </ul>	<ul style="list-style-type: none"> <li>- provide assessment, consultation, and/or observation of students who are referred by schools;</li> <li>- interpret assessment results and provide educational programming recommendations in a comprehensive written report that is shared with parents and school personnel at a scheduled case conference;</li> <li>- information and programming suggestions from assessments/consultations to assist schools in the development of IEPs;</li> <li>- assessment/consultation findings provide important data for consideration during the IPRC process;</li> <li>- provide resource support/consultation to the system including in-service presentations;</li> <li>- participate in the creation of board protocols and documents to assist in meeting student needs and build capacity in the system;</li> <li>- psychologist provides supervision of non-registered psycho-educational personnel.</li> </ul>
<p><b>Resource Coordinator for Educational Assistants</b>  - change to title  - additional bullets added</p>	<ul style="list-style-type: none"> <li>- Resource Coordinator for Educational Assistants</li> </ul>	<ul style="list-style-type: none"> <li>- Special Education Resource and Project Coordinator</li> <li>- educational assistant allotment and deployment</li> <li>- assist with special projects as needed.</li> </ul>
<p><b>Clinical Resource CYC</b>  - change to title  - revision to wording</p>	<ul style="list-style-type: none"> <li>- Clinical Resource CYC</li> <li>- provides clinical supervision to the child and youth counsellor team;</li> <li>- assists the CYC Supervisor with managerial tasks related to the CYC team;</li> </ul>	<ul style="list-style-type: none"> <li>- CYC Supervisor</li> <li>- provides supervision to the child and youth counsellor team;</li> <li>- performs with managerial tasks related to the CYC team;</li> </ul>

SECTION	2007-2008 INFORMATION	2008 - 2009 INFORMATION
<p><b>Itinerant Teacher of the Visually Impaired</b></p> <ul style="list-style-type: none"> <li>- change to title</li> <li>- role description update</li> </ul>	<ul style="list-style-type: none"> <li>- Itinerant Teacher of the Visually Impaired</li> <li>- provides program support for students who are legally blind or have a severe field restriction;</li> <li>- supports classroom teachers to provide extensive accommodations as well as specialized intervention and teaching strategies;</li> <li>- works with the school team to develop the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>- Blind and Low Vision Coordinator and Resource Teacher</li> <li>- provides program support for students who are legally blind, low vision, or have a severe field restriction and require assistive technology or direct instruction in areas of the expanded core curriculum;</li> <li>- supports classroom teachers to provide extensive accommodations as well as providing specialized intervention and teaching strategies;</li> <li>- monitors and supports staff and students in the set up, care for, and use of specialized student equipment;</li> <li>- ensures that the program, timetable, and IEP includes expanded core curriculum expectations that address identified needs pertaining to the student's visual impairment;</li> <li>- works with the school team to develop the IEP.</li> </ul>
<p><b>Itinerant Teacher of the Hearing Impaired</b></p> <ul style="list-style-type: none"> <li>- change to title</li> <li>- role description update</li> </ul>	<ul style="list-style-type: none"> <li>- Itinerant Teacher of the Hearing Impaired</li> <li>- provides program support for students who have a significant bilateral hearing loss and who require amplification or specialized communication supports;</li> <li>- supports classroom teachers to provide extensive accommodations as well as providing specialized intervention and teaching strategies;</li> <li>- monitors and supports the staff and student in the set up, care for and use of specialized student equipment;</li> <li>- ensures that the program, timetable, and IEP includes curriculum expectations that address the identified hearing needs of the student.</li> </ul>	<ul style="list-style-type: none"> <li>- Deaf and Hard of Hearing Coordinator and Resource Teacher</li> <li>provides direct instructional support for students who have a significant bilateral hearing loss and who require amplification or specialized communication supports;</li> <li>provides program support for students who have a minimal or unilateral hearing loss, or who have a central auditory processing disorder and who may or may not require amplification support;</li> <li>- supports classroom teachers to provide extensive accommodations as well as providing specialized intervention and teaching strategies;</li> <li>- monitors and supports the staff and student in the set up, care for and use of specialized student equipment;</li> <li>- ensures that the program, timetable, and IEP includes curriculum expectations that address the identified hearing needs of the student.</li> </ul>

SECTION	2007-2008 INFORMATION	2008 - 2009 INFORMATION
<b>Brailist</b> - role description update	- supports the schools in the provision of program materials by translating materials into braille and/or enlargements.	- supports the schools in the provision of program materials by translating materials into braille/tactiles, electronic formats (Kurzweil, MS Word), and audio format.
<b>The School Principal</b> - additional bullet added to the end		- ensures safety, medical and other plans are in place for students and all key staff are informed.
<b>In-School Resource Teachers (ISRTs) and Interdepartmental Special Education Heads (ISEHs)</b> - additional bullets added		- ensures specialized equipment is in place and accessible to the student; - take case conference minutes and distributes same to the teacher, principal, parent/guardian, and special education coordinator for central files, where appropriate;
<b>Parent/Guardian</b> - additional bullet added		- is responsible for notifying school personnel of any changes (i.e. biographical information, family, medical etc.) that is necessary to program appropriately for their child.
<b>2.3 Early Identification Procedures and Intervention Strategies</b>		
<b>Appendices</b> - new addition		- <i>Using Continuous Assessment as an Intervention Model: A Resource Guide</i>
<b>2.4 The Identification, Placement, and Review Committee (IPRC) Process and Appeals</b>		
<b>During the IPRC</b> - correction to website address made	<a href="http://www.hpedsb.on.ca/ec/speced/docs/parentinfo.html">www.hpedsb.on.ca/ec/speced/docs/parentinfo.html</a>	<a href="http://www.hpedsb.on.ca/ec/services/spe/downloads/parentguide_screen">www.hpedsb.on.ca/ec/services/spe/downloads/parentguide_screen</a>
<b>Referrals, Reviews and Appeals Statistics</b> - inclusion of current year statistics	See below	See below

