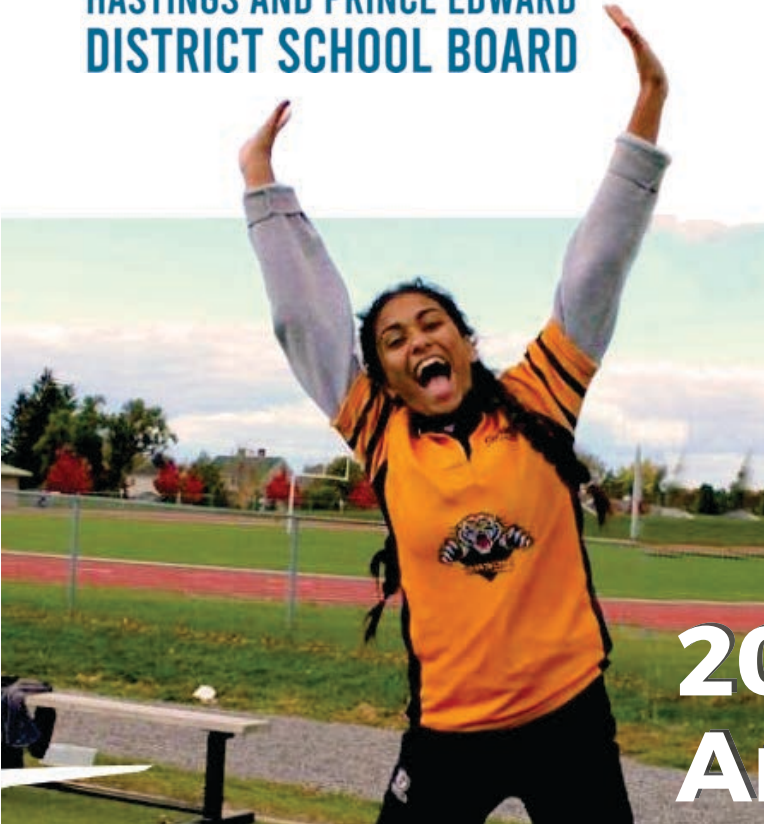




HASTINGS AND PRINCE EDWARD  
DISTRICT SCHOOL BOARD



# 2020 Director's Annual Report



# 2020: A year like no other

A REVIEW BY THE DIRECTOR OF EDUCATION



North Hastings  
High School

**Haw**  
**Tanshi** Kii-te-daas a  
Ho/Han **She:kon**  
**Tu ough qua no u** **Kwe'**  
**Aba wato'ec**  
**Welcome**  
**Oki Tunngusugit** Aaniin  
**Sgay-noh Tansi** **Kuei**  
**Da'anzho** **Wotziye**  
**Boozhoo**



The Wolf Pack

## Greetings, She:Kon, Bonjour, Hello!

It is with pleasure that I present the 2020 Director's Annual Report. Putting this report together was an exercise in reflection. As an experienced director of education, I admit that 2020 was the most challenging year of my career. Nevertheless, I have always believed that it is incumbent on leaders to neither seek nor avoid their challenges.

Looking back on 2020 includes being aware of the COVID-19 pandemic impact on all of us—on students, staff and families—as well as on public education and our communities. Even so, I believe we must celebrate the achievements made at Hastings and Prince Edward District School Board (HPEDSB) despite the pandemic.

In many ways, 2020 was not only the year of the pandemic, it was also a defining point in time for HPEDSB. When faced with the literal overnight uncertainty in March when a provincial order closed schools, the reality became it's not business as usual.

That led to two fundamental approaches to our work:

- How do our decisions support and impact kids?
- How must we think and act differently now that we are in a pandemic?

In a matter of days following March Break, school staff connected with most students, families and one another. Within a week, the normal in-person learning at schools transformed into remote learning at home.

Before we knew it, June had arrived and with it, virtual/online graduation ceremonies, awards assemblies and socially-distanced end-of-year events. With pride and a level of gratification, they were all accomplished in ways that could never have been anticipated prior to the pandemic.

*"I admit that 2020 was the most challenging year of my career. Nevertheless, I have always believed that it is incumbent on leaders to neither seek nor avoid their challenges."*

As you will read in this report, 2020 provided numerous examples of staff doing all they could to prepare themselves to deliver remote learning and to support students in ways not previously considered. You will also read about the usual work that was accomplished through the dedication of administrative and school staff.

