



## **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 14, 2010  
commencing at 5:30 p.m.**

**in the  
Board Committee Room, Education Centre  
156 Ann Street, Belleville, Ontario**

The agenda and supporting documents for this meeting are attached to this notice.

**Monica Walker, Chair**  
Program and Human Resources Committee

**Trish FitzGibbon**  
Superintendent of Education  
Curriculum Services

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

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

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

**Committee members:** Thelma Goodfellow, Mary Hall, Harry Marissen, Carl Pitman,  
Monica Walker, Chair, Jim Williams  
Samantha Willman (Student Trustee)



# Hastings and Prince Edward District School Board

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

Chair of the Board: Carl Pitman

Director of Education: Kathy Soule

## Program and Human Resources Committee REVISED PUBLIC AGENDA

Regular meeting of  
June 14, 2010 – 5:30 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 – May 17, 2010 Business arising from the minutes	A-1	
<b>B</b>	<b>Recommendations</b>		
	Special Education Plan	B-1	JR
<b>C</b>	<b>Information</b>		
<b>5:30 p.m.</b>	International Student Program Update	C-1	KS C. Goerke
<b>5:45 p.m.</b>	The Hastings and Prince Edward Learning Foundation Update	C-2	KS M. deSnoo
<b>6:00 p.m.</b>	Aboriginal Communication Plan	C-3	JR S. Smith
	Senior Administration Reorganization Update	C-4	KS/RM
	Early Learning Extended Day Programs	C-5	DR
<b>D</b>	<b>Correspondence</b>		

None

**Move into closed session**

**Next regular meeting: Monday, September 20, 2010 @ 7:00 p.m.**



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

**Monday, May 17, 2010**

**DRAFT**

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

**Student Trustee:** None

**Absent:** None

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

**Guests:** C. Cotton

**Resource:** C. DeMille, R. McGall, J. Montgomery, M. Norton, C. Portt, J. Rogers,  
D. Rutherford, M. Savery-Whiteway, K. Soule, D. Tregenza

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

**Call to order**

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

**Delegations/presentations** - None

**Approval of agenda**

Moved: J. Williams  
Seconded: M. Hall

**That the agenda be approved.**

Carried

**Approval of minutes**

Moved: T. Goodfellow  
Seconded: M. Hall

**That the minutes of the regular meeting of April 19, 2010 be approved.**

Carried

**Business arising from minutes** - None

**Information**

**Frink Centre report**

Assistant Superintendent Colleen DeMille welcomed Paul Taylor, Outdoor Education Coordinator and Ian Boyd, Curriculum Coordinator. Paul Taylor highlighted the following information from his report:

- In the 2008-2009 school year, the total number of visitors from HPEDSB was 7264 people. As of April 9<sup>th</sup> of the 2009-2010 school year, 5500 visitors have attended programming at the Frink Centre from Hastings and Prince Edward District School Board.
- A new trail has been established, and the bird observation area has been improved as a memorial project for former board employee Vince Prewer. Donations from family, friends and community after the passing of Vince several years ago were used to build the trail, purchase additional bird feeders, and a bird identification sign.
- An advisory committee made up of members from all groups in partnership with the Centre continues to meet to strengthen partnerships, increase awareness of the Centre, plan new projects for the Centre, and upgrade facilities. Plans for a new Pavilion are currently being established and clearing of

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the location for the Pavilion has already begun. The Lifelines class from CSS began clearing the location of trees as part of their Professional Chainsaw Operators Certificate as well as clearing an area for a playing field at the Centre.

- The Lifelines class from Centennial Secondary School facilitated the 2010 tours for the Frink Centre's annual Sugar Bush event from March 22nd – April 9<sup>th</sup> for the 75 classes that visited the Centre to learn about maple syrup.
- Student placement opportunities for 2010 at the Centre has brought in students from Loyalist College, Trent University and Centre Hastings Secondary School.
- Local groups and organizations such as the 'Bassmasters' and the Ontario Stewardship Rangers set aside several days during the year to volunteer their time and/or work to get a variety of chores done for the Frink Centre.
- Algonquin Lakeshore Catholic District School Board intends to maintain their partnership with the Frink Centre for the upcoming 2010-2011 school year.

Next steps for the Frink Centre were outlined, as follows:

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

#### **International Student Program update**

This agenda item was deferred to the June meeting.

#### **Draft floor plans for Prince Charles School (Belleville), Sir John A. Macdonald Public School and North Hastings Senior Elementary School**

Don Tregenza reviewed the draft floor plans for each of the locations, noting that administrative staff and integration committees have provided input into draft preliminary floor plans for each of the three projects. Staff and committees have been charged with the task of completing floor plans within the established budgets although certain aspects of the original scope of work have been improved.

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

Early Learning Program space will be established at each location.

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

The concept of a community hub has been incorporated into the plans for Prince Charles School (Belleville) and was embedded in the Pascal report on Early Learning. Discussions have already taken place with the Ontario Early Years Centre who will take over the coordination services for that hub space. The hub will be designed as an adult space with adjoining offices for consultations and can be accessed without coming through the school. This will allow parents, students and community members to access services within their own community. The concept of the multi-purpose room was also reviewed, noting that this area is being designed in such a way that it can be used for any number of classes and activities, including the breakfast, lunch and snack programs.

Senior administration responded to various questions from trustees related to the proposed floor plans. Committee members commended staff on the hard work that has gone into developing these draft plans and expressed their appreciation for the way in which they have worked so closely with the Integration Committees and the community to ensure that the needs of the school and community will be met while completing the projects within established budgets.

Don Tregenza left the meeting.

**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 trustees on the Program and Human Resources Committee.

Moved: T. Goodfellow  
Seconded: M. Hall

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

Carried

**Compliance Audit Committee**

The Municipal Elections Act, 1996, as amended by Bill 212, now requires that every municipality and school board appoint a Compliance Audit Committee prior to October 1, 2010. The Clerks from Prince Edward County, City of Quinte West and City of Belleville have met and discussed various options regarding a Joint Compliance Audit Committee. Discussions with administration from both Hastings and Prince Edward District School Board and Algonquin and Lakeshore Catholic District School Board has resulted in a willingness to expand the membership of the Joint Compliance Audit Committee to include both school boards. The three municipalities will be reporting to their respective councils by the end of May. The Program and Human Resources Committee is supportive of this partnership and makes the following recommendation.

Moved: H. Marissen  
Seconded: J. Williams

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

Carried

Trustee Cotton and Superintendents Montgomery and Rutherford left the meeting.

**Information**

**Instructional Technology Advisory Committee (ITAC) update**

Matt Norton provided background information related to the creation of the ITAC, noting that this committee has met six times during the 2009-2010 school year. The recommendations brought forward to Administrative Council from this committee were reviewed and represent four main categories:

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

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

**Wireless network access**

In March 2010 a wireless network pilot commenced at Centennial Secondary School in response to school requests for a method to provide access to wireless technology allowing students, staff and guests to use their own wireless devices within the school. The pilot is scheduled to conclude in June 2010. A

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School Wireless Network Acceptable Use Statement was developed which students, staff and guests must agree to in order to access the wireless network.

Commonly asked questions and answers were reviewed with committee members. It was noted that an internet security company was hired to do an audit of the wireless networks at the Education Centre and Centennial Secondary School. Minor concerns were addressed but overall a 95% rate was achieved at both sites. Trustees inquired about neighbours being able to access wireless. The wireless access has been configured so that it is limited to the interior of the building.

Matt Norton left the meeting.

**Safe Schools – Safe Workplace, implementation of Bill 168 – June 15, 2010**

Superintendent McGall reviewed Report No. C-6, which included an overview of the draft procedures related to violence in the workplace and workplace harassment. A summary of recommended changes to related procedures was included in the report. These updates and revisions are being recommended to ensure compliance with the new legislation. The draft communication and training plan was also included in the report.

It was noted that a meeting has taken place with the Safe Workplace Panel and a meeting with the Joint Health and Safety Committee is scheduled for Wednesday, May 19. Once feedback is received from the various groups, final copies of the procedures will be provided to trustees.

**Correspondence – None**

At 8:20 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:** June Rogers, Superintendent of Education, Special Education Services

**Re: Special Education Plan 2009-10**

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### **Purpose**

To approve amendments to the Special Education Plan 2009-10.

### **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 April 19, 2010 the Ministry of Education, through the Deputy Minister of Education, released a memorandum advising school boards that they were no longer required to submit a Special Education Plan to the Ministry; however, boards were required to ensure that a report is available to the community regarding the special education programs and services available to meet the needs of students in the board. The Ministry of Education also enclosed a checklist which lists the components of a comprehensive Special Education Report. Boards are required to submit a copy of the completed checklist to identify the components in the Special Education Plan to the Ministry Regional Office by September 1, 2010.

### **Current situation**

Special Education staff reviewed the 2009-10 Special Education Plan to ensure that current programs and services were reflected accurately. Amendments reflect minor changes. Revisions were presented to the Special Education Advisory Committee (SEAC) at the regular meeting in May, and were approved by the Committee on May 27, 2010.

### **Appendices**

Appendix A - Amendments to the Special Education Plan 2009-10

### **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 2009-10 as contained in the Program and Human Resources Committee public session Report No. B-1 dated June 14, 2010.**

Respectfully submitted,

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



**Appendix A**  
**Special Education Plan 2009 - 2010**  
**Summary of Revisions**

The following amendments are reflected in the Special Education Plan 2009-10. Amendments are minimal. 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*.

**2.4 IPRC (page18)**

- included current year statistics

**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>

**2009 - 2010 statistics:**

2009-10	B	CA	CH	CL	CS	CLD	IG	IMD	IDD	PD	PV	M	Total
Elementary	100	98	11	152	4	215	7	176	155	15	4	101	1038
Secondary	232	59	12	21	4	416	22	385	210	31	5	108	1505
<b>Total</b>	<b>332</b>	<b>157</b>	<b>23</b>	<b>173</b>	<b>8</b>	<b>631</b>	<b>29</b>	<b>561</b>	<b>365</b>	<b>46</b>	<b>9</b>	<b>209</b>	<b>2543</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 2008-09	APPEALS 2009-10
Elementary	1	1
Secondary	1	0
<b>Total</b>	<b>2</b>	<b>1</b>



**2.10 Provincial and Demonstration Schools in Ontario**

- included current year statistics

**2008 - 2009 statistics:**

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

**2009 - 2010 statistics:**

<b>Sir James Whitney School for the Deaf</b>	<b>26</b>
<b>Sagonaska</b>	<b>0</b>
<b>W. Ross MacDonald</b>	<b>3</b>
<b>Trillium Provincial School</b>	<b>0</b>



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

### **Current situation**

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

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

### **Student enrollment**

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

Respectfully submitted,

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

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



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

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

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

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

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**Purpose**

To provide an update on the activities of The Hastings and Prince Edward Learning Foundation.

**Background**

The Hastings and Prince Edward Learning Foundation raises funds to provide all students of Hastings and Prince Edward District School Board with expanded opportunities for success.

The Hastings and Prince Edward Learning Foundation accomplishes its mission by working with volunteers, teachers, principals, school staff and donors to provide philanthropic support for an entire spectrum of enhanced learning opportunities for students.

**Current situation**

A strategic planning session was held in the fall, and key identified strategies of the plan, such as a redesigned Planned Giving pamphlet, have been completed.

“Food for Learning” student nutrition program statistics from September 2009, to March 31<sup>st</sup>, 2010 are as follows: 9,435 students have been served 370,754 meals by 826 volunteers that have donated 16,056 hours of their time.

