



Hastings and Prince Edward
District School Board



2014-2015
ANNUAL REPORT

Our Students. Our Future.

Our Learning Organization is Supporting Student Achievement and Well-being

At Hastings and Prince Edward District School Board, our AiM—Achievement in Motion for Student Success System Plan defines the goals of the organization.

They are:

- Success for Each Student
- Employee Excellence
- Community Connections

This report provides us with the opportunity to celebrate and share with you our achievements over the past year with respect to our goals.

Student achievement and well-being are at the core of the work we do. As an organization, Hastings and Prince Edward District School Board is committed to learning and working together to reach high levels of student achievement and to promote well-being.

Our schools offer diverse and innovative programming in caring, healthy, inclusive, welcoming environments. We are intensely proud of our students, our staff and our organization.

We are continuing to work actively to renew and modernize our facilities and to provide modern learning environments which foster collaboration, creativity, innovation, critical thinking and communication.

Through the dedication, expertise and support of our Board members, employees, families and



Student achievement and well-being are at the core of the work we do and are key focus areas for Dwayne Inch, Chair of the Board and Mandy Savery-Whiteway, Director of Education.

community, we are committed to ensuring that our students grow with character and learn to be resilient, persevere and become global minded citizens.

We hope you enjoy learning more about Hastings and Prince Edward District School Board.

Thank you for your belief in public education and for your continued partnerships and support.

Mandy Savery-Whiteway
Director of Education

Dwayne Inch
Chair of the Board

WE BELIEVE in Connecting with Our Communities

As a public school board, we value engaging with our communities.

We have a cycle of gathering input from students, families, employees, community members, agencies and partners in order to inform our planning.

Last spring we completed focus groups which helped us to identify priorities for the 2014-2015 school year. The final report from the focus groups can be found online at

http://www.hpedsb.on.ca/ec/aboutus/documents/focus_group_report_final_jun14.pdf

Or, contact us (refer to page 18) to receive a paper copy.

Front cover: Students at Sir John A. Macdonald School documented visitors to their classroom by taking a picture in the frame with every visitor. They are pictured with Mandy Savery-Whiteway, Director of Education.

2014-2015 School Board Members

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

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



2014-2015 Senior Administration Team

(L to R, back row): Heather McMaster, Early Years Lead; Tina Jones, Student Success Lead; Cathy Portt, Superintendent of Education & Curriculum Services; Mark Fisher, Superintendent of Education and School Climate & Student Well-Being Services; Nick Pfeiffer, Controller of Facility Services; Kelvin MacQuarrie, Senior Information & Technology Officer; Leslie Miller, Superintendent of Business Services; Donalda Simmons, Mental Health 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
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Email: communications@hpedsb.on.ca
This report is available online at www.HPEschools.ca



We were proud to feature Hastings and Prince Edward District School Board students in our promotions.

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 Board members, 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 2003 to 2018

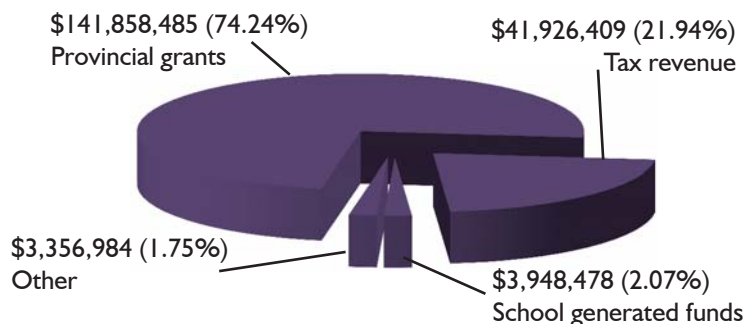
	2003-2004	2008-2009	2013-2014	Projected 2017-2018
Elementary	12,164	10,079	9,948	10,070
Secondary	6,591	6,648	5,174	5,000
Total	18,755	16,727	15,122	15,070