From providing students and families with devices to use during remote/at-home learning, to ramping up mental health supports, to ordering and providing personal protective equipment and cleaning products, everyone at HPEDSB played an integral role in making 2020 a truly successful year.

While we continued to do business virtually, the Board of Trustees was still able to convene a special Board meeting in June to approve a plan to revitalize and reopen the former Quinte Secondary School as a combined K-8 French Immersion school, and as a new site for the administrative and maintenance offices.

A new chapter in the book of HPEDSB was written through the creation and launch of a new HPEDSB logo. The Board also worked on and approved the new 2020-2025 Strategic Plan: Learning Together. This plan has a prominent emphasis on achievement and equity, in support of social justice and change.

The start of the new school year in September looked and felt different for all of us, and yet, staff again rose to the challenge to be ready to welcome students back to school. In the new way of doing business, this was truly a success, and I am proud of everyone for their commitment to teaching, learning and supporting one another.

Due to the impact of the pandemic, it would be easy to default to a subdued assessment of 2020; however, I prefer to see it as a year of success and triumph. While not diminishing the challenges, we now approach 2021 in anticipation of our finest hour.

Sean Monteith  
Director of Education and Secretary of the Board

*"While not diminishing the challenges, we now approach 2021 in anticipation of our finest hour."*

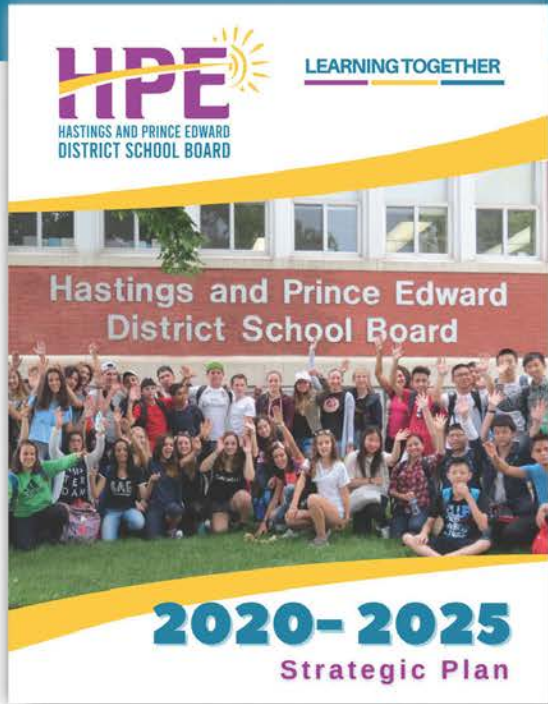


# Equity focus in the new 2020-2025 Strategic Plan

An organization’s strategic plan is the roadmap for where it intends to go after identifying its needs, determining its priorities and establishing clear and achievable markers for success. The HPEDSB *2020-2025 Strategic Plan: Learning Together* is a guiding document based on the principle of equity and a fundamental belief in student achievement and improvement. Its successful implementation will drive future annual board improvement plans.

The Board of Trustees and administration worked from December 2019 to 2020 to craft the new five-year strategic plan. Creating the plan involved collecting student, family, staff, and community feedback; analyzing the priorities identified in the collected consultation data; participating in strategic planning retreats; and developing accompanying metrics and indicators to evaluate progress. Completion of the strategic plan was accomplished during a global pandemic and a four-month school district shut-down, which occurred from March to June 2020.

The HPEDSB Strategic Plan is aligned with Ministry of Education priorities and has established a firm commitment to social justice and reconciliation with Indigenous families, and partners. We look forward to ensuring that all students are supported and that no student is forgotten or overlooked.



**Vision**  
Lead with integrity and high expectations for all.

**Mission**  
Inspire curiosity, display compassion and empathy, nurture individuality and foster a sense of community on our journey to higher achievement.

