



Hastings and Prince Edward  
District School Board

## 2013-2014 ANNUAL REPORT

# LEARNING TOGETHER to support student achievement



# We are learning together—as an organization—to support student achievement and well-being

At Hastings and Prince Edward District School Board, we are committed to our system goals of success for each student, employee excellence and community connections. Reaching high levels of student achievement is at the core of the work we do. As a learning organization, this report is a way for us to make the learning of our students and employees visible.

Our schools have remarkable and innovative programming that supports improved student achievement. Our students thrive in caring, respectful, healthy, inclusive environments based on character development and we are very proud of their many and varied accomplishments.

We continue to invest in public education in our region through our progressive facility renewal and consolidation strategy. Through these actions, we are providing modern learning environments for students so they are able to learn key skills such as collaboration, creativity, innovation, problem-solving, critical thinking and communication.

With the dedication and support of our Board members, employees, families and community, we are committed to helping students to demonstrate resiliency, persevere and become global-minded citizens.

We believe it is important for us to connect with our communities on a regular basis. In the spring of 2014, as part of our AiM—Achievement in Motion for Student Success planning, we will be inviting our families, students, community and employees to take part in focus groups to provide us with data to guide our planning for 2014-2015.

Thank you for your continued partnership with us, and for your support for and belief in public education.

Mandy Savery-Whiteway  
Director of Education



*Promoting a culture of learning together and connecting with our communities are priorities for Mandy Savery-Whiteway, Director of Education and Dwayne Inch, Chair of the Board.*

## WE BELIEVE in Connecting with Our Communities

As a public school board, it is important for us to engage with our communities.

By being aware of what our families, community members, agencies and partners expect from us as their public education provider, we can be responsive to their needs.

The planning cycle for the AiM—Achievement in Motion for Student Success System Plan provides us with input from several groups so we can jointly plan for the best for our students and their families.

Dwayne Inch  
Chair of the Board

## 2013-2014 School Board Members

(L to R, back row): Thelma Goodfellow, Southeast Hastings; Jennifer Cobb, North Prince Edward County; Mike Brant, Mohawks of the Bay of Quinte; Sam Clements, Trenton & CFB Trenton; Lucille Kyle, North Hastings; Jim Williams, Frankford & Sidney; Mary Hall, Belleville & Thurlow; Bonnie Danes, Centre Hastings.

(L to R, front row): Meghan Peckam, Student Trustee, Trenton High School; Mandy Savery-Whiteway, Director of Education & Secretary of the Board; Dwayne Inch, South Prince Edward County & Chair of the Board; Dave Patterson, Belleville & Thurlow & Vice-chair of the Board; Abigail Bonter, Student Trustee, Centre Hastings Secondary School.



## 2013-2014 Senior Administration Team

(L to R, back row): Leslie Miller, Superintendent of Business Services; Tina Jones, Student Success Lead; Don Tregenza, Controller of Facility Services; Mark Fisher, Superintendent of Education, & School Climate & Student Well-being Services; Kelvin MacQuarrie, Senior Information & Technology Officer; Cathy Portt, Superintendent of Education & Curriculum Services; Heather McMaster, Early Years Lead.

(L to R, front row): June Rogers, Superintendent of Education & Special Education Services; Mandy Savery-Whiteway, Director of Education; Trish FitzGibbon, Superintendent of Education & Human Resources Support Services.



Additional copies of this report can be obtained by contacting Kerry Donnell, Communications Officer Hastings and Prince Edward District School Board 156 Ann Street, Belleville, Ontario K8N 3L3

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Online: [www.hpeschools.ca](http://www.hpeschools.ca)  
This report is available online at [www.hpeschools.ca](http://www.hpeschools.ca)



Students in Full-day Kindergarten are involved in many different kinds of activities designed to help young learners explore, discover and grow.

## Our commitment to serving students

We are committed to providing engaging programs and services to help each student reach their full potential.

This includes our emphasis on character development, student and parent involvement, and safe and inclusive schools through our Growing with Character initiative.

With the support of our trustees, employees, families, students and community we remained dedicated to our primary goal of helping students acquire the skills needed to succeed in school and in life, and to become confident, global citizens.

### Student Enrolment from 2002 to 2017

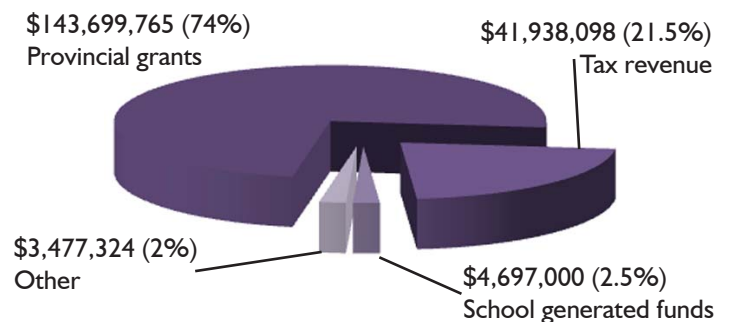
	2002-2003	2007-2008	2012-2013	Projected 2016-2017
<b>Elementary</b>	12,474	10,422	9,877	10,108
<b>Secondary</b>	6,776	6,842	5,598	5,050
<b>Total</b>	19,250	17,263	15,475	15,158

The enrolment numbers shown above are based on the number of full-time equivalent (FTE) students.

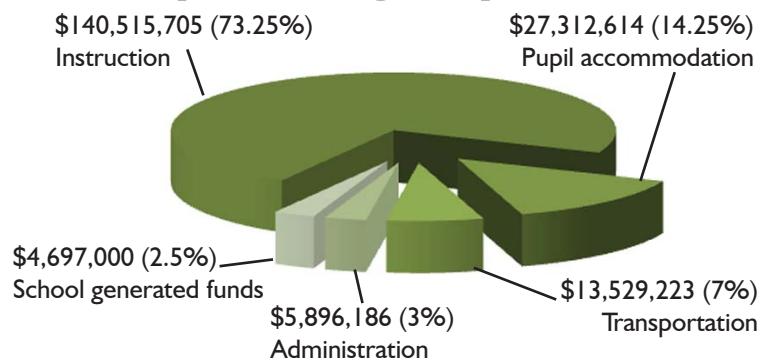
## About our school board

- Our district covers a wide geographical area of 7,221 square kilometres bordered by Maynooth to the north, Deseronto to the east, Prince Edward County to the south and Quinte West to the west.
- Each school day we serve approximately 15,400 students at 39 elementary and eight secondary schools.
- Enrolment in elementary is approximately 10,200 students. Enrolment in secondary is approximately 5,200 students.
- 963 teachers, consisting of 600 elementary and 363 secondary.
- 64 principals and vice-principals.
- 695 support staff.