25 Project Enhancement Fund grants have been awarded to HPEDSB schools

As of May 31, 140 Student Emergency Fund grants have been approved to support students in crisis (77 requests were received last school year).

The Learning Foundation Board has received an estate gift, ‘The Len & Olive Black Memorial Fund’. The gift will be a fund within the Student Emergency Fund for the specific purpose of supporting students facing financial hardship and who:

- 1) would like to enroll in HPEDSB courses requiring specific materials/items to participate (i.e. welding glasses for tech courses, character shoes for music theatre courses shorts and shoes for gym classes, an art kit for art classes, etc);
- 2) would like to pursue post secondary education and need assistance with the application fee to apply to attend, currently \$115.

We continue our partnership with HPEDSB to promote the education and development of students through three Kirk Program opportunities: Café, Catering, and Laminating. We have the role of the business partner while Special Education Services provides the students’ programs.

We continue to provide monetary support for activities that encouraged and promoted the development of students’ technological, science, and leadership skills through the Science and Technology Enhancement Fund. This includes the Quinte Regional Science and Technology Fair.



**Hastings and Prince Edward  
District School Board**

**Program and Human Resources  
Committee Report No. C-2  
Page 2  
June 14, 2010**

An Agribition event for all Grade 4 HPEDSB students is being planned for October 6 & 7<sup>th</sup>.

As the Lead Agency for the Ministry of Children and Youth Services in South East Ontario, we remain responsible for the administration and fundraising for Student Nutrition Programs in six counties. In 2008/09 there 605 programs that provided nutrition to 37,828 South East Ontario students.

Finally, staff of The Learning Foundation continued in their consultative role, to school staff and administrators, providing guidance on philanthropic initiatives and due diligence on 'Flow Through' funds raised.

**Appendices**

Chalk Talk and included materials

Respectfully submitted,

**Kathy Soule  
Director of Education**

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



## Communications Plan

### Aboriginal Education in Hastings and Prince Edward Counties

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#### Situational analysis

*Note: the term Aboriginal is used to represent the First Nation, Métis and Inuit*

- In 2005 the Ontario government committed to working with Aboriginal leaders and organizations to improve education outcomes for Aboriginal students. A goal is to close the gap in student achievement by providing appropriate support for these students.
- A provincial Aboriginal Education Office was created in 2006 to support implementation of a policy framework, support school boards in developing a self-identification policy, and enhance teacher education program opportunities aimed at potential FNMI educators.
- Two Ministry of Education reference documents, 1) *Building Bridges to Success for First Nation, Métis and Inuit Students* and 2) *Ontario First Nation, Métis and Inuit Education Policy Framework* are available and being used by HPEDSB.
- The district has an established, positive relationship with Mohawks of the Bay of Quinte (MBQ). MBQ children presently attend Quinte Mohawk School (elementary) and district secondary schools through a tuition agreement between HPEDSB and Indian and Northern Affairs Canada. Some elementary and secondary schools offer Aboriginal programs.
- A small pocket of Métis families live in North Hastings. Other families and locations need to be located.
- There is little awareness among Aboriginal and non-Aboriginal people about the Aboriginal Education Office and the voluntary self-identification process.
- Historical sensitivities need to be considered.
- Provincial funding is available to support projects in student mentorship and leadership development, elementary to secondary school transitions, awareness and appreciation of Aboriginal cultures, and training and development.

#### Goals

1. Partner with Algonquin and Lakeshore Catholic District School Board to ensure consistent messaging throughout Hastings and Prince Edward counties.
2. Educate employees about the voluntary, self-identification process for Aboriginal students.
3. Encourage, voluntary self-identification of Aboriginal students within the district.
4. Increase the number of Aboriginal employees working in the district.
5. Provide teaching strategies and resources to support Aboriginal education.
6. Increase knowledge and understanding of Aboriginal histories, cultures and perspectives.
7. Identify, through voluntary, self-identification, the number of Aboriginal employees working within the district.

#### Target audiences

- Employees
- Trustees
- Mohawk Leadership Team at Moira Secondary School
- Aboriginal students and their families
- Mohawks of the Bay of Quinte
- Non-Aboriginal students and their families
- Community and business leaders, including municipalities



## Communications Plan

### Aboriginal Education in Hastings and Prince Edward Counties

EMPLOYEES

#### Objective

1. By November 30, 2008, all employees will be aware of the district's Aboriginal education initiative.

COMMUNICATION STRATEGY	MESSAGES					
Awareness campaign	<ul style="list-style-type: none"> <li>• Provincial Ministry of Education initiative; other school boards have similar projects underway.</li> <li>• Specific provincial funding is available.</li> <li>• We have partnered with ALCDSB because of the common communities in Hastings and Prince Edward counties.</li> <li>• To increase knowledge and awareness about Aboriginal histories, cultures and perspectives.</li> <li>• Encourage and sustain Aboriginal student success, and literacy and numeracy skills to help students reach their full potential.</li> <li>• We will collect credit accumulation and graduation data on Aboriginal students through a voluntary, self-identification process, respecting the privacy and dignity of all students.</li> <li>• We will continue to build partnerships with Aboriginal communities and organizations to maintain respectful, positive and effective working relationships.</li> <li>• We will develop teaching strategies and resources (human and other) to support Aboriginal student success.</li> <li>• Reflects Growing with Character and recognizes the diverse nature of our communities.</li> <li>• Moira Secondary School is entering a second year with the Successful Transition Project in partnership with Quinte Mohawk School.</li> </ul>					
	TACTICS/TOOLS	BUDGET	RESPONSIBLE PEOPLE	TIMELINE	EVALUATION	STATUS
	Director's Meeting, principals' meetings, department meetings, awareness training for school secretaries and guidance staff, meetings with MSS Mohawk Leadership team and union/federation presidents  <b>Channels</b> PPT, speeches, FAQs, eCommunity newsletter, email, Web site, system memo	Ministry funding	Director, SOs, supervisors, Communications Officer, Community Engagement Coordinator	August Director's Meeting and principals' meetings  September department and school staff meetings  September eCommunity	3-4 question survey re: awareness of AiM plan, Aboriginal education project, Safe Schools and Growing with Character	Initial awareness through : - Director's meetings, principals' meetings - information provided to share at staff meetings - Native Studies workshops hosted - E community newsletter articles - forms updated, brochures distributed - website created with Q and A's



## Communications Plan

### Aboriginal Education in Hastings and Prince Edward Counties

#### Objective

2. Second an Aboriginal education coordinator by the fall of 2008.

EMPLOYEES

COMMUNICATION STRATEGY	MESSAGES				
Recruiting strategy	<ul style="list-style-type: none"> <li>Support Ministry of Education goals to provide a high level of student achievement and reduce gaps in Aboriginal student achievement, and to provide quality programs, services and resources and provide curriculum that facilitates learning about contemporary and traditional Aboriginal cultures, histories and perspectives among all students.</li> <li>Moira Secondary School is entering a second year with the Successful Transition Project in partnership with Quinte Mohawk School.</li> </ul>				
	TACTICS/TOOLS	BUDGET	RESPONSIBLE PEOPLE	TIMELINE	EVALUATION
Advertising campaign  <b>Channels</b> Job posting, Web site	Ministry funding	Human Resources and Curriculum SO	August posting	An appropriate candidate is in place by the fall 2008	Completed October 2008



## Communications Plan Aboriginal Education in Hastings and Prince Edward Counties

### Objective

3. Develop and release an Aboriginal education administrative procedure by September 2009, with a draft to trustees by February 2009.

**EMPLOYEES**

COMMUNICATION STRATEGY	MESSAGES					
Governance strategy	<ul style="list-style-type: none"> <li>Implement a voluntary, self-identification process available to all students and families.</li> <li>Focused on improving Aboriginal student achievement and closing gaps.</li> <li>Enhance respect for the Aboriginal population in Hastings and Prince Edward counties.</li> <li>For 2009-2010 school years, revise registration forms to include a voluntary, self-identification section.</li> </ul>					
	TACTICS/TOOLS	BUDGET	RESPONSIBLE PEOPLE	TIMELINE	EVALUATION	STATUS
Ad hoc committee	Ministry funding	Project Facilitator, Community Engagement Coordinator, Aboriginal Education Coordinator	In place by September 2009	The administrative procedure reflects district needs and Ministry of Education requirements	Registration forms are in place at all schools	Completed
Equity and Diversity Committee						Student update forms (elementary) and self ID forms in place.
Student Success Advisory Committee						
Educational Services Steering committee						Registration form updated with secondary student update forms in progress
Administrator meetings						
Standing committees						
Media						



## Communications Plan Aboriginal Education in Hastings and Prince Edward Counties

### Objective

4. Keep trustees current with the actions and of the Aboriginal education initiative by providing consistent and current information.

TRUSTEES

COMMUNICATION STRATEGY	MESSAGES					
Accountability	<ul style="list-style-type: none"> <li>• Provincial Ministry of Education initiative; other school boards have similar projects underway.</li> <li>• Increase knowledge and awareness about Aboriginal histories, cultures and perspectives.</li> <li>• Encourage and sustain Aboriginal student success, and literacy and numeracy skills to help students reach their full potential.</li> <li>• We will collect data on Aboriginal through a voluntary, self-identification process, respecting the privacy and dignity of all students.</li> <li>• We will build partnerships with Aboriginal communities and organizations to maintain respectful, positive and effective working relationships.</li> <li>• We will develop teaching strategies and resources (human and other) to support Aboriginal student success.</li> <li>• We have partnered with ALCDSB because of the common communities in Hastings and Prince Edward counties.</li> <li>• Reflects Growing with Character and recognizes the diverse nature of our communities.</li> <li>• Moira Secondary School is entering a second year with the Successful Transition Project in partnership with Quinte Mohawk School.</li> </ul>					
	TACTICS/TOOLS	BUDGET	RESPONSIBLE PEOPLE	TIMELINE	EVALUATION	STATUS
	Standing committees, Board meetings, invitations to inservice, school events and celebrations  <b>Channels</b> Meeting agenda, workshops, school events and celebrations		Director, SOs, Aboriginal Education Coordinator, Communications Officer	Ongoing	Draft policy/procedure developed by February 2009  Trustee support for ongoing data collection	Completed and ongoing  Update provided January and June 2010



## Communications Plan Aboriginal Education in Hastings and Prince Edward Counties

### Objective

5. Seek input from and involve the Moira Secondary School Mohawk Leadership Team.

COMMUNICATION STRATEGY	MESSAGES					
Awareness and sharing	<ul style="list-style-type: none"> <li>• Provincial Ministry of Education initiative; other school boards have similar projects underway.</li> <li>• We have partnered with ALCDSB because of the common communities in Hastings and Prince Edward counties.</li> <li>• Increase knowledge and awareness about Aboriginal histories, cultures and perspectives.</li> <li>• Encourage and sustain Aboriginal student success, and literacy and numeracy skills to help students reach their full potential.</li> <li>• We will collect data on Aboriginal through a voluntary, self-identification process, respecting the privacy and dignity of all students.</li> <li>• We will build partnerships with Aboriginal communities and organizations to maintain respectful, positive and effective working relationships.</li> <li>• We will develop teaching strategies and resources (human and other) to support Aboriginal student success.</li> <li>• Reflects Growing with Character and recognizes the diverse nature of our communities.</li> <li>• Moira Secondary School is entering a second year with the Successful Transition Project in partnership with Quinte Mohawk School. What else is underway?</li> </ul>					
	TACTICS/TOOLS	BUDGET	RESPONSIBLE PEOPLE	TIMELINE	EVALUATION	STATUS
	MSS Mohawk Leadership Team best practices  <b>Channels</b> PPTs, videos, events		Superintendent, school administrators, Community Engagement Coordinator, Aboriginal Education Coordinator, Communications Officer	Beginning September 2008	Meetings with MSS Mohawk Leadership Team  Best practices shared with other schools	Ongoing through school principal

MSS MOHAWK LEADERSHIP TEAM



## Communications Plan Aboriginal Education in Hastings and Prince Edward Counties

**ABORIGINAL STUDENTS AND FAMILIES**

**Objective**

6. By December 31, 2008, Aboriginal students and their families within the district will be aware of the district's Aboriginal education initiative.