## Strategic Priorities

**Foster a Culture of Excellence and High Expectations For All**

**Promote Safety and Well-being**

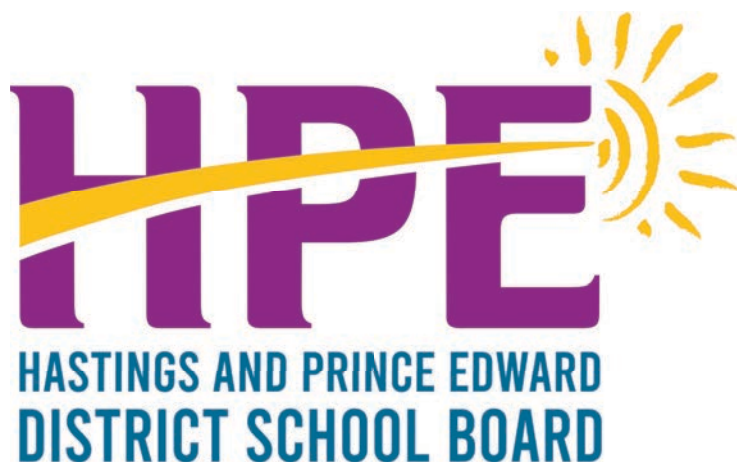
**Improve Student Success and Achievement**

**Ensure Responsible Communication**

**Strengthen Community Through Equity and Social Justice**

# Redesigned visual identity

WRITING A NEW CHAPTER IN HPEDSB HISTORY



## LEARNING TOGETHER

The new HPEDSB tag line, LEARNING TOGETHER, reflects our commitment to growing and learning along with our students so we can all achieve excellence. It also embodies our commitment to social justice and reconciliation with Indigenous families as we learn more about how to optimize programming and supports for all students. The tag line incorporates the three new HPEDSB brand colours, symbolizing the integration across the entire organization of our pledge to continue learning together.

## Redesigned logo represents new beginnings, growth, feeling part of the world around us

Another chapter in the book about HPEDSB was written in 2020 through the approval of a new logo and brand colours.

Creating this new new visual identity coincided with other strategic corporate initiatives, including the the new 5-year strategic plan.

A committee consisting of employees and community partners participated in this initiative through a series of collaborative and engaging meetings over several months. It was through their open and heartfelt discussions, deliberations and decisions that the new logo and tag line were developed.

The new logo visual identity, known as the Achievement concept, represents striving for more and success. A swoosh and the sun are prominent elements representing new beginnings, growth, feeling alive and part of nature/the world around us.



# Education at elementary schools

The one virtual and 33 in-person elementary schools focused on providing students with a strong foundation in literacy and numeracy skills, which are the critical for all other academic achievement and for a lifetime of success. Read on to find out how staff adapted to the changing teaching and learning landscape during 2020.



## Board and school improvement planning

- Aligned K-8 Curriculum Services staff with school improvement plans by assigning learning partners and instructional coaches to specific schools
- Procured mathematics and foundational literacy resources for all K-12 schools
- Created a new board improvement plan policy to address improvement planning at all schools and throughout HPEDSB

## French as a Second Language (FSL)

An FSL review led to the creation of an Extended French program for students going into Grade 9 at Prince Edward Collegiate Institute in September 2020.

Another decision flowing from the review was to propose the creation of a K-8 French Immersion school at the former Quinte Secondary School, serving students from Belleville and Trenton. Work is underway to define building requirements and costs, and to further develop the plan for this central K-8 French Immersion school.



## Early Years and Kindergarten

Starting school is an exciting time for children and their families. That's also true for everyone at HPEDSB, who see it as a time to welcome our newest young learners to their education journey.

New and enhanced promotional materials and website content, including school-based videos, provided families with positive connections to schools. Prior to the school year, a package of learning support materials was mailed to each registered family, followed by an interactive book mailed to each new Kindergarten student. Online meetings with school staff were a way for connections to be made when face-to-face meetings could not happen.

# Education at elementary schools

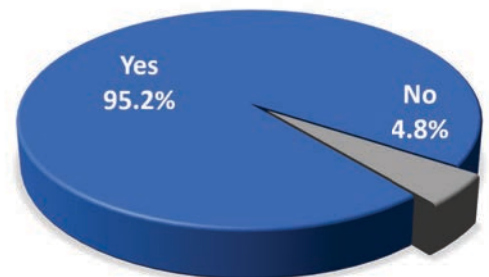
## Summer Learning Program

The Summer Learning Program created an equitable opportunity for SK-8 referred students in all HPEDSB regions to mitigate summer learning loss.

### HIGHLIGHTS

- 38 staff, 266 students in 16 classes
- Three weeks of online programming with 45 hours of blended synchronous and asynchronous instruction and learning
- Families with limited technology or Internet access received Chromebooks and/or Internet access devices to ensure equitable access to the program
- Each student received a resource kit to ensure they were equipped with all the materials they would need to take part in every teacher planned learning activity
- Participating families indicated a 95.2% willingness to have their child participate in future Summer Learning Programs and felt the synchronous model was successful in supporting growth in learning

Would you be interested in having your child participate in future Summer Learning programs?