**2007 - 2008 statistics:**

2007 - 2008	B	CA	CH	CL	CS	CLD	IG	IMD	IDD	PD	PV	M	Total
Elementary	174	61	11	134	7	234	9	204	146	16	4	88	1088
Secondary	263	35	11	32	4	455	40	505	218	30	4	63	1660
Total	437	96	22	166	11	689	49	709	364	46	8	151	2748

**2008 - 2009 statistics:**

2008-09	B	CA	CH	CL	CS	CLD	IG	IMD	IDD	PD	PV	M	Total
Elementary	145	86	14	139	6	242	7	215	169	16	4	91	1134
Secondary	234	48	9	20	6	438	31	417	222	33	3	100	1561
<b>Total</b>	<b>379</b>	<b>134</b>	<b>23</b>	<b>159</b>	<b>12</b>	<b>680</b>	<b>38</b>	<b>632</b>	<b>391</b>	<b>49</b>	<b>7</b>	<b>191</b>	<b>2695</b>

B - Behaviour	IG - Intellectual Gifted
CA - Communication Autism	IMD - Intellectual Mild Disability
CH - Communication Hearing	IDD - Intellectual Developmental Disability
CL - Communication Language	PD - Physical Disability
CS - Communication Speech	PV - Physical Blind
CLD - Communication Learning Disability	M - Multiple

**Appeals**

- inclusion of current year statistics

	APPEALS 2007-08	APPEALS 2008-09
Elementary	0	1
Secondary	0	1
<b>Total</b>	<b>0</b>	<b>2</b>

SECTION	2007-2008 INFORMATION	2008 - 2009 INFORMATION
<b>2.5 Educational and Other Assessments</b>		
<b>Psychoeducational Assessments</b> - update to information	- On average, the wait time for a psychoeducational assessment ranges from 3 to 6 months, with the case conference generally completed within one month of the completion of the report.	- On average, the wait time for a psychoeducational assessment ranges from 5 to 7 months, with the case conference generally completed within one month of the completion of the report.

SECTION	2007-2008 INFORMATION	2008 - 2009 INFORMATION
<p><b>Speech and Language Assessments</b>  - update to information  - new bullets added</p>	<p>- Most assessments are completed within 1 to 6 months, and written results are communicated to relevant staff and parents.</p> <p>- Case conferences are held, where appropriate</p>	<p>- Signed parental consent for review of the referral package is required, as well as informed consent, before the assessment is initiated.  - Most assessments are completed within 3 to 9 months, and written results are communicated to relevant staff and parents.  - The management of the speech and language assessment caseload involves frequent contact with school personnel to evaluate changing school needs and emerging priorities.  - Case conferences are held, where appropriate and ongoing consultation and support is provided by speech-language pathologists as required.  - The management of the speech and language assessment caseload involves frequent contact with school personnel to evaluate changing school needs and emerging priorities.</p>
<p><b>Description of Protocols for Sharing Information with Staff and Outside Agencies</b>  - change to wording</p>	<p>Hastings and Prince Edward District School Board follows the guidelines of the appropriate professional agencies involved and adheres to the requirements of the Freedom of Information and Protection of Privacy Act (FIPPA) and the Personal Information Protection and Electronic Documents (PIPEDA) Act.</p>	<p>Hastings and Prince Edward District School Board follows the guidelines of the appropriate professional agencies involved and adheres to the requirements of the <i>Municipal</i> Freedom of Information and Protection of Privacy Act (MFIPPA) and the Personal Information Protection and Electronic Documents (PIPEDA) Act.</p>
<p><b>2.8 Special Education Placements</b></p>		
<p><b>Special Education Placements</b>  - amendments to the Special Education Placements were shared and approved by SEAC at the January 22, 2009 meeting. The amendments were then approved by the Board (see attached)</p>	<p>- attached</p>	<p>- attached</p>
<p><b>Special Education Placements</b>  - slight wording change to Employment Destinations Program</p>	<p>- Employment Destinations Program</p>	<p>- Employment Destinations Pathway</p>

SECTION	2007-2008 INFORMATION	2008 - 2009 INFORMATION
<b>Appendices</b> - wording changes	<ul style="list-style-type: none"> <li>- Autism Spectrum Disorder (ASD) Program</li> <li>- Program for Students with a Learning Disability (LD)</li> <li>- Junior Intervention Program</li> <li>- Programs for Students with a Developmentally Disability (I-DD)</li> <li>- Secondary EDP (Employment Destinations Program)</li> <li>- LSP (Life Skills Program)/PLP (Practical Learning)/CEP (Community Employment) Program Brochure</li> <li>- Care, Treatment and Correctional Programs (Section 23)</li> <li>- Home Instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Connections Program</li> <li>- Empower Program</li> <li>- Junior Intervention Program</li> <li>- Essential Skills Program</li> <li>- Secondary EDP (Employment Destinations Pathway)</li> <li>- LSP (Life Skills Program)/PLP (Practical Learning)/CEP (Community Employment) Program Brochure</li> <li>- Care, Treatment and Correctional Programs (Section 23)</li> <li>- Home Instruction</li> </ul>
<b>2.9 Individual Education Plans (IEPs)</b>		
<b>Paragraph #3</b> - elimination of reference to Educational Services Steering Committee	- The board will continue to update administrators on the IEP standards through various sessions for administrators and through the monthly Educational Services Steering Committee meetings.	- The board will continue to update administrators on the IEP standards through various in-service sessions with administrators.
<b>2.10 Provincial And Demonstration Schools in Ontario</b>		
<b>HPEDSB Students Attending Provincial Schools</b> - inclusion of current year statistics	- See below	- See below