COMMUNICATION STRATEGY	MESSAGES					
Family / band engagement strategy	<ul style="list-style-type: none"> <li>• Provincial Ministry of Education initiative; other school boards have similar projects underway.</li> <li>• Specific provincial funding is available.</li> <li>• We have partnered with ALCDSB because of the common communities in Hastings and Prince Edward counties.</li> <li>• To increase knowledge and awareness about Aboriginal histories, cultures and perspectives.</li> <li>• Encourage and sustain Aboriginal student success, and literacy and numeracy skills to help students reach their full potential.</li> <li>• We will collect credit accumulation and graduation data on Aboriginal students through a voluntary, self-identification process, respecting the privacy and dignity of all students.</li> <li>• We will continue to build partnerships with Aboriginal communities and organizations to maintain respectful, positive and effective working relationships.</li> <li>• We will develop teaching strategies and resources (human and other) to support Aboriginal student success.</li> <li>• Reflects Growing with Character and recognizes the diverse nature of our communities.</li> <li>• Moira Secondary School is entering a second year with the Successful Transition Project in partnership with Quinte Mohawk School.</li> </ul>					
	TACTICS/TOOLS	BUDGET	RESPONSIBLE PEOPLE	TIMELINE	EVALUATION	STATUS
	Town hall meetings, ad hoc committee, key communicators, Synrevoice  <b>Channels</b> Invitations, kits, PPT, speeches, FAQs, school newsletters and school councils, share best practices from other school boards		Project Facilitator, Community Engagement Coordinator, Director, SOs, Communications Officer, Aboriginal Education Coordinator	Beginning November 2008	Meeting evaluations, input at meetings	Completed and ongoing  Community forums held in all areas of the district, verbal feedback received  Parent letter, self ID information provided for newsletter inserts, brochures distributed to all families, web page Info provided to new registrants



## Communications Plan

### Aboriginal Education in Hastings and Prince Edward Counties

**ABORIGINAL STUDENTS AND FAMILIES**

**Objective**

**7. By September 2009, a baseline number of Aboriginal students within the district will have voluntarily self-identified.**

COMMUNICATION STRATEGY	MESSAGES					
Family engagement strategy	<ul style="list-style-type: none"> <li>• We invite voluntary, self-identification of Aboriginal students.</li> <li>• We will develop teaching strategies and resources (human and other) to support Aboriginal student success.</li> <li>• We have partnered with ALCDSB because of the common communities in Hastings and Prince Edward counties.</li> <li>• Reflects Growing with Character and recognizes the diverse nature of our communities.</li> <li>• Connections to the provincial Student Success approach to ensure successful transition from elementary to secondary school and beyond.</li> </ul>					
	TACTICS/TOOLS	BUDGET	RESPONSIBLE PEOPLE	TIMELINE	EVALUATION	STATUS
	Town hall meetings, ad hoc committee, key communicators, community agency involvement  <b>Channels:</b> Invitations, kits, PPT, speeches, FAQs, surveys, band/community newspapers or other publications, school-based enrolment form, Maplewood		Project Facilitator, Community Engagement Coordinator, director, SOs, Communications Officer, Aboriginal Education Coordinator	Beginning January 2009	Number of students who have self-identified  Survey responses	Over 550 students self-identified (November 2009)





## Communications Plan

### Aboriginal Education in Hastings and Prince Edward Counties

**NON-ABORIGINAL STUDENTS**

**Objective**

9. At the secondary level, increase the number of Aboriginal and non-Aboriginal students enrolling in native studies programs by September 2010.

COMMUNICATION STRATEGY	MESSAGES					
Student engagement strategy	<ul style="list-style-type: none"> <li>• Develop an understanding, appreciation and knowledge of history and cultural contributions and the role played by Aboriginal people in the development of the nation.</li> <li>• For those interested in careers in social sciences, counseling or teaching.</li> <li>• Promote Moira Secondary School 'Transition' project, student council and existing programs (HOPE and Routes to Roots).</li> </ul>					
	TACTICS/TOOLS	BUDGET	RESPONSIBLE PEOPLE	TIMELINE	EVALUATION	STATUS
	Presentations, promotional materials, MSS Mohawk Leadership Team  <b>Channels</b> Grade 8 Nights, course calendars, school newsletters		Aboriginal Education Coordinator, school administrators, guidance departments	Beginning January 2009	Increased enrolment in these programs	Significant increase noted  Over 50% students enrolled are non-aboriginal



## Communications Plan Aboriginal Education in Hastings and Prince Edward Counties

### Objective

10. By 2010, all secondary schools will offer Native Studies courses.

NON-ABORIGINAL STUDENTS

COMMUNICATION STRATEGY	MESSAGES					
Student engagement strategy	<ul style="list-style-type: none"> <li>Develop an understanding, appreciation and knowledge of history and cultural contributions and the role played by Aboriginal people in the development of the nation.</li> <li>For those interested in careers in social sciences, counseling or teaching.</li> <li>Promote Moira Secondary School 'Transition' project, student council and existing programs (HOPE and Routes to Roots).</li> </ul>					
	TACTICS/TOOLS	BUDGET	RESPONSIBLE PEOPLE	TIMELINE	EVALUATION	STATUS
	Presentations, promotional materials, MSS Mohawk Leadership Team  <b>Channels</b> Grade 8 Nights, course calendars, school newsletters		Aboriginal Education Coordinator, school administrators, guidance departments	Beginning January 2009	Increased enrolment in programs	All secondary schools offering programs, over 25 in total for 2009-10



## Communications Plan Aboriginal Education in Hastings and Prince Edward Counties

### Objective

11. Gain support for the voluntary, self-identification process from the Aboriginal communities.

MOHAWKS OF THE BAY OF QUINTE

COMMUNICATION STRATEGY	MESSAGES					
Community strategy	<ul style="list-style-type: none"> <li>• Presently, HPEDSB has a tuition agreement with Indian and Northern Affairs Canada. This agreement provides public secondary school education for youth who reside on the federally-funded Tyendinaga Mohawk Territory and attend HPEDSB secondary schools.</li> <li>• Based on a request from the Mohawks of the Bay of Quinte Band Council, HPEDSB will provide EQAO test results and graduation rates in aggregate form.</li> <li>• We invite voluntary, self-identification of Aboriginal students.</li> <li>• We will develop teaching strategies and resources (human and other) to support Aboriginal student success.</li> <li>• We have partnered with ALCDSB because of the common communities in Hastings and Prince Edward counties.</li> <li>• Reflects Growing with Character and recognizes the diverse nature of our communities.</li> <li>• Connections to the provincial Student Success initiative to ensure successful transition from elementary to secondary school and beyond.</li> </ul>					
	TACTICS/TOOLS	BUDGET	RESPONSIBLE PEOPLE	TIMELINE	EVALUATION	STATUS
	Town hall meetings, ad hoc committee, Quinte Mohawk School, key communicators  <b>Channels:</b> Invitations, kits, PPT, speeches, FAQs, band/community newspapers or other publications		Project Facilitator, Community Engagement Coordinator, Director, SOs, Communications Officer, Aboriginal Education Coordinator	Beginning January 2009	Meeting evaluations	Ongoing  Required: community engagement, publications (PR) and awareness campaigns



## Communications Plan Aboriginal Education in Hastings and Prince Edward Counties

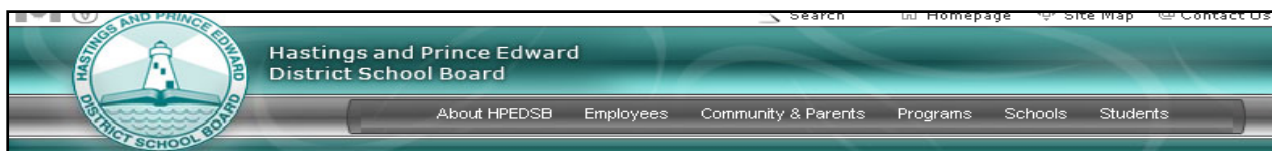
**Objective**

**12.** Through the AiM system plan, promote the district focus to improve education outcomes for Aboriginal students.

**COMMUNITY/BUSINESS LEADERS**

COMMUNICATION STRATEGY	MESSAGES					
Public awareness strategy	<ul style="list-style-type: none"> <li>• Increase knowledge and awareness about Aboriginal histories, cultures and perspectives.</li> <li>• Credit accumulation and graduation rates.</li> <li>• Encourage and sustain Aboriginal student success, and literacy and numeracy skills to help students reach their full potential.</li> <li>• Growing with Character and AiM system plan, and Student Success initiative.</li> </ul>					
	TACTICS/TOOLS	BUDGET	RESPONSIBLE PEOPLE	TIMELINE	EVALUATION	STATUS
Media strategy	Ad hoc committee, key communicators, Director’s Annual Report, Web site, standing committees, Aboriginal education coordinator and Curriculum Services  <b>Channels</b> Presentations to service clubs, FAQs, news releases  News releases		Director, SOs, Aboriginal Education Coordinator, Communications Officer	Beginning fall 2009	Credit accumulation and graduation rates  Survey feedback (Native Studies courses – student and staff)  Tracking news stories	Ongoing

[http://www.hpedsb.on.ca/ec/self\\_identification/AESelfIdentification.htmlwww](http://www.hpedsb.on.ca/ec/self_identification/AESelfIdentification.htmlwww)



## VOLUNTARY, CONFIDENTIAL ABORIGINAL STUDENT SELF-IDENTIFICATION

### Background: Ministry of Education

In January 2007 the Ministry of Education officially launched the Aboriginal Education Strategy with the release of two Ministry of Education reference documents, the *Ontario First Nation, Métis and Inuit Education Policy Framework* and *Building Bridges to Success for First Nation, Métis and Inuit Students*. The strategy includes initiatives that support learning and achievement for Aboriginal students with a renewed focus on:

- improving achievement among First Nation, Métis and Inuit students; and
- closing 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.

In order to assess progress toward these goals it is necessary to collect data on the achievement of First Nation, Métis and Inuit students. The development and implementation of a voluntary, confidential Aboriginal student self-identification process will provide the basis for school boards to gather this information.

### Hastings and Prince Edward District School Board



In September 2009, Hastings and Prince Edward District School Board implemented a Voluntary, Confidential Self-identification procedure. Self-identification is a way for parents and guardians of students under 18 and students over 18 to let Hastings and Prince Edward schools know if a student is of Aboriginal ancestry.

The process is voluntary and the information gathered will be kept confidential. No proof of ancestry is required. Students already attending school can indicate their Aboriginal ancestry on the student update form or by filling out the Voluntary, Confidential Aboriginal Student Self-identification Form (F137-1) at any time throughout the school year. New students or students changing schools can self-identify at the time of registration.