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

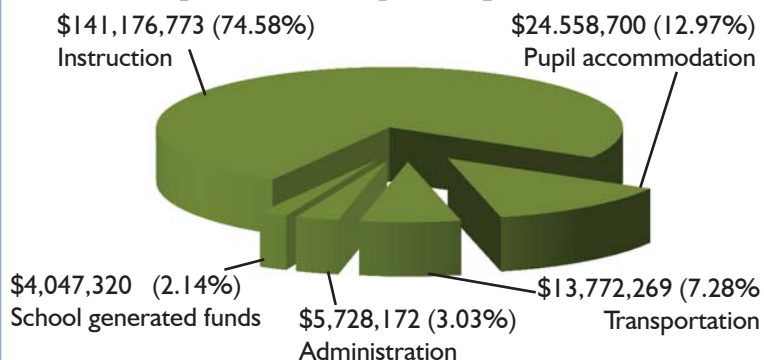
About our school board

- Our district covered 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 served approximately 15,100 students at 39 elementary and 8 secondary schools.
- Enrolment in elementary was approximately 10,100 students. Enrolment in secondary was approximately 5,000 students.
- 946 teachers, consisting of 598 elementary and 348 secondary.
- 61 principals and vice-principals.
- 698 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 was known as AiM—Achievement in Motion for Student Success 2010 – 2015. This plan identified key priorities. It was reviewed and updated annually supported by a public consultation process.

OUR THREE 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 five priorities for 2014-2015

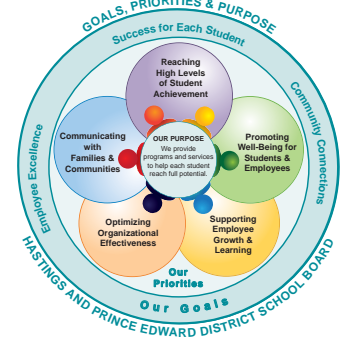
- Reaching High Levels of Student Achievement
- Promoting Well-Being for Students & Employees
- Supporting Employee Growth & Learning
- Optimizing Organizational Effectiveness
- Communicating with Families & Communities

We have a board-wide alignment to these goals and priorities, and are on-track to fulfilling our multi-year goals.



LEARNING THROUGH INQUIRY
A Kindergarten student at Stirling Public School wonders what rocks look like in space?

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).



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

- Completed the 5-year roll-out of Full-day Early Learning Kindergarten programs for Junior and Senior Kindergarten students at all elementary schools. Teachers and early childhood educators (known as educator teams) worked together to provide well-planned, play-based learning experiences that allowed students to gain skills in language and literacy development, and early numeracy. Professional learning was provided to support educator teams to implement Full-day Kindergarten programs.
- Surveyed parents/guardians to gather feedback from the Centre Hastings, Prince Edward and Trenton communities about the potential expansion of French Immersion and/or Extended French programs. Survey results were analyzed and will be considered as part of the normal planning processes.
- Offered eight e-Learning courses during In the 2014-2015 school year, allowing secondary students to take courses that were not offered in school timetables.

Learning Fairs shared best practices, assisted in planning

- TWO LEARNING FAIRS WERE HELD in October 2014, one at Centre Hastings Secondary School and one at Prince Edward Collegiate Institute. These events brought together school administrators, teachers, early childhood educators, educational assistants and support staff, to share best practices through involvement on various professional learning teams. The mix of Kindergarten to Grade 12 participants provided well-rounded perspectives. Participants reviewed research-based resources in literacy and numeracy, analyzed data regarding professional learning and student achievement, and established priorities for the 2015 Board Improvement Plan for Student Achievement (BIPSA).
- THE 2015 BOARD IMPROVEMENT PLAN for Student Achievement was developed. It provided an outline of priority areas to meet student learning needs in literacy, numeracy, pathways and community culture and caring goals. The BIPSA focuses on two specific areas: 1) collaborative professional learning; and 2) assessment for learning, to ensure that an increased number of students reach or exceed provincial standards.
- SCHOOLS DEVELOPED school improvement plans to support student learning needs at individual schools. These plans aligned with BIPSA priorities, action plans and resources.



COLLABORATING TO SUPPORT STUDENT ACHIEVEMENT & WELL-BEING. *Learning Fair participants shared best practices and analyzed data to assist in establishing priorities for the Board Improvement Plan.*



Accomplishments (continued)

- A work group was formed to develop a common vision of the knowledge, skills and characteristics necessary for HPEDSB students. The work group considered current research and *Achieving Excellence: A Renewed Vision for Education in Ontario* (Ministry of Education, 2014).
- Successfully launched the new individual education plan (IEP) software platform, called IEP Online (IOL), in the fall of 2014. Refinements were made to IOL based on user feedback and were ready for Term/Semester 2. IOL allowed IEPs to be personalized and precise for each student.
- Utilized the Continuous Assessment Process for personalized and precise educational programs for students with special needs. This process encouraged teachers and in-school support teams to continuously monitor student achievement and plan for interventions to support learning.

We will continue to support the development of positive mental and physical health by embedding the principles of equity and Growing with Character in our work to inspire both students and employees to reach their full potential.