**2007 - 2008 statistics:**

Sir James Whitney School for the Deaf	32
Sagonaska	1
W. Ross MacDonald	5
Trillium Provincial School	0

**2008 - 2009 statistics:**

Sir James Whitney School for the Deaf	27
Sagonaska	2
W. Ross MacDonald	4
Trillium Provincial School	0

SECTION	2007-2008 INFORMATION	2008 - 2009 INFORMATION
<b>2.11 Special Education Staff</b>		
<b>Board/System-Level Special Education Staff</b> - arranged list in order, as referenced earlier in Section 2.2 - change in titles	<ul style="list-style-type: none"> <li>- Superintendent</li> <li>- System Principal</li> <li>- Elementary and Secondary Coordinators</li> <li>- Resource Coordinator for Educational Assistants</li> <li>- Psychometrist and Psychologist</li> <li>- Psycho-educational Assessment Assistant</li> <li>- Speech and Language Pathologists</li> <li>- Attendance Counsellors</li> <li>- Child and Youth Counsellors and Clinical Resource</li> <li>- Itinerant Teacher of the Hearing Impaired</li> <li>- Itinerant Teacher of the Visually Impaired</li> <li>- Administrative Support Staff</li> <li>- Braillist</li> </ul>	<ul style="list-style-type: none"> <li>- Superintendent</li> <li>- System Principal</li> <li>- School Group Coordinators (K-12)</li> <li>- Special Education Resource and Project Coordinator</li> <li>- Speech Language Pathologists</li> <li>- Psychometrist and Psychologist</li> <li>- Psycho-educational Assessment Assistant</li> <li>- Attendance Counsellors</li> <li>- Child and Youth Counsellors Supervisor</li> <li>- Blind and Low Vision Coordinator and Resource Teacher</li> <li>- Deaf and Hard of Hearing Coordinator and Resource Teacher</li> <li>- Braillist</li> <li>- Administrative Support Staff</li> </ul>
<b>2.12 Staff Development</b>		
<b>Staff input</b> - additional bullet added to list		<ul style="list-style-type: none"> <li>- Educational Assistant Advisory Committee</li> </ul>
<b>Consultation with the Special Education Advisory Committee (SEAC)</b> - deleted text	<ul style="list-style-type: none"> <li>- Parent Awareness Programs e.g. IDD Transition</li> <li>- Parent/Student Evening Presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Parent Awareness Programs</li> </ul>

SECTION	2007-2008 INFORMATION	2008 - 2009 INFORMATION
<p><b>Board Budget Allocation for Staff Development</b> - updated information</p>	<p>- The budget allocation for staff development for special education for the 2007/08 year is \$75,000. Additional budget has been allocated based on exceptionalities and is available centrally for system programming, staff development and the purchase of resources.</p>	<p>- Same information, with the addition below:</p> <ul style="list-style-type: none"> <li>- This year our professional development in special education has been enhanced through specific projects such as: <ul style="list-style-type: none"> <li>- Ontario Education Services Corporation (OESC) - support staff training and development funding, including Behaviour Management system training;</li> <li>- ASD funding – a focus on capacity building to better meet the needs of students with Autism Spectrum Disorder (ASD) and requirements of PPM 140 (funding partner is the Ministry of Education);</li> <li>- Educational Assistant Training - for Educational Assistants who work with students with ASD (funding partner is the Geneva Centre);</li> <li>- Progressive Discipline Enhanced Support Initiative (pilot schools) - a focus on supporting safe school teams to implement school climate surveys and develop school plans to address emergent needs including behaviour supports.</li> </ul> </li> </ul>
<p><b>Communication with Staff</b> - deletion of first sentence</p>	<p>- The minutes from the Educational Services Steering Committee are shared with all school administrators and input is sought regarding topics to be discussed at future meetings.</p>	
<p><b>2.13 Equipment</b></p>		
<p><b>Paragraph #1</b> - addition of sentence at end.</p>	<p>- The Hastings and Prince Edward District School Board recognizes that specialized equipment is essential for some students to achieve their full potential and benefit from instruction. A variety of equipment is provided for exceptional students through a collaborative approach among community agencies, parents, the board, and the Ministry of Education. The board reserves the right to determine the type of equipment that is purchased and whether the need is warranted.</p>	<p>- The equipment remains the property of Hastings and Prince Edward DSB.</p>

SECTION	2007-2008 INFORMATION	2008 - 2009 INFORMATION
<b>2.15 Transportation</b>		
<b>Safety Criteria</b> - correction to wording	- The safety criteria that is used by Tri-Board Transportation in the tendering and the selection of transportation providers for exceptional students includes: - Drivers have a criminal record check	The safety criteria that is used by Tri-Board Transportation in the tendering and the selection of transportation providers for exceptional students includes: - drivers have a criminal background check;
<b>Section 3.0 Special Education Advisory Committee (SEAC)</b>		
<b>References</b> - deletion of last reference	<a href="http://www.seaclearning.ca">www.seaclearning.ca</a>	

May 20, 2009

H:\Program and Human Resources Committee\June 2009\public\_B-1\_Spec Ed Plan 2009\_Appendix A.wpd

**APPENDIX B**  
**Specialized Programs, Services and Placements**  
**2009 - 2010**

**Connections**

Breadner - Primary  
 Prince of Wales - Primary  
 Prince of Wales - Junior/Intermediate