### Information for parents, guardians and students

- Frequently asked questions
- I am Aboriginal
- Voluntary, Conf
- Ministry of Educ

### Quick Links

- ▶ I Am Aboriginal: Voluntary, Confidential Self-identification (pdf)
- ▶ Voluntary, Confidential Self-identification Procedure 137 (pdf)
- ▶ Voluntary, Confidential Aboriginal Student Self-identification Form [F137-1] (pdf)
- ▶ Ontario First Nation, Métis and Inuit Education Policy Framework (pdf)
- ▶ Building Bridges to Success for First Nation, Métis and Inuit Students (pdf)

### Questions of comments?

Your input is important. Please send us your questions or comments or call 613-966-1170 or 1 800-267-4350, extension 2270.



## Voluntary, Confidential Aboriginal Student-Self Identification

### Frequently Asked Questions

#### What is voluntary, confidential Aboriginal student self identification?

It is a way for parent and guardians of students under 18 and students over 18 to let Hastings and Prince Edward schools know if a student is of Aboriginal ancestry.

#### Who is being asked to voluntarily self-identify as Aboriginal?

All students are provided with the opportunity to voluntarily indicate their Aboriginal ancestry on an annual basis. No proof of ancestry is required.

#### Is it mandatory for parents/guardians to self-identify their child(ren)?

No. It is voluntary for parents/guardians to participate in this process. Parents/guardians have the option to not participate if he/she chooses. The student information given is collected as a whole and kept confidential. Verification of ancestral background is not required.

#### Why is it important for parents/guardians to participate in the Voluntary Aboriginal Self-identification?

By indicating Aboriginal ancestry, you will allow us to learn more about student achievement for all students in our system. We want to ensure we are meeting your child's learning and developmental needs through appropriate supportive programming in the schools. Participating in student self-identification is voluntary.

#### Who will benefit?

All students will benefit. Some of the ways that all students will benefit include expanded Native Studies and Language programs, additional cultural learning experiences and the ability to purchase additional resources and material to meet student learning needs.

#### Will my child be treated differently if he/she identifies him/herself as First Nation, Métis or Inuit?

No. Hastings and Prince Edward schools promote the principles of inclusivity, equity and diversity to ensure that all students have the opportunity to achieve to their highest potential.

#### How will this information be collected?

Self-identification of Aboriginal ancestry by parents/guardians and students 18 years of age and older will be collected at the time of school registration on enrolment forms, annually through course selection forms, and student update forms or at any time using Form F137-1. The information will be collected as follows:

Voluntary, confidential Aboriginal student self-identification	
My child is of Aboriginal ancestry:	
<input type="checkbox"/> Yes	If yes, select one of the following: <ul style="list-style-type: none"> <li>• First Nation (living on reserve)</li> <li>• First Nation (living off reserve)</li> <li>• Métis</li> <li>• Inuit</li> </ul>
<input type="checkbox"/> No	



## Hastings and Prince Edward counties



### Algonquin and Lakeshore Catholic District School Board

151 Dairy Avenue, Napanee, ON K7R 4B2  
613-354-2255 or 1-800-581-1116  
info@alcdsb.on.ca



### Hastings and Prince Edward District School Board

156 Ann Street, Belleville, ON K8N 1N9  
613-966-1170 or 1-800-267-4350  
information@hpedsb.on.ca

**AS SCHOOL BOARDS, WE ARE COMMITTED TO ENSURING** that we are doing everything we can to support and encourage Aboriginal students in their education and in their participation in school life.



#### WE WILL CONTINUE TO:

- Protect the rights of Aboriginal students.
- Support student success.
- Respect the privacy and dignity of all students and their families.
- Respect Aboriginal historical and current cultures and perspectives.
- Encourage all students to reach their full potential in a safe, respectful and effective learning environment.
- Be trustworthy in how we use information provided.
- Use the information only for the benefit of students by ensuring our programs meet their unique needs.
- Identify resources, including funding and staff, that are needed to provide the best education for Aboriginal students.
- Maintain respectful, positive and effective working relationships with Aboriginal communities, parents and students, to support student success.

# I Am Aboriginal

## Voluntary Confidential Self-Identification

**First Nation, Métis and Inuit**

**BE PROUD OF YOUR ANCESTRY AND HERITAGE.** Aboriginal community members are encouraged to participate in a voluntary, confidential, self-identification process.



## Allow your voice to be heard

**TWO SCHOOL BOARDS HAVE BEEN WORKING WITH LOCAL ABORIGINAL COMMUNITY LEADERS** to develop a process for voluntary, confidential, self-identification. It is up to students over age 18 or parents of students under age 18 to decide whether to identify as having First Nation, Métis or Inuit ancestry.

**BY SELF-IDENTIFYING,** you will assist us to better program for Aboriginal students' progress and success.

**TOGETHER WE CAN BETTER DESIGN EDUCATIONAL PROGRAMS** and services to ensure First Nation, Métis and Inuit students have the opportunities and resources they need to reach their goals.

**THROUGH THIS PROCESS,** we will be better prepared to monitor and measure whether the educational programs offered are responding to all students' needs.



## Confidentiality will be respected

**OUR PRIORITY** is to enhance programs for Aboriginal learners in keeping with Ontario's First Nation, Métis and Inuit Education Policy Framework. Voluntary, confidential self-identification is the first step in this process.

The two school boards will not release any information on individual students. Not only would this be illegal, but it is wrong. As publicly funded school boards, it is our duty to protect individual students, and to use the information to provide extra support where needed.

**Our priority is to improve educational outcomes for Aboriginal students.**



## Stand up and be counted

- Algonquin and Lakeshore Catholic District School Board and Hastings and Prince Edward District School Board are committed to helping all students succeed in learning and life.
- Both school boards are also committed to improving their educational programs and services by ensuring that the unique strengths and needs of all students are met, including students with First Nation, Métis and Inuit ancestry.

**YOU CAN BE BETTER INFORMED** about post-secondary pathways, such as apprenticeships, college, university or work, and funding support.

In early 2007, the Ontario Ministry of Education renewed the commitment to deliver quality education to First Nation, Métis and Inuit students in Ontario schools, as outlined in *Building Bridges to Success for First Nation, Métis and Inuit Students*.

All Ontario school boards must implement a voluntary, confidential, self-identification process. Many school boards have already done so.

Algonquin and Lakeshore Catholic District School Board and Hastings and Prince Edward District School Board are partnering with local Aboriginal leaders on this initiative.



**Hastings and Prince Edward  
District School Board**

**Program and Human Resources  
Committee Report No. C-4  
Page 1  
June 14, 2010**

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

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

**From:** Kathy Soule, Director of Education  
Rob McGall, Superintendent of Education, Human Resources Support Services

**Re: Senior Administration Reorganization Update**

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**Purpose**

To provide an update on the structure of senior administration for the 2010-2011 school year.

**Current situation**

The organization charts and portfolio descriptions contained in the attached document have been developed based on the recent reorganization of the senior team and reflect the structure of senior administration, Education Centre departments and school group assignments for the 2010-2011 school year.

**Appendices**

The Structure of Senior Administration: Organizational Charts and Portfolios – 2010-2011  
School Year

Respectfully submitted,

**Kathy Soule  
Director of Education**

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



**Hastings and Prince Edward  
District School Board**

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

# **THE STRUCTURE OF SENIOR ADMINISTRATION**

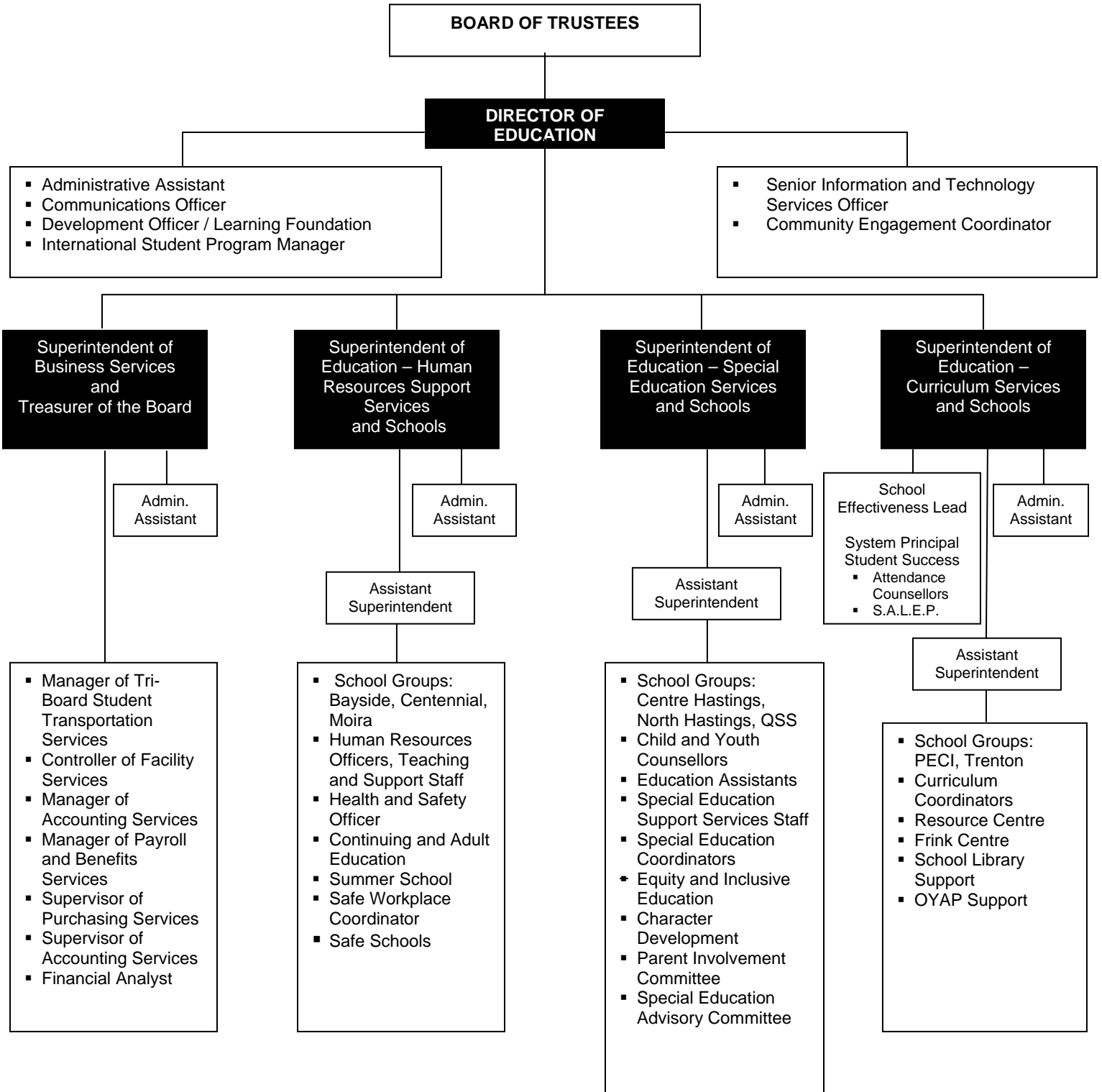
## **Organizational Charts and Portfolios**