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Accomplishments

CONNECTING WITH OUR COMMUNITIES

- Established partnerships related to student well-being with the co-terminus school board and Children's Mental Health Services.
- Contributed to the development of a community pathway for crisis and urgent mental health services. Partnered on the development of a community protocol on suicide prevention.
- Partnered with the Parent Involvement Committee and co-presented a workshop for school council chairs about how to build positive relationships to promote parent engagement.
- Worked collaboratively with community partners and local agencies, such as Children's Mental Health, to discuss improvements/enhancements to pathways to service for students.
- Shared our updated Mental Health Strategy with the following committees: Equity and Inclusive Education Advisory, Special Education Advisory, Parent Involvement, and Program and Human Resources.
- Worked to define the elements of wellness which support employee well-being.



LEARNING ABOUT DIVERSITY through expressing oneself on Silly Sock Day at Queen Elizabeth Public School in Trenton.

Accomplishments (continued)

- Participated in a multi-board Ministry of Education partnership focused on the use of restorative practices to promote well-being.
- Continued involvement by The Hastings and Prince Edward Learning Foundation as the lead agency for the Children & Youth Services Network (CYSN). Foundation employees actively participated in the CYSN and supported the 'no wrong door' philosophy in support of families getting connected with community services, as needed.
- Supported the availability of student nutrition programs through Food for Learning. A significant number of snack programs received funds to purchase additional food and equipment. Also worked to increase the number of volunteers to assist with these programs.
- Compiled feedback from international students to assess their experiences while living in our communities and going to our schools. Actions to address the next steps during the next school year are being developed, including getting feedback from Canadian students.



CONNECTING WELL-BEING AND LITERACY. *Grade 1 students at Tweed Elementary School wrote about 'Why I Like School.'*

PROFESSIONAL LEARNING FOR EMPLOYEES

- Led monthly professional learning sessions for principals and vice-principals on leading mentally healthy schools to promote well-being with a focus on building capacity in the following areas: i) a 3-tiered approach to supporting social and emotional learning; ii) self-care for employees and students; iii) the role of the child and youth counsellor; iv) supporting bias-free progressive discipline; and v) school improvement planning to support student achievement and well-being.
- Trained six child and youth counsellors as **SafeTALK** trainers who then provided interested employees with training in suicide awareness and the promotion of help seeking behaviour. We continued to provide **Applied Suicide Intervention Skills Training** for selected school-based employees.
- Facilitated professional learning at seven elementary and secondary schools about **integrating diversity into the curriculum**.
- Led school-wide professional learning sessions for employees at four elementary schools about the principles of **restorative practices** (RP). Delivered classroom and school resources to the 16 elementary schools which have been trained in the whole-school approach to RP. Trained groups of interested secondary school teachers in the philosophy of RP.
- Provided a professional learning session to occasional teachers on strategies to implement classroom circles as an effective instructional strategy to **promote social and emotional learning**.
- Provided training to support research-based student social and emotional learning, as follows:
 - **FUN FRIENDS**, for Kindergarten to Grade 2 teachers and support staff at 13 schools. **FRIENDS 4 LIFE** and **MY FRIENDS**, for Grade 3 to 8 teachers and support staff at 6 schools.
 - **4TH R**, for Grade 8 teachers and support staff at 4 schools. This program supported the development of healthy relationships to reduce the incidence of high risk behaviors for students. **SECOND STEP**, for Grade 8 teachers and support staff at 3 schools. This program supported the development of empathy, emotional regulation and decision making.
 - Supported the continued implementation of the **MindUp** social and emotional learning skills program at 6 elementary schools.

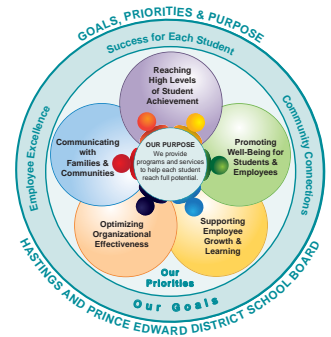
PILOT PROJECTS

- Led pilot projects to raise awareness of the value of providing support for students to attend school on a regular basis based on the belief that **every school day counts**.
- Hosted employee and community sessions about resiliency with Dr. Wayne Hammond, and continued to explore the use of resiliency in three pilot schools.

STILL TO COME

- We will be developing a web page and Twitter account for School Climate & Student Well-Being Services to share updates on efforts to address the social and emotional learning needs of students.

We will continue to promote and support employee growth and learning, and engage in respectful employee relations with a focus on advancing student achievement and well-being.



