



**HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD
PROGRAM AND HUMAN RESOURCES COMMITTEE
PUBLIC MEETING MINUTES
Monday, September 20, 2010**

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

Student Trustee: E. Tetzlaff

Absent: None

Regrets: None

Guests: C. Cotton

Resource: C. DeMille, T. FitzGibbon, R. McGall, C. Portt, J. Rogers, D. Rutherford,
M. Savery-Whiteway, K. Soule

Minutes: C. Reid, Administrative Assistant

Call to order

The meeting was called to order at 7:00 p.m. Emily Tetzlaff, student trustee from Trenton High School, was welcomed and introduced to the committee members.

Delegations/presentations - None

Approval of agenda

Two additional information items were added:

- Parent Engagement Committee update and Safe Schools update – T. Goodfellow
- OPSBA request for feedback regarding Additional Qualification Courses – M. Hall

Moved: J. Williams
Seconded: T. Goodfellow

That the agenda be approved, as amended.

Carried

Approval of minutes

Moved: T. Goodfellow
Seconded: C. Pitman

That the minutes of the regular meeting of June 14, 2010 be approved, as corrected.

A correction was made on page 1, second paragraph under the heading "International Student Program update". The second last sentence was corrected to read: "A number of student success stories were ... "

Carried

Business arising from minutes

Committee members requested an update regarding the Homestay Coordinator discussions. Director Soule confirmed that Carol Goerke is still working through the details with Homestay Canada and should be in a position to report to the Board by December.

Recommendations

AiM – Achievement in Motion for Student Success System Plan – 2010 – 2015

A revised draft system plan was distributed. Director Soule noted that, in the spring of 2010 senior administration began the process of developing the new system plan. Draft versions were reviewed at the May and August 2010 Director's Meetings and feedback was collected and considered for inclusion in the final version. The 2010-2015 AiM System Plan is the document that will guide decisions and actions of the Board over the next five years. The Year 1 document describes the goals, action plans and action steps to be undertaken in the district during the 2010-2011 school year. It was noted that references to a system of character have been embedded throughout the plan with specific character traits identified for each of the three main goals.

Information

Policy 1: Board Mission and Goals - Amendment

Director Soule proceeded to review Report No. C-2 as it relates directly to the AiM System Plan. She reviewed the notice of motion that is being brought forward to the Board to amend Board Policy No. 1. Changes to Policy No. 1 Board Mission and Goals are required to reflect the goals and action plans outlined in the AiM – Achievement in Motion for Student Success System Plan Year 1, 2010-2015. A revised draft Policy No. 1 Board Mission and Goals was provided and reviewed.

Director Soule stated that a recommendation has been brought forward to amend the second sentence under "Purpose" to read: "Hastings and Prince Edward District School Board through both desire and obligation is committed to providing program and services to help all students reach their full potential." Committee members indicated that they would like to consider further changes to the policy. It was noted that the draft revisions will come to board as a notice of motion on September 27 and feedback can be submitted from that date until the 18th of October when the Board will finalize the recommended changes to the policy.

Recommendations

AiM – Achievement in Motion for Student Success System Plan – 2010 – 2015

Chair Walker directed the committee to return to Report No. B-1, AiM – Achievement in Motion for Student Success System Plan – 2010 – 2015 and consider the recommendations contained in the report.

Moved: T. Goodfellow
Seconded: M. Hall

That the Program and Human Resources Committee recommend that the Board approve the AiM – Achievement in Motion System Plan 2010 – 2015 as contained in Program and Human Resources Committee Report No. B-1, dated September 20, 2010; and

Carried

Moved: H. Marissen
Seconded: C. Pitman

That the Program and Human Resources Committee recommend that the Board approve the AiM – Achievement in Motion System Plan 2010 – 2015, Year 1 2010 – 2011 goals, action plans and action steps as contained in Program and Human Resources Report No. B-1, dated September 20, 2010.