## Sources of Revenue



## Operating Expenses



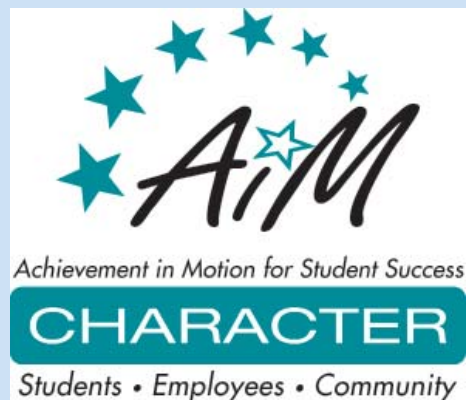
Hastings and Prince Edward District School Board

# AiM—Achievement in Motion for Student Success System Plan

Our multi-year system plan is known as AiM—Achievement in Motion for Student Success 2010 – 2015.

This plan identifies key priorities for improvement. It is reviewed and updated annually through a public consultation process.

The three AiM goals, Success for Each Student, Employee Excellence and Community Connections, are supported through actions which are grounded in and reflect the Growing with Character attributes.



## Our goals

### 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.

### 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.

### 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.

## Our six priorities for 2013-2014

- Reach high levels of student achievement
- Support conditions for student success
- Communicate and promote mental health and well-being initiatives for students
- Communicate and engage with our communities
- Support employee growth and wellness
- Promote safe, healthy, respectful and inclusive schools and workplaces



Over the past year, HPEDSB has benefitted from a board-wide alignment to these goals and priorities and is on-track to fulfilling its multi-year goals. We regularly measure and report our progress using objective indicators.



# Priority: Reach High Levels of Student Achievement

Through this priority, we will continue to promote a culture of collective responsibility for ensuring that our students become global minded citizens who reach high levels of achievement (e.g. collaborate and communicate, think critically and problem solve, create, innovate, grow with character, demonstrate resiliency and persevere).

## Accomplishments

- **TWO LEARNING FAIRS WERE HELD** in the fall of 2013 for over 150 teachers, educational assistants, secretaries, child and youth counsellors, school administrators, department managers/supervisors, senior team members and students.
- The focus of each day was to share knowledge of professional learning and wondering together, to hear from students about what makes learning engaging and to collectively provide data-based input regarding next steps for improving student achievement and engagement for all students, including those with special education needs across the district.
- Data collected resulted in the collaborative development of the 2014 Board Improvement Plan for Student Achievement.



Above: Students participated in their own sessions at the Learning Fair, then joined the larger group to share their ideas. Below: Employees engaged in conversations at the Learning Fair.



## BIPSA: 2014 Board Improvement Plan for Student Achievement

BIPSA 2014, which is anchored in the development of global minded citizens and reaching high levels of student achievement, was collaboratively developed and shared with school teams and Education Centre departments in November/December 2013.

- Refinements highlight key areas of support for closing the gap for students with urgent learning needs through collaborative professional learning, conditions for learning, research-based instruction and assessment practices, and the implementation of the professional learning cycle to identify and respond to urgent student learning needs through precise professional learning together.
- The BIPSA goals of **LITERACY, NUMERACY, PATHWAYS,** and **COMMUNITY, CULTURE & CARING,** clearly identify urgent student learning needs in each area, as well as the theory of action for leading with collaborative professional learning that supports closing the gaps in student achievement and enhancing student engagement in Kindergarten to Grade 12.

## SIPSA: 2014 School Improvement Plans for Student Achievement

SCHOOL TEAMS DEVELOPED SIPSAs to reflect the urgent student learning needs of students in each school. Job-embedded collaborative professional learning teams are supporting the implementation of instruction/ assessment strategies for student achievement, while ensuring student well-being and conditions for learning in Kindergarten to Grade 12.

## FDK: FULL-DAY KINDERGARTEN

- Professional learning has occurred for teachers and early childhood educators who are new to FDK.
- Joint professional learning sessions for FDK teams and community based Child Care & Early Years Program providers were scheduled during the month of February.

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FDK is now in 75% of our schools.  
Starting in September 2014,  
all our elementary schools will offer  
the Full-day Early Learning Program.

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Students in Full-day Kindergarten engage in play-based learning through the Early Learning Program.

## Our Employees Engaged in Collaborative & Professional Learning to Support Student Achievement



*Wampum commitment strings are shown with elementary leadership students. The beads represent significant events in their lives, supports they have and what they have agreed to commit to together.*

COLLABORATIVE PROFESSIONAL LEARNING for employees focused on strategies to close the gap for students based upon the urgent student learning needs identified. Examples include the following:

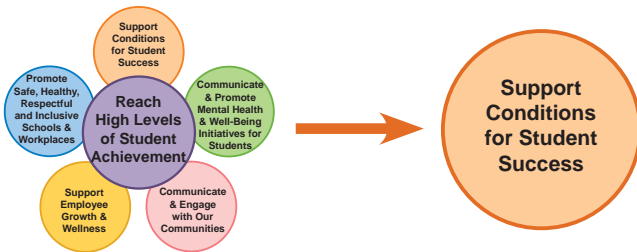
- First Nation, Métis and Inuit Collaborative Inquiry in elementary schools, including the North Hastings network (five schools).
- First Nation, Métis and Inuit Collaborative Inquiry with teachers of secondary Native Studies courses.
- Collaborative Inquiry in Mathematics for teachers of students in Grades 1-6.
- Mathematics Proportional Reasoning Inquiry through the Eastern Ontario Staff Development Network for teachers of students in Grades 1-6.
- Leveled Literacy Intervention Collaborative inquiry with 20 elementary schools, teachers and in-school resource teachers.
- Schools of Inquiry, in which individual schools are focusing on the implementation of applied behavior analysis (ABA) strategies, use of iDevices,

differentiated instruction, and closing the gaps in literacy and numeracy for all students, including students with special education needs.