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Accomplishments

- Provided professional learning to all employees through the iLead Leadership Series. Sessions focused on employees seeing themselves as leaders by exploring the Ontario Leadership Framework, AiM System Plan and setting goals.
- Hosted the MentorCoach Program, Part 4, which provided participants with additional knowledge in the mentoring and coaching areas.
- Offered the New Teacher Induction Program to new teachers.
- Provided orientation and professional learning sessions for long-term occasional teachers.
- Provided professional learning about health and medical supports in schools for educational assistants.
- Hosted First Aid training sessions for interested employees.
- Offered training on incorporating assistive technology and using SMART Board in classrooms.
- Introduced the Google Apps for Education (GAPE) platform for use by educators and students.
- Proceeded with the fifth year of the Elementary Evergreening Plan. Educators at Year 5 schools received training on mobile technologies, such as iPads, Chromebooks and new laptops.
- Opened the school year with our first “Achieving Excellence Consortium: Instruction, Assessment and the Mindful Integration of Technology.”
- Curriculum, Special Education, and Information & Technology Services collaborated to host the following professional learning sessions, with over 90 educators participating:
 - o Inquiry-based Learning for Social Studies, History & Geography, “SSHG in a Snap!”;
 - o Paying Attention to Proportional Reasoning; and
 - o iDevices in Numeracy and Literacy.
- A new coach for the mindful integration of technology was in place and helped to integrate learning technologies in our secondary schools.
- Managing Information for Student Achievement projects included teacher-led learning on iPads and Chromebooks.
- Implemented pilot projects for Maplewood Markbook, a tool for educators to gather student assessment data in a secure environment.



STILL TO COME

- A work group for succession planning for school and system leaders will start in the winter of 2015.
- Details about growth plan and appraisal training for managers will be released in 2015.



LEARNING TOGETHER through the New Teacher Induction Program.



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

Accomplishments

- Began to review and update the internal risk assessment and completed initial interviews with the regional internal audit team.
- The Board of Trustees reviewed and updated policies as part of the regular review process.
- Developed balanced budgets for the 2014-2015 school year. Revised estimates projected a small deficit. Administration continued to seek opportunities to achieve no deficit for the year.
- Established budget working groups with elementary and secondary school principals to review processes, needs and areas of improvement.
- Provided refresher training to school secretaries for school generated funds, budget system overview and procurement practices.
- Introduced enhancements to human resources and payroll processes to eliminate the need for manual timesheets.
- Began a process to dispose of surplus schools in Stirling and Tweed.
- Continued to collaborate with other school boards to enhance procurement processes and implement best practices.
- Introduced a single employee user ID and login which resulted in efficiencies for employees. It allowed them to log into computers in any building/school in the organization using one unique login.
- Deployed an online account management tool, which allowed schools to manage student passwords.
- Implemented records management and awareness of *Canada's Anti-Spam Legislation* for employees. Tools and webpages to support the implementation were developed.

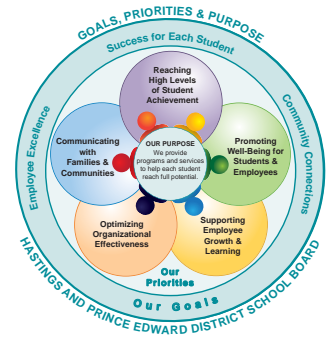
IMPROVING HPEDSB LEARNING ENVIRONMENTS

- Completed the first Conservation and Demand Energy Management Plan in accordance with the *Green Energy Act*. This plan identified pathways the board would take to reduce energy consumption and costs over the next five years.
- Together with Information & Technology Services, started reviewing the system used to process work requests and work order management with the goal of improving service levels, reducing administrative overhead, and utilizing common software across departments.
- Continued to actively refine the responsibilities of employees at different levels within the department in order to most effectively meet daily operational and maintenance requirements.
- Led the planning and design of the new Trenton elementary school to ensure that it met the requirements of the schools to be consolidated. Construction of this school is expected to start in April 2015.
- Coordinated the completion of construction of the new Harmony Public School which opened in the fall of 2014 (refer to the back page for more on this new school).

STILL TO COME

- Training for Audit Committee members is scheduled for the spring of 2015. It will focus on enhancing knowledge and key practices related to governance.
- Planning for the 2015-2016 budget will begin in February.
- A response from the Ministry of Education regarding capital project business cases (new school requests) is expected in early 2015. The requests were approved by the Board and submitted to Ministry of Education in the fall of 2014.
- The process to update the long-term capital plan is underway. Analysis and assessment work is expected to take place through the spring with a draft summary report and recommendations to follow.
- We are piloting the Microsoft Exchange 2013 email platform to determine if it will meet user needs. An evaluation and next steps will follow.

