



Hastings and Prince Edward District School Board

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

Dwayne Inch, Chair of the Board

Rob McGall, Director of Education

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, November 7, 2011
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.

Thelma Goodfellow, Chair
Program and Human Resources Committee

Jim Williams, Vice-chair
Program and Human Resources Committee

Trish FitzGibbon
Superintendent of Education
Curriculum Services

June Rogers
Superintendent of Education
Special Education Services

Mandy Savery-Whiteway
Superintendent of Education
Human Resources Support Services

Committee members:

*Jennifer Cobb, Bonnie Danes, Thelma Goodfellow-Chair,
Lucille Kyle, Jim Williams, Vice-chair, Indigo Christ, Student Trustee*



Hastings and Prince Edward District School Board

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

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Program and Human Resources Committee PUBLIC AGENDA

Regular meeting of
Monday, November 7, 2011 - 5:30 p.m.
Board Committee Room, Education Centre

Section	Item	Report No.	Resp.
A	Call to order		
	Delegations / presentations – None Approval of agenda Approval of minutes – October 17, 2011 Business arising from the minutes		
B	Recommendations		
	None		
C	Information		
	Information Technology Advisory Committee (ITAC) Update	C-1	M. Norton
	Board Policy Review	C-2 Handout to follow	R. McGall
	AiM Achievement in Motion 2011/12 Summary	C-3 Handout to follow	R. McGall
	Full Day Kindergarten Update	Verbal	T. FitzGibbon
	2012 Board Improvement Plan for Student Achievement Update	Verbal	T. FitzGibbon
	Trustee Proposals and Queries	Verbal	
D	Correspondence - None		

Move into closed session

Next regular meeting: Monday, January 23, 2012

*Committee members: Jennifer Cobb, Bonnie Danes, Thelma Goodfellow, Chair, Lucille Kyle,
Jim Williams, Vice-chair, Indigo Christ, Student Trustee*



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

**October 17, 2011
DRAFT**

Members present: J. Cobb, B. Danes, T. Goodfellow, Chair, L. Kyle, J. Williams, Vice-chair
Student Trustee: I. Christ
Regrets: None
Guests: None
Resource: C. DeMille, T. FitzGibbon, R. McGall, C. Portt, J. Rogers, M. Savery-Whiteway
Minutes: C. Reid, Administrative Assistant

Call to order

The meeting was called to order at 5:30 p.m.

Delegations/presentations - None

Approval of agenda

Moved: B. Danes
Seconded: J. Cobb

That the agenda be approved.

Carried

Approval of minutes

Moved: L. Kyle
Seconded: J. Williams

That the minutes of the September 19, 2011 regular meeting be approved.

A question was raised regarding comments that were not captured in the minutes related to the textbook/novel approval item. It was noted that that the minutes are intended to be a summary of the discussions, rather than verbatim minutes. It was agreed that the information contained in the minutes accurately captured the discussion.

Carried

Business arising from the minutes - None

Information

Timed item: Children's mental health update

Superintendent Rogers introduced Julie Pohlman-Brogee and Tanya Whittaker who have been involved in the *Working Together for Kids' Mental Health* demonstration project. The Ministry of Education, Ministry of Children and Youth Services and Ministry of Health and Long Term Care have placed a huge emphasis on improving mental health for children in all school boards in Ontario. Hastings and Prince Edward District School Board was one of four organizations asked to participate in the demonstration project. As part of the project, school staff were trained to assist with the identification of mental health needs using various assessment tools. As a result of the demonstration project provincial standards and expectations will be developed for use across the province.

Child and youth counselors, resource teachers, special education department heads and guidance staff will be trained on the use of the screening tools in the schools with students and family members. Following an assessment, a referral is made to Children's Mental Health that by-passes the usual intake process and expedites the process to make it more user-friendly and accessible for families. A train-the-trainer model is being used in schools to train other staff.

It was noted that there are four assessment tools being used and copies of those assessment were circulated for committee members to review. Staff will be trained to determine the best tool to use based on the age, behaviour and areas of concern. Although these are not diagnostic assessments, they are helpful to use when communicating with parents because they provide something in writing that is not just an opinion but an actual standardized assessment.

Assistant Superintendent DeMille commented that mental health awareness and literacy is part of the AiM system plan and aligns with the provincial mandate. A number of initiatives are being planned in the areas of awareness, literacy and reducing stigma associated with mental illness. Mental Illness Awareness Week took place from October 3 to 7, 2011. To assist in raising awareness, Hastings and Prince Edward District School Board planned a community event that included a student performance by Elevated Grounds. Next steps involve bringing a focus group together to build on community connections and brainstorm initiatives, including a mental health literacy half or full day presentation, ABC's of mental health website training; and a similar production using students and involving community partners that will focus on other areas in the district.

