



**HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD  
PROGRAM AND HUMAN RESOURCES COMMITTEE  
PUBLIC MEETING MINUTES  
Monday, September 21, 2009**

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**Members present:** T. Goodfellow, M. Hall, M. Walker, J. Williams

**Absent:** None

**Regrets:** H. Marissen, C. Pitman

**Guests:** M. Brant, C. Cotton, S. Clements

**Resource:** T. FitzGibbon, R. McGall, J. Montgomery, J. Rogers,  
D. Rutherford, K. Soule

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

**Call to order**

The meeting was called to order at 7:10 p.m.

**Delegations/presentations** - none

**Approval of agenda**

Moved: M. Walker  
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 June 8, 2009 be approved.**

Carried

**Business arising from minutes** - None

**Recommendations** – None

**Information**

**Enrolment update**

Superintendent Rutherford noted that elementary enrolments were collected on September 9 and secondary on September 11. A summary of the enrolments for September 2009 was provided, along with a summary of staffing implications. A complete package of enrolments by grade and school will be provided at the Board

meeting on September 28, 2009. He noted that the second page of the handout relates to Ministry requirements around Primary Class Size reporting. The total elementary enrolment shows a decrease of 40 students. As a result, financial implications were reviewed and staffing adjustments were made. In the secondary panel, enrolments are 92 students higher than projected generating 5.35 additional secondary staff. It was noted that data relating to Native Studies courses has not been reflected in the enrolment and staffing summary as information is still being gathered in this area.

### **EQAO results**

Superintendent Montgomery introduced the report and welcomed Ken Manderville to his new role as System Principal, Student Success. He was joined by Colleen DeMille, System Principal, Curriculum Services. On September 17, the EQAO results were released to the public. A comparison of the Board and province overall in the areas of reading, writing and mathematics was provided.

Colleen DeMille presented information related to primary and junior results in the areas of reading and writing, showing board results over time as well as results over time for students with special needs and results over time by gender. There have been encouraging results for students with special needs. It was noted that a gender gap still exists in the board and provincially.

Ken Manderville presented information regarding the Grade 9 mathematics results that continue to demonstrate strong achievement for students. Compared to 2007-2008, results at the applied level showed particular improvement with an eight per cent increase of students achieving level 3 or 4, outperforming the province by 11 per cent. Academic results remained unchanged with 76 per cent of students achieving level 3 or level 4. Information about individual schools demonstrated a wide range in results with some schools experiencing as much as a 27 per cent increase in reading and with others experiencing up to a 39 per cent decrease at the Grade 3 level. In Grade 6 reading, this same pattern was evident with some schools receiving as much as a 27 per cent increase and others a 20 per cent decrease.

Colleen DeMille concluded the presentation by stating that, based on the analysis of EQAO, system and school specific information, the board and school improvement plans will have common, system wide goals for reading, writing and mathematics. Beginning this year, the board improvement plan will encompass Kindergarten to Grade 12 to support improvement for students at the elementary and secondary levels.

Committee members inquired about students obtaining a level 1 or level 2 on EQAO and wondered if they would still get their credit for the course. It was noted that a level 1 represents a mark of 50-59 and level 2 is a mark between 60 and 69. A student's final course mark is based on term work, mid-term and final exam and a mark of 50% or higher is considered a passing mark.

A further inquiry was made regarding how board improvement planning and teacher training are balanced with keeping teachers in the classroom. Senior staff explained that, in order to improve instructional practices teachers need time to work on job-embedded professional development. Most of this professional development is taking place in school or between schools and is mainly focuses on teacher dialogue around their instructional practices. This type of professional development has direct impact on what

happens in the classroom. Professional dialogue may also be taking place outside of school hours, although there is no requirement to do so. Regular discussions take place with federations regarding teacher growth and professional development, however, specific discussions regarding EQAO results and changes in classroom practices is not a focus of those discussions.

A question was raised regarding comparing results and practices to other school boards with higher success rates to determine best practices. It was confirmed that these discussions are ongoing on a regular basis and comparison data is reviewed. Individual student reports, when released, will provide more detail to work with and a clearer picture of where those students are on the achievement scale.