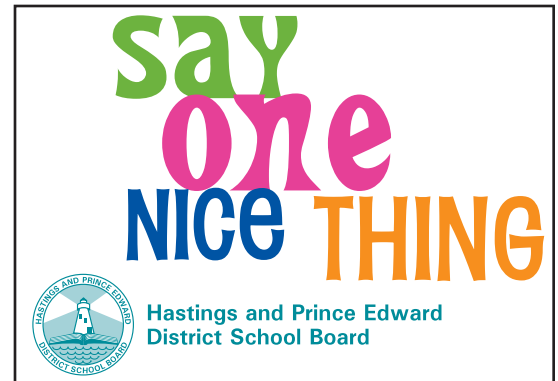
We will continue to communicate and strengthen connections with students, employees, families and communities about school, board and charitable initiatives to support student achievement and well-being.



Through this priority we will continue to communicate and strengthen connections with students, employees, families and communities about school board and charitable initiatives to support student achievement and well-being.

Accomplishments

- Board members collaboratively developed and approved the Achievement in Motion for Student Success (AiM) System Plan for the 2014-2015 school year.
- Launched the very successful 'Say Once Nice Thing' campaign to share positive stories and initiatives about HPEDSB students, employees, schools and communities.
- Continued to use social media to connect and engage with students, families and the broader community. Examples included the following:
 - o Continued to communicate Board and school initiatives, learning and celebrations through Twitter, @HPESchools.
 - o Launched an HPEDSB YouTube channel which included links to school channels. We continued to provide support to schools to assist in standardizing their YouTube channels on our HPEDSB Google Apps for Education YouTube space.
 - o Created a Flickr site (for sharing photographs) to enhance our growing social media presence.
- Received input on content for a new HPEDSB website through the Instructional Technology Advisory Committee.
- Continued involvement by The Hastings and Prince Edward Learning Foundation for new partnerships to fund the



The Say One Nice Thing campaign featured posters, post cards and stickers, and invited all to Say One Nice Thing to promote caring and welcoming environments.



Hastings and Prince Edward District School Board

increased number of requests for student support. Taking actions to maintain existing funding for student programs and initiatives, and developing additional strategies to engage donors were also underway.

CONNECTING, COMMUNITY, CULTURAL & CARING TO REAL-LIFE Students at Prince Edward Collegiate Institute shared family mementos and histories with their classmates.

Connecting with our communities

- Continued to promote the use of school space by community members and community partners.
- Launched a new online system to book space in schools and revised the related administrative procedures. The new system made booking space in schools much easier, indicating a 50% increase in online booking since implementation in the fall of 2014.
- Approved plans for an addition at Stirling Public School for a child care centre. Construction will begin in the spring of 2015.
- Schools throughout the district continued to provide welcoming and safe environments for community events and activities after school hours.
- New schools in Stirling and Tweed provided enhanced learning environments, larger open spaces (such as gymnasiums and learning commons (library)), spaces to host community activities (such as child care and other programs for children), various sports and fitness activities, and community services.
- Created new, enhanced partnerships and co-location of services with Family Space, by providing space in two Belleville schools. Pre-school playgroups and other parent support programs were offered for families.

Connecting with our host families for international students

- Hosted an orientation session for families who are new to the hosting role.
- Enhanced communication with new and returning host families, particularly around the supports available and information for student activities.

Still to come

- Input from various stakeholder groups will be requested as we plan for a new HPEDSB website.
- Follow-up sessions with new host families will take place for input on improving the experience for them and international students.
- Host families will be invited to complete a satisfaction survey later this school year.
- We are planning to offer more social media training for employees and training.



CONNECTING WITH ORGANIZATIONS IN THE COMMUNITY is part of the Northern Outdoor Studies Program at North Hastings High School. Students achieved several certifications related to the environment, forestry and wildlife.

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:

Student Emergency Fund

This fund provided immediate assistance to students and possibly their families by providing financial aid and/or gifts in kind support. This funding could be used to purchase items such as eyeglasses, EpiPens, medical supplies, food and clothing, transportation, field trip subsidies and for other financial needs that resulted from family crises (fire, flood, layoffs, illness, etc). During the last fiscal year, 350 requests were granted.

Prom Project

Prom Project was closely related to the Student Emergency Fund. More than 1,200 gently used formal wear outfits were donated to support students in Grades 8 -12 to attend year-end or prom events.

