



Hastings and Prince Edward District School Board

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

Chair of the Board: Carl Pitman

Director of Education: Kathy Soule

NOTICE OF MEETING

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

Tuesday, October 12, 2010
commencing at 7:00 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, Vice-chair
Emily Tetzlaff (Student Trustee)



Hastings and Prince Edward District School Board

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

Chair of the Board: Carl Pitman

Director of Education: Kathy Soule

Program and Human Resources Committee PUBLIC AGENDA

Regular meeting of
October 12, 2010 – 7:00 p.m.
Board Committee Room, Education Centre

<u>Section</u>	<u>Item</u>	<u>Report No.</u>	<u>Resp.</u>
A	Call to order		
	Delegations / presentations – none		
	Approval of agenda		
	Approval of minutes – September 20, 2010	A-1	
	Business arising from the minutes		
B	Recommendations		
	None		
C	Information		
<u>7:00 p.m.</u>	Amended Policy No. 1 Board Mission and Goals	C-1	K. Soule
<u>7:05 p.m.</u>	Wireless access project update	C-2	M. Norton
<u>7:15 p.m.</u>	MISA activities	C-3	M. Norton
	Working Together for Kids' Mental Health demonstration project	C-4	C. Portt
	Safe Schools update	Verbal	M. Savery-Whiteway
	Textbook/novel review	Verbal	T. FitzGibbon
D	Correspondence		

None

Move into closed session

Next regular meeting: Monday, November 8, 2010 @ 5:30 p.m.



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

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.



Decision _____ **Information** X

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

From: Kathy Soule, Director of Education and Secretary to the Board

Re: Amended Policy No. 1 Board Mission and Goals

Purpose

To update trustees on the amendments to Policy No.1 Board Mission and Goals to align with the goals set out in the multi-year AiM Achievement in Motion for Student Success System Plan 2010-2015.

Background

Policy No. 1 Board Mission and Goals establishes direction and responsibility for student achievement and effective stewardship of resources in Hastings and Prince Edward District School Board as described in section 169 of the *Ontario Education Act, Duties and Powers of Boards*.

In the spring of 2010 Senior Administration began the process of developing a multi-year system plan. Consultation on the draft plan was completed at the Director's Meeting on August 26, 2010. Feedback has been collected and considered in making final revisions. At the September 27, 2010 Public Board meeting, the AiM – Achievement in Motion for Student Success System Plan 2010-2015 and AiM – Achievement in Motion for Student Success System Plan Year 1, 2010-2011 were approved.

Current situation

This policy is the governance guide for the system for the next five years and reflects the goals and action plans as contained in the multi-year plan AiM – Achievement in Motion for Student Success 2010-2015. As per Article XII, Policy No. 2 Governance By-Laws and Standing Rules, a notice of motion was presented at the Board meeting of September 27, 2010 with the recommendation going forward at the regular Board meeting of October 18, 2010. This motion is being brought forward to amend by substitution because of the many changes to the policy.

Appendices

Appendix A - Current Policy No. 1 Board Mission and Goals

Appendix B - Amended Policy No. 1 Board Mission and Goals

For information only.

Respectfully submitted,

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



Hastings and Prince Edward District School Board

BOARD POLICY NO. 1

Adopted	May 26, 2008
Last Revised	May 26, 2008
Review Date	May 2011

BOARD MISSION AND GOALS

1. PURPOSE

This Board policy has been developed to identify the Board's key goals, to describe the role the Board sees itself fulfilling and to state what the Hastings and Prince Edward communities can expect of the Board.

2. MISSION

The Hastings and Prince Edward District School Board defines itself as *A Great Place to Learn and a Great Place to Work!* The Board strives to demonstrate:

- the school system and community working together toward student development;
- a commitment to excellence through growth and improvement;
- consideration of all elements which shape the system;
- a wide range of services, supports and programs which prepare students to meet global challenges in a changing world;
- stakeholders involved in creating and implementing a school, department, or system vision;
- effective teams working to reach common goals;
- personal interactions which are respectful, cooperative, positive and mutually supportive;
- timely, open, two-way communication with all stakeholders;
- decisions and plans based upon data, which aim to meet the needs of the people served;
- a focus on optimizing the learning and working environments; and
- an inviting, welcoming and safe atmosphere.

This definition of a "Great Place" was created with input from key stakeholders of Hastings and Prince Edward District School Board.

3. GOALS

Hastings and Prince Edward District School Board has five key goals related to the Achievement in Motion system plan.

3.1 Success for All Students

The Board is committed to continual improvement and success for all students and delivers an extraordinary educational experience for every learner.