- Learning Connections, which is a network of 20 teachers focused on the mindful integration of technology.
- Continuation of the Managing Information for Student Achievement (MISA) project for students with Developmental Disabilities.
- Building Innovative Practices, a focus on numeracy instruction for teachers of students in Grades 6-12.
- Student Success School Support Initiative for teachers of students in Grades 9-10, related to literacy.
- Expanded the Empower Intensive Reading Intervention to include five elementary schools.
- Expanded the number of schools in the pilot project for cloud computing using Google apps for education (GAFE) in order to use the GAFE environment to support teacher collaboration and student achievement.

## Special Education Initiatives

- Released a revised Intellectual Giftedness procedure and resource guide.
- Enhanced the use of technology through Vision Services.
- Released a revised Speech and Language Services delivery model.



# Priority: Support Conditions for Student Success

Through this priority we will continue to create the conditions for effective stewardship of school board resources to support student achievement.

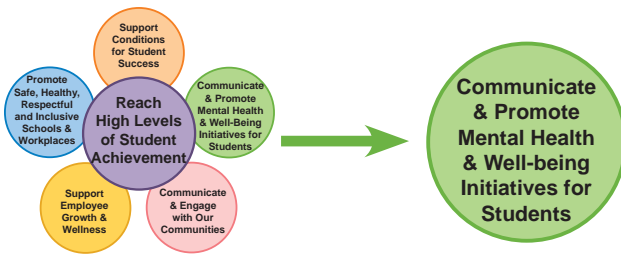
## Accomplishments

- Board members provided input to the Ministry of Education Efficiencies & Modernization consultation, as well as to the consultation on the future of education in Ontario.
- Policies relating to the Board’s responsibility to govern were reviewed and revised.
- We identified and implemented operating efficiencies, examples of which included a new Microsoft campus licensing agreement and transportation route consolidations. This ongoing work to improve the efficiency of operations within HPEDSB is integral to supporting the task of securing a balanced budget in 2014-2015 as the Ministry of Education continues to cascade tightened funding allotments through to school boards.
- The 2014-2015 budget planning and development process began in February. Updated enrolment forecast data will be used to ensure the most current estimates are used to inform the budget priorities.
- Opportunities for facilities operational efficiencies are being reviewed and implemented, where possible.
- A review of building roofs and a schedule for renewal are being implemented for future projects.
- Energy efficiency will also be reviewed, including reporting to the Ministry of Education of planned energy reduction projects and submission of utility consumption data.
- Tweed Elementary School opened to students on September 3, 2013.
- Stirling Public School opened to students on October 15, 2013.
- A two-classroom addition at Prince Charles Public School in Trenton opened to students in September 2013.
- New Science labs opened to students at Trenton High School in September 2013.
- The new Harmony Public School is scheduled to open for the first day of school in September 2014.
- Design elements of these recently-completed projects will be replicated in new projects, where feasible.
- Three capital project business cases were approved by the Board and submitted to the Ministry of Education by the October 31, 2013 deadline. A response is expected by end of March 2014.
- Planning for updates to enrolment projections is underway. This updated information will be used to inform the 2014-2015 and future budget planning work, as well as the next priorities for the capital project study.



Students, school administrators, school board senior personnel, Board members, construction and community partners were proud to be part of the official photograph for the grand openings of Tweed Elementary School (left) and Stirling Public School (right).





## Priority: Communicate & Promote Mental Health & Well-being Initiatives for Students

Through this priority we will continue to advance mental health awareness and literacy, and promote and implement access to prevention and intervention programs and practices to support student achievement and well-being.

### Accomplishments

- We are continuing to support interested schools to engage in professional learning focused on the adoption of restorative practices and classroom circles.
- We advocate the use of whole school approaches that utilize evidence-based practices and strategies that demonstrate a positive impact and improvement in social and academic learning.
- We are engaging in a collaborative inquiry with two schools using the MindUp Program. An intended outcome of MindUp is to provide students with the skills necessary to make decisions about their own behaviour and reactions that will ultimately contribute to a positive school culture. A key learning for us, at both the school and system levels, will be to investigate the effectiveness and appropriateness of the various data sources we have identified to support this collaborative inquiry.
- Four secondary schools have engaged in a mental health collaborative inquiry that focuses on the implementation of an evidence-based mental health curriculum.
- Child and youth counsellors regularly utilize various prevention programs to support student wellness and well-being.
- Opportunities to integrate mental health awareness and initiatives to support student achievement are underway in a very cohesive, integrated and intentional way in order to focus on the conditions for learning which could lead to improved student well-being and ultimately impact engagement and performance.



*Classroom circles are used at a number of schools as an approach to creating positive learning environments.*

- In the fall of 2013, system-level personnel were trained as facilitators for the Applied Suicide Intervention Skills Training (ASIST).
- Two-day ASIST sessions occurred for secondary school teams. These sessions involved examining their attitudes about suicide, learning how to recognize and review the risk of suicide and considering the best pathway to care. The sessions were facilitated by HPEDSB personnel and community partners. In addition, an awareness session took place for all secondary school administrators to build their understanding of the ASIST training goals and strategies to support students to safety.
- Development of a procedure for a comprehensive protocol for suicide prevention, intervention and postvention is underway.
- We are working with community partners to develop a community youth suicide prevention plan.

As a school board, we recognize the importance of addressing socio-emotional learning so that students can acquire critical skills that will enable them to maintain their mental wellness and develop coping strategies when faced with challenges—skills such as self-regulation, resiliency and self-care.



Communicate & Engage with Our Communities

## Priority: Communicate & Engage with Our Communities

Through this priority we will continue to engage with students, families, employees and our communities in school, board and charitable initiatives to create meaningful connections.