Project Enhancement Fund

Through an application process, this fund provided schools with funding for innovative and unique projects that provided enhancements to curriculum requirements. Last year grant applications were awarded, as follows:

\$5,000 APPLICATIONS

- Centre Hastings Secondary School for the project Refurbishing of Audio/Visual Recording Studio
- Bird's Creek Public School for the project Supporting Enhanced Learning for all Students through iPads

\$2,500 APPLICATIONS

- Bayside Secondary School for the project Kobo Support for Overdrive Access
- Trenton High School for the project Social Justice Pink Shirt Day

\$1,000 APPLICATIONS

- York River Public School for the project Kinder Garden
- Centennial Secondary School for the project Potter's Wheel for Enhanced Ceramics Learning
- Susanna Moodie Elementary School for the project Susanna Moodie History
- College Street Public School for the project Catch Me Being Curious
- Madoc Public School, Prince Charles Public School (Trenton) and York River Public School for the projects Making Connections: Opening Doors



The Hastings and Prince Edward
Learning Foundation



The Learning Foundation sought funds and gift-in-kind donations and presented the Hastings and Prince Edward District School Board with a cheque for \$444,850.

The Learning Foundation (continued)

Food for Learning

Food for Learning assisted schools with the organization and funding of nutrition programs for student. For the fiscal year ended August 31, 2014, a total of 163 programs in Hastings County and Prince Edward County served 880,512 meals and snacks to 12,820 individual students.

Science and Technology Fund

This provided monetary support for activities that encourage and promote the development of students' technological, science, and leadership skills. This includes the annual Quinte Regional Science and Technology Fair which is open to all interested Grades 4 - 12 students in Hastings County and Prince Edward County.

Student Nutrition Programs in Southeast Ontario

The Learning Foundation was the lead agency for the Ministry of Children and Youth Services in southeast Ontario. In this role, The Learning Foundation had the responsibility for the administration and the co-ordination of fundraising for school nutrition programs in a five-county area (Hastings, Prince Edward, Lennox and Addington, Frontenac and Lanark). For the fiscal year ended August 31, 2014, 501 programs provided 2,241,573 meals and snacks to 32,601 students in southeast Ontario. A new food and logistics coordinator was hired, a role funded by the Ministry of Children and Youth Services, with the purpose of developing effective regional food procurement strategies and resources to ensure safe and efficient food purchases.

Children & Youth Services Network

The Learning Foundation was the lead agency for the Hastings & Prince Edward Children and Youth Services Network. The Network created an effective, integrated and seamless community service system for children, youth and families to maximize resources through collaborative and informed planning. It consisted of representatives from over 50 organizations.



COMMUNITY INVOLVEMENT through volunteering and donations supported school nutrition programs for students.

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 122 students from 14 countries to study at our schools.

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

Community Families Hosted Students From Around the World

Through the International Student Program, students (both international and Canadian), host families, employees and communities participated in a cultural experience which was enriched by interacting with students from around the world.

International students were hosted by local community families who opened their hearts and homes. This community collaboration is important to the success of the International Student Program.

The International Student Program was very grateful for the support of the local communities, and the caring environments provided by host families. They often became the home-away-from-home while international students navigated rewarding and challenging times during their year abroad.

This team approach by host families, students, employees and the communities, provided a positive educational and cultural experience for international students to grow and learn.

The international experience as described by the May family

“We have been a homestay family with the International Student Program for several years.

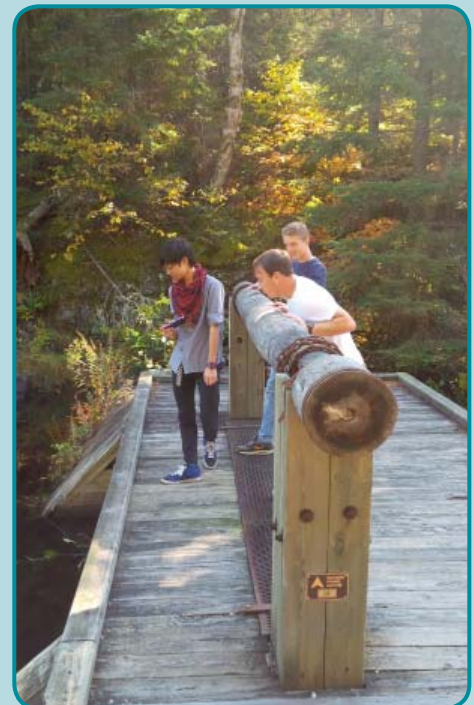
We had hoped to grow our family through sharing the Canadian family experience with others while expanding our own horizons through the shared experiences and cultures of our guest students.

We have never been disappointed.

For seven years, we have attended school, done homework together, enjoyed trips and tours, cooking, family events and first snowfalls. We have grown and learned together.