- 3.1.1 All students demonstrate the skills and values to contribute positively to their chosen communities.

-
- 3.1.2 Students select appropriate program pathways and experience success. Every student finds a successful pathway, and every pathway provides a valued destination.
 - 3.1.3 The Board maximizes and aligns resources to provide excellent learning and working environments.
 - 3.1.4 The Board ensures that all students and employees experience safe, effective and respectful learning environments.

3.2 **A System of Character**

All partners within the Hastings and Prince Edward District School Board community know, understand and demonstrate a commitment to the core values of the organization. These core values provide the foundation to the realization of the system goals.

- 3.2.1 The character framework is integrated into the system and school culture, operations and practices.

3.3 **Employee Excellence**

The Hastings and Prince Edward District School Board is an organization where every employee counts; every employee cares; and every employee shares in the success of the students.

- 3.3.1 The Board recognizes employee achievements and their contributions to student success.
- 3.3.2 The Board actively promotes wellness and healthy active living for all staff members.
- 3.3.3 The Board promotes coaching, mentoring and professional development for all employees.

3.4 **Open Communication**

The Hastings and Prince Edward District School Board, through clear and transparent two-way communication, is recognized as the system of choice in the communities it serves.

- 3.4.1 The Board is established as the system of choice and as an essential community partner.
- 3.4.2 The Board continually improves processes and mechanisms to support open, two-way communication within the organization and with community partners.
- 3.4.3 The Board provides technological tools to improve communication and collaboration for all employees.

3.5 **Community Relationships**

The Hastings and Prince Edward District School Board actively partners with students, families, communities and organizations to build engaging learning environments that contribute to the social, emotional and economic well-being of every student.

- 3.5.1 The Board engages community partners in recognizing and supporting diversity and equity.
- 3.5.2 The Board engages school communities and the broader community in the alignment of physical, human and financial resources.

Legal References:

Education Act, sections 170-171 Duties and Powers of Boards

Board References:

- Board Policy No. 3 - Corporate Board Job Description
- Board Policy No. 4 - Director of Education Job Description
- Board Policy No. 5 - Delegation of Authority
- Board Policy No. 6 - Policy Making
- The Achievement in Motion System Plan

CURRENT



Hastings and Prince Edward District School Board

BOARD POLICY NO. 1

Adopted	May 26, 2008
Last Revised	September 27, 2010
Review Date	September 2012

BOARD MISSION AND GOALS

1. PURPOSE

This policy identifies the Board's mission and goals. 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. The Board shares this responsibility with parents/guardians and the community.

2. MISSION

Hastings and Prince Edward District School Board is *A Great Place to Learn and A Great Place to Work!* The Board embraces the attributes of caring, cooperation, honesty, humour, integrity, respect, responsibility and trustworthiness, as described in "Growing with Character", as we make connections with students, each other and the community in an environment that is free from bias and harassment.

3. AiM – ACHIEVEMENT IN MOTION FOR STUDENT SUCCESS SYSTEM PLAN 2010 - 2015

As outlined in Policy No. 4: Corporate Board Job Description, the Board has a multi-year System Plan which is reviewed and updated annually through a public consultation process. In order to put this Mission into action, the Board has developed a five-year system plan known as AiM – Achievement in Motion for Student Success 2010 -2015. The plan has three goals and is built on a foundation of Growing with Character. The goals are described below.

Success for Each Student

Hastings and Prince Edward District School Board is a system of character that delivers a quality learning experience to support high levels of achievement for each student.

- **RESPONSIBILITY:** We have a sense of duty to fulfill commitments. We take ownership for our own thoughts and actions. We are reliable and accountable in our words and actions.
- **COOPERATION:** We work together as a team for a common good. We value the opinions of others and show a willingness to work towards a common goal.
- **INTEGRITY:** We do what is right for ourselves and others. We demonstrate values and ethics that are good for all. We speak directly, clearly and respectfully.

Employee Excellence

Hastings and Prince Edward District School Board is a system of character where every employee is valued, benefits from opportunities to learn and grow, and is engaged in, and contributes to, the success of each student.

- **RESPECT:** We value ourselves, others and our environment. We give consideration to the thoughts and actions of others. We treat others as we would want to be treated ourselves, with courtesy and dignity.
- **CARING:** We demonstrate concern for self and others. We show empathy and express genuine concern. We consider the long-term effect of our actions.

- **HUMOUR:** We celebrate the fun in life. We lighten the emotions of others by interacting in a joyful manner

Community Connections

Hastings and Prince Edward District School Board is a system of character that supports the success of each student through effective community relationships, and safe, respectful and inclusive learning and working environments.