### Accomplishments

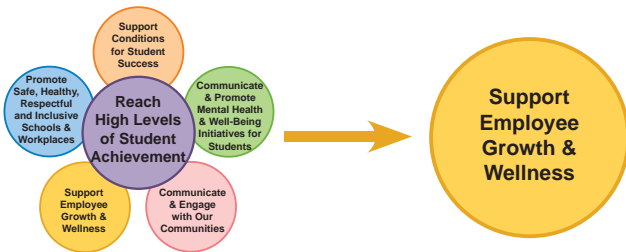
- Parent engagement matters. The Parent Involvement Committee works conscientiously to engage with the school board and school councils in a variety of ways, including the following examples:
  - Session at the Annual General Meeting in the fall of 2013 about strategies to improve parent engagement with school council members and school administrators.
  - School Council Orientation Session in the fall of 2013 about facilitating effective meetings and strategies for parents to support student learning at home.
- Community connections and partnership initiatives, such as child care, priority schools initiative (at York River Public School) and community use of school space continued to strengthen and promote positive community relationships.
- A new community child care space was built at Massassaga-Rednersville Public School.
- Design and planning of new child care facility at Stirling Public School is underway, with community input.
- Promotion of community use of space continues.
- Increased funds have been raised this year by The Hastings and Prince Edward Learning Foundation (HPELF), which is the school board charity, specifically to support the Student Emergency Fund and Food for Learning programs.
- HPELF employees maintained relationships with community organizations through presentations and involvement on external committees, such as the Children & Youth Services Network.
- Payroll deduction by HPEDSB employees to The HPELF is increasing.
- We continue to look for opportunities to expand the Maplewood Parent Portal pilot project. Other ways to engage parents through use of technology are also being explored.

Parent involvement, focused on student learning, has the greatest impact on student achievement and well-being.



*We were honoured to be part of the Tour for Humanity celebration with the Simon Wiesenthal Centre, Loyalist College, the City of Belleville and Belleville Police Service.*

- The AiM—Achievement in Motion for Student Success System Plan is a public document, posted on our website. It is available in two formats: a four-page condensed version and a seven-page full version.
- Use of social and traditional media to communicate with the public continued to expand. Several schools created Twitter accounts and Facebook pages to connect with students, families and the public. Schools continued to engage with their school communities on a regular basis through school-hosted events and newsletters.
- We are hosting focus groups in five regions of our district during February, March and April. Participants include parents/guardians, community members, employees and students. We look forward to receiving input on the school board priorities for the 2014-2015 school year.



# Priority: Support Employee Growth and Wellness

Through this priority we will continue to promote and support employee learning and wellness, and engage in respectful employee relations to advance student learning and achievement.



## Accomplishments

- Our emphasis on providing all employees with access to leadership development opportunities is ongoing. The leadership development committee known as the iLead Committee, is an active group with representation from all employee groups.
- Examples of the iLead Committee’s activities include the following:
  - created the new iLead graphic and branding
  - launched a leadership awareness campaign featuring employees pictured on posters with a personal **iLead because . . .** statement
  - hosted a successful four-part iLead Leadership Series, with a focus on personal leadership development, with 60+ participants
  - used the website and social media as tools to announce and engage employees in leadership development
- A variety of professional learning sessions, open to all employees, are at capacity with waiting lists. Mentor/coach sessions are of particular interest to our employees.
- We are getting ready to launch a survey in the spring to gather feedback from the mentor/coach and iLead Leadership Series.
- Employees participated in mandatory training, as required by the *Accessibility for Ontarians with Disabilities Act (2005)*, on some or all of the following topics related to their work: Information & Communications, Employment, Transportation and Design of Public Spaces.
- Occasional teacher evaluation process training was provided to elementary and secondary occasional teachers, as well as school administrators.
- Ongoing training was provided to supervisors for implementing support staff growth plans and performance appraisals.
- We hosted orientation sessions for new teachers in the fall of 2013.



## LEADERSHIP DEVELOPMENT GOAL

Each employee is a life-long learner who leads through serving our students by supporting high levels of achievement and well-being in a collaborative learning culture.

## Accomplishments (continued)

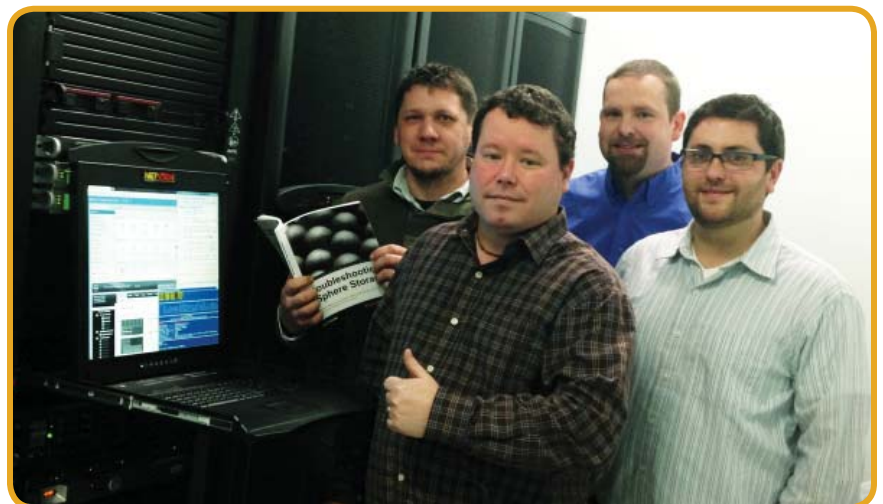
- During Canada's Healthy Workplace Month in October 2013, employees received weekly messages about mental health and wellness, and personal and workplace resiliency.
- We are preparing to host employee focus group sessions on developing and defining workplace wellness, scheduled for spring 2014.
- We developed an online portal for employees to check their sick leave.
- We created webinars for teachers and school administrators to learn about the automated use of the substitute employee management system (known as SEMS).
- New teachers were trained to use the Maplewood ConnectEd reporting system.
- We provided orientation for the use of business tools to casual employees.
- Employees continued to participate in sessions to learn about integrating technology into their work. Some examples of this include how to use cloud computing, iDevices, SMART Boards and updating school websites.
- We are starting to plan for the Operations Workshop which takes place at the start of the school year to support school administrators and secretaries with operational matters.
- We are also starting to plan for moving to the MS-Office environment at all work stations and classrooms.
- Our roll-out of records and information management processes is ongoing:
  - School administrators and secretaries participated in a review of records management processes in the fall of 2013.
  - Training 101 records management modules were developed and provided through 'Lunchable' sessions to Education Centre employees. These modules are being refined for school-based employees.
  - Reference documentation for privacy, accessibility and records and information management is available on our website.