Clarification was sought regarding the screening tools. It was noted that some involve self-assessment and some involve parent and staff assessment depending on the age of the child and the particular situation. Copies of the assessments are available and will be emailed to committee members. A question was raised regarding the number of students involved in the project and how they were selected. Approximately 55-60 students were involved school teams trained in the use of the assessment tools determined if there were students struggling with some sort of concern and obtained parental permission to do the assessments. All of the information sent to Children's Mental Health contained no names, just numbers. The information was sent from the local agency to the three ministry agencies leading the project. A full report of the results is to be received within the next month.

Mental health staffing update

Superintendent Rogers announced that through the three ministries noted above, schools are receiving mental health support workers to work in schools. Children's Mental Health Services has contacted the board and will provide a mental health support worker in the north, shared between North Hastings High School and York River Public School two days a week. There will also be one mental health support worker shared between Madoc Public School and Madoc Township Public School. Children's Mental Health completed an analysis to determine greatest area of need. In addition, Hastings and Prince Edward District School Board is one of fifteen boards in the province selected to receive \$120,000 to hire a mental health leader who will be responsible for leading the mental health strategy in the board. This position will be filled by someone who is not an educator and has expertise in the areas of social work, psychology or psychiatry. The job description is being developed and will go through job evaluation process. This position will work with local agencies and will develop a mental health strategy. In addition \$25,000 is being provided to develop the strategy and \$20,000 release time for educators to assist in developing strategy. This is a pilot project that will be rolled out to other boards in the future.

A question was raised regarding other schools being able to consult with mental health support workers. At this time, the mental health support workers will only be offering support at the schools noted above, but it is anticipated that the program will grow following the pilot period. There will still be child and youth counselors in all schools to support students. Director McGall commented that this is an encouraging announcement from the ministries. Children's mental health is a priority and the students will benefit from this initiative. The mental health leader will ensure a district wide focus that will support students throughout the board.

Superintendent Savery-Whiteway provided clarification regarding the projected timeline of the hiring of the mental health leader. The job evaluation process has begun and the job evaluation committee will meet within the next week. Following that a posting will be generated and the position will be filled as quickly as possible. A question was raised regarding the necessary qualifications of the mental health leader. It was noted that the board received a sample job description with specific requirements. The successful candidate will require a post-secondary education in a related field. Anyone, whether internal or external who has the necessary qualifications may apply to be considered for the position.

Clarification was sought regarding how this information will be shared with parents and students. Since this is a new initiative, it will be necessary for administrators, child and youth counselors and the children's mental health worker to come together to look at how this will be rolled out in the most transparent way possible.

Recommendations

Start time for Program and Human Resources Committee meetings

Superintendent FitzGibbon reviewed Report No. B-1 and noted that the Program and Human Resources Committee passed a motion at its June 2011 meeting changing the start time of its meetings to 5:30 p.m. In months when other meetings occur on the same evening that committee had suggested that start times may be adjusted accordingly. Discussion at Operations and Finance Committee meetings has occurred with respect to having a committee start time of 7:00 p.m. Such a move requires the Program and Human Resources Committee to keep their start times to 5:30 p.m. even on days when multiple committee meetings occur in the same evening.

Moved: J. Williams
Seconded: J. Cobb

That the start time of the all regular meetings of the Program and Human Resources Committee be 5:30 p.m. effective October, 2011, as contained in Program and Human Resources Committee Report No. B-1, dated October 17, 2011.

Carried

Information

Bullying Awareness and Prevention Week update

Superintendent Savery-Whitway reviewed Report No. C-1 and stated that this is now an annual event. The Ministry of Education has designated November 14 – 18, 2011 as Ontario's Bullying Awareness and Prevention Week. A meeting of the Bullying Awareness and Prevention Week Steering Committee was held on Wednesday, September 15, 2011. The committee is engaged in planning at a system and community level. Specific details will be forthcoming. Safe Schools Teams are encouraged to plan school based events to highlight the importance of addressing bullying during Bullying Awareness and Prevention Week. Principals will submit a list of events taking place at their schools during Bullying Awareness and Prevention Week and a system-wide inventory will be compiled. Promotional information will be available through the board's website and throughout the community. Various new promotional items will be available. As a result of student feedback, those items will incorporate different colours this year. It was noted that some community agencies will also be supporting the initiative financially.