**Empower Programs**

Foxboro  
 Harry J. Clarke  
 Bayside Public  
 Prince Charles (T)  
 North Hastings SES

**Section 23 Care and Treatment Programs**

St. Leonard's House, Trenton	BSS
Honeywell House	Harmony
(Cedarview School	Sir Mackenzie Bowell)
Junior Day Treatment (CAS)	Parkdale
Primary Parent-Child Clinic	Sir John A. Macdonald

**Essential Skills Programs**

Hillcrest  
 Breadner (2)  
 Pinecrest  
 Prince of Wales  
 Susanna Moodie (2)  
 Prince Charles (T)  
 Sir Mackenzie Bowell

**Junior Intervention**

Harry J. Clarke P.S. - Junior Intervention Program (JIP)

**Positive Alternative School Suspension (PASS) & Alternative Suspension Program (ASP) Sites**

Belleville PASS  
 Trenton PASS  
 Prince Edward C.I.  
 Centre Hastings S.S.  
 North Hastings H.S.

**Secondary Programs - Students Identified IDD**

Quinte S.S.	EDP	PLP	CEP	
Moira S.S.	EDP	PLP	LSP	
Centennial S.S.	EDP	PLP		
Bayside S.S.	EDP		LSP	
Trenton H.S.	EDP	PLP/CEP	PLP	LSP
Centre Hastings S.S.	EDP	PLP	LSP	
North Hastings H.S.	EDP	PLP/LSP		
Prince Edward C.I.	EDP	PLP/LSP		

**Secondary Alternative Programs**

Millpond (Jr) - Bayside  
 South Campus (Sr) - Bayside  
 ACT - Trenton High  
 CREDIT - Trenton High  
 LOFT- North Hastings  
 PEAS - Prince Edward  
 CHAP - Centre Hastings  
 SHAPE - KIRK Building (Belleville High Schools)



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

---

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

**Appendices**

- Appendix A – Title 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 for use in schools as described in Appendix “A” as contained in the Program and Human Resources Committee public session report no. B-2 dated June 8, 2009.**

Respectfully submitted,

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





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

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

**From:** Kathy Soule, Director of Education  
Maribeth deSnoo, Executive Director of The Hastings and Prince Edward Learning Foundation

**Re: The Hastings and Prince Edward Learning Foundation Update**

---

### **Purpose**

To provide an update on the programs and project enhancements during the 2008-2009 school year and the future direction of The Hastings and Prince Edward Learning Foundation.

### **Background**

The Hastings and Prince Edward Learning Foundation has been actively fundraising for the past six years. During that time period, the Foundation has supported the following programs within our school board:

- Food for Learning – Student Nutrition Program
- Back to Books – Books in School Libraries
- Recess Revival – Equipment for recess activities
- Quinte Regional Science and Technology Fair
- Science and Technology Enhancement Fund
- A Gift for the Arts – Equipment and funding for board-wide Arts programs

### **Current situation**

During the 2008-2009 school year, The Learning Foundation is proud to have introduced new initiatives while continuing to improve existing programs in order to enhance our students' educational experience.



The Student Emergency Fund quietly provides immediate assistance to students in crisis for items such as glasses, EpiPens, medical supplies, food, clothing, field trip subsidies and other financial needs resulting from family emergencies (e.g., fire, flood, layoffs, illness etc). Since September 68 requests have been received totaling over \$13,000 in funding. The proceeds from the 8<sup>th</sup> Annual Learning Foundation Charity Golf Tournament on June 30<sup>th</sup> will be directed to the Student Emergency Fund.



The Project Enhancement Fund supports projects that provide innovative, unique and exciting enhancements to curriculum requirements and school environments. This year, sixteen grants have been awarded for projects such as:

- Madoc Township Public School's "Rock and Walk Your Way to a Healthy Active Life"



- Centennial Secondary School’s Guitar Festival (for all guitar students within the board) culminating in an public concert in the evening after a full day of workshops
- Massassaga-Rednersville Public School’s “Peace Park”, inspired by a Grade 3 student.



Food for Learning continues to assist schools with the organization and funding of nutrition programs that feed hungry students. This year 146 programs in schools from the Catholic, public, Mohawk, Sagonaska and French school boards have offered over 500,000 meals, snacks and breakfasts to date.

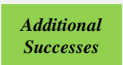
A new partnership with Belleville City Police has been instituted in Prince of Wales school. Officers attend the breakfast program weekly and deliver trays of food to classrooms. This initiative offers the police an opportunity to build positive interaction with students while aiding the volunteers who run the breakfast program.

Thank you for your support of our 2<sup>nd</sup> Annual Food for Learning Student Benefit Auction. Over \$14,000 was raised due to the efforts of our many donors and those who supported this worthy cause.



The Learning Foundation continues in the role as the Lead Agency for Student Nutrition Programs in South East Ontario. The following chart indicates the recent growth of the programs.

<b>Partnership</b>	<b># of Programs Prior to MCYS Funding (2004-05)</b>	<b># of Programs as of February 20, 2006</b>	<b># of Programs as of March 31, 2009</b>
Food for Learning	74	115	146
Food Sharing Project	179	202	225
Nutrition 4 Kids	26	88	121
Food for Thought	24	37	68
<b>TOTAL PROGRAMS</b>	<b>303</b>	<b>442</b>	<b>560</b>



The Learning Foundation has also celebrated the following accomplishments this year:

- Agribition Event – In October of 2008, in partnership with Hastings and Prince Edward District School Board, the Ministry of Agriculture and Foods, Trenval, The Hastings Federation of Agriculture, The Hastings Cattlemen’s Association, the Stirling Agricultural Museum and the Prince Edward County Federation of Agriculture, The Learning Foundation hosted over 800 Grade Four students, teachers and volunteers at the first Agribition Event held at the Stirling fairgrounds over two days. The purpose of the Agribition was to reconnect students with how their food is produced. The event



promoted healthy living, showed children where food comes from and why farming matters to their everyday lives.