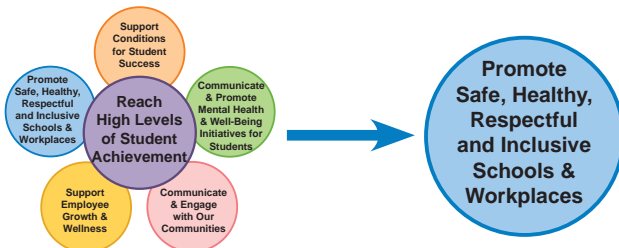
*Our employees continued to participate in sessions to learn about integrating technology into their work.*



*A variety of professional learning sessions were open to all employees. We invited participation from all employee groups.*



*We value leadership in every role. Teamwork is an essential part of the work we do to support student achievement.*



# Priority: Promote Safe, Healthy, Respectful and Inclusive Schools & Workplaces

Through this priority we will continue to model Growing with Character, embedding the principles of equity and inclusivity, and healthy relationships, to support student achievement and well-being in positive schools and workplaces.

## Accomplishments

- The third week of November is designated as Bullying Awareness & Prevention Week in Ontario. This initiative promotes safer schools and positive learning environments. During the week of November 18 - 22, 2013 a variety of events were hosted all at schools and the Education Centre.
- We continued to emphasize the role of students in leading positive, healthy school environments through events such as the following:

- the day-long Student Wellness & Bullying Awareness Leadership Session in the fall of 2013, facilitated by Michael Eisen, an author, speaker and founder of the Youth Wellness Network. Held at the Quinte Sports & Wellness Centre, this session involved student leaders and staff advisors, and featured activities to foster student wellness at school and at home. An evening session was held for families and community partners, facilitated by Michael Eisen.



*Mandy Savery-Whiteway, Director of Education, engaged with students involved in the Celebrate the Hero event where students came up with ideas and actions to create positive environments at their schools.*

- To support implementation of the Community, Culture and Caring goal, which is part of the Board Improvement Plan for Student Achievement, schools were invited to engage in a whole-school collaborative inquiry focused on student well-being through implementation of restorative practices and classroom circles. To date, 11 schools have adopted these approaches to developing safe, caring, inclusive schools. This year, an additional six schools have expressed interest in implementing this effective whole-school strategy to promote positive learning cultures.



*Students and staff who participated in the Student Wellness & Bullying Awareness Leadership Event engaged in conversations and actions to promote safe, healthy, respectful and inclusive schools.*

- Hearing from families, students and employees about the school environment, also known as the school climate—such as feeling safe and thoughts about bullying, equity and inclusivity at school—can help to assess perceptions of safety and improve schools and our school board. These improvements can lead to higher levels of achievement for each student and to enhanced employee growth and wellness.
- Based on consultations with teachers, school administrators, students, parents, community partners and central staff, four school climate surveys were conducted in the fall of 2013. These surveys were for school staff, students in Grades 4-8 and 9-12, and parents/guardians. A promotional video featuring students, staff and parents was created to encourage participation.
- Survey data are being analyzed at the school and central levels, and will be used to inform district- and school-based actions.

## OUR CHARITABLE PARTNER

# The Hastings and Prince Edward Learning Foundation

Students continued to benefit from increased donor support through The Learning Foundation and the following initiatives:

- Almost 250 Student Emergency Fund requests were granted to assist students in crisis situations. Examples of this immediate financial aid was for eyeglasses, EpiPens, food and clothing, transportation, field trip subsidies and other financial needs that resulted from family crises, such as fire, flood, layoffs or illness.
- Personal hygiene items, such as soap, shampoo, toothpaste, feminine hygiene and razors, were provided to students through the Student Emergency Fund, donated as gifts-in-kind by groups or individuals.
- Prom Project, which provides gently used formal wear to students free of charge, was greatly supported through our communities. Donations of more than 1,400 outfits came in for students in Grades 8 - 12 to wear at graduation or prom events.
- \$20,000 was awarded in Project Enhancement Fund grants for 10 innovative, curriculum-related initiatives. Of those, two \$5,000 grants were for the following:

### 1. DIGITAL FRONTIERS: A PLAN FOR THE FUTURE

AT YORK RIVER PUBLIC SCHOOL. The funds were used to purchase iPods, iPads and projectors to support collaborative learning where students use real world data and tools.

### 2. MOVING TOGETHER TO THE BEAT OF OUR DRUMS

AT STIRLING PRIMARY SCHOOL, STIRLING JUNIOR PUBLIC SCHOOL AND STIRLING SENIOR PUBLIC SCHOOL. The funds were used to bring the students and staff at the three schools together as they prepared to become one new school community. 700 JK to Grade 8 students and staff gathered at the new school site to perform in drumming circles using drums they made and decorated with the new school colours.

- Food for Learning provided 154 programs in Hastings and Prince Edward counties that served 796,487 meals and snacks to 12,340 students. This represented a 12% increase in the number of meals served over the prior year.



*Learning Foundation staff and volunteers sorted through hundreds of formal wear outfits for Prom Project.*



*Learning Foundation Executive Director, Maribeth deSnoo, presented a \$425,000 cheque to the school board, received by Mandy Savery-Whiteway, Director of Education.*



The Hastings and Prince Edward  
Learning Foundation

The Hastings and Prince Edward Learning Foundation is the registered charity of Hastings and Prince Edward District School Board. The purpose of The Learning Foundation is to enhance public education by raising money for services and initiatives that could not otherwise be offered.

# Our International Student Program brings cultural experiences to our communities



The International Student Program welcomed 125 students to study at our schools. Students were from Austria, Switzerland, Germany, China, Hong Kong, Japan, Korea, Macau, Russia, Taiwan, Brazil and Mexico. This school year we also welcomed students for the first time from Turkey, Spain, Italy, France and Norway, for a total of 17 countries.

International students are excited to learn about Canadian culture and improve their English language while studying in our schools. Local students learn about other cultures and countries as they get to know these students. The experience is exciting for both the Canadian and international students as they learn from one another and become global-minded citizens.

## SPECIAL FEATURE: International Students Maria & Claudia

We were honoured and excited to be involved with the Amancio Ortega Foundation (OF) this year. The OF was created in Spain, with six fundamental principles: solidarity, understanding, commitment, hard work, genuineness and loyalty. The OF goal is to guide, foster and create activities in society that promote these principles. It awards full scholarships to study abroad for outstanding academic students from all over Spain.

Through the OF, we hosted Maria and Claudia. Maria Hermosilla Heras attends Moira Secondary and Claudia Carreras Lafita attends Centennial Secondary School.

### IN THEIR OWN WORDS . . .

#### Maria Hermosilla Heras

My English teacher asked me if I was interested in applying for the scholarship and my friend convinced me to apply. I wasn't sure since I was very busy with school, violin and sports school. I was so happy when I found out I got it.