A plan is being developed to make parents and community partners aware of this important initiative. Discussions have taken place with local police forces, children's mental and safe communities to put out a newsletter to entire community that will go out to the entire community that will be inclusive

Student achievement update

Superintendent FitzGibbon and Assistant Superintendent Portt presented information regarding student achievement in a presentation entitled *Learning is the Work*. Ministry of Education goals include high levels of student achievement, reduced gaps in student achievement and increased public confidence in education. The concept of coherence and alignment with those goals was discussed and how the province, district and schools lead learning and support the instructional core. It was noted that the AiM system goal entitled Success for Each Student aligns with the Ministry direction and is further supported by the Board Improvement Plan for Student Achievement (BIPSA). The BIPSA, which was developed based on an analysis of needs, is a Ministry mandated plan that articulates how the board will support students in the four areas of literacy, numeracy, pathways and community culture and caring. The current BIPSA runs from January to December to allow schools to pick up in September where they left off in June. This allows the board time between September and December to review results, to make plans for January and work with schools to development their School Improvement Plans for Student Achievement (SIPSA).

The concept of the instructional core was reviewed, noting the importance of the quality of the relationship between student, teacher and curriculum related to learning tasks. A comment was made regarding the critical role of parents and where parents fit within the diagram and it was clarified that the learning tasks reference in the diagram is specific to in-school learning tasks. The parent involvement component is directly linked to the School Effectiveness Framework (SEF) as part of the home, school and community partnerships section. The SEF outlines critical indicators that supports students and identifies effective practices that enable schools to help students learn.

The professional learning cycle was reviewed, noting that the first two steps in the cycle, which occur in the fall are observing and reflecting. The next two steps in the cycle are planning and acting. The observation and reflection of the BIPSA and the SIPSA help to determine progress and provide direction for the planning and acting. When making observations, four key forms of data are reviewed: demographic data; student achievement data; program data; and perceptual data. This data is then reflected upon to determine strengths and areas of need.

To provide an example of BIPSA goal progress program data and student achievement data in the area of primary and junior Math was reviewed. It was noted that this is only a small snapshot of all of the information that will be presented at the October Board meeting. The EQAO results for primary and junior Math were reviewed, noting that results were down 1% in primary 5% in junior. These results mirror the results across the province. In addition to the EQAO data, teams are looking at report card data and other data that is available to compare and dig deeper into the reasons for the decrease in EQAO results. More detailed reports from EQAO are being received and will be analyzed in further detail.

Comments were made regarding the EQAO test occurring only in Grades 3 and 6, which doesn't show success achieved in Grades 4 and 5. As part of the data analysis, teams are looking at comparing Grade 3 student specific data to Grade 6 data to see if students maintained, decreased, increased their results to get a better picture of learning over time. It was confirmed that the parent does not receive this cohort data but does receive an EQAO report in Grade 3 and then a Report in Grade 6. Both of these are kept on file at the school and are available for discussion with the parent if the parent wanted to see a comparison of the results.

A number of Ministry initiatives for 2010-2011 were noted that support student achievement. Specifically, the Collaborative Inquiry Learning in Math initiative was reviewed. This initiative involves collaborative inquiry in the classroom where teachers plan lessons together and then co-teach the lessons while a number of teachers observe. They then look at student work and determine what the students need next. This is considered job-embedded professional learning. There were four schools involved in this project with a lead facilitator from the Ministry. Those four schools were linked with three schools from Algonquin Lakeshore Catholic District School Board. All teachers got together eleven times during the school year with a focus on Grade 3 and Grade 6 Math. The results of this project were significant. Of the three schools involved in the Primary Math project, two showed significant improvement of 15% and 19%. In Junior Math, four schools participated and three showed improvement of 8%, 9% and 12%.

Comments were made and clarification was provided regarding the voluntary involvement of teachers in the EQAO testing and marking process. It was noted that EQAO testing is part of provincial policy but is only one tool that is used to determine the success of students. Local teacher federations continue to be supportive of the board's efforts to try to improve student achievement. The board continues to focus on early intervention strategies with a wide variety of tools, working directly with classroom teachers who give their best efforts to improve student achievement.

Trustee proposals and queries

None

Correspondence – None

The Program and Human Resources Committee moved into closed session at 7:06 p.m.



Decision _____ **Information** X

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

From: Matt Norton, Senior ITS Officer

Re: Instructional Technology Advisory Committee update

Purpose

The purpose of this report is to provide the chair and members of the Program and Human Resources Committee an update on the Instructional Technology Advisory Committee (ITAC).

Background

Action Plan 2 under Success for Each Student in the AIM System Plan states the district will access and utilize facility, technology and knowledge based resources to support 21st century learning environments and learners.