**2010-2011 School Year**

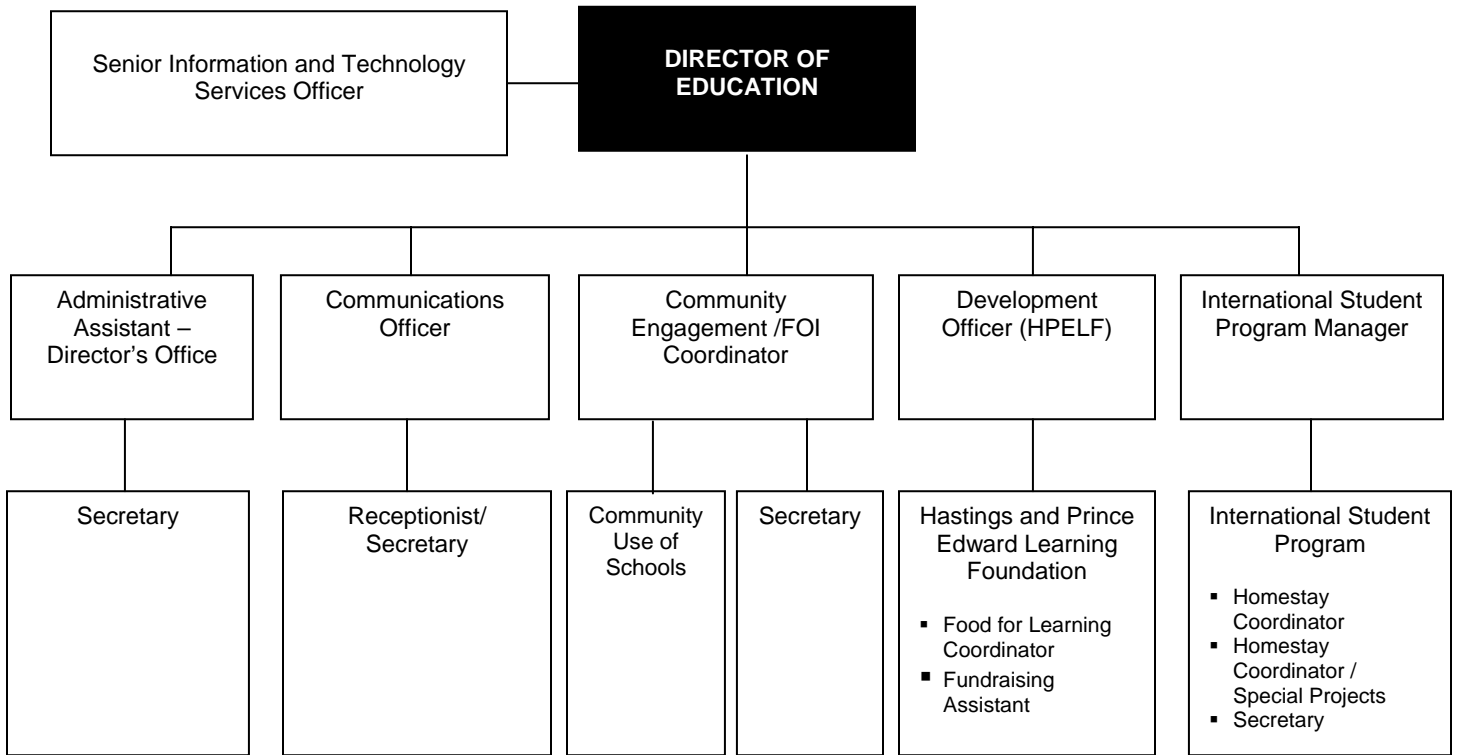
June 2010



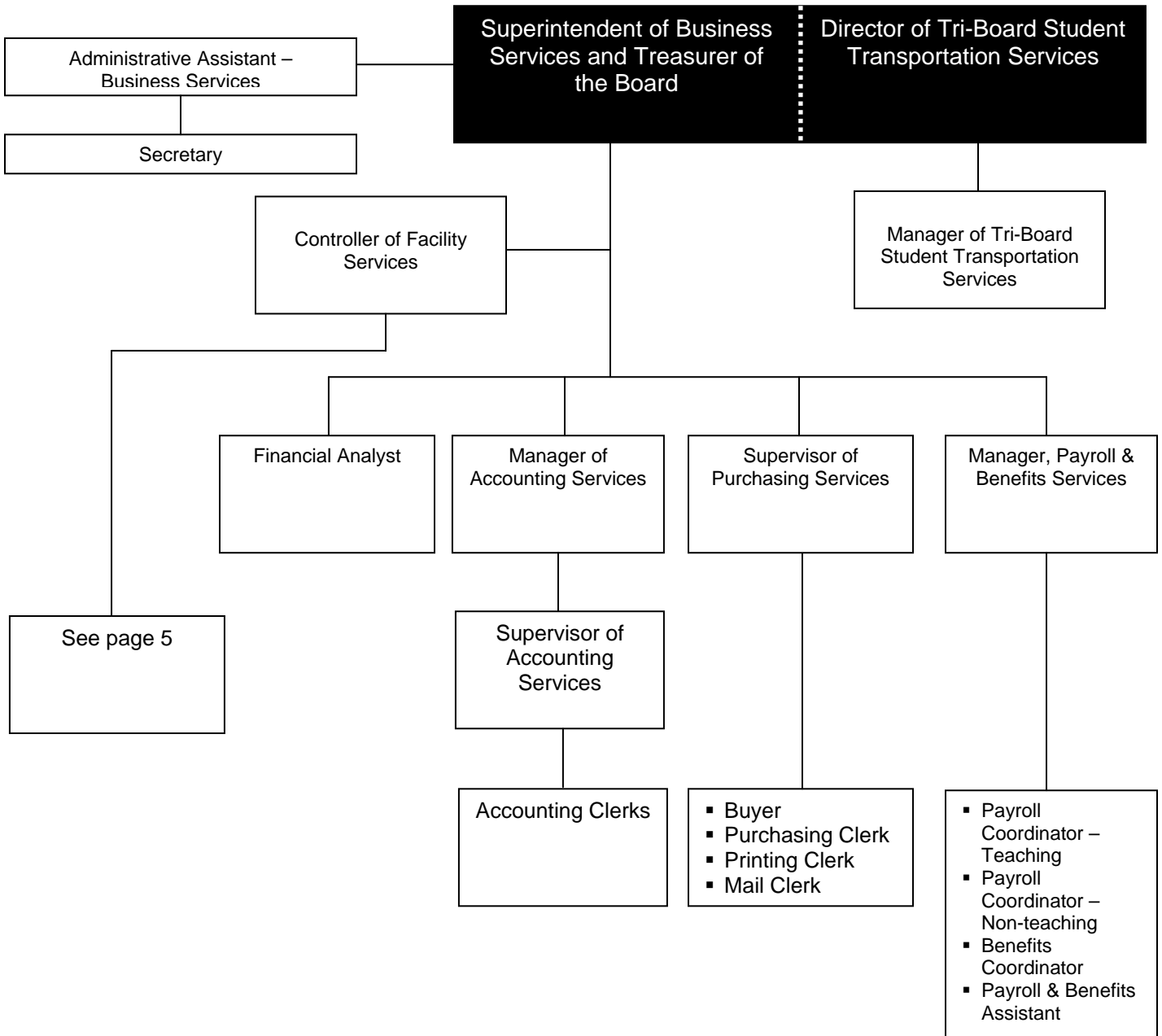
## SENIOR ADMINISTRATION



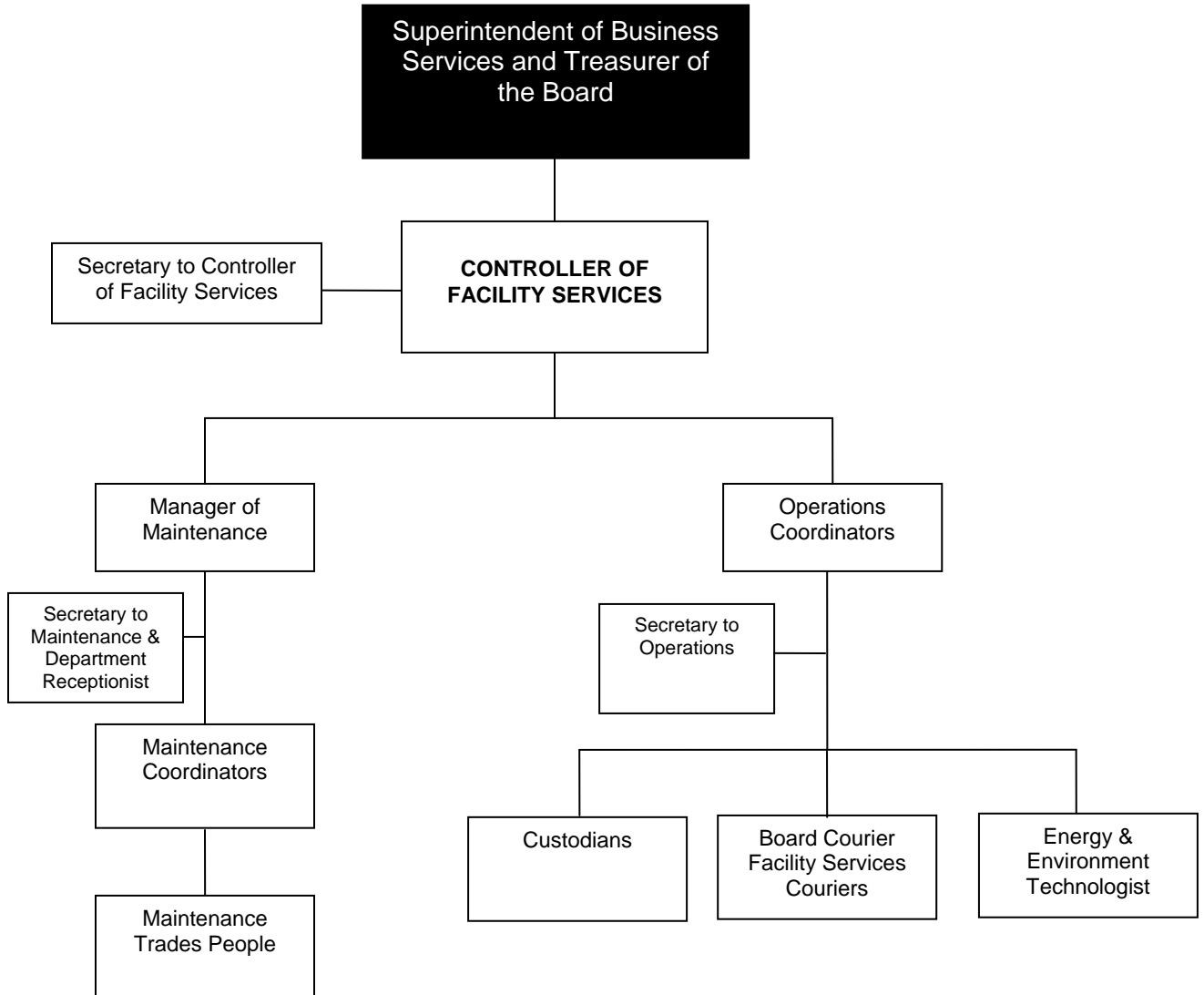
## DIRECTOR'S OFFICE



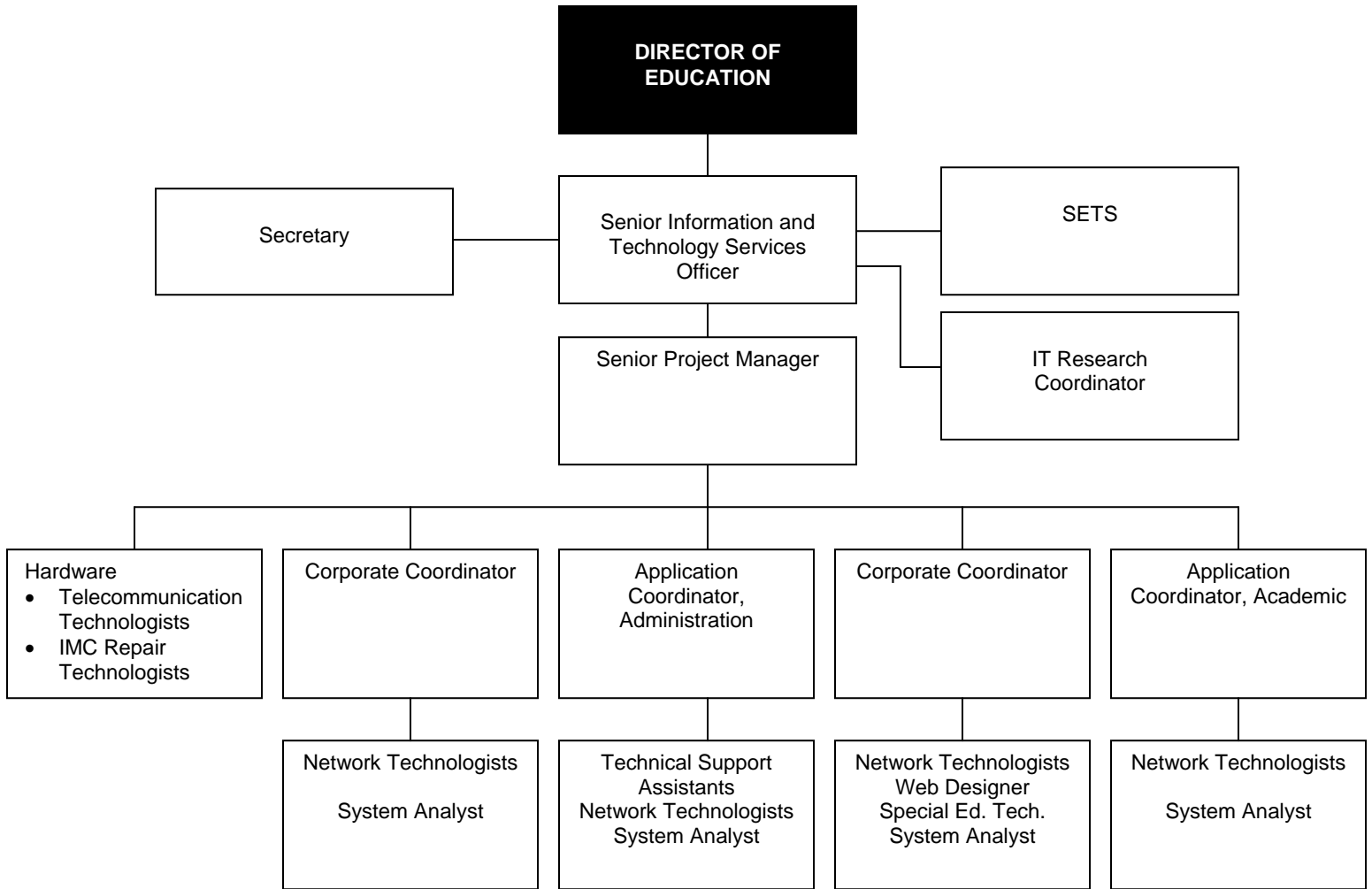
## BUSINESS SERVICES



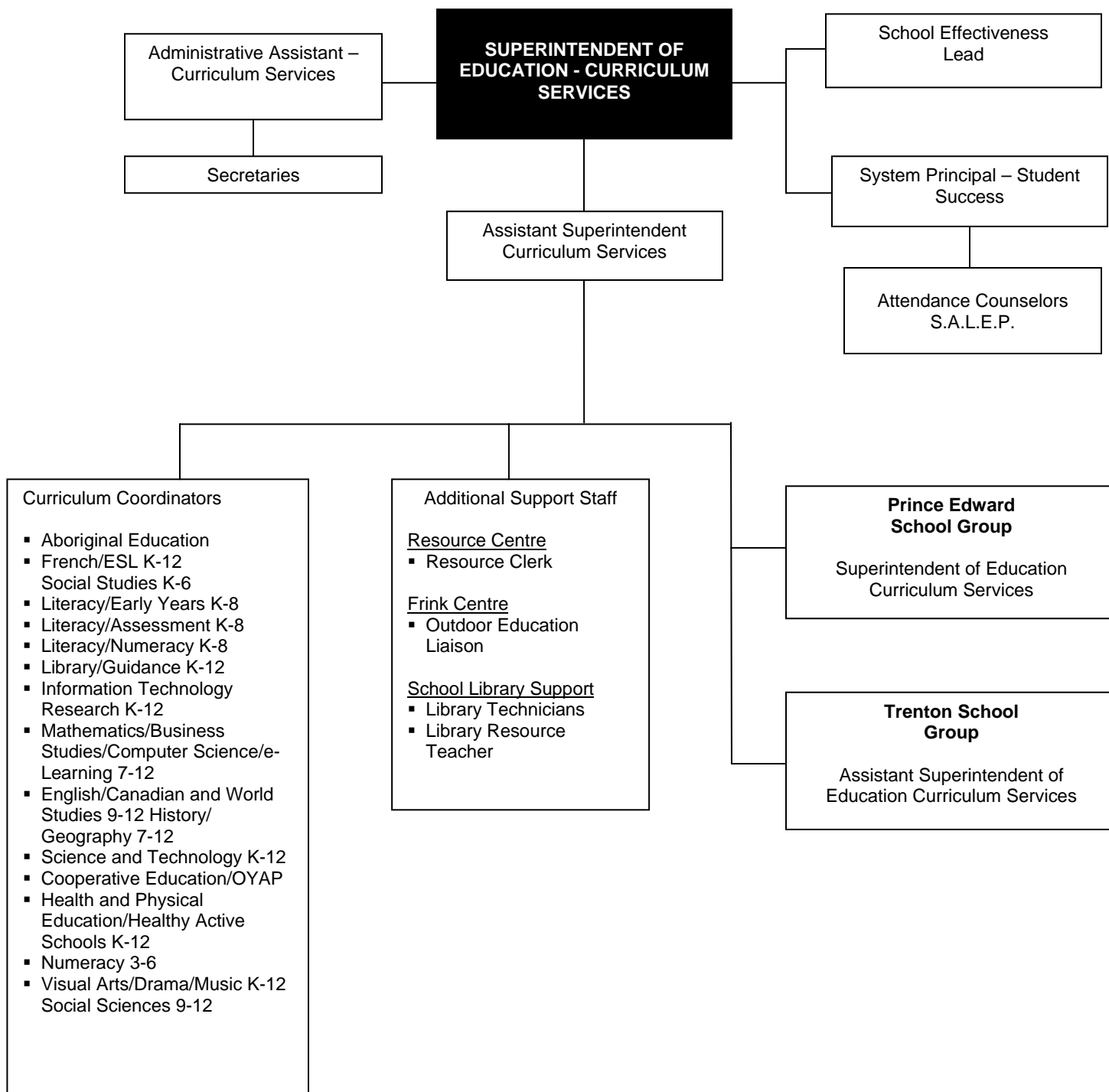
# FACILITY SERVICES



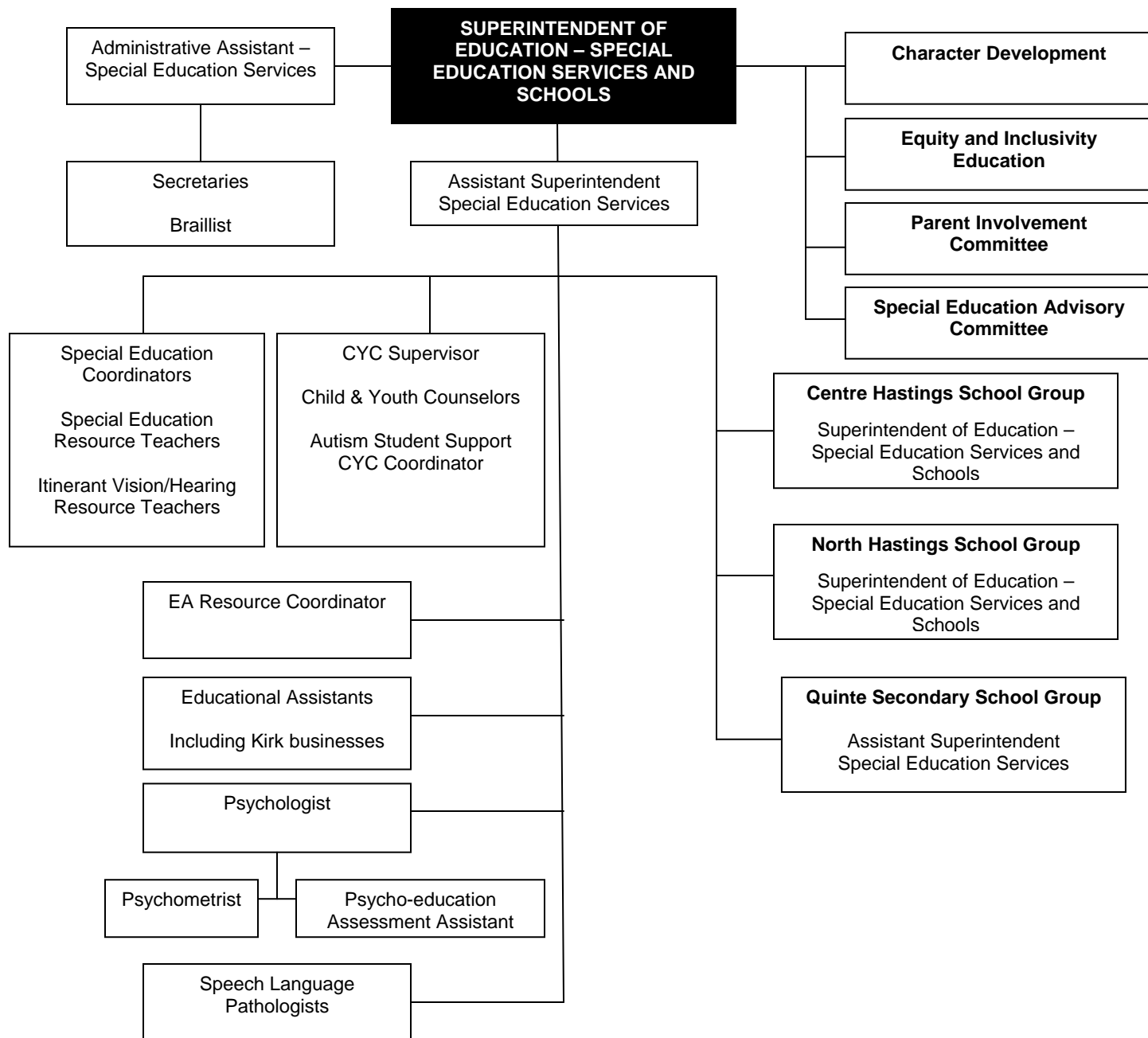
## INFORMATION AND TECHNOLOGY SERVICES



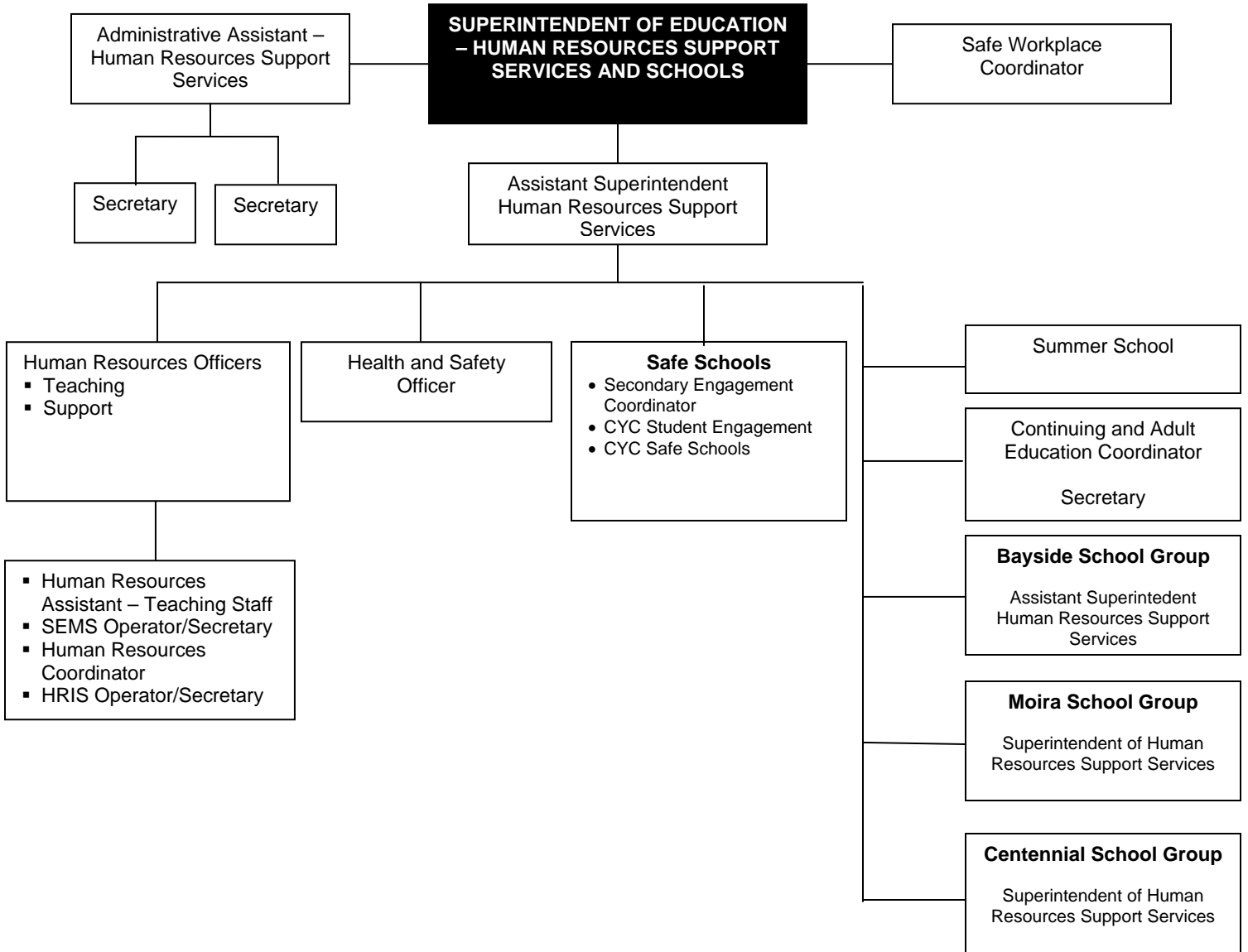
## CURRICULUM SERVICES



## SPECIAL EDUCATION SERVICES



## HUMAN RESOURCES SUPPORT SERVICES



## **DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD**

**Kathy Soule**

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The Director of Education is both the Chief Education Officer and the Chief Executive Officer of Hastings and Prince Edward District School Board. The Director reports directly to the Corporate Board. The Director is accountable to the Board of Trustees and, through Statute, to the Minister of Education for the organization and operation of the district. All Board authority delegated to staff is delegated through the Director of Education.

### **AREAS OF RESPONSIBILITY**

#### **STUDENT WELFARE**

- Takes the necessary steps to provide a safe and caring environment that fosters and maintains respectful and responsible behaviour for each student.
- Takes the necessary steps to provide for the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by Hastings and Prince Edward District School Board.
- Takes the necessary steps to provide facilities to accommodate Hastings and Prince Edward District School Board students.
- Acts as, or designates, the local attendance counsellor for the district.

#### **EDUCATIONAL LEADERSHIP**

- Provides leadership in all matters relating to education in the district.
- Ensures that students in the district have the opportunity to meet the standards of education mandated by the Ministry of Education.
- Provides leadership to promote clear, consistent expectations that focus on successful outcomes for students.
- Develops and maintains positive and effective relations with staff at the provincial and local government levels.
- Develops and maintains positive and effective relations with schools and Board departments.

#### **FISCAL RESPONSIBILITY**

- Ensures that the fiscal management of the district is in accordance with the Ministry's Funding Model, other applicable grant regulations, and in accordance with the provisions of the *Education Act* and Regulations.
- Serves as a director on The Hastings and Prince Edward Learning Foundation.

#### **ORGANIZATIONAL MANAGEMENT**

- Demonstrates effective organizational skills that result in district compliance with all legal, Ministerial, Board and all other government mandates and timelines.
- Reports to the Minister with respect to matters identified in and required by the *Education Act* and Regulations.

## **DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD**

**Kathy Soule (cont'd)**

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### **SYSTEM PLANNING**

- Provides leadership for the development of an annual system plan.
- Ensures appropriate involvement of the Board (approval of process and timelines, establishment of Board priorities and outcomes, key results and final Board approval).
- Reports regularly on results achieved.

### **PERSONNEL MANAGEMENT**

- Takes the necessary steps to provide a safe and caring environment that fosters and maintains respectful and responsible behaviour for each employee.
