



Hastings and Prince Edward
District School Board

DIRECTOR'S ANNUAL REPORT 2015-2016

Possibilities
TODAY & TOMORROW





Grade 12 students at *Centre Hastings Secondary School* participated in a six-week cooking class on Mondays. They learned how to prepare meals and—in their own words—found out how to eat good food when they move away from home! Pictured above: the students prepared a scrumptious turkey dinner with all the trimmings! A \$500 grant from [Food for Learning](#) provided financial assistance. Photo credit: G.Diane Sherman H.BA, Freelance Photo-journalist.

38

elementary schools

\$189 million

operating budget

8

secondary schools

\$18.5 million

capital budget

15,100

students

\$3.5 million

fundraising by schools

Our commitment is to student achievement and well-being

This report is an opportunity to celebrate and share the achievements of Hastings and Prince Edward District School Board students and employees.

Student achievement and well-being are the core of our work as a learning organization. Our schools offer diverse and innovative programming in welcoming, inclusive learning environments.

Over the past year, Hastings and Prince Edward District School Board (HPEDSB) completed the mandate of the Achievement in Motion for Student Success (AiM) System Plan, 2010-2015.

In this report, we are pleased to share many of the accomplishments of our students and employees as we embark on our new [2015-2020 Strategic Plan: Possibilities Today & Tomorrow](#).

It is an exciting time at HPEDSB! With our new vision, mission and priorities in place (refer to page 5), we continue to actively renew and modernize our facilities to provide learning environments that foster collaboration, creativity, innovation, critical thinking and communication. Everyone at HPEDSB is committed to contributing to graduation for each student in their chosen pathway.

Through the dedication, expertise and support of our Board members, employees, families and communities, our students grow with character and learn to be globally minded learners and leaders.

Thank you for your confidence in public education and specifically Hastings and Prince Edward District School Board.

Together, we're creating the possibilities for today and tomorrow.

DWAYNE INCH,
CHAIR OF THE BOARD

MANDY SAVERY-WHITEWAY,
DIRECTOR OF EDUCATION



2015-2016 School Board Members

School board trustees are elected officials who are responsible for operating publicly-funded schools within their jurisdiction, and for the delivery and quality of educational programs and services. Two student trustees are elected each year by the Student Senate to serve a one-year term on the Board.



(L to R, back row): Jennifer Cobb, North Prince Edward County; Mike Brant, Mohawks of the Bay of Quinte; Tom Biniaris, Trenton & CFB Trenton; Justin Bray, Southeast Hastings; Jim Williams, Frankford & Sidney; Mary Hall, Belleville & Thurlow; Dave Patterson, Belleville & Thurlow; Bonnie Danes, Centre Hastings.

(L to R, front row): Morgan Hillier, Student Trustee, Moira Secondary School; Lucille Kyle, North Hastings & Vice-chair of the Board; Dwayne Inch, South Prince Edward County & Chair of the Board; Mandy Savery-Whiteway, Director of Education & Secretary of the Board; Lauren Barry, Student Trustee, Centre Hastings Secondary School.

2015-2016 Senior Administration Team

The senior administration team consists of organizational leaders who are responsible for leading student achievement and well-being.

(L to R, back row): Tina Jones, Student Success Lead; Cathy Portt, Superintendent of Education, Curriculum Services; Nick Pfeiffer, Controller of Facility Services; Mark Fisher, Superintendent of Education, School Climate & Student Well-Being; Kelvin MacQuarrie, Senior ITS Officer.

(L to R, middle row): Colleen DeMille, Superintendent of Education, Special Education Services; Donalda Simmons, Mental Health Lead; Heather McMaster, Early Years Lead.

(L to R, front row): Leslie Miller, Superintendent of Business Services; Mandy Savery-Whiteway, Director of Education; Trish FitzGibbon, Superintendent of Education, Human Resources Support Services.



Creating the possibilities for today and tomorrow

At Hastings and Prince Edward District School Board we are committed to student achievement and well-being. Each student is an individual with unique interests, goals and strengths. Each should be given the opportunity to explore the possibilities for today and tomorrow, and move towards graduation from their chosen pathway.

Vision

All students prepared and empowered for the possibilities of today and tomorrow.

Mission

We create dynamic, inclusive educational experiences that develop capable, confident, curious learners who thrive and contribute to their communities.