My goal was to become completely bilingual. So far my favourite memories are the trip to Montreal, visiting a Canadian sugar bush and playing in the snow.

I want to study aerospace engineering at university in Madrid, Spain. The program is a full immersion program. It is my goal to continue to study in English and with students from all over the world.

#### Claudia Carreras Lafita

For two years I wanted to study in a country that was English speaking. I have been studying English since age 12 and going to an English speaking country would be the best way to improve my skills.

I like the school because it has a lot of clubs. I also like that you get to do four subjects because you get to meet new people in each class. It's easier to concentrate on four subjects unlike in Spain in where you study 11 subjects. I also like that you get to move around instead of staying in the same class.

I am missing some of the food in Spain and it's hard not to see the sun every day. My goal when I return to Grade 12 in Spain is to do a comparison between the Canadian and Spanish education systems.



*International student, Maria Hermosilla Heras, plans to study aerospace engineering at university in Madrid, Spain.*

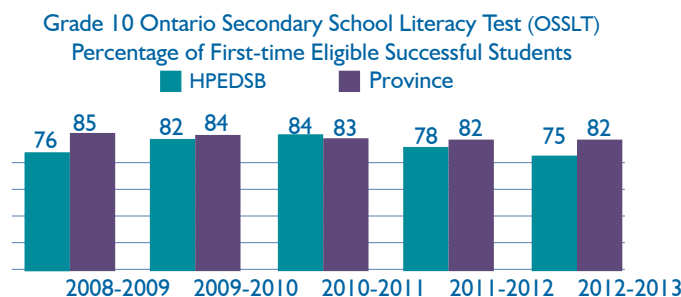
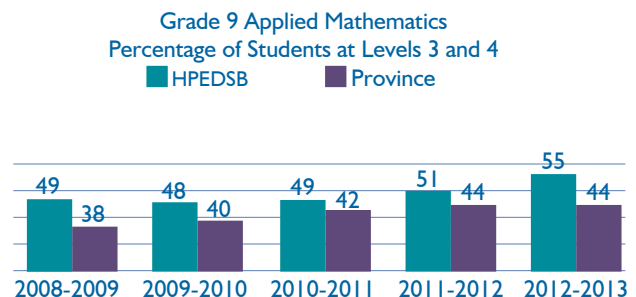
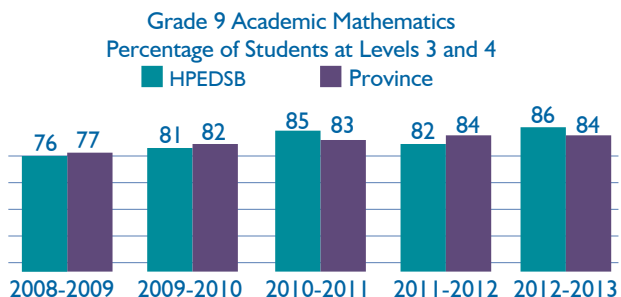
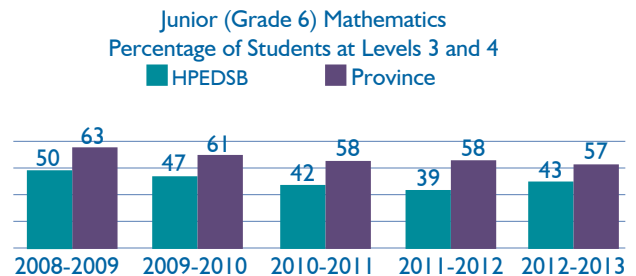
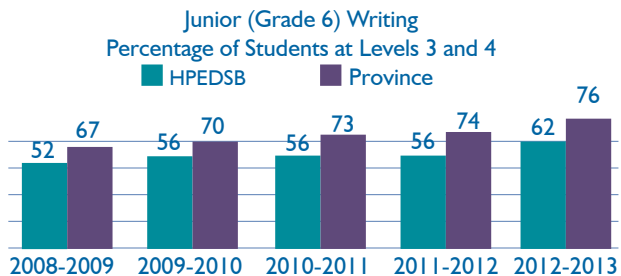
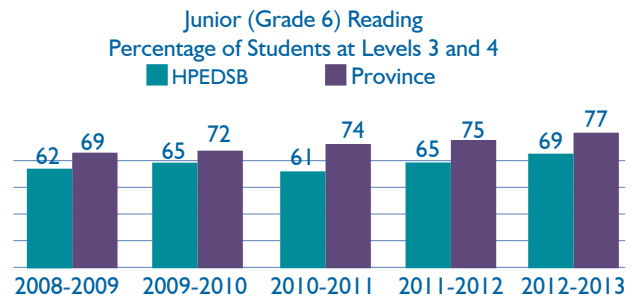
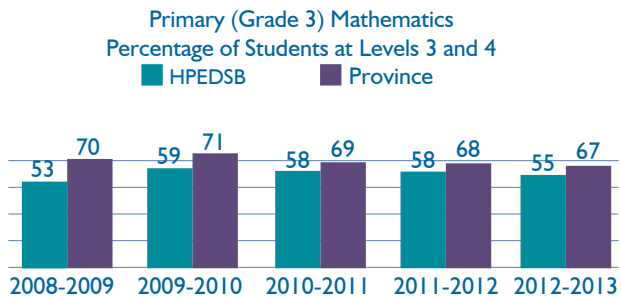
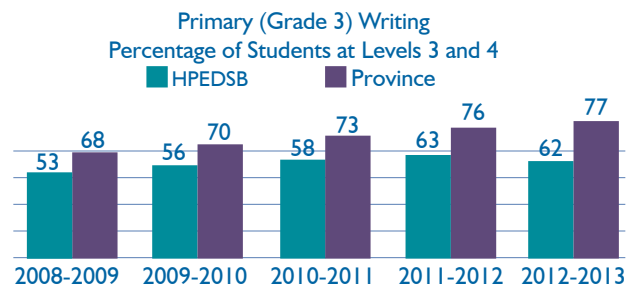
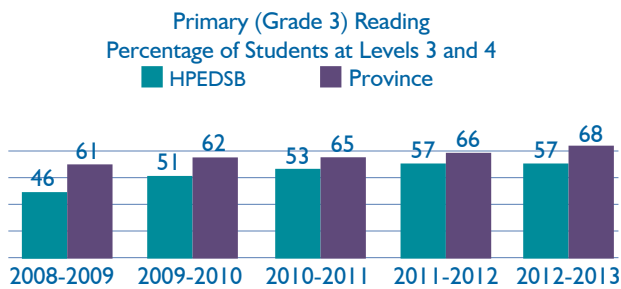