- Has overall authority and responsibility for all personnel-related issues, save and except those personnel matters precluded by Board policy, legislation or collective agreements.
- Ensures effective processes are in place for the selection, supervision, development and performance review of all staff.
- Ensures effective processes are in place for capacity building for succession planning.

### **POLICY/PROCEDURES**

- Facilitates the planning, development, implementation, review and evaluation of Board policies.
- Provides leadership in the planning, development, implementation, review and evaluation of administrative procedures.

### **DIRECTOR/BOARD RELATIONS**

- Establishes and maintains positive working relations with Hastings and Prince Edward District School Board.
- Supports Hastings and Prince Edward District School Board in performing its role and facilitates the implementation of its role as outlined in Board policy.
- Communicates effectively with the Board and individual trustees.

### **COMMUNICATIONS AND COMMUNITY RELATIONS**

- Establishes effective communication strategies to keep the district informed of key monitoring reports; student, volunteer and staff successes; local issues and Board decisions.
- Ensures open, transparent and positive internal and external communications.
- Ensures that School Councils have the opportunity to provide appropriate advice and support as required in the regulations and/or Board policy.
- Participates in community affairs in order to enhance and support the district and promote public education.

**DIRECTOR OF EDUCATION  
AND SECRETARY OF THE BOARD**

**Kathy Soule (cont'd)**

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**STUDENT, STAFF AND DISTRICT RECOGNITION/PUBLIC RELATIONS**

- Establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, volunteer, staff and district successes.

**SYSTEM LEADERSHIP**

- Demonstrates positive and proactive leadership that has the support of the staff with whom the Director works most closely.
- Makes succession plans to ensure strong future leadership for Hastings and Prince Edward District School Board.

## **SUPERINTENDENT OF FINANCIAL AND FACILITY SERVICES AND TREASURER OF THE BOARD**

**Dave Rutherford**

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### **Areas of responsibility:**

- Chief Financial Officer and Treasurer of the Board
- Responsible for development, implementation and monitoring of the Board's annual budget, internal and external audits
- Lead responsibility for the implementation of the financial planning and management initiatives and outcomes
- Lead responsibility for public accounts auditing, both central and school level
- Supervision of Accounting Services, Payroll and Benefits Services, Purchasing Services and Facility Services departments
- Responsible for rentals and security of facilities, and disposal of sites and facilities
- Responsible for residency status of students, insurance risk management, student enrolment data, First Nations tuition agreements, cafeteria services and scholarship and trust funds
- Resource support for Board Budget Committee, Operations and Finance Committee, Student Enrolment/School Capacity and Negotiations Committee.
- Director of Tri-Board Student Transportation Services
- Responsibility for system emergency planning (including inclement weather)
- Other duties as assigned by the Director