Strategic Priorities & Goals

Achieving Excellence & Equity

- Increase graduation rates and reduce achievement gaps for students not yet at the provincial standard
- Provide programs and services to help each student achieve success
- Support all students to be globally-minded learners and leaders

Learning & Leadership

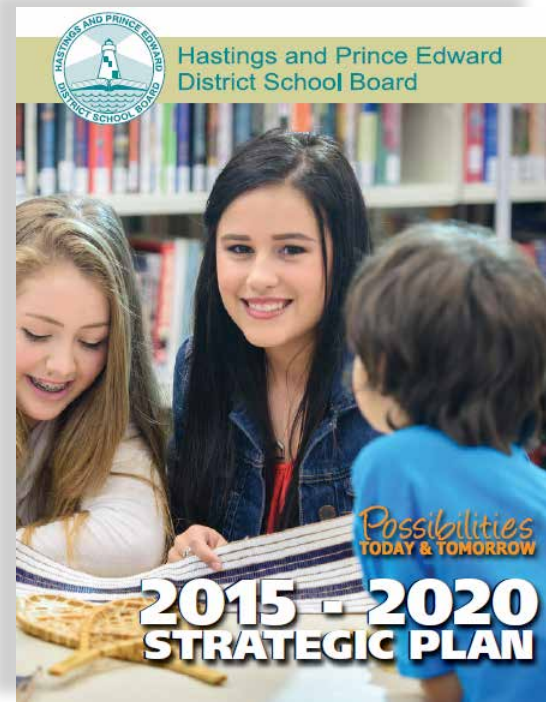
- Involve students, cultivate student leadership and voice
- Collaborate as a learning organization to engage all employees in developing their growth plans
- Implement a renewed succession planning process for school and system leaders

Public Confidence

- Ensure effective management of all resources (human, financial, environmental)
- Operate through good governance
- Be leaders in public education

Well-Being

- Develop the elements of well-being for students and employees collaboratively
- Create welcoming, inclusive and safe learning environments that optimize students' potential
- Build the capacity of employees to deliver positive social and emotional learning experiences





Learning in Mathematics by visualizing, verbalizing and verifying. Students in Grade 6 at [Queen Victoria School](#) explored spatial reasoning. They visualized using manipulatives, shared their thoughts with a partner then verified their thinking using the manipulatives.

Achieving Excellence & Equity

As a public education system, Hastings and Prince Edward District School Board provides all students with opportunities to learn in inclusive, caring environments. Here are some of the ways employees worked towards students achieving excellence and equity.

GLOBALLY MINDED LEARNERS AND LEADERS

A new resource, Globally Minded Learners and Leaders, describes 10 competencies for graduates to achieve in order see themselves as connected citizens of the world: caring inclusive citizens, collaborators, creative thinkers, critical thinkers, digitally fluent, entrepreneurial, literacy, numeracy and well-being.

Refer to page 16 for examples of learning connected to these competencies.

FRENCH IMMERSION PROGRAM EXPANSION

Based on community input, a new [French Immersion](#) program began at [Queen Elizabeth Public School](#) in Picton in September 2015. FI has been offered at [Harry J. Clarke Public School](#) and [Bayside Public School](#) for several years, beginning in Grade 4. [Extended French](#) continued at [York River Public School](#).

ORGANIZATIONAL INITIATIVES

Through Information & Technology Services, enhancements were made to our student information system for improved reporting capability.

NEW PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS

A new Section 23 pilot program called the Bridge Program, was established at [Madoc Public School](#). Bridge serves students in Grades 1 to 8 who have experienced developmental trauma.

STRATEGIC GOAL: *Support all students to be globally minded learners and leaders*

An Autism Spectrum Disorder (ASD) regional program was established at [Moir Secondary School](#). This pilot program is for secondary students, with the programming focusing on social integration, communication and learning skills development while students accumulate course credits.

THE READER LEADER PROGRAM

Reader Leader learning provided older students with the skills to become leaders in their schools in order to foster the feeling of being part of a school community.

Through Reader Leader, students experienced literacy in a non-threatening and positive environment. Younger and older students enhanced their reading enjoyment and self-regulation.

Speech-language personnel met with the older students and their teachers to teach the older students about how to read with younger students, as well as about strategies for gaining and maintaining the attention of their younger book buddy. The older students then met with their younger book buddies to practice reading skills.



INTEGRATING TECHNOLOGY FOR SPECIAL EDUCATION INTO THE CLASSROOM

Students who are blind or have low vision require accommodations to their curriculum and classroom

STRATEGIC GOAL: *Provide programs and services to help each student achieve success*

work. These may include the adjusting font size or contrast of written or electronic documents, changing speech to text or text to speech, or a variety of other modifications to maximize students' vision in the school environment.

By sharing an electronic folder between the students and educators, classroom assignments and materials could be converted into accessible formats for student use.