## Parent testimonials

"The fact that my child actually woke up each day looking forward to signing in to her class."

What was a highlight for you and your child during the Summer Learning Program?

"Building self-confidence. Especially after a frustrating e-learning at home during this pandemic."

"Seeing social aspects as well as other kids in the same levels and growing knowledge of computer skills and topics."

"The mood my child was in after completing each day, He always had positive things to say."

"I am so impressed with how much his literacy skills have improved in this short time. I also liked the google meet setup for the two hours. It was much easier to be on with a teacher who was teaching a lesson than given written instructions like we were prior to summer school."

# Education at elementary schools



## Literacy

An early literacy workgroup created assessment tools to bring alignment in developing learner profiles, and identifying and addressing gaps in literacy. The tools included a letter-sound screener, phonics screening tool, and phonological awareness screening tool, as well as continuums for phonics, phoneme awareness and oral language skills.

## Investments in resources to support literacy education

Schools received the following literacy resources:

- **Tools for Reading:** a kit to support the teaching of phonetics, phonemes and graphemes, **Flyleaf:** K-Grade 2 teaching materials, assessment materials and decodable book sets to support foundation literacy skills instruction for struggling readers beyond Grade 2, and **Empower Reading:** modules that address decoding, spelling, reading comprehension and vocabulary skills for different age groups supported by Empower-trained teachers
- **Lexia:** A reading intervention and gap closing program for struggling readers. Students in the K-8 Summer Learning Program accessed Lexia as part of their learning. Of the students consistently using Lexia, results indicated:
  - a substantial increase (75% to 87%) in the percent of students working in or above their grade level
  - the percentage of students working two+ grades below their grade level declined from 16% to 6%
  - 82% of these students advanced at least one grade level of material

## Mathematics

The Ontario government released the *2020 Mathematics Curriculum* to better prepare students to work in a rapidly changing environment, strengthen math competency and reverse a decade of declining math scores by focusing upon the fundamentals of math.

Our focus on mathematics facilitated ongoing capacity building for central staff, school administrators and educators. Some of the work involved understanding our students as learners in mathematics based upon evidence, aligning tools schools used to identify and address student learning gaps.

Every school with JK to 8 received an extensive HPEDSB-curated selection of student-oriented math manipulatives and educator resources in the fall of 2020. HPEDSB has 11 K-8 intensive support schools, as identified by the Ministry of Education, which received additional programming supports facilitated by instructional coaches.

## Mathematics Additional Qualifications (AQ) Subsidy

HPEDSB received funding from the Ministry of Education to subsidize 75% of the cost of Mathematics courses for certified teachers.

Between January 1, 2019 and August 31, 2020, a total of 40 teachers successfully completed Mathematics AQ and Mathematics Additional Basic Qualifications courses, K-12. These opportunities bolstered teacher confidence to support improved student learning and achievement in mathematics.



# Education at secondary schools

## Staff training for remote teaching and learning

Topics	Participants
<b>Spring 2020</b> Google Classroom BrightSpace Google Meet	<b>April 3- June 15, 2020</b> Sessions: 180+ Participants: 2500+
<b>Fall 2020</b> Read & Write Using Video Online Google Calendar Using PDFs ScreenCastify Equity, Diversity, and Inclusion Developing Mathematical Learners:1-8 HyperDOCS and Learning Boards	<b>Sept. 25 PA Day</b> Sessions: 50 Participants: 1200+  <b>Occasional teacher workshops</b> Sessions: 42 Participants: 160+
<b>Winter 2021</b> Breakout Rooms Google Slides and Google Draw Assessment in Remote Learning Learning Goals in Remote Learning Lexia and Empower Literacy Kindergarten Networking Grade Networking	<b>Permanent staff</b> Sessions: 24 Participants: 600  <b>Occasional teachers</b> Sessions: 9 Participants: 120

The one virtual and seven in-person secondary schools focused on meeting the needs, interests and strengths of all students, engaging them in learning and better preparing them for graduation and beyond.

Read on to find out how staff adapted to the changing teaching and learning landscapes during 2020.

## Innovative graduation ceremonies

Despite the shutdown in the spring, school teams provided the 2020 graduating classes with alternative graduation ceremonies, including drive bys, physically distant presentations and photo opportunities.