- The Learning Foundation has received notification of their first estate gift.
- A new partnership has been formed with the Trentones. Part of the proceeds from their concert on May 2, 2009 will fund a day-long choral music event culminating in an evening performance to benefit vocal music students in Hastings and Prince Edward Counties.
- Fundraising for the 50<sup>th</sup> Annual Quinte Regional Science and Technology Fair was again successful. Five students were sent to the Canada-Wide Fair, some winning significant awards.
- Community Presentations – This school year has provided fifteen opportunities to present to community groups in differing forums. Some have been hosted at the Education Centre, with the Kirk Café catering their lunch. Memberships have included retired teachers and police officers as well as prominent members of the community, all excellent contacts for our cause.
- Connections to Hastings and Prince Edward District School Board staff and donors have been growing rapidly. It is an honour and privilege to be able to assist schools with their fundraising efforts, and advise donors on how their support can benefit our students.
- The Kirk Businesses have experienced a very successful year. The proceeds from the Café, Catering and Lamprint student placements provide seed money for our Project Enhancement Fund and the Student Emergency Fund.

### **Appendices**

The audited financial statements for the 2007-2008 school year are attached.

### **Future Directions**

The Directors of the Learning Foundation are in the process of updating the Strategic Plan.

A Risk Management policy is also being developed.

Communication with staff and the community will be continued and hopefully expanded in order to maximize funding opportunities that will further benefit the students of the Hastings and Prince Edward District School Board.

Respectfully submitted,

**Kathy Soule**  
**Director of Education and Secretary to the Board**

**Maribeth deSnoo**  
**Executive Director, The Hastings and Prince Edward Learning Foundation**




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**THE HASTINGS AND PRINCE EDWARD  
LEARNING FOUNDATION  
FINANCIAL STATEMENTS  
AS AT AUGUST 31, 2008**

**WILKINSON & COMPANY LLP**  
**Chartered Accountants & Tax Specialists Since 1964**

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71 Dundas Street West, P.O. Box 400, Trenton, Ontario K8V 5R6 (also in Belleville & Kingston)  
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**THE HASTINGS AND PRINCE EDWARD LEARNING FOUNDATION  
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AS AT AUGUST 31, 2008**

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## AUDITORS' REPORT



To the Members of  
The Hastings and Prince Edward Learning Foundation

We have audited the statement of financial position of The Hastings and Prince Edward Learning Foundation as at August 31, 2008 and the statements of operations and changes in fund balances and cash flows for the year then ended. These financial statements are the responsibility of the Foundation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

Except as explained in the following paragraph, we conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In common with many charitable organizations, The Hastings and Prince Edward Learning Foundation derives revenue from donations and fund raising events, the completeness of which is not susceptible to satisfactory audit verification. Accordingly, our verification of these revenues was limited to the amounts recorded in the records of the Foundation and we were not able to determine whether any adjustments might be necessary to donation revenues, excess of revenue over expenditures for the year, assets and net fund balances.

In our opinion, except for the effect of adjustments, if any, which might have been determined to be necessary, had we been able to satisfy ourselves concerning the completeness of donations and fund raising events, as explained in the preceding paragraph, these financial statements present fairly, in all material respects, the financial position of The Hastings and Prince Edward Learning Foundation as at August 31, 2008 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Trenton, Canada  
October 22, 2008

*Wilkinson & Company LLP*  
Chartered Accountants  
Licensed Public Accountants

**WILKINSON & COMPANY LLP**  
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**THE HASTINGS AND PRINCE EDWARD LEARNING FOUNDATION  
STATEMENT OF FINANCIAL POSITION  
AS AT AUGUST 31, 2008**

	GENERAL \$	GIFT FOR THE ARTS \$	STUDENT EMER- GENCY \$	FOOD FOR LEARNING \$	KIRK BUSINESSES \$	SCIENCE & TEHNO- LOGY \$	LEAD AGENCY STUDENT NUTRITION FUND \$	PROJECT ENHANCE- MENT \$	SCHOOL FLOW THROUGH \$	Aug. 31 2008 TOTAL \$	Aug. 31 2007 TOTAL \$
<b>CURRENT ASSETS</b>											
Cash	23,383	88,428	10,485	184,182	24,188	54,652	140,961	5,867	14,737	546,883	416,172
Accounts receivable	-	-	500	1,000	3,512	-	-	-	-	5,012	10,701
GST receivable	1,593	-	-	-	-	-	-	-	-	1,593	1,683
	<b>24,976</b>	<b>88,428</b>	<b>10,985</b>	<b>185,182</b>	<b>27,700</b>	<b>54,652</b>	<b>140,961</b>	<b>5,867</b>	<b>14,737</b>	<b>553,488</b>	<b>428,556</b>
<b>CURRENT LIABILITIES</b>											
Accounts payable	4,115	8,166	-	12,148	399	100	79	4,234	14,010	43,251	3,197
Accounts payable - SNP partners	-	-	-	25,600	-	-	118,398	-	-	143,998	182,137
Due to HPEDSB	4,473	-	-	16,346	306	-	17,625	-	-	38,750	40,931
	<b>8,588</b>	<b>8,166</b>	<b>-</b>	<b>54,094</b>	<b>705</b>	<b>100</b>	<b>136,102</b>	<b>4,234</b>	<b>14,010</b>	<b>225,999</b>	<b>226,265</b>
<b>FUND BALANCES</b>											
	<b>16,388</b>	<b>80,262</b>	<b>10,985</b>	<b>131,088</b>	<b>26,995</b>	<b>54,552</b>	<b>4,859</b>	<b>1,633</b>	<b>727</b>	<b>327,489</b>	<b>202,291</b>
	<b>24,976</b>	<b>88,428</b>	<b>10,985</b>	<b>185,182</b>	<b>27,700</b>	<b>54,652</b>	<b>140,961</b>	<b>5,867</b>	<b>14,737</b>	<b>553,488</b>	<b>428,556</b>