STRATEGIC GOAL: *Increase graduation rates and reduce achievement gaps for students not yet at the provincial average*

THE HASTINGS AND PRINCE EDWARD LEARNING FOUNDATION

Funds continued to be raised for the Student Emergency Fund. It provided emergency financial or in-kind assistance to students and their families for items, such as eyeglasses, EpiPens, medical supplies, food and clothing, transportation, subsidies for field trips, or to assist with additional financial needs that resulted from family crises (fire, flood, layoffs, illness, etc). Other supported initiatives included student nutrition programs, Prom Project and the Len and Olive Black Memorial Fund.

FIRST NATION, METIS & INUIT EDUCATION PROGRAMMING



Moira Secondary School hosted a Harvest Festival. Participants were grouped into four different clans and took part in four activity stations. Traditional singing and dancing were woven throughout the day. Participants took part in a Mohawk language session, heard cultural stories, made corn husk dolls (left) and learned to play lacrosse.

EMPLOYEE LEADERSHIP



Secondary school teachers participated in a day of experiential learning in the trades at Loyalist College. They had hands-on experiences including automotive, machining, carpentry, electrical and surveying to understand more about post-secondary programs.

Learning & Leadership

Our employees' commitment to being educators, role models and caring adults is the motivation behind student achievement and well-being. Here are examples of the types of professional learning employees and students engaged in for personal and team growth, learning and leading—together.

EMPLOYEE LEARNING & LEADING

Employees engaged in professional learning in the following areas:

- [iLead](#) Leadership Series
- Mentoring and coaching skills
- [safeTalk](#) (for suicide awareness)
- First Nations, Metis and Inuit awareness
- Supporting adolescent literacy, specifically writing skills for students in in Grade 6 to Grade 9
- Poverty awareness
- Developing an understanding of Primary Reading
- Learning in Mathematics: problem solving and fractions
- Assessment for, as and of learning
- Making the [transition from elementary to secondary school](#)
- Strategies to assist students in being successful in the Ontario Secondary School Literacy Course
- Post-secondary experiential learning for secondary school teachers
- Certifications for working at heights, First Aid and Applied Behaviour Analysis (ABA)
- Health and safety awareness
- Learning more about Autism Spectrum Disorder
- Google Apps for Education
- Internet safety

EMPLOYEE GROWTH PLANS

Many employees created growth plans with their supervisors. This is an important part of employee professional development and succession planning.

STUDENT LEADERSHIP

Secondary school students participated in the Adolescent Focus Group for the development of an LGBTQ+ student support resource guide. Its purpose is to build awareness and provide strategies to support LGBTQ+ students.

Another leadership group, the [Student Senate](#), consists of 16 secondary school students, elected by their peers each school year. They meet regularly to learn about leadership under the guidance of curriculum coordinators. The Senate plans and hosts events for other students.

A full-day Student Leadership Fair celebrated and acknowledged the role of students as partners in the creation of safe, healthy, and inclusive learning environments, Grades 6 to 12.

Through the [International Student Program](#),



Secondary school students, pictured with their teachers and Education Centre personnel, participated in the Adolescent Focus Group for the development of the LGBTQ+ Student Support Resource Guide.

Canadian students developed leadership skills by hosting events or taking part in integration activities with international students.

STRATEGIC GOALS

Collaborate as a learning organization to engage all employees in developing their growth plans

Involve students, cultivate student leadership and voice

Implement a renewed succession planning process for school and system leaders

Well-Being

Hastings and Prince Edward District School Board believes that all students can achieve, well-being is a foundation of student success and schools play a vital role in promoting student well-being. Here are examples of initiatives which contributed to student achievement and well-being for all.

LEADERSHIP PROFESSIONAL LEARNING SERIES

This initiative introduced a responsive professional learning series for school administrators anchored in leadership actions to implement the Community, Culture and Caring component of school improvement plans.

NEW SERVICE DELIVERY MODEL FOR STUDENT SUPPORT

A new service delivery model was introduced to improve service to students through [School Climate & Student Well-Being Services](#). By adjusting case loads for child and youth counsellors and creating a core central intake team, the number of students supported increased, as did the team's ability to support more social-emotional learning programs in schools.