Some of our guests have stayed with us for one or two semesters, some have continued on to university in Canada. We have become a global family.”

Bruce, Daniel & Alexander May



The May homestay family visited Algonquin Park with the international students who live with them.



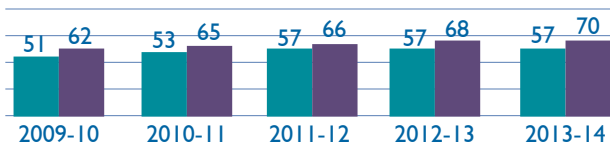
Pictured L to R: Bruce May, his son Alex, international students Claas from Germany and Daniel from Hong Kong, and Bruce's son Daniel.

Provincial assessment results

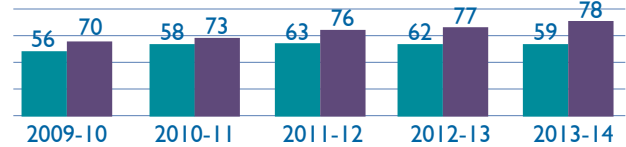
Education Quality and Accountability Office (EQAO) assessments

HPEDSB and Provincial Results

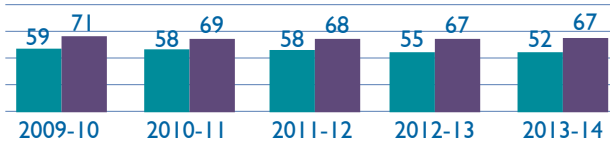
Primary (Grade 3) Reading
Percentage of Students at Levels 3 and 4



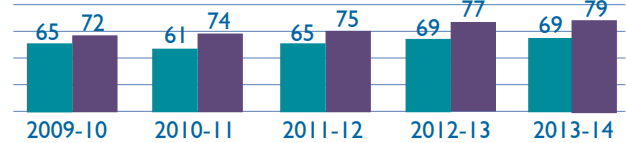
Primary (Grade 3) Writing
Percentage of Students at Levels 3 and 4



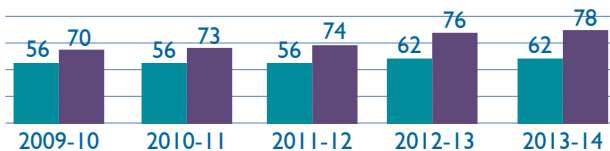
Primary (Grade 3) Mathematics
Percentage of Students at Levels 3 and 4



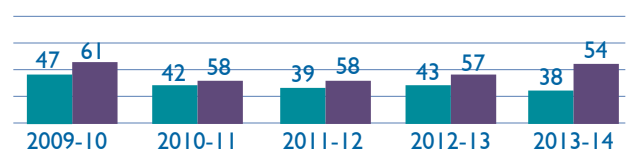
Junior (Grade 6) Reading
Percentage of Students at Levels 3 and 4



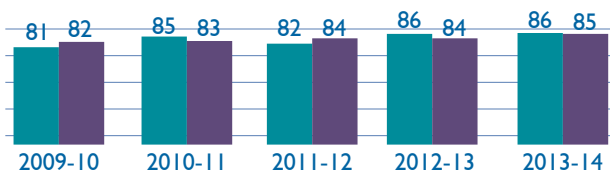
Junior (Grade 6) Writing
Percentage of Students at Levels 3 and 4



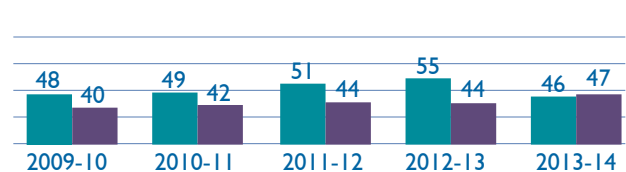
Junior (Grade 6) Mathematics
Percentage of Students at Levels 3 and 4



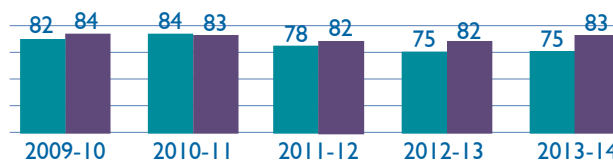
Grade 9 Academic Mathematics
Percentage of Students at Levels 3 and 4



Grade 9 Applied Mathematics
Percentage of Students at Levels 3 and 4

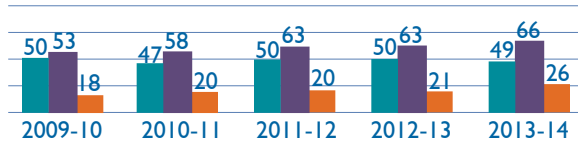


Grade 10 Ontario Secondary School Literacy Test (OSSLT)
Percentage of First-time Eligible Successful Students