*International student, Claudia Carreras Lafita, plans to do a comparison between the Canadian and Spanish education systems.*

# Provincial assessment results

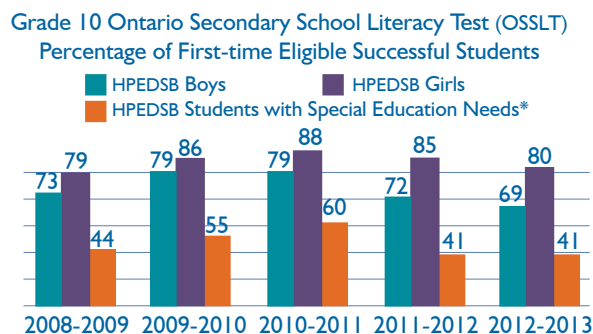
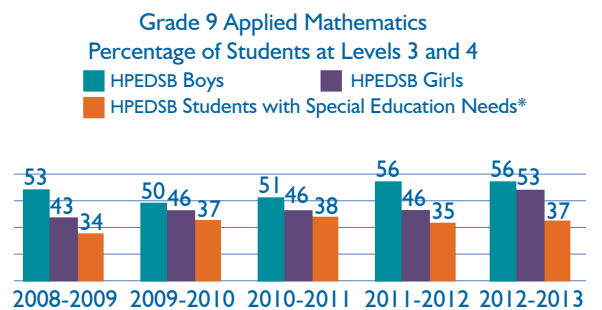
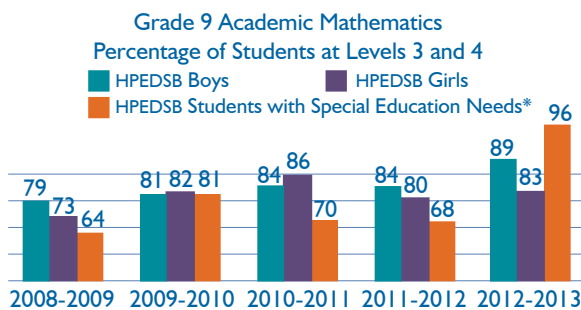
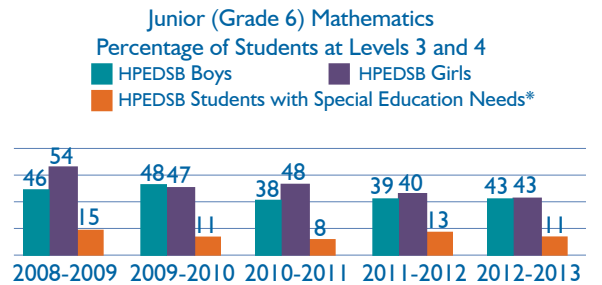
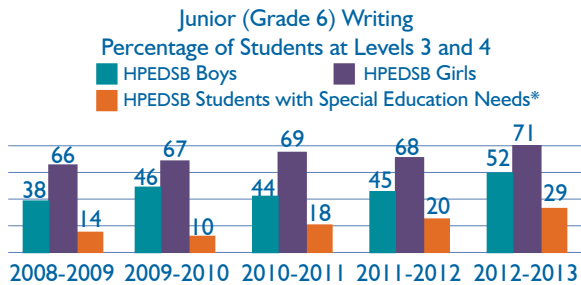
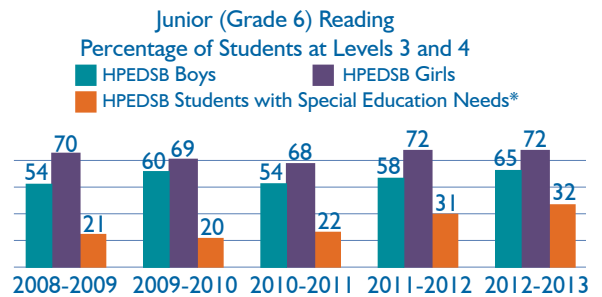
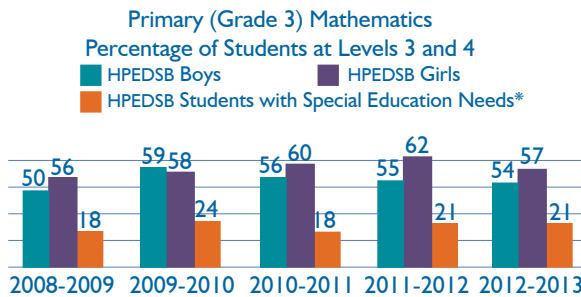
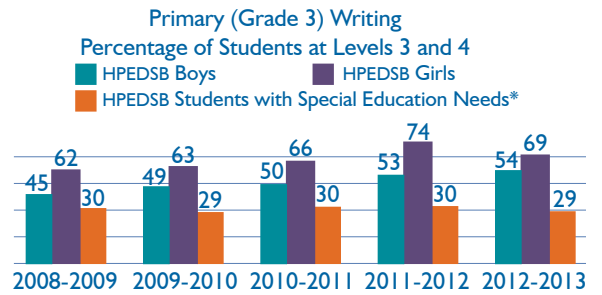
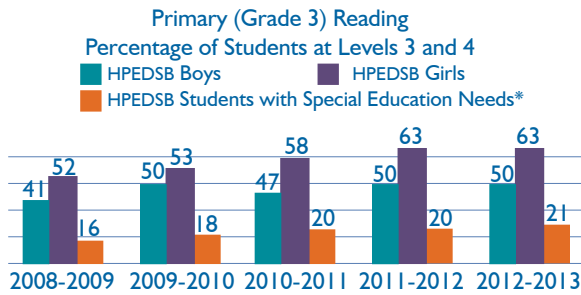
## Education Quality and Accountability Office (EQAO) assessments

### HPEDSB and Provincial Results





# HPEDSB Results for Boys, Girls and Students with Special Education Needs\*



\*As 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.