## **SUPERINTENDENT OF HUMAN RESOURCES SUPPORT SERVICES AND SCHOOLS**

**Rob McGall**

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### **Areas of responsibility:**

- Lead support for negotiation table teams, contract negotiations for teacher and occasional teacher, non-teaching and non-union collective agreements and contract maintenance of same.
- Responsible for recruitment, retention and recognition of employees in all job classifications.
- Responsible for Continuing and Adult Education programs and supervision of the Continuing and Adult Education Coordinator.
- Responsible for Summer School programs and supervision of the Summer School Principal.
- Responsible for the Health and Safety Committee and appropriate responses to health and safety issues and the development of proactive strategies.
- Attendance and disability management, wellness programs, employee assistance relations, employee records management, secretarial and custodial allocation, professional development and Workplace Safety and Insurance Board issues.
- Resource support to the Program and Human Resources Committee.
- Supervision of elementary and secondary schools in the Bayside, Centennial and Moira school groups
- Responsible for the implementation of school improvement planning and school profiles, for responding to parent and community inquiries relating to school issues and school-level administrator performance appraisal.
- Responsible for Safe Workplace and Safe Schools implementation, administration and associated committees
- Other duties as assigned by the Director

## **ASSISTANT SUPERINTENDENT – HUMAN RESOURCES SUPPORT SERVICES**

**Mandy Savery-Whiteway**

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### **Areas of responsibility:**

- Working with the Superintendent of Human Resources to support the following functions:
  - Contract negotiations for teacher and occasional teacher, non-teaching and non-union collective agreements and contract maintenance of same.
  - Recruitment, retention and recognition of employees in all job classifications.
  - Continuing and Adult Education programs and supervision of the Continuing and Adult Education Coordinator.
  - Summer School programs and supervision of the Summer School Principal.
  - Health and Safety Committee resource, including appropriate responses to health and safety issues and the development of proactive strategies.
  - Attendance and disability management, wellness programs, employee assistance relations, employee records management, secretarial and custodial allocation, professional development and Workplace Safety and Insurance Board issues.
  - Supervision of elementary and secondary schools.
  - Supervise and evaluate school administrators.
  - Implementation of school improvement planning and school profiles, for responding to parent and community inquiries relating to school issues and school-level administrator performance appraisal.
  - Safe Workplace and Safe Schools implementation, administration and associated committees
- Report to the Superintendent of Education – Human Resources Support Services and through Administrative Council as appropriate
- Other duties as assigned by the Director of Education or the Superintendent of Human Resources Support Services

## **SUPERINTENDENT OF EDUCATION CURRICULUM SERVICES AND SCHOOLS**

**Trish FitzGibbon**

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### **Areas of responsibility:**