Two action steps that ITAC had a direct effect on are:

- Action Step 7 – Build system knowledge through collaboration between Information and Technology Services and Facility Services to make improvements to the infrastructures that support administration, instruction and district operations.
 - A new elementary evergreening plan is implemented by January 2012
- Action Step 8 – Conduct a pilot study of mobile device/assistive technology (ie., laptop) use in the classroom as a communication and learning tool, and to enhance technology use and review for effectiveness as funding permits.
 - Establish pilot sites/field study candidates and research questions based on a collaborative inquiry process (as previously conducted through a Managing Information for Student Achievement (MISA) project with Special Education Services), and including the criteria established by the Instructional Technology Advisory Committee.

Current situation

To date, ITAC has met once this school year with four additional meetings scheduled.

The committee, in collaboration with senior administration, various departments and elementary administrators developed the new five-year elementary evergreening plan. The plan sets out timelines for replacing computer hardware in schools. The emphasis of the new plan is on hardware mobility. Mobility provides access to technology where the learning occurs as opposed to only in a lab setting. The Year 1 schools had equipment purchased and deployed during the summer of 2011. Year 2 schools will begin the deployment process in January 2012. This will be a multi-step process involving discussions with school personnel in order to ensure a smooth roll-out.

ITAC has defined a number of projects which will begin piloting during the 2011/2012 school year. Prior to the commencement of some of these projects, a “pre-pilot” phase for mobile



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technology (iDevices) is taking place for six weeks to gather information that will better serve schools/staff/students involved in these projects.

The committee, in collaboration with Curriculum Services, Information and Technology Services and Special Education Services is developing a procedure titled 21st Century Leading and Learning. This procedure will be presented at the December 2011 AIM System Plan meeting.

Appendices

- Elementary Evergreening Plan – 2010/2011 to 2014/2015
- Draft Elementary Evergreening Allocation by Year
- Future Projects

Respectfully submitted,

**Matt Norton
Senior Information and Technology Services Officer**



**Hastings and Prince Edward
District School Board**



Elementary Evergreening Plan

2010/2011 to 2014/2015

Presented by the Instructional Technology Advisory Committee

Overview of the Elementary Evergreening Plan

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Instructional Technology	3
Centralized Printing	4
Evaluation of Plan	5

Preface

The previous evergreening plan ended during the 2009/2010 school year which coincided with the end to the previous AIM System plan. This first centralized plan was very suitable for the time and provided a stable and standardized approach to instructional technology for elementary schools.

During the 2010/2011 school year, the Instructional Technology Advisory Committee (ITAC) in collaboration with various departments, Administrative Council and the Elementary Administrators began the task of creating a new plan which would continue the positive aspects of the previous plan and reflect the current nature of teaching and learning in the 21st Century.

In general, the new plan approaches instructional technology with an emphasis on mobility. Mobility provides access; access to technology where the learning occurs and not in less authentic, pre-booked locations. Ubiquitous WiFi in every district building has facilitated the use of mobile devices whether district owned or student/staff owned. This change in technology has begun to challenge our perception of teaching and learning and our practices of using technology to promote engagement, understanding, creativity and collaboration.

Instructional coaching and mentoring through the System Educational Technology Supports (SETS) and peer-to-peer learning is an essential component of ensuring that mobile technology is fully utilized to support learning. In a truly 21st Century model, we are all learning together the power of mobility and the endless possibilities it provides our anytime, anywhere learning environments.

The following pages describe the components of the plan and the rationale for its implementation.

Duration

All equipment would be replaced on a five year cycle. Five years is significant for two reasons:

1. Business class equipment in an educational setting has high failure rates after five years of intense use.
2. The budget allows for approximately 20% of the fleet to be replaced every year.

See Appendix A, *Draft Elementary Evergreening Allocation by Year*, for a list of the schools and evergreening years.

Classroom Technology

The current model of every classroom having two desktop computers will be replaced with a single classroom desktop computer plus a single classroom laptop. In the instance that an interactive whiteboard is installed in the classroom, the single classroom desktop computer will be attached to the interactive whiteboard.

Both classroom computers are configured and intended to be used by multiple staff and students.

Instructional Technology

The previous model of a computer lab in every elementary school is being replaced with carts of mobile devices.

Mobile carts will be provided to the school at a ratio of approximately 7.0 students to every 1 mobile device. This ratio does not include any

classroom technology or non-district devices that may be used by staff and students. A minimum standard for small schools (fewer than 100 students) will be developed to ensure an equitable model.

The amount of equipment purchased for an evergreening cycle is based on the student population of the school for the October 31st count during the purchasing year. Exceptions will occur and are not limited to grade reconfigurations, school closures, school expansions, etc.