**APPROVED ON BEHALF OF THE BOARD**

\_\_\_\_\_  
President

\_\_\_\_\_  
Treasurer

**THE HASTINGS AND PRINCE EDWARD LEARNING FOUNDATION  
STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES  
FOR THE YEAR ENDED AUGUST 31, 2008**

	GENERAL	GIFT FOR	STUDENT	FOOD FOR	KIRK	SCIENCE &	LEAD	PROJECT	SCHOOL	Aug. 31	Aug. 31
	\$	THE ARTS	EMER-	LEARNING	BUSINESSES	TECHNO-	AGENCY	ENHANCE-	FLOW	2008	2007
		\$	GENCY	\$	\$	LOGY	STUDENT	MENT	THROUGH	TOTAL	TOTAL
			\$			\$	NUTRITION	\$	\$	\$	\$
							FUND				
<b>REVENUES</b>											
Auction	-	-	-	11,694	-	-	-	-	-	11,694	-
Donations	13,640	24,900	-	45,791	-	51,837	-	-	55,371	191,539	317,494
Program flow through	200	-	20,617	3,605	-	-	-	5,867	-	30,289	-
Gifts in kind	29,414	-	-	-	-	-	-	-	-	29,414	52,521
Golf tournament	-	39,985	-	-	-	-	-	-	-	39,985	21,674
Interest	13,683	-	-	-	-	-	-	-	-	13,683	12,267
Other income	10,000	-	-	201	-	-	-	-	-	10,201	33,069
Raffle	-	-	-	1,000	-	-	-	-	-	1,000	5,510
Sales	-	-	-	-	75,563	-	-	-	-	75,563	72,994
SNP - MCYS - lead agency funds	-	-	-	-	-	-	483,342	-	-	483,342	483,343
	<b>66,937</b>	<b>64,885</b>	<b>20,617</b>	<b>62,291</b>	<b>75,563</b>	<b>51,837</b>	<b>483,342</b>	<b>5,867</b>	<b>55,371</b>	<b>886,710</b>	<b>998,872</b>

**THE HASTINGS AND PRINCE EDWARD LEARNING FOUNDATION**  
**STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES - (Cont'd)**  
**FOR THE YEAR ENDED AUGUST 31, 2008**

	GENERAL	GIFT FOR THE ARTS	STUDENT EMER- GENCY	FOOD FOR LEARNING	KIRK BUSINESSES	SCIENCE & TECHNO- LOGY	LEAD AGENCY STUDENT NUTRITION FUND	PROJECT ENHANCE- MENT	SCHOOL FLOW THROUGH	Aug. 31 2008 TOTAL	Aug. 31 2007 TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>EXPENSES</b>											
Auction	-	-	-	2,522	-	-	-	-	-	2,522	-
Awards	-	-	-	-	-	2,455	-	-	-	2,455	2,419
Canada Skills Competition	-	-	-	-	-	3,948	-	-	-	3,948	1,495
Canada Wide Science Fair	-	-	-	-	-	9,184	-	-	-	9,184	10,877
Credit card service fees	549	-	-	-	-	-	-	-	-	549	302
Donations	-	-	-	-	-	-	-	-	-	-	8,123
Equipment	-	8,373	-	3,489	9,064	-	-	-	-	20,926	9,553
Equipment – MCYS	-	-	-	4,968	-	-	-	-	-	4,968	132
Food – BFL	-	-	-	13,780	-	-	-	-	-	13,780	14,875
Food – distribution	-	-	-	1,000	-	-	-	-	-	1,000	500
Food – MCYS	-	-	-	79,913	-	-	-	-	-	79,913	86,673
Food – NCB	-	-	-	13,212	-	-	-	-	-	13,212	11,683
Food – other	-	-	-	13,974	-	-	-	-	-	13,974	-
Gifts-in-kind	29,414	-	-	-	-	-	-	-	-	29,414	52,521
Golf tournament	-	-	-	-	-	-	-	-	-	-	6,231
Groceries – Kirk	-	-	-	-	33,163	-	-	-	-	33,163	31,384
Insurance	-	-	-	-	-	-	1,849	-	-	1,849	1,832
Marketing and advertising	-	-	-	-	-	-	-	-	-	-	327
Meals	1,699	-	-	40	-	-	-	-	-	1,739	1,327
Memberships	-	-	-	75	-	-	-	-	-	75	420
New program start-up costs	-	-	-	400	-	-	-	-	-	400	200
Office	1,005	-	-	296	764	26	3,891	-	-	5,982	5,935
Other	32	-	-	962	-	217	1,050	-	-	2,261	1,384
Postage	614	-	-	-	-	1,780	-	-	-	2,394	3,887
Printing	4,169	-	-	1,250	-	-	-	-	-	5,419	14,733
Professional development	-	-	-	371	-	1,894	18	-	-	2,283	1,071
Professional fees	-	-	-	-	-	-	3,244	-	-	3,244	3,090
Raffle	-	-	-	790	-	-	-	-	-	790	3,166