SAY ONCE NICE THING CAMPAIGN

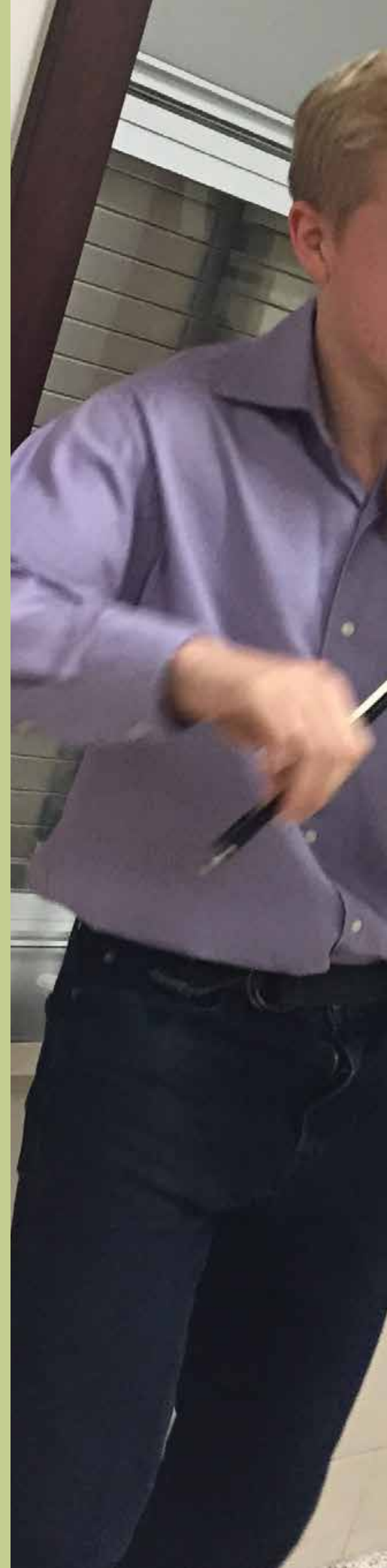
The Say One Nice Thing campaign was introduced for a second year. Year 2 built on the success of last year with a fresh look and two new slogans: *Help someone feel included . . . say one nice thing*; and *Help someone feel like they belong . . . say one nice thing*.

STRATEGIC GOALS

*Develop the elements of well-being
for students and employees collaboratively*

*Create welcoming, inclusive, safe and
accepting learning environments
that optimize students' potential*

*Build the capacity of employees to deliver
positive social and emotional learning experiences*





GROWING WITH CHARACTER

is our intentional approach to providing learning opportunities that promote social and emotional learning. We see it as the foundation for developing good character. We do this by modelling, teaching and expecting demonstrations of our eight character traits.

CARING

We demonstrate concern for self and others.
We show empathy and express genuine concern.
We consider the long-term effect of our actions.

COOPERATION

We work as a team for a common good.
We value the opinions of others and show a willingness to work together towards a common goal.

HONESTY

We choose to live truthfully.
We communicate and act in a sincere and respectful way.

HUMOUR

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

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.

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.

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.

TRUSTWORTHINESS

We can be counted on to do what is right.
We instill confidence in one another through our actions.

Student performances were a part of the the Academic Awards Night at Prince Edward Collegiate Institute, including providing a musical welcome!

STRATEGIC GOALS

*Ensure effective management of all resources
(i.e. human, financial, environmental)*

Operate through good governance

Be leaders in public education

Public Confidence

As a service organization, Hastings and Prince Edward District School Board serves students, their families and communities. As a public education system, we build confidence by leading and by modeling Growing with Character. Here are examples of our actions in service of student achievement and well-being.

ORGANIZATIONAL EFFECTIVENESS

Project teams and steering committees were established to study and address work flow, data and resource management improvement opportunities.

NEW AND REVISED POLICIES AND ADMINISTRATIVE PROCEDURES

As a normal part of operations, various policies and procedures were created or revised during the past year.

In particular, Policy 15: Student Enrolment/School Capacity, Pupil Accommodation Review, went through extensive revisions to meet updated Ministry of Education requirements.

Several new procedures were created to meet Ministry of Education guidelines. Two relating to public confidence were: 1) Procedure 108: Process for Addressing Public Concerns; and 2) Procedure 570: Community Planning and Partnerships.

PROMOTING PUBLIC EDUCATION GLOBALLY

International and community based marketing and promotion of public education—and specifically HPEDSB—was coordinated with international partners and community host families.

FACILITY AND TECHNOLOGY ENHANCEMENTS

A new work request/help desk system for [Facility Services](#), [Information & Technology Services](#) and

[Community Use of Schools](#) will be implemented. It will improve access to data, streamline processes, and provide transparency and accountability.

Hastings and Prince Edward District School Board continued to expand the use of the Microsoft Office 365 platform to serve the organization's communications needs. This new technology allowed for improved video conferencing capabilities.

[Information & Technology Services](#) began a new cycle of K-12 hardware rejuvenation. The oldest computers in schools will be replaced. Wireless infrastructure in secondary schools will be upgraded, as will telephone and PA systems in schools.

PUBLIC SURVEY

The public was invited to participate in the 2015 Public Survey. Data was used as part of the planning processes for the new strategic plan and long-term capital planning for Hastings and Prince Edward District School Board.