Carried

Information

Enrolment update

Report No. C-1 was distributed. Superintendent Rutherford reviewed the report, noting that elementary enrolments were collected on September 10 and secondary enrolments were collected on September 15. Elementary enrolment on September 10 was 10,505, which is 98 students higher than projected. Much of the increase over projection is a result of higher kindergarten numbers. This is year one of a planned five year implementation of the Full Day Early Learning Program. The projection for the 11 approved classes was 276, while the actual registration was 293.

Secondary enrolments, while lower than the previous year, are also higher than projected. It is anticipated that on the official Ministry count date of October 31, secondary enrolment will be 6,213, which is a

decline of 330 students from the previous year, but an increase of 85 students over projection. Superintendent Rutherford reviewed the summary of enrolments contained Appendix 1 and specific details related to school enrolment numbers contained in Appendix 2 and Appendix 3.

Committee members inquired about boundary appeals and Superintendent McGall reported that adjustments have been made to class sizes as required and most transfers have been addressed. A question was raised regarding the organization of Hermon Public School. Superintendent Rogers stated that the current organization of the school is viable for this year. There are currently two grades per class, including a JK/SK split, a Grade 1/2 split, a 3/4 split and a 5/6 split. Committee members also questioned why enrolment at Madoc Public School had declined and it was suggested that there may have been some movement of families and the decrease may also be partially attributed to parents no longer requesting transfers of their children from Madoc Township to Madoc because of different bell times or siblings.

Superintendent Rutherford left the meeting.

EQAO summary

Superintendent FitzGibbon reviewed Report No. C-3, noting that the Education Quality and Accountability Office (EQAO) publicly released school district results on Wednesday, September 15, 2010 for provincial assessments in Primary and Junior Reading, Writing and Mathematics, as well as Grade 9 Applied and Academic Mathematics. She reviewed the performance of students who achieved at a level three and above as contained in the report and the appendix, noting that the efforts of leaders in the schools and the planned focused direction of the Board has had a significant impact on results. The precision, personalization and alignment from K-12 has had an impact on the ability to enhance student achievement.

Reviewing next steps, Superintendent FitzGibbon noted that the development of the 2010-2011 Board Improvement Plan for Student Achievement (BIPSA) will include an analysis of the goals, instructional strategies, resources and programming supports implemented in the 2009-2010 BIPSA, as well as incorporate Ministry of Education initiatives. The 2010–2011 BIPSA will be submitted to the Ministry of Education on October 31, 2010. Schools will use the BIPSA, as well as their own assessment data to create and implement their School Improvement Plans for Student Achievement (SIPSA). The development of school plans occurs during the fall session and implementation of the plans no later than January 2011. They follow a January to January implementation cycle in order to maximize the opportunity to review data in the fall and develop plans focused on the needs of students. The carry-over of the same plan from June to September permits schools with a continuous focus on the application of strategies, thus minimizing any delays in applying effective instructional practices when the new school year begins. A detailed presentation of EQAO Primary, Junior and Grade Nine student performance results, along with the 2010 – 2011 BIPSA will be presented at the November 2010 Board meeting.

Committee members commented on the positive information contained within the report and their disappointment in the lack of reporting on the positive aspects of the Board's results in the media. Committee members expressed how pleased they were with these results. Director Soule advised that planning is already underway using innovative strategies, tools and data-based success stories to promote the success of Hastings and Prince Edward District School Board students. She stated that the information contained in the media reports was factual but did not focus on the successes achieved by the Board. Further information regarding the promotion of the Board's success stories will be made available shortly. In the meantime, any inquiries regarding school or Board results should be directed to the appropriate school superintendent or to the Director's Office.

Growing Success update

Assistant Superintendent Colleen DeMille distributed copies of the Ministry of Education's *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1 – 12, 2010* which supersedes previous documents and memoranda related to program planning and assessment. This assessment, evaluation and reporting document is intended to promote fairness, transparency, equity and consistency across the province in the assessment, evaluation and reporting of student learning. *Growing Success*, will provide the direction and foundation for Grades 1 -12 assessment, evaluation and reporting practices in all elementary and secondary schools in Ontario.

Assistant Superintendent DeMille demonstrated some of the training materials that have been developed in-house by Board personnel that are available on the district website.