- **COOPERATION:** We work together as a team for a common good. We value the opinions of others and show a willingness to work towards a common goal.
- **RESPECT:** We value ourselves, others and our environment. We give consideration to the thoughts and actions of others. We treat others as we would want to be treated ourselves, with courtesy and dignity.
- **CARING:** We demonstrate concern for ourselves and each other. We show empathy and express genuine concern. We consider the long-term effects of our actions.
- **HONESTY:** We choose to live truthfully. We communicate and act in a sincere and respectful way.
- **TRUSTWORTHINESS:** We can all be counted on to do what is right. We instill confidence in one another through our actions.

Legal References:

Education Act, sections 170-171 Duties and Powers of Boards

Board References:

- Board Policy No. 3 - Corporate Board Job Description
- Board Policy No. 4 - Director of Education Job Description
- Board Policy No. 5 - Delegation of Authority
- Board Policy No. 6 - Policy Making
- AiM - Achievement in Motion for Student Success System Plan



Decision _____ **Information** **X**

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

From: Matt Norton, Senior Information and Technology Officer

Re: **Wireless Implementation Plan**

Purpose

The purpose of this report is to inform the chair and members of the Program and Human Resources Committee of the wireless implementation plan for the 2010/2011 school year.

Background

A wireless network pilot project was deployed at Centennial Secondary School in March 2010. This came about in response to school requests for a method to provide access to wireless technology allowing students, staff and guests the use of their own wireless devices within the school. The pilot concluded June 2010 with very positive results. Staff and students are using district and personal equipment in ways they could never before.

Teacher comment – I now use my laptop every day. I use to bring work home on a USB stick and have to transfer files back and forth but now I just use my laptop which I'm much more comfortable with.

Student comment – I found out that the school had wireless so I got a Netbook to use at school. I use it in English, Science and a little bit in Math. I take notes with it, do research and Google questions that I think of in class.

Given the results of this pilot and all that we know about how mobile technology can support the entire organization (instruction, administrative, and operations), as well as the recommendations from the Informational Technology Advisory Committee, Information and Technology Services would like to proceed as quickly as possible with additional deployments.

Current situation

ITS is proposing the following wireless projects and tentative timelines.

- | | |
|---|---|
| 1. Complete all remaining high schools – present to January 2011 | 7 |
| 2. Complete all remaining schools with Computers on Wheels carts – after January 2011 | 6 |
| 3. Install temporary systems in all newly renovated ARC schools – after March 2011 | 4 |

In total, there will be 17 installations for this school year.

Respectfully submitted,

Matt Norton
Senior Information and Technology Services Officer



Decision _____ **Information** X

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

From: Matt Norton, Senior Information and Technology Services officer

Re: **Managing Information for Student Achievement (MISA) update**

Purpose

The purpose of this report is to inform the chair and members of the Program and Human Resources Committee of the 2010 – 2011 MISA plan that was recently submitted to the Ministry of Education.

Background

The Ottawa Region MISA Professional Network Centre is a network of dedicated educational professionals, made up of member school boards encompassing the eastern region of Ontario. The PNC promotes evidence informed decision-making in improving student achievement through the MISA initiative of the Ontario Ministry of Education.

MISA East (www.misaeast.on.ca) continuously strives to support the local capacity building components of the MISA initiatives by fostering a culture of evidence informed decision-making through communication, sharing of resources, innovation, and collaboration with the goal of enhanced student achievement.

Current situation

Every year, HPEDSB submits a MISA plan to the ministry to be accountable for the targeted funding the district receives. Over the last three years, funding has been significantly reduced (\$268,000, \$98,500, \$78,000) however the primary focus has remained the same; support teachers in evidence informed decision-making at the classroom level.

For this year, our focus areas are:

1. Data mapping - HPEDSB will implement the processes and templates developed by the regional PNC along with the access matrix from the Privacy and Information Management (PIM) toolkit.
2. Teacher Training - over 50 teachers (full day) to analyze student achievement related data, examine correlated data looking for trends and patterns and dialogue in learning communities on student achievement strategies based on integrated data analysis.
3. Principal and Vice-Principal Training – Skopus training for 100 administrators over two, 1/2 day PD sessions to:
 - a. engage staff in the gathering, analysis, and discussion of appropriate data, including demographic, perceptual, student achievement, and school process data (e.g., EQAO, report card, SEF indicators)
 - b. examine and analyze board reports and school data to aligned with key data collection and analysis points within the School Improvement Planning cycle.