- Supervision of elementary and secondary schools in the Prince Edward and Trenton school groups
- Responsible for the implementation of school improvement planning and school profiles, for responding to parent and community inquiries relating to school issues and school-level administrator performance appraisal
- Supervision of Assistant Superintendent
- Supervision of Elementary and Secondary Curriculum Services Coordinators
- Supervision of System Principal - Educational Services, System Principal – School Effectiveness and System Principal - Student Success through the Director of Education
- Responsible for the coordination of elementary and secondary administrator meetings
- Lead responsibility for implementation of curriculum planning, development, and appraisal of outcomes
- Responsible for board improvement plan, school improvement plans, provincial assessments, provincial report cards, assessment and evaluation practices, FSL and ESL programming, Early Learning, School Effectiveness Framework, elementary administrator meetings, tutoring programs, selection of educational resources, school year calendar, outdoor education (Frink Centre), Quinte Science Fair, OYAP, audio-visual/library services, co-instructional activities, cooperative education, Grade 8 to 9 transitions, Student Forum, transition to work and IB Foundations and Destinations Programs, Aboriginal Education and Steering Committee
- Resource support for Program and Human Resources Committee, and negotiations table team
- Responsible for Ontario Focused Intervention Program (OFIP)
- Other duties as assigned by the Director

## ASSISTANT SUPERINTENDENT – CURRICULUM SERVICES

Colleen DeMille

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### Areas of responsibility:

- Work closely with administrators, Human Resources Support Services and an Advisory Committee on Leadership Development, support families of schools through peer coaching and the creation of leadership development programs with a focus on the following primary responsibilities:
  - be available to coach, mentor and advise principals on all matters of leadership and management;
  - develop and implement relevant professional development for all leaders (instructional leadership / improvement planning, etc)
  - assist with coaching aspiring principals/vice-principals and developing a succession plan for all leaders
  - assist with the coaching of probationary principals/vice-principals;
  - assist in planning relevant professional development topics, on an ongoing basis, for all principals/vice-principals, including senior staff days, and those aspiring to this role
  - assume responsibility for organizing and facilitating system and families of schools meetings of school-level administrators, including monthly elementary administrators' meetings; work closely with the System Principal for Student Success in developing and facilitating secondary administrators' meetings
  - work closely with the School Effectiveness Lead to address alignment between the Board Improvement Plan, School Improvement Plan and school effectiveness review process
  - assist with the coordination of activities and communication between and among the Special Education Services, Curriculum Services and Information and Technology Services departments
- Assist the Superintendent of Education - Curriculum Services with the management and leadership of the Curriculum Services team and school administrators to support improved instruction and improved student performance, with a specific focus on school and system improvement in the elementary panel:
  - lead key board initiatives aimed at school or system improvement as assigned
  - lead key board teams, including curriculum coordinators as assigned
  - coordinate system training for administrators, balancing between curriculum/school improvement and leadership development
- Supervise a school group
- Assist the Superintendent of Education-Curriculum Services in the management of the Educational Services department
- Perform other tasks relating to school operational issues as periodically required by supervisory officers
- Report to the Superintendent of Education - Curriculum Services and through Administrative Council as appropriate

## **SUPERINTENDENT OF EDUCATION SPECIAL EDUCATION SERVICES**

**June Rogers**

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### **Areas of responsibility:**

- Supervision of elementary and secondary schools in the following school groups: North Hastings, Quinte Secondary School and Centre Hastings Secondary School
- Supervision of Assistant Superintendent
- Responsible for the implementation of school improvement planning and school profiles, for responding to parent and community inquiries relating to school issues and school-level administrator performance appraisal
- Supervision of Special Education Services department personnel and program, Equity and Inclusive Education, Character Development.
- Responsible for Special Education Services staff development (resource teachers, classroom teachers, administration, child and youth counselors and educational assistants), allocation of educational assistants (in cooperation with Human Resources Support Services), special education staffing in schools, special education budget, funding initiatives (SEA, SIP), Section 23 agreements and program monitoring, home instruction program, and the Employment Destinations Pathway, attendance counselors and child and youth counselors
- Lead responsibility for implementation of the Special Education Plan
- Liaise with community agencies
- Resource support for Special Education Advisory Committee (SEAC)
- Resource support for the Program and Human Resources Committee and Union/Management Committee
- Liaison with the Parent Involvement Committee
- Liaison with the Eastern Ontario Staff Development Network
- Education Week Committee
- Other duties as assigned by the Director

## **ASSISTANT SUPERINTENDENT – SPECIAL EDUCATION SERVICES**

**Cathy Portt**

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### **Areas of responsibility:**

- Work closely with the Superintendent of Education-Special Education Services, the Special Education Services team, school administrators, Information Technology, Facility Services, Business Services, Human Resources and Curriculum Services to support improved instruction and learning outcomes for students with special education needs in elementary and secondary panels
- Provide leadership in implementing the system strategic plan and the various expert panel reports as they relate to Special Education
- Support Education Services in addressing initiatives related to the board improvement plan and school effectiveness framework reviews
- Provide direction, advice and assistance to school administrators on specific matters and board and Ministry policies and procedures as they relate to Special Education; provide peer coaching as required
- Coordinate resource teacher training sessions with special education coordinators; coordinate system and school personnel training sessions, as they relate to special education initiatives
- Liaise with community partners to address special education, Equity and Inclusive Education and Character Development initiatives. Act as an administrative resource for committees, e.g. Special Education Advisory Committee, Parent Involvement Committee)
- Supervise and evaluate Special Education staff
- Supervise and evaluate school administrators
- Supervise schools
- Assist the Superintendent of Education-Special Education Services in the management of the Special Education Services department
- Perform other leadership assignments relating to system and school matters, as periodically required by supervisory officers and the director
- Report to the Superintendent of Education-Special Education Services and through Administrative Council as appropriate

## **CONTROLLER OF FACILITY SERVICES**

**Don Tregenza**

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### **Areas of Responsibility:**

- Provide supervision and direction to Facility Services staff through managers and coordinators.
- Provide reports and recommendations related to department staffing requirements, training and succession planning.
- Develop policies and procedures related to the department for consideration by the supervisor and presentation to Administrative Council and the board.
- Provide technical advice and direction in matters relating to the operation, maintenance, construction and capital planning of board facilities.
- Develop an annual department budget for consideration by the supervisor and monitor department expenses.
- Liaise with outside agencies and the community in matters related to operation, maintenance, construction and capital planning of board facilities.
- Provide resource support for board committees in matters related to operations, maintenance, construction and capital planning of board facilities.
- Perform other tasks related to board facilities issues.
- Report to the Superintendent of Business Services and through Administrative Council as appropriate.

## **SYSTEM PRINCIPAL - STUDENT SUCCESS**

**Ken Manderville**

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### **Areas of responsibility:**

- Work closely with the Superintendent of Education - Curriculum Services, the Curriculum Services Team and school administrators to support improved instruction and improved student performance, with a specific focus on school and system improvement in the intermediate/senior divisions:
  - lead key board initiatives aimed at school or system improvement as assigned
  - lead key board teams, including curriculum coordinators with secondary responsibilities as assigned
  - coordinate system training for secondary administrators, balancing between curriculum/pathways/school improvement and leadership development
- Fulfill the requirements of the Student Success Leader role, as defined by the Ministry, including developing an action plan, utilizing data to drive student success initiatives, supervisor the student success budget, complete required reports, support the implementation of Ministry directives, and attend regional and provincial meetings to develop programs and pathways to support students at risk in Grades 7 -12
- Chair the Specialist High Skills Majors Advisory Committee, composed of educators and community stakeholders to make recommendations to the system on developing programs to assist students-at-risk
- Coordinate the successful functioning of related subcommittees on Literacy, Numeracy and Program Pathways and support system focus on character development through the community, culture and caring student success pillar
- Build capacity through:
  - a review of existing programs, practices, achievement data and transition plans in order to develop a plan for improvement for literacy, numeracy and appropriate program pathways for all students
  - the development of professional learning teams across panels and schools to participate in action research on literacy, numeracy and program pathways
  - the development of a plan of professional development for teachers and administrators that draws on the latest research related to instructional and assessment strategies, data collection and sound decision making
- Coordinate and supervise the implementation and expansion of student success courses, credit recovery courses, High Skills Majors, Dual Credits, the Ontario School Literacy Course, and other focus programs aimed at supporting at risk students/expanding the range and effectiveness of pathways to employment
- Assume responsibility for organizing and facilitating system and families of schools meetings of school-level administrators, including monthly secondary administrators' meetings and student success teacher meetings
- Manage Supervised Alternative Learning Experience Program (SALEP) portfolio, including personnel and central committee meetings
- Support attendance counselors in addressing Learning to 18 initiatives and engaging students in school
- Supervise and evaluate secondary coordinators, attendance counselors and SALEP coordinator
- Provide peer to peer leadership support and direction in addressing school management, improvement and supervision
- Perform other tasks relating to school operational issues as periodically required by supervisory officers
- Report to the Director of Education, through the Superintendent of Education - Curriculum Services, and through Administrative Council as appropriate

## **SCHOOL EFFECTIVENESS LEAD**

**Jamie Robb**

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### **Areas of responsibility:**

- Responsible for the organization, administration, management and implementation of The School Effectiveness Framework in the board.
- Support schools as they complete their yearly School Self-Assessment by:
  - Assisting schools and Principals in using the information from their School Self-Assessment to help build effective School Improvement Plan
  - Provide additional support to the Superintendents of Schools regarding School Improvement Plans
- Facilitate the District Review Process for the Board by:
  - Ensuring a process that is collaborative, collegial and respectful
  - Focussing on the goals of the school (as specified in the SIP and the School Self-Assessment) in the review process
  - Providing the principal with clear messages about the review process to convey to staff
  - Ensuring feedback to staff is timely
  - Including local federation representation on the District Review Steering Committee
  - Building the capacity of principals and supervisory officers to ensure an effective process
- Work closely with the Superintendent of Education - Curriculum Services, the Curriculum Services team and school administrators to support improved instruction and improved student performance, with a specific focus on school and system improvement in the elementary and secondary panels:
  - support key board initiatives aimed at school or system improvement as assigned
  - support key board teams, including curriculum coordinators as assigned
  - support system training for administrators, balancing between curriculum/school improvement and leadership development
- Provide peer to peer leadership support and direction in addressing school management, improvement and supervision responsibilities
- Supervise and appraise elementary literacy coordinators
- Perform other tasks relating to school operational issues as periodically required by supervisory officers
- Report to the Director and provide updates through the director to the board of trustees
- Report to the Superintendent of Education - Curriculum Services and through Administrative Council as appropriate

## **SENIOR INFORMATION AND TECHNOLOGY SERVICES OFFICER**

**Matthew Norton**

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### **Areas of responsibility:**

- Working closely with the central services teams, Information and Technology Services Steering Committee, Educational Services Steering Committee, elementary and secondary administrators, families of schools, and Administrative Council, to provide guidance on issues of 21<sup>st</sup> Century Learning, data collection, data analysis and report writing to assist schools and the system to evaluate the effectiveness of school improvement plans, service team implementation plans and the district's Strategic Plan against intended goals with a focus on primary responsibilities as follows:
  - provide operational leadership to the Information and Technology Services Team
  - Managing Information for Student Achievement (MISA) Leader with a primary focus of Evidence Informed Decision Making (EIDM)
  - support the Research & Evaluation team to promote skills in research and evaluation methods including data collection and analysis to develop and maintain a system profile on student achievement
  - support the Research & Evaluation team to promote system level indicators of success for student achievement and provide direction in regards to the implementation and evaluation of same to school-level administration, Curriculum Services, Special Education Services and Student Success initiatives
  - assist with the establishment of an effective accountability system which will address the will and capacity of school and system teams to analyze data and use information to improve their practices
  - assist with the coordination of activities and communication between and among Information and Technology Services, Special Education Services, Curriculum Services, Human Resources Services and Financial Services.
  - Co-lead with the Director of Education of the Privacy and Information Management Committee
- Other duties as assigned by the Director of Education
- Report directly to the Director of Education