She noted that an Assessment, Evaluation and Reporting Implementation Plan was developed to ensure successful implementation of the contents of *Growing Success*. Key actions to date include:

- Distribution of *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1 – 12, 2010* to all teaching staff
- Development of training materials to be used during professional learning sessions e.g. Professional Activity Days
- Establishment of elementary and secondary workgroups to provide input regarding areas designated for local decision making e.g. Elementary Progress Report
- Revisions to Procedure 388: *Assessment, Evaluation and Reporting Grades 1-12* to reflect the new Ministry requirements described in *Growing Success* e.g. Elementary Report Card Schedule: Term One: September – February - Term Two: February – June
- Distribution of information to parents regarding assessment, evaluation and reporting practices in Ontario schools

Reporting dates were brought to the attention of committee members by Director Soule. Following provincial direction, there will be no report card for elementary students until February at the end of term one. However, there will be a progress report in November, noting progress up to that date with emphasis on learning skills, work habits and how the student is progressing. At this time, parents will have an opportunity to interact with teachers to talk about the progress report and to determine how they can help to support student success at home. At the secondary level, there will continue to be two semesters, with a mid-term report and end of semester report. Although it is not mandated, secondary administrators are developing a consistent progress report to be utilized that will provide extra communication to parents to let them know how students are progressing. Samples of the various reports are provided in the resources document. Actual copies of HPEDSB versions of the documents should be available by the October meeting.

Full-Day Early Learning Kindergarten update

Superintendent FitzGibbon distributed Report No. C-5 and provided trustees with an update on the implementation of the Full Day Early Learning Kindergarten Program. Phase One, effective September 2010 is the first year of a full five year implementation plan. For Phase One, the Ministry allotted the Board eleven classes which are located at seven sites. Superintendent FitzGibbon provided an overview of the implementation activities that have been undertaken to ensure a successful start for Phase One schools. These activities include: the hiring and training of kindergarten teachers and designated early childhood educators; site preparation and resources; achieving a letter of agreement with CUPE related to working conditions for DECE's; collaboration with community partners; and exploring extended day programs.

Upon review of September 2010 student enrolment numbers, two sites were identified as having an increase in class size that would necessitate staffing adjustments and school reorganization. Queen Victoria School had an enrolment of 85 students rather than the projected 60, resulting in the creation of an additional JK/SK class. Temporary staffing support is currently in place. At North Trenton Public School, increased student enrolment numbers necessitated a discussion with the Ministry as to potential funding support to avoid potential movement of Grade 3 students to Queen Elizabeth Public School (Trenton). Phase Two sites have been identified, which will be Prince Charles School (Belleville), with three early learning classes and Bancroft Public School with one early learning class. Preparations will commence to address implementation for September 2011.

Children's Treatment Centre speech/language pilot

Superintendent Rogers provided information that tied to the community connections goal of the system plan and the Full Day Early Learning program. The Children's Treatment Centre has asked the Board to be involved with a pilot project at College Street Public School, Deseronto Public School and Earl Prentice Public School. The Children's Treatment Centre provides pre-school speech and language services to highest need JK students. In the past, parents took their children to the clinic at the hospital. The Children's Treatment Centre staff offered to work in our schools to put the pilot in place at three Early Learning schools to provide the service right at the schools. As the project unfolds regular updates will be

provided to trustees. College Street will be the first school to commence the pilot in October/November. The other two schools will be piloted in January/February.

Clarification was sought regarding how students are selected for the pilot. Eight students can be accommodated at each site. Four will be selected from the current case load and four may be chosen by the teacher. The students will participate in the program once a week for eight weeks. The pilot schools just have to provide a space for delivery of the program. Committee members expressed their gratitude for the progress being made with community partners through Special Education and SEAC.

Trustee Cliff Cotton joined the meeting.

Religious Accommodation Guideline update

Assistant Superintendent Cathy Portt reported that, in 2009, the Ministry of Education released the document *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*. This guideline is designed to help Ontario school boards review, develop, implement and monitor equity and inclusive education policies that will support student achievement in accordance with the principles and commitments set out in *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy* and Policy/Program memorandum (PPM) No. 119 (2009).