The accompanying notes form an integral part of these financial statements

**THE HASTINGS AND PRINCE EDWARD LEARNING FOUNDATION**  
**STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES - (Cont'd)**  
**FOR THE YEAR ENDED AUGUST 31, 2008**

	GENERAL	GIFT FOR THE ARTS	STUDENT EMER- GENCY	FOOD FOR LEARNING	KIRK BUSINESSES	SCIENCE & TECHNO- LOGY	LEAD AGENCY STUDENT NUTRITION FUND	PROJECT ENHANCE- MENT	SCHOOL FLOW THROUGH	Aug. 31 2008 TOTAL	Aug. 31 2007 TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>EXPENSES</b>											
Restricted donations to schools	1,500	19,773	9,632	3,805	23,467	3,486	-	4,234	56,384	122,281	249,518
Salaries	12,116	-	-	33,503	-	292	31,289	-	-	77,200	75,724
Science fair boards	-	-	-	-	-	3,541	-	-	-	3,541	7,607
Set up	-	-	-	-	-	6,606	-	-	-	6,606	1,755
Sewing supplies	-	-	-	-	-	-	-	-	-	-	123
Software fees	-	-	-	-	-	-	-	-	-	-	2,000
SNP - lead agency flow through funds	-	-	-	-	-	-	288,535	-	-	288,535	373,457
Transportation	-	-	-	-	5,577	-	-	-	-	5,577	8,783
Travel	852	-	-	421	-	-	1,055	-	-	2,328	5,419
	<b>51,950</b>	<b>28,146</b>	<b>9,632</b>	<b>174,771</b>	<b>72,035</b>	<b>33,429</b>	<b>330,931</b>	<b>4,234</b>	<b>56,384</b>	<b>761,512</b>	<b>998,526</b>
<b>EXCESS OF REVENUE OVER EXPENDITURES</b>	<b>14,987</b>	<b>36,739</b>	<b>10,985</b>	<b>(112,480)</b>	<b>3,528</b>	<b>18,408</b>	<b>152,411</b>	<b>1,633</b>	<b>(1,013)</b>	<b>125,198</b>	<b>346</b>
<b>Interfund transfers</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>147,374</b>	<b>-</b>	<b>-</b>	<b>(147,374)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCES</b>	<b>14,987</b>	<b>36,739</b>	<b>10,985</b>	<b>34,894</b>	<b>3,528</b>	<b>18,408</b>	<b>5,037</b>	<b>1,633</b>	<b>(1,013)</b>	<b>125,198</b>	<b>346</b>
<b>FUND BALANCES - BEGINNING OF YEAR</b>	<b>1,401</b>	<b>43,523</b>	<b>-</b>	<b>96,194</b>	<b>23,467</b>	<b>36,144</b>	<b>(178)</b>	<b>-</b>	<b>1,740</b>	<b>202,291</b>	<b>201,945</b>
<b>FUND BALANCES - END OF YEAR</b>	<b>16,388</b>	<b>80,262</b>	<b>10,985</b>	<b>131,088</b>	<b>26,995</b>	<b>54,552</b>	<b>4,859</b>	<b>1,633</b>	<b>727</b>	<b>327,489</b>	<b>202,291</b>

**THE HASTINGS AND PRINCE EDWARD LEARNING FOUNDATION  
STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED AUGUST 31, 2008**

	<b>August 31 2008</b>	<b>August 31 2007</b>
	\$	\$
<b>OPERATING ACTIVITIES</b>		
Excess of revenue over expenditures	125,198	346
Adjustment for:		
(Increase) decrease in accounts receivable	5,779	(10,423)
Increase (decrease) in accounts payable	37,873	(129,764)
Increase (decrease) in accounts payable – SNP partners	(38,139)	182,137
<b>CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>130,711</b>	<b>42,296</b>
<b>CASH AND EQUIVALENTS - BEGINNING OF YEAR</b>	<b>416,172</b>	<b>373,876</b>
<b>CASH AND EQUIVALENTS - END OF YEAR</b>	<b>546,883</b>	<b>416,172</b>
<b>REPRESENTED BY:</b>		
Cash	496,883	366,172
GIC	50,000	50,000
	<b>546,883</b>	<b>416,172</b>

The accompanying notes form an integral part of these financial statements

**WILKINSON & COMPANY LLP** XXXXXXXXXX

**THE HASTINGS AND PRINCE EDWARD LEARNING FOUNDATION  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2008**

**1. PURPOSE OF THE ORGANIZATION**

The Hastings and Prince Edward Learning Foundation is the registered charitable foundation established by The Hastings and Prince Edward District School Board to enhance public education by raising money for services and initiatives that could not otherwise be offered by the Board. The Hastings and Prince Edward Learning Foundation is a registered charity under the Income Tax Act.

The Hastings and Prince Edward Learning Foundation continues a partnership with the Hastings and Prince Edward District School Board to promote the education and development of students through three program opportunities: 1) The Kirk Café, 2) Kirk Catering and 3) Kirk Laminating. The Learning Foundation has the role of the business partner.

The Directors of The Learning Foundation approved in December 2007, the creation of a Student Emergency Fund and a Project Enhancement Fund as the means by which the Kirk Business profits would be reinvested to support H.P.E.D.S.B. students.

The objective of the Student Emergency Fund is to provide immediate assistance to students and perhaps their families by providing financial aid and/or gifts in kind support. This funding could be used to purchase items such as eyeglasses, EpiPens, medical supplies, food and clothing, transportation, field trip subsidies and for other financial needs that result from family crises (fire, flood, layoffs, illness, etc).