K-8 schools with a student population greater than 350 students that are eligible for three or more mobile carts (e.g. Bayside PS, Harry J. Clarke, Harmony, etc.) must have:

- a. multiple mobile carts with no computer lab(s) /pods of computers
- b. the equivalent of one computer lab/pods of computers/other approved technology and the remaining allocation represented by mobile carts

In an instance where a school wishes to maintain a computer lab/pods of computers/other approved technology, the school must present its reasoning to the School Superintendent and the Senior IT Officer.

Centralized Printing

The current model of one printer for every classroom cannot be sustained due to budget constraints and reduced technical support staff. The new model will place high-speed/high-capacity printers in strategic locations throughout the school. Additional benefits of this model are:

1. A great reduction of energy consumption. Printers use a great deal of energy to fuse the ink to the paper.
2. A great reduction in costs. Small personal sized printers cost approximately twice as much to print per page as compared to larger production printers and photocopiers. Each year the district

prints several millions of pages of paper. A .05 cent to .01 cent reduction in cost can provide significant savings.

A centralized printing plan will be jointly developed with the school to ensure proper location of the high-speed/high-capacity printers.

Evaluation of Plan

Through the ITAC and consultation with Elementary Administrators and Administrative Council, the plan will be reviewed on an annual basis to ensure relevancy (appropriate technology), accuracy (student/teacher population) and alignment with district plans (K-12) and curriculum initiatives.

Adequate funding is an essential component of this plan. Funding is provided through the Information and Technology Services evergreening budget and accounts for approximately 60% of the total budget (40% for secondary schools). The funding model will be reviewed on an annual basis.

Draft Elementary Evergreening Allocation by Year

SCHOOL	Evergreen Year - based on previous rotation	Number of carts			
2010/2011					
Athol	1	1			completed
Bayside P.S.	1	3			new schools
York River	4	3			
P C (B)	5	2			
Sir John A.	5	2			
Coe Hill P. S.	4	1			
V. P. Carswell	4	1			
P C (T)	4	3			
Stirling Primary	1	1			
Stirling Junior	1	2			
		19			
2011/2012					
Bird's Creek	2	1			
Deseronto P. S.	2	1			
Harry J. Clarke	2	4			
Hillcrest PS	2	1			
POW	2	2			
SWC	2	1			
Stirling Senior	2	2			
Tyendinaga	2	2			
		14			
2012/2013					
CML	3	2			
Frankford P. S.	3	2			
Harmony P. S.	3	3			
Marmora Sr.	3	1			
Massassaga Red	3	1			
QE (T)	3	2			
QE Picton	3	2			
Susanna Moodie	3	2			
		15			
2013/2014					
Breadner Ele.	4	1			
Foxboro P. S.	4	2			
Kente	4	2			
North Trenton	4	1			
Pinecrest	4	2			
QE (B)	4	2			
Sophiasburgh	4	1			
New Tweed School	4	3			
		14			
2014/2015					
College St.	5	2			
Earl Prentice.	5	1			
Hermon P. S.	5	1			
Madoc P. S.	5	3			
Madoc TWP.	5	1			
Maynooth P.	5	1			
Parkdale P. S.	5	2			
Queen Vic	5	2			
		13			
	Total	75			
NOTE: The new Stirling school will be a year one school for the 2015/2016 year.					



Hastings and Prince Edward District School Board

Instructional Technology Advisory Committee

Future Projects

The Instructional Technology Advisory Committee will pursue a number of projects in the 2011/2012 school year:

The following recommendations will be acted upon.

1. Explore the possibility of a feature rich e-portfolio system for students and staff to archive their exemplary artifacts, document their growth and empower them as learners in the 21st century.

The committee is looking at a number of software and web based solutions. Pending software licensing from the Ontario Software Acquisition Program Advisory Committee (OSAPAC) for Adobe Acrobat Professional, a decision will be made this upcoming school year.

2. Enable staff and students access to technology, i.e. iDevices, Google apps, Moodle.

A number of mobile device (iPads, iPod Touches, etc.) pilot projects are slated for next school year. They will be primarily in the areas of supporting Special Education students, improving writing and Mathematics. As well, Information and Technology Services (ITS) will be making changes to the student directory which will allow for easier implementation and access to Web 2.0 tools such as Google Docs, blogging tools, etc.

3. Explore means of engaging parents/guardians to promote involvement in their child's education, ie., parent portal in Maplewood.

This project was put on hold this year due to the challenges the district was experiencing with the student information system. Recent hardware and software changes have provided encouraging results and have increased our confidence in moving forward with this project.