## Specialist High Skills Major What is it?

SHSMs involved bundles of 8-10 courses for learning in a specific economic sector while a student earns their high school diploma.

243 students participated in 15 Specialist High Skills Majors programs at all seven secondary schools.

### BAYSIDE SS

- Environment
- Manufacturing

### CENTENNIAL SS

- Arts and Culture
- Health and Wellness

### CENTRE HASTINGS SS

- Construction
- Information and Communications Technology
- Transportation

### EASTSIDE SS

- Construction
- Information and Communications Technology
- Sports

### NORTH HASTINGS HS

- Environment

### PRINCE EDWARD CI

- Transportation

### TRENTON HS

- Hospitality and Tourism
- Non-Profit
- Sports

# Education at secondary schools

## Transition from semesters to octomesters

Secondary schools rose to the challenge of restructuring the usual two semester system to octomester learning blocks, the first starting in September 2020.

This new approach involved teachers engaging in co-teaching opportunities to support full-day course learning. All secondary school teachers were issued laptops to support teaching and learning.

### Credit Achievement Comparison

	Sept – Nov 2020	Semester 1 2019-2020
Grade 9	97.0%	92.3%
Grade 10	95.7%	91.1%
Grade 11	96.1%	89.3%
Grade 12	96.1%	90.4%

## DYK... ?

... 428 secondary school students participated in virtual learning in July 2020



... as shown above, more students successfully achieved their course credits in the first term of 2020 than in 2019

## Adult and Alternative Education: Helping people get there!

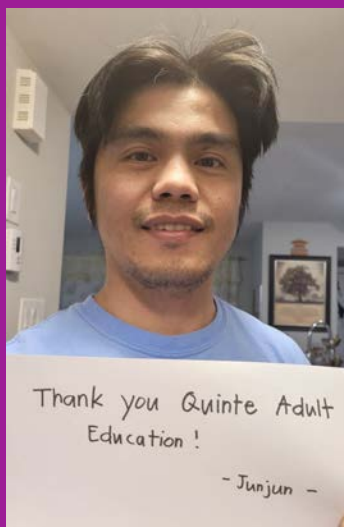
Throughout 2020, the Adult and Alternative Education programs continued to serve students enrolled at Quinte Adult Education from across the province. The COVID-19 pandemic was unable to stop these adult learners from achieving their goal of earning their high school diplomas.

2020  
Highlights

112  
courses offered, online and correspondence

1,915  
adult students enrolled province-wide

105  
adult students earned their Grade 12 Diploma




# Education innovation during the COVID-19 pandemic

## No-tech learn at home newspaper ads


When faced with the concern about how to keep K-12 students engaged in offline learning during the COVID-19 school closure period between March to June 2020, HPEDSB staff rose to the challenge and went back to the basics by providing families and students with fun, no-tech activities to do at home.

The approach? Place full-page colour ads in weekly community newspapers for 15 weeks. Each ad featured different curriculum-based learning activities for Primary, Junior, Intermediate and Senior students.

This innovative approach was unique to HPEDSB, making us a recognized leader in the province.



Hastings and Prince Edward District School Board



### No-Tech Learning Activities of the Week


Hello HPEDSB students and families, we're back with Week 5 of learning at home through no-tech activities. Look for these ads each week while schools are closed.

Parents/Guardians: You play a key role in supporting your child's learning every day. From reading with your child, to noting how they're feeling and asking "what's your new learning?" Your involvement is very important. Try some of these activities together. We appreciate all you are doing to support your child's learning—thank you.

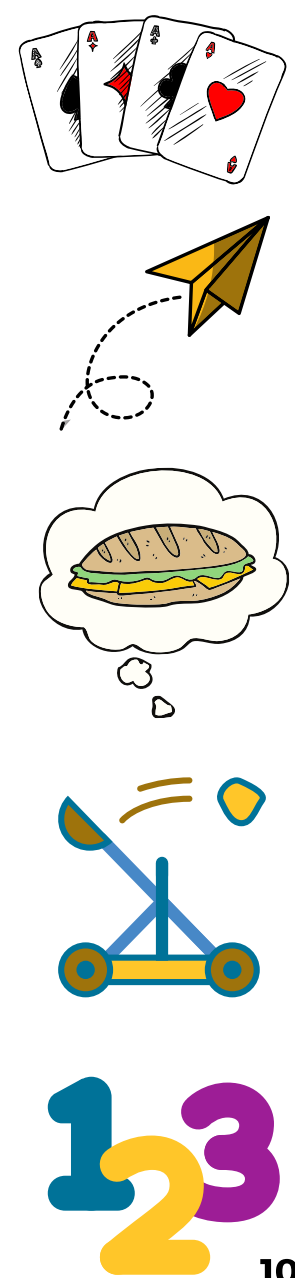
Stay well, be positive and make the most of the time to learn together.