Committee members raised a question regarding responding to inquiries about the results of the Catholic board. A further detailed analysis of the data is required before any clear answers can be provided. A spreadsheet showing school-by-school data was provided and will be reviewed in more detail at the Board meeting on September 28. An opportunity for further discussion will take place at that time.

Comments were made regarding involving parents in the board improvement plan. Senior staff confirmed that parent engagement has been embedded in the board improvement plan, recognizing that parent modeling and a rich literacy environment at home is a key component to success.

Trustee Brant, Trustee Cotton and Trustee Clements left the meeting at 8:10 p.m.

#### **Information and Technology Services summer update**

Matt Norton reviewed Report No. C-2, providing information regarding the following projects completed by Information and Technology Services over the summer:

- Five year ever greening of elementary classroom computers;
- Implementation of a new school-funds software called KEV Software;
- Upgraded the Synrevoice phone system;
- Completed backend hardware and software upgrades to the data centre;
- Involved in a number of renovations throughout the district;
- Hardware technicians continued to install Smartboards; and
- Madoc Township Public School received a new computer lab.

It was noted that three summer students were hired, one of which helped with the elementary ever greening while the other two worked mainly with the hardware technicians.

At 8:20 p.m. it was:

Moved: M. Hall

Seconded: M. Walker

**That the Program and Human Resources Committee move into closed session.**

At 8:40 p.m. the Program and Human Resources Committee adjourned closed session and reconvened public session.

**Professional development and summer inservice update**

Superintendent McGall reviewed Report No. C-3, noting that approximately 250 employees were involved in summer training. A letter of recognition from the chair of the board will be sent to those employees.

**Draft Pandemic Response Plan**

Superintendent McGall reviewed Report No. C-4 indicating that the draft plan is a generic framework that provides boards with a communication plan in the event of a pandemic. A pandemic is declared if 10% or more of the staff/student population is affected.

The draft plan has been presented to the Operations and Finance Committee, the local health unit, and will be presented to the Health and Safety Committee on September 30. At that time, the draft will be finalized for the current school year.

Committee members inquired about preventative measures already being taken in the schools. Senior administration has recently provided direction regarding the posting of hand washing signage in the schools and have arranged for the distribution of alcohol based hand rub (ABHR) to all sites.

A question was raised regarding tracking sick days as a result of the pandemic. Employees are required to familiarize themselves with collective agreement language regarding sick days. Special circumstances could be approved by the superintendent of human resources if necessary, however, sick days would have to be used initially.

**Principal/Vice-principal recruiting**

Referencing Report No. C-5, Superintendent McGall noted that interviews are tentatively scheduled for October 28 for the secondary principal posting in order to recruit a replacement for the interim principal at Prince Edward Collegiate Institute.

Committee members inquired about the availability of information regarding the number of teachers looking for administrative careers. As part of the board's succession planning initiative, early information sessions have been scheduled this fall to provide an opportunity for interested teachers to start planning and identifying what steps they need to take to become an administrator. In additions, recent changes to succession planning will involve administrators identifying future leaders in their school and encouraging them to participate.

**SALEP pilot refinements**

Superintendent FitzGibbon reviewed Report No. C-6, noting that the pilot SALEP refinements will be in place for the 2009-2010 school year and will be reviewed again in June.

The refinements reflect:

- a) an enhancement of school-based practices for addressing students who may require an alternative pathway;

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- b) an opportunity to keep students and parents engaged with their local secondary school personnel; and
  - c) a system consistency in SALEP Committee practice and documentation

Superintendent FitzGibbon responded to questions relating to trustee participation at these meetings. Concerns were raised regarding time limitations for meetings and location of video conferencing. Principals have been advised that a comfortable private location needs to be provided at their location. Flexibility in timing is always considered and will be refined as the process rolls out.

**Correspondence** – None

At 9:12 p.m. the Program and Human Resources Committee adjourned.