BUS CANCELLATIONS VIDEO

A student-produced video about the process for bus cancellations was created in partnership with Tri-Board Student Transportation Services. It is posted on the [school board website](#) and YouTube.



The yard at C.M.L. Snider School received a \$93,000 upgrade. The Schoolyard Improvement Committee and community fundraised to enhance the tarmac area for various play opportunities for the students, families and adult basketball leagues within Wellington throughout the year. Improvements included six new basketball nets with acrylic backboards, two triple hoop basket games, new asphalt and tarmac, fresh basketball court paint to distinguish between full and half court games, and the addition of new, colourful games on the primary tarmac (e.g. four square, maps, alphabet alligator). The grand opening celebration included a barbecue and meal. (Source and photo courtesy of countylive.ca.)

New Trenton elementary school, addition at Marmora Senior Public School

Construction of a new \$10.3 million Trenton elementary school began in September 2015, funded by the Ministry of Education.

The new school will bring together students from [Breadner Elementary School](#), [College Street Public School](#) and Queen Elizabeth Public School. It will be built on the existing site of Queen Elizabeth Public School.

This is the fourth school being built in HPEDSB in the last two years and it will have design elements similar to the others:

- It will be a rectangle-shaped 1½ storey building of 55,500 square feet for 560 students
- The centre core (from front to back) will have a learning commons (library), a 2-sided stage and a large gymnasium, so that standing in the front foyer, you will be able to see straight through to the back gym wall
- The classroom environments will be bright and colourful with large windows for natural light. They will include spaces where students can learn together, play together and work together

In addition, the Ministry of Education announced funding to build an addition at [Marmora Senior Public School](#) in Marmora.

This will create a JK to Grade 8 school to accommodate students from [Earl Prentice Public School](#) (presently JK to Grade 3) and Marmora Senior Public School (presently Grade 4 to 8).

The addition will include five new classrooms and a new double-size gym. The existing single-size gym will be converted to a learning commons/library. The overall project cost is estimated to be \$3.7 million. Ministry of Education funding is expected to be \$3.2 million with the additional \$500,000 coming from school board building renewal funds.



Artist concept drawing of the new Trenton elementary school scheduled to open in January 2017.

Congratulations to Great Place Awards Recipients



The [Great Place Awards](#) are the highest recognition within Hastings and Prince Edward District School Board. These prestigious awards recognize outstanding contributions by students, employees, parents and guardians, and community partners.

The 2015 Great Place Award recipients were:

- Kirsten Babb, Teacher, [Moira Secondary School](#)
- Kelly Briggs, Community Partner, Military Family Resource Centre
- Lee Ann Clark, Educational Assistant, [Trenton High School](#)
- Jim Doyle, Teacher, [Moira Secondary School](#)
- Kim Foley, Educational Assistant, [Madoc Township Public School](#)
- Monika Gajdosik, Teacher, [Queen Elizabeth School \(Picton\)](#)

- Brad Hendrick, Repair Technologist, Education Centre
- Jackie Howat, Volunteer, [Madoc Public School](#)
- Sheila Vincent, Volunteer, [Tweed Elementary School](#)
- Liz Watson, Teacher, [Stirling Public School](#)



Exploring the Possibilities, Today & Tomorrow

INTERNATIONAL STUDENT PROGRAM

This year the [International Student Program](#) welcomed 116 students from Austria, Brazil, China, Germany, Hong Kong, Italy, Japan, Korea, Luxembourg, Macau, Mexico, Spain, Taiwan and Switzerland.

The students participated in several events and activities throughout the school year, in addition to attending school.

Host families participated in a welcome event for cultural awareness and social interaction.



'Burp it On' Challenge The Grade 5/6 class at [Deseronto Public School](#) created the 'Burp it On' Challenge to raise awareness of children's activity levels and promote being active. It involved doing 50 burpees, 100 jumping jacks, 3 minutes of wall-sits and 15 minutes of running/jogging/jumping in one week. The challenge was then to 'burp it on' to another class.

To promote the 'Burp it On' Challenge, the class created a website, Twitter feed, video and posters, all of which received tremendous publicity.

During the first few months, the challenge went international: 226 schools/organizations on 6 continents, 23 countries, 7 provinces and 33 states, representing 11,000 students. Participating countries included Canada, the United States, Australia, Dubai, England, Mongolia and Scotland, to name just a few!



Exploring the relationship between movement and music Students at [Coe Hill School](#) presented at a [Board meeting](#) in April 2015. They described their exploration of the relationship between movement and music through lessons about poetry and song. Their learning also connected to the concept of caring and how others are made to feel like they belong. Students performed a silent vignette to music, illustrating the caring, inclusive culture of caring at Coe Hill School.