Adjust the Activities: Reach Back and Ahead	<b>LANGUAGE</b>	<b>MATHEMATICS</b> + - x ÷
<b>Primary Learning Activities (JK to Grade 3)</b>	<p><b>HAVE YOU HEARD ABOUT THE WORD?</b> Build vocabulary or practice sight words by creating "word of the day" cards. Discuss the day's word, its meaning and use it in some sentences. Have your child use the word in conversation, find it in a book, or use it in their writing that day. Challenge your child to use several words at a time. Remember to celebrate as your child's vocabulary and sight words grow.</p> <p><b>EAT THE ALPHABET!</b> Practice the alphabet at mealtime. Start by making an alphabet chart. At each meal, say the name of each food you are eating and have your child identify the letter and sound it begins with or ends with. Create a tally, making a mark beside each letter as it is eaten. What letter is eaten most often in a week? What letters are missing? Add new items to your grocery list so you can eat the whole alphabet in a week!</p> <p><b>WOULD YOU RATHER . . . ?</b> Ask your child a "would you rather" question with two options to choose. For example, "Would you rather be invisible or be able to fly?" "Would you rather have a pet elephant or a pet tiger?" "Would you rather be 10 years older or 4 years younger?" Have your child select one of the two options and explain why they chose it. They can write their response or share it aloud. Have them ask you some "would you rather" questions, too.</p>	<p><b>FUN WITH CARDS</b> The card game of War is a great chance to talk about greater than, less than or equal to for younger learners. Extend learning by playing this game to practice place value. While playing War, both players can draw two cards each and see who can create the largest number. Increase to three cards each for even greater numbers. Who can create the largest or smallest number?</p> <p><b>MEASURE THE FLIGHT</b> Design and create paper airplanes at home. Decorate and test them. Determine the take off point. Use standard measuring tools (ruler, metre stick, tape measure, etc.) or non-standard units (tiles on the floor, dominos, paperclips, etc.) to measure each player's flight. Record each flight and graph your results. If you're not happy with the distance, redesign and rethrow.</p> <p><b>TIME TO TRACK TIME</b> Go on a clock scavenger hunt. How many clocks can you find in your home? Are they digital or analogue? Discuss the passage of time in your daily activities (times for breakfast, lunch, dinner and bedtime). What time did you get up today? How long did you play outside? How many hours did you sleep last night? Tell and write times to the hour and half-hour in every day settings.</p>
<b>Junior/ Intermediate Learning Activities (Grades 4-8)</b>	<p><b>ACTIONS SPEAK LOUDER THAN WORDS</b> View the show or movie of your choice. Focus on one particular character. What messages did you get from the speaker's tone of voice, body language, facial expressions? How does paying attention to a speaker's body language help you interpret what is being said? Do their actions speak louder than words?</p> <p><b>SIGNIFICANT EVENTS</b> Select an article of interest in the community newspaper. What made you choose this article? Who/what is featured in the article? Where did the event take place? When did the event take place? Why/how did the event happen? Find one quotation used and explain why it is important in supporting the article. In your own words, summarize the main ideas in a few sentences.</p> <p><b>CREATE A BILLBOARD</b> Billboards are a great way to advertise, share ideas and/or educate. Design a billboard for your town or city. What will your message be about? Consider what is relevant to this time in history. How will you capture attention and deliver your message? Consider pictures, font, size, colour and layout.</p>	<p><b>FOOD FOR THOUGHT</b> Health Canada lists the following Recommended Dietary Allowances for youth ages 9-13: • Vitamin A (2000IU/day), Vitamin D (600IU/day), Vitamin C (45mg/day), Vitamin E (11mg/day) • Carbohydrate (130 g/day), Protein (34g/day), Fibre (30g/day), Water (2.4L/day) Using food labels, track your daily intake for a few days. Do you meet the recommended daily dietary allowances? What percentages do you reach? What foods can you eat more of/less of in order to meet the Health Canada goals?</p> <p><b>FIND THE RIGHT FIT</b> You are helping to fold towels and you want them to stack neatly. By folding across the