In April 2010, following consultation with the Equity and Inclusive Education Committee and Senior Administration, Administrative Procedure 135 Equity and Inclusivity Education was approved. This was followed by an information session with Rachel Olivero (Equity and Inclusivity Officer with Greater Essex County District School Board) at the May 2010 Director's Meeting. In addition, Rachel provided an information session for the Equity and Inclusive Education Committee on the requirements for the Religious Accommodation Guidelines to be developed in all district school boards. In June 2010, the Ontario Educational Services Corporation (OESC) provided a further information session for Trustees and Superintendents. Based on the recommended materials prepared by the Ontario Education Services Corporation (OESC) and in consultation with the Equity and Inclusive Education Committee, the Religious Accommodation Resource Guide has been completed. This Resource Guide will be available on the board website under Policy, Procedures and Resource Guides.

A communication plan and implementation schedule, which includes the provision of information for administrators, teachers, trustees, students, parents, school staff, school councils, and volunteers is currently being developed. Information will be prepared and presented to various groups in conjunction with the Eastern Ontario Network for Equity and Inclusive Education and the Ministry funding association with this network group.

Clarification regarding term "undue hardship" was provided to committee members. It was also noted that the examples of significant faith days that are provided in the guide are a small sample only. Schools will also be provided with multi-faith calendar and training and resource materials that outline the significance of the various significant dates.

2009-2010 suspension data

Assistant Superintendent Savery-Whiteway reported that suspension data is part of the system wide review of many sources of data that is completed on an ongoing basis to provide information to guide decision making. Suspension data for the 2009-2010 school year has been collected and compiled and analysis of trends and patterns has begun. The suspension data, as contained in the appendix to Report No. C-7 was reviewed, indicating that the overall number of suspensions has remained fairly consistent over the past three years after a significant decline following the 2006-07 school year. Four year trends were examined based on offense, gender, panel, grade and exceptionality.

Assistant Superintendent Savery-Whiteway also provided an update regarding expulsions, stating that as of September 2010, there were ten students on expulsion. Within the first week of school, staff were able to successfully reintegrate a student back into school working with various community partners. At a welcome meeting, the student shared an apology letter and asked that it be shared with the entire school. In addition, two students are currently completing co-op credits through the expulsion program and doing very well. One other student has been successful in 3 of 6 credits in a very short time and is now doing peer assessments of other students' work. The district is seeing some very positive results coming out of the expulsion program.

Professional development and summer inservice update

Superintendent McGall reported that Appendix A to Report No. C-8 contains a summary of inservice sessions that took place during the summer of 2010. Employees participating in summer professional development activities will be recognized with a letter, from the Chair of the Board, for their dedication to professional development.

Parent Involvement Committee update

Trustee Goodfellow reported that the Parent Involvement Committee recently met to review the new Parent Engagement Policy for Ontario schools. She provided a short one page summary of the document. The annual meeting will be taking place on October 26. More information will follow shortly.

Safe Schools update

Trustee Goodfellow reported on a recent planning meeting for Bullying Awareness Week. Board wide events are being planned for the week of November 15-19. Planning details will be finalized by the Steering Committee and shared by October 1.

Trustee Goodfellow also reported on the positive funding information shared at a recent Food for Learning meeting that she attended.

Director Soule explained that the Executive Committee would be discussing a process for trustees to report from various Board committees to other Board members on a regular basis, either at Board meetings or committee meetings.

OPSPA Additional Qualification Courses – Consultation Questions

Trustee Hall distributed an email from OPSBA requesting input on Additional Qualification courses on behalf of the Ontario College of Teachers. Any feedback can be provided directly to Trustee Hall by the deadline of September 24, 2010.

Correspondence

Ministry of Education: Clustering of Social Justice Tribunals

This memo is being provided for information only to advise that the government of Ontario is now embarking on a second cluster of tribunal groups. The Social Justice Tribunal will bring together the Human Rights Tribunal, Child and Family Services Review Board, Special Education Tribunals and the Landlord and Tenant Board.

At 8:52 p.m. the Program and Human Resources Committee moved into closed session.