Exploring the Possibili

1



2



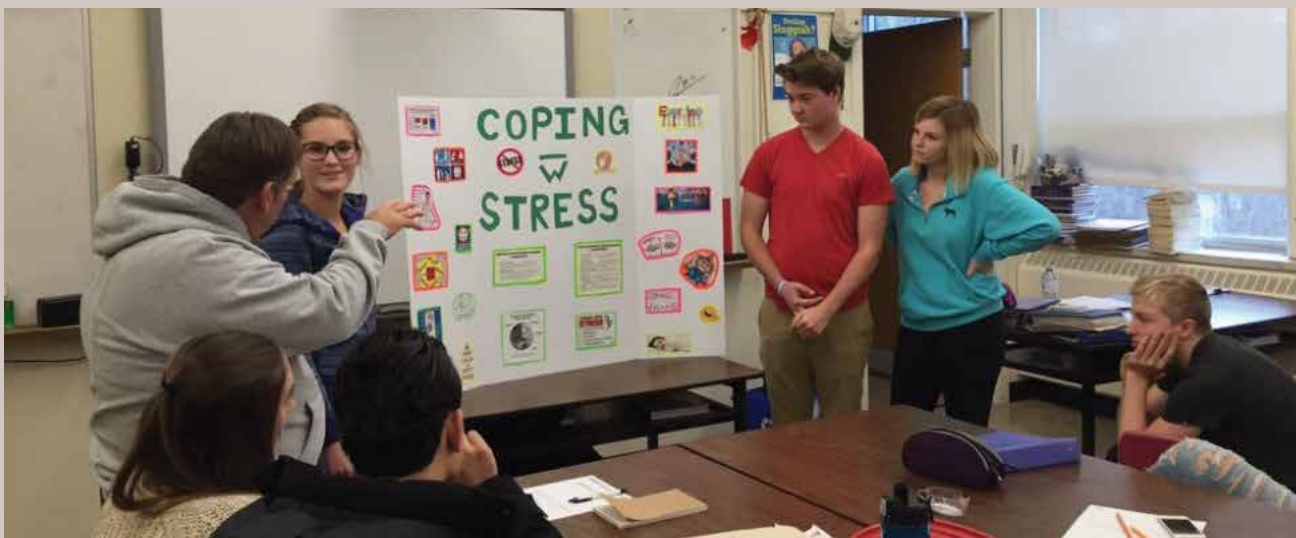
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4



5



ties, Today & Tomorrow

1 Learning the snowsnake game Students at [York River Public School](#) made snowsnakes (long, slim spears) from wood and learned to play the snowsnake game, a traditional First Nations winter sport. **Connections to globally minded learners and leaders:** being caring, inclusive citizens; collaborators; creative thinkers, critical thinkers; literate and numerate.

2 Play based learning in Senior Kindergarten/Grade 1 Students at [Harmony Public School](#) used materials in their classroom to build their version of London Bridge based on looking at a photograph. They recognized that the shape of the tiles could represent the structure's shape. **Connections to globally minded learners and leaders:** being collaborators; creative thinkers; critical thinkers; digitally fluent; literate and numerate.

3 Making maple syrup Students at [Breadner Elementary School](#), [College Street Public School](#), [North Hastings High School](#) and [Trenton High School](#) participated in experiential learning by making maple syrup. Through a partnership with Green Learning Canada, Wilfred Laurier University, local producers, local engineers and the H.R. Frink Outdoor Education Centre, they tapped trees, measured sap volume, monitored daily weather, analyzed the data and developed questions based on their observations to better understand the relationship between weather and sap production. **Connections to globally minded learners and leaders:** being collaborators; critical thinkers; digitally fluent; entrepreneurial; literate; numerate and well-being.

4 Practising belly breathing This technique was used with students in the Primary grades as a way to support social-emotional learning. Here they are practising by blowing bubbles in a cup of water. **Connections to globally minded learners and leaders:** being caring, inclusive citizens, collaborators, critical thinkers and well-being.

5 Learning coping skills Students were supported with [the transition from elementary to secondary school](#) through the provision of social and emotional learning programs such as Fun Friends, The Fourth R and Second Step. **Connections to globally minded learners and leaders:** being collaborators; creative thinkers and critical thinkers; digitally fluent; literate and numerate.

6 New child care centres A two-room addition was built onto [Stirling Public School \(6A\)](#) through a community partnership with Stirling Cooperative Nursery School. Known as Stirling Little Sprouts, the program is for toddler and preschool age children. In addition, enrolment at The Hub Child Care Centre (6B) at [Massassaga-Rednersville Public School](#) continued to increase and has become an integral part of the school community. **Connections to the 2015-2020 Strategic Plan:** achieving excellence and equity, public confidence and well-being.