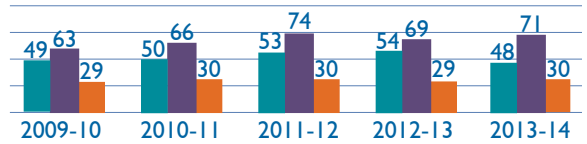


HPEDSB Results for Boys, Girls and Students with Special Education Needs*

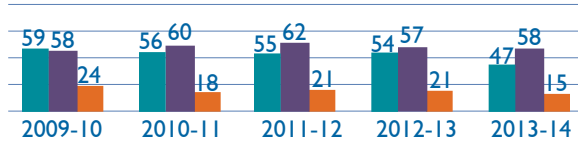
Primary (Grade 3) Reading
Percentage of Students at Levels 3 and 4



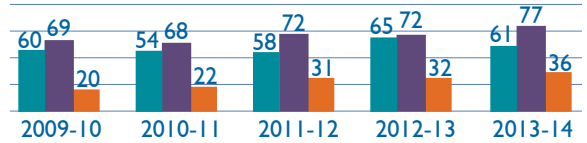
Primary (Grade 3) Writing
Percentage of Students at Levels 3 and 4



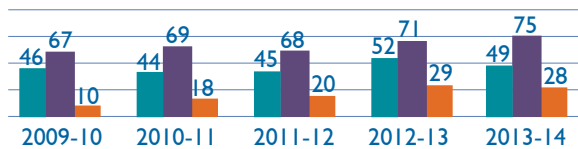
Primary (Grade 3) Mathematics
Percentage of Students at Levels 3 and 4



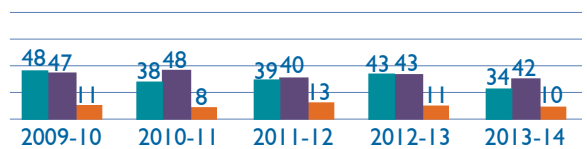
Junior (Grade 6) Reading
Percentage of Students at Levels 3 and 4



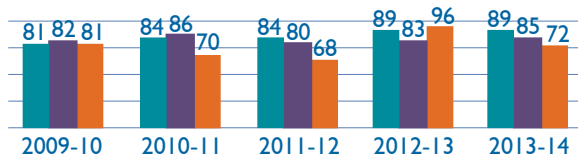
Junior (Grade 6) Writing
Percentage of Students at Levels 3 and 4



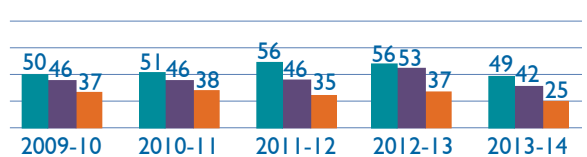
Junior (Grade 6) Mathematics
Percentage of Students at Levels 3 and 4



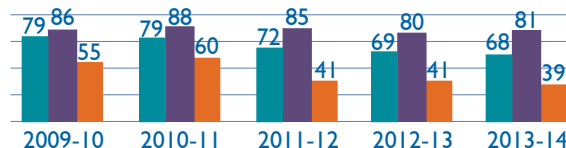
Grade 9 Academic Mathematics
Percentage of Students at Levels 3 and 4



Grade 9 Applied Mathematics
Percentage of Students at Levels 3 and 4



Grade 10 Ontario Secondary School Literacy Test (OSSLT)
Percentage of First-time Eligible Successful Students



*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 Information for Your Reference

Education Centre: 613.966.1170 • Toll-free 1.800.267.4350 • communications@hpedsb.on.ca

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	Nicola Wand	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: Larry Whitfield, 613.478.3557
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: Larry Whitfield, 613.478.3557
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	Rob McFadden	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: Larry Whitfield, 613.478.3557

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: Tom Biniaris, 613.392.7467

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	Joanne Nitschke	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. Carswell 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

The new Harmony Public School opened in October 2014 with approximately 530 students in Grades JK - 8. It is a one-story building shaped like a 'T.' An official opening ceremony was held on November 21, 2014.

Our New Harmony Public School



Our New Primary Wing Addition at Harry J. Clarke Public School

An addition was built onto Harry J. Clarke Public School to accommodate Full-day Kindergarten and a Primary classroom. It opened in September 2014 for approximately 150 students. An official opening ceremony was held on November 24, 2014.