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Along with these three areas of focus, the district has received an additional \$10,000 from the MISA PNC for a Teacher Collaboration Project(s). These projects focus on using data to inform instructional practice within a broader theme of Growing Success, the Board Improvement Plan, the School Effectiveness Framework, etc. A HPEDSB team will be attending the annual MISA Teacher Collaboration Conference where our teachers and others throughout the Eastern region will present the findings of their projects. This year's conference is in Kingston on May 13th 2011.

Summary

MISA funding continues to be an excellent support to the district. This additional funding provides for much needed release time so teachers and administrators can participate in training, collaborate in learning teams and have opportunities to team teach together.

Respectfully submitted,

Matt Norton
Senior Information and Technology Services Officer



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

From: Cathy Portt, Assistant Superintendent of Education, Special Education Services

Re: ***Working Together for Kids' Mental Health Demonstration Project***

Purpose

The AiM System Plan Goal - Community Connections focuses on enhancing community relationships, including services and shared use of facilities through cooperation, honesty and trustworthiness. More specifically, Action Plan 3 is to enhance cooperative and collaborative community services partnerships with a focus on children's mental health and safety in schools. This report provides an update on the *Working Together for Kids' Mental Health* demonstration project.

Background

Working Together for Kids' Mental Health is an initiative in partnership with the Ministries of Education and Health and Long-Term Care designed to examine decision-making processes and tools that support professionals across sectors (i.e. schools, agencies that deliver mental health services, and health partners including Family Health Teams and hospitals) to better understand, effectively identify, and appropriately respond early to mental health needs.

Four communities across the province (Belleville, Niagara, Sudbury, and Haliburton) have been selected to lead this work over the next two years. In Hastings and Prince Edward District School Board, Moira Secondary School and the associated elementary schools (Queen Elizabeth Public School, Queen Victoria Public School, Harry J. Clarke Public School and Deseronto Public School) are the designated schools in the project along with elementary schools that host Section 23 Care and Treatment Programs on site (Sir John A. MacDonald Public School and Park Dale Public School). The lead agency for Belleville is Children's Mental Health Services Hastings and Prince Edward. Other partners in the Belleville project include: Family Space Ontario Early Years Centre, Community Oriented Sentencing Program, Counselling Services of Belleville and District, Tyendinaga Family and Children's Services (Mohawks of the Bay of Quinte), Centre for Addictions and Mental Health, Gateway Community Health Centre, Quinte Health Care (Parent Child and Youth Clinic), Hastings Children's Aid Society, Ministry of Children and Youth Services - Youth Justice, Belleville and Quinte West Community Health Centre, Hastings Prince Edward Children's Treatment Centre, Preschool Speech and Language Quinte Healthcare – Belleville General Hospital, Youth Habilitation Quinte, and Algonquin Lakeshore Catholic District School Board.

Current situation

This project began in August of 2010 with a one-day training session for all stakeholders. Key activities of the project include:

- Orientation and training to professionals across sectors to raise awareness and confidence in knowing how to respond to potential needs;
- Examining existing and/or implementing new identification and needs assessment tools and decision making procedures;



- Identifying and implementing promising practices that support effective information sharing and collaboration across sectors;
- Reviewing the results in order to inform next steps, including the establishment of provincial standards and expectations regarding processes, procedures and tools across sectors.

Working Together for Kids' Mental Health is a research-based project. Data will be gathered throughout the project from participating staff and, with permission, parents and students who become engaged in the project through their respective school teams.

On August 24, 2010 principals, resource teachers, child and youth counsellors, guidance and special education services staff attended the first orientation and training session which included an overview of the project, and training on the use of several new screening tools. For example, when a teacher and the in-school team identify a student that they are worried about in terms of potential mental health needs, the screening tools can be used to gather further information from parents and/or students. The analysis of the student information and needs will lead either to the establishment of an intervention plan by working with parents/guardians at the school level, or to a referral to an appropriate community agency for intervention and support of the student as well as parents/guardians.

On August 25, 2010 community agency staff received additional training on intake tools that will be used consistently upon referral to the agency from the school teams. In addition to the training opportunities and screening tools that will become available to in-school teams, ongoing conversations continue to occur between Children's Mental Health, Special Education Services staff and all partners in the project that will enhance our ability to work well together to support students and families in our communities.

Next steps

Continued implementation of the screening tools and opportunities to enhance our working relationships with community partners will be ongoing through the frameworks and objectives of this demonstration project. Further updates will be provided as the project moves forward and our community connections to support students are enhanced.

Respectfully submitted,

**Cathy Portt
Assistant Superintendent of Education
Special Education Services**