6A

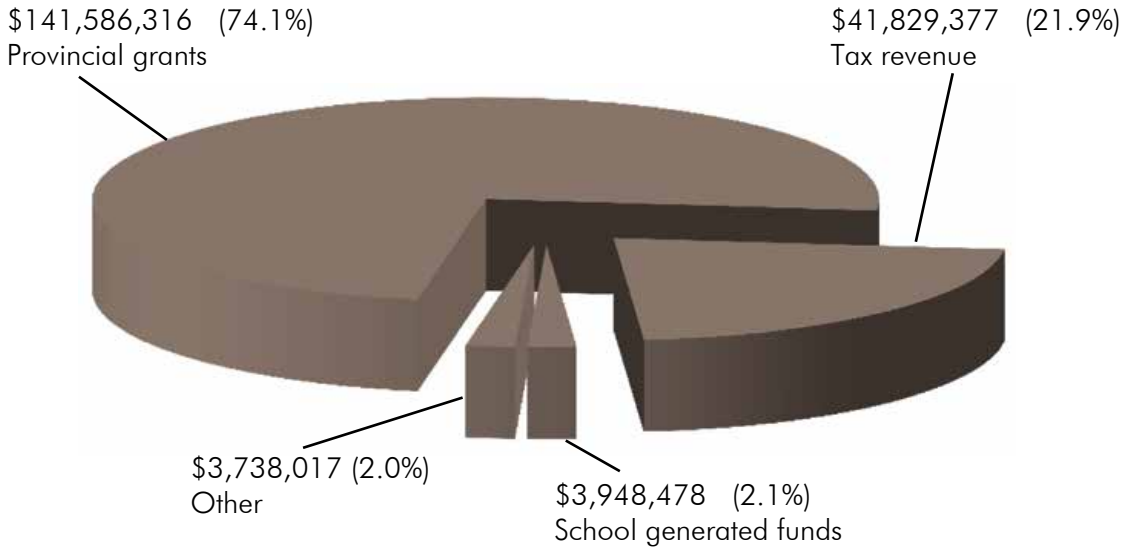


6B

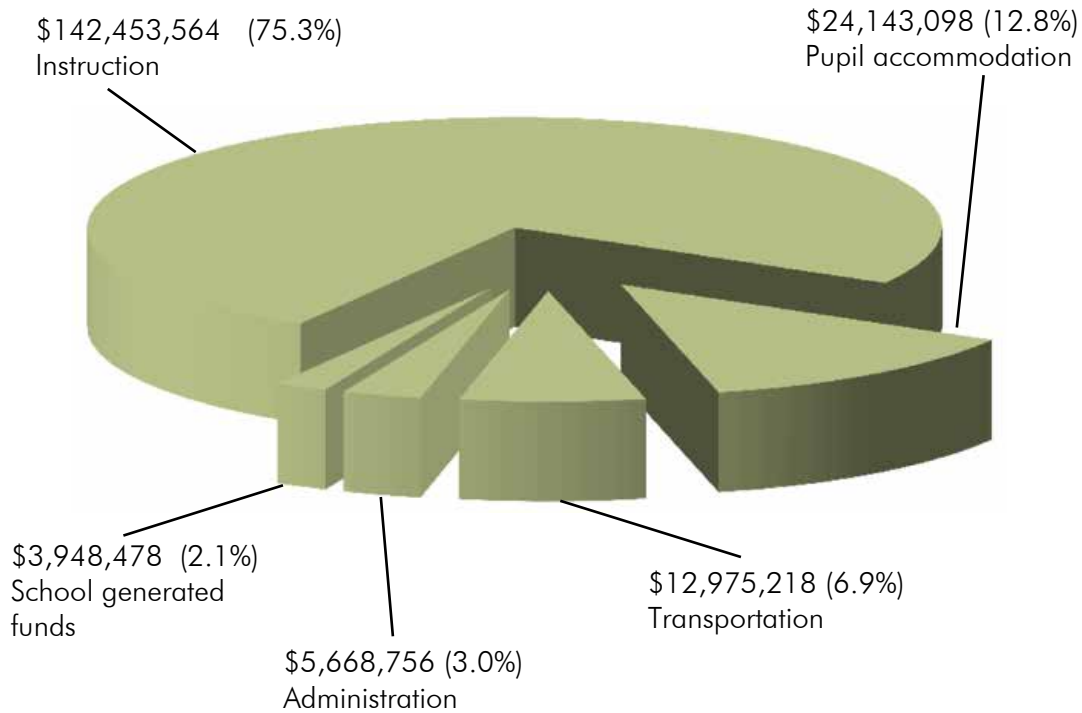


Financial information

Sources of revenue



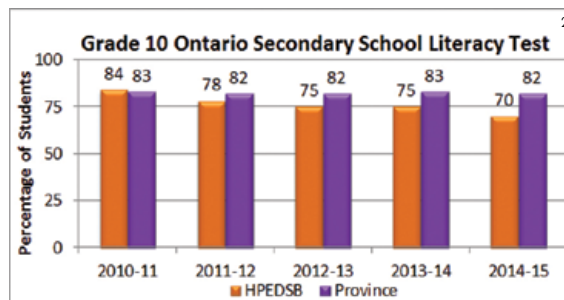
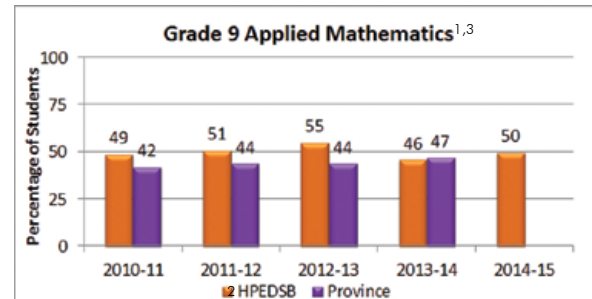
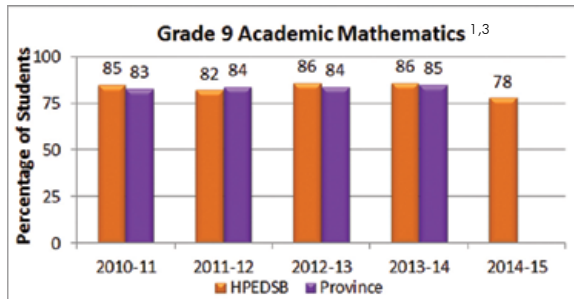
Operating expenses



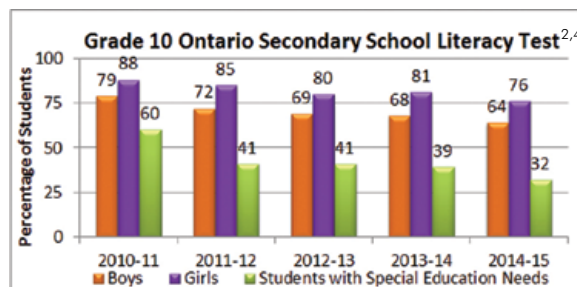
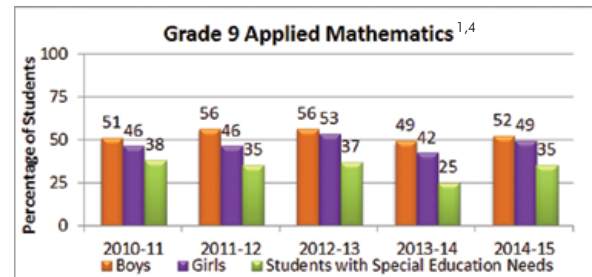
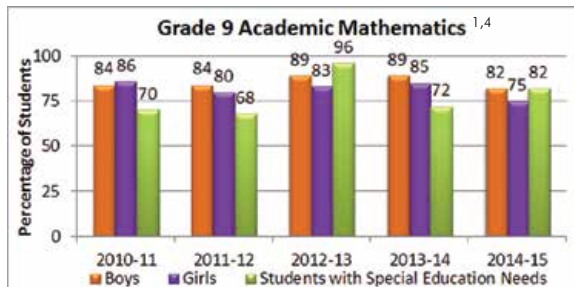
Provincial assessment results

Education Quality and Accountability Office (EQAO) assessments

HPEDSB & PROVINCIAL RESULTS



HPEDSB RESULTS FOR BOYS, GIRLS & STUDENTS WITH SPECIAL EDUCATION NEEDS



¹Results indicate the percentage of students who achieved Level 3 or 4 which are the provincial standard.

²Results indicate the percentage of students who were successful on the assessment.

³The assessment was not conducted at all Ontario school boards due to labour action. As a result, provincial data is not available.

⁴As per Ministry of Education guidelines, results for gifted students are not included. To protect against disclosure of personal information associated with individual students, results for English Language Learners are not provided.



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Possibilities
TODAY & TOMORROW

Front and back cover photos: Students from
[York River Public School](#) and [North Hastings High School](#)

This report is available online at www.HPEschools.ca

Additional printed copies of this report can
be obtained through Communications Services