# Hastings and Prince Edward District School Board

Serving Communities in

Belleville/Thurlow | Centre Hastings | North Hastings | Prince Edward County  
Sidney & Frankford | Southeast Hastings | Trenton & CFB Trenton | Tyendinaga Mohawk Territory

## Contact Numbers for Your Reference

Education Centre: 613.966.1170 • Toll-free 1.800.267.4350

### Bayside School Group | Elementary and Secondary Schools

Trustee: Jim Williams, 613.966.8055 | Trustee: Bonnie Danes, 613.472.6107  
School Superintendent: June Rogers, 613.966.1170 or 1.800.267.4350, ext. 2312

School	Principal	Telephone
Bayside Public School	Bessie Stelatos	613.962.0694
Frankford Public School	Anne Slager	613.398.6425
Stirling Public School	Suzanne Cholasta	613.395.3389
Bayside Secondary School	Ian Press	613.966.2922

### Centennial School Group | Elementary and Secondary Schools

Trustee: Mary Hall, 613.966.4073 | Trustee: Dave Patterson, 613.403.5648  
School Superintendent: Cathy Portt, 613.966.1170 or 1.800.267.4350, ext. 2210

School	Principal	Telephone
Foxboro Public School	Kim Reid	613.962.5151
Prince Charles School	Marg Thompson	613.962.0247
Sir John A. Macdonald School	Anne Whitfield	613.962.6400
Susanna Moodie Elementary School	Heather Rutherford	613.966.8186
Centennial Secondary School	Kim Sampson	613.962.9233

### Centre Hastings School Group | Elementary and Secondary Schools

Trustee: Bonnie Danes, 613.472.6107 | Trustee: Thelma Goodfellow, 613.477.2504  
School Superintendent: Cathy Portt, 613.966.1170 or 1.800.267.4350, ext. 2210

School	Principal	Telephone
Earl Prentice Public School	Heather McMaster	613.472.2323
Madoc Public School	Joanne Barry	613.473.2487
Madoc Township Public School	Cathy Speedy	613.473.2902
Marmora Senior Public School	Suzanne Copeland	613.472.2222
Tweed Elementary School	Susan Carleton-Maines	613.478.2714
Centre Hastings Secondary School	Shelley MacKenzie-Coates	613.473.4251

### Moira School Group | Elementary and Secondary Schools

Trustee: Mary Hall, 613.966.4073 | Trustee: Dave Patterson, 613.403.5648 | Trustee: Thelma Goodfellow, 613.477.2504  
School Superintendent: Mark Fisher, 613.966.1170 or 1.800.267.4350, ext. 2535

School	Principal	Telephone
Deseronto Public School	Derek Potts	613.396.2448
Harry J. Clarke Public School	Marie Mitchell	613.969.0140
Queen Elizabeth School	Earle Wright	613.968.9173
Queen Victoria School	Chad Harvey	613.968.4547
Moira Secondary School	Grant Montgomery	613.962.8668

## North Hastings School Group | Elementary and Secondary Schools

Trustee: Lucille Kyle, 613.332.5181

School Superintendent: June Rogers, 613.966.1170 or 1.800.267.4350, ext. 2312

School	Principal	Telephone
Bird's Creek Public School	Lisa McKenna-Sutherland	613.332.3721
Coe Hill School	Rob Lake	613.337.5711
Hermon Public School	Lisa McKenna-Sutherland	613.332.2897
Maynooth Public School	Lisa Resmer	613.338.2816
York River Public School	Marion Wilson	613.332.1833
North Hastings High School	Ken Dostaler	613.332.1220

## Prince Edward School Group | Elementary and Secondary Schools

Trustee: Jennifer Cobb, 613.399.5222 | Trustee: Dwayne Inch, 613.476.5174

School Superintendent: Mark Fisher, 613.966.1170 or 1.800.267.4350, ext. 2535

School	Principal	Telephone
Athol-South Marysburgh Public School	Kevin MacLaurin	613.476.3974
C.M.L. Snider School	Tina Elliott	613.399.3474
Kente Public School	Stephanie Taylor-Harvey	613.962.7533
Massassaga-Rednersville Public School	Barb Allen	613.962.2717
Pinecrest Memorial Elementary School	Kim Myderwyk	613.393.3262
Queen Elizabeth School	Bill Launderville	613.476.6475
Sophiasburgh Central School	Pooky Nye	613.476.2800
Prince Edward Collegiate Institute	Darren McFarlane	613.476.2196

## Quinte School Group | Elementary and Secondary Schools

Trustee: Mary Hall, 613.966.4073 | Trustee: Dave Patterson, 613.403.5648 | Trustee: Thelma Goodfellow, 613.477.2504

School Superintendent: Trish FitzGibbon, 613.966.1170 or 1.800.267.4350, ext. 2203

School	Principal	Telephone
Harmony Public School	Louise Gunning	613.962.7867
Hillcrest School	Carla Ross	613.962.1177
Park Dale School	Stacey Belanger	613.962.1341
Prince of Wales Public School	Cassandra Windsor	613.968.8321
Tyendinaga Public School	Deirdre Gordon	613.962.4447
Quinte Secondary School	Liane Woodley	613.962.9295

## Trenton School Group | Elementary and Secondary Schools

Trustee: Sam Clements, 613.392.7470

School Superintendent: Mark Fisher, 613.966.1170 or 1.800.267.4350, ext. 2535

School	Principal	Telephone
Breadner Elementary School	Leanne Pond	613.394.1394
College Street Public School	Lisa Vincent	613.392.4524
North Trenton Public School	Derek DeLarge	613.392.6294
Prince Charles Public School	Steve Toffelmire	613.392.5461
Queen Elizabeth Public School	Derek DeLarge	613.392.5004
V.P. Elementary School	Ted Ashberry	613.392.8845
Trenton High School	Ken Manderville	613.392.1227

# We Are Enhancing Our Schools to Better Serve Our Students, Families & Communities

We are pleased to have another school under construction. The new Harmony Public School will accommodate approximately 590 JK-8 students. The cost, fully-funded by the Ministry of Education, is approximately \$11.6 million. It will be a one-story building located on the current Harmony Public School site and is scheduled to open in September 2014.

**Harmony Public School  
ARCHITECT CONCEPT DRAWING**



An addition is being built onto Harry J. Clarke Public School to accommodate Full-day Kindergarten. This project is fully-funded by the Ministry of Education for approximately \$2.86 million. Starting in September 2014, approximately 150 Primary students will return to the main school, having been at the Sir Winston Churchill site for the past few years.

**Addition at Harry J. Clarke Public School  
ARCHITECT CONCEPT DRAWING**



## Our New Stirling Public School



## Our New Tweed Elementary School