The purpose of the Project Enhancement Fund is to encourage school staff to submit an application for funding of projects that provide innovative, unique and exciting enhancements to curriculum requirements. Projects must:

- 1) Enhance education opportunities for students
- 2) Support an initiative in Healthy Active Living, the Arts or Innovative Practices
- 3) Have a signature indicating review by a Principal and Superintendent
- 4) Indicate a specific purpose and period of time for the project
- 5) Lend itself to the completion of a project summary and to being publicly promoted.

The Student Emergency Fund will be funded annually with seventy percent of the previous year's Kirk Businesses net revenue and the Project Enhancement Fund will represent the remaining thirty percent.

A Gift for the Arts campaign was initiated in the 2006/07 fiscal year as the Directors of The Learning Foundation believe that the arts are integral to student success and enhance the school experience. Donations to the campaign were targeted towards school program enhancements and the provision of additional opportunities for students. This campaign was concluded during the 2007/08 fiscal year.

**THE HASTINGS AND PRINCE EDWARD LEARNING FOUNDATION  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2008**

**1. PURPOSE OF THE ORGANIZATION - (Cont'd)**

Food for Learning assists schools with the organization and funding of nutrition programs. There were 130 (2007 – 122) programs in Hastings and Prince Edward counties that served over 464,000 (2007 - 434,000) meals and snacks to students in the year ended August 31, 2008.

The Science and Technology Enhancement Fund provides monetary support for activities that encourage and promote the development of students' technological, science, and leadership skills. This includes the annual Quinte Regional Science and Technology Fair event which is open to all students in Hastings and Prince Edward Counties from Grade 4 to Grade 12 and is now funded through the Science and Technology Enhancement Fund.

The Learning Foundation is the Lead Agency for the Ministry of Child and Youth Services in South East Ontario. In this role, The Learning Foundation has the responsibility for the administration and the co-ordination of fundraising for school nutrition programs in a six-county area (Hastings and Prince Edward, Lennox and Addington, Frontenac, Lanark, Leeds and Grenville). In the year ended August 31, 2008, there were 573 (2007 – 481) programs that provided nutrition to almost 28,188 (2007 - 24,000) students in South East Ontario.

The Learning Foundation has subcontracted services with four flow-through agencies and the community partnership groups they represent:

The Upper Canada Leger Centre (*Food for Thought*)  
The Food Sharing Project  
The Merrickville District Health Centre (*Nutrition 4 Kids*)  
The Hastings and Prince Edward Learning Foundation (*Food for Learning*)

**2. ACCOUNTING POLICIES**

The financial statements of the Foundation have been prepared in accordance with Canadian generally accepted accounting principles. The following summary of significant account policies is set forth to facilitate the understanding of these financial statements:

**(a) Fund Accounting**

In order to ensure observance of the limitations and restrictions placed on the use of resources available to the Foundation, the accounts of the Foundation are maintained in accordance with the principles of fund accounting. Accordingly, resources are classified for accounting and reporting purposes into funds. These funds are held in accordance with the objectives specified by the donors or in accordance with directives issued by the Board. Transfers between the funds are made when it is considered appropriate and authorized by the Board.

**THE HASTINGS AND PRINCE EDWARD LEARNING FOUNDATION  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2008**

**2. ACCOUNTING POLICIES - (Cont'd)**

**(a) Fund Accounting - (Cont'd)**

To meet the objectives of financial reporting and stewardship over assets, certain inter-fund transfers are necessary to ensure appropriate allocation of assets and liabilities to the respective funds. These inter-fund transfers are reported on the Statement of Operations and Changes in Fund Balances.

**(b) Capital Assets**

Capital expenditures are recorded at cost and are expensed in the same fiscal year.

**(c) Donations**

The Foundation follows the restricted fund method of accounting for contributions. Donations are recognized as revenue in the year received.

**(d) Income Taxes**

The Foundation has been registered with the Canada Revenue Agency as a charitable public foundation, and accordingly, is exempt from income taxes, provided it disburses its available funds as set out under the requirements of The Income Tax Act.

**(e) Pledges**

The amount of any pledges to donate funds to the Foundation is not included in revenue until such time as the funds are received.

**(f) Contributed Goods and Services**

A number of volunteers contribute a significant amount of their time each year to the Foundation. In addition, donations of food and supplies are received. Because of the difficulty of determining the fair value of contributed goods and services, they are not recognized in these financial statements. Where the fair value of contributed goods is readily determinable, the fair value of the contributed goods is recognized in the financial statements as a gift in kind.

**(g) Cash and Equivalents**

Cash and equivalents consist of cash on deposit and bank term deposits in money market instruments.

**THE HASTINGS AND PRINCE EDWARD LEARNING FOUNDATION  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2008**

**3. RELATED PARTY TRANSACTIONS**

The Hastings and Prince Edward District School Board provides the use of its premises to the Foundation without receiving consideration in exchange.

The Hastings and Prince Edward District School Board pays the remuneration of the Executive Director of the Foundation. The amount of remuneration paid by the Hastings and Prince Edward District School Board is not reflected in the financial statements of the Foundation.

The Hastings and Prince Edward District School Board also provides accounting services without receiving consideration in exchange.

**4. PLEDGES**

To August 31, 2008, the Foundation does not have any outstanding pledges (2007 - \$1,500).

**5. FINANCIAL INSTRUMENTS**

Financial instruments consist of accounts receivable, accounts payable, due to/from the Hastings and Prince Edward District School Board, and GST receivable. The carrying amounts approximate their fair market value due to the short-term maturity of these financial instruments. It is management's opinion that the company is not exposed to significant interest, currency or credit risks from these financial instruments.

**6. PRIOR YEAR'S COMPARATIVE**

Prior year's comparative financial statements have been reclassified to conform to the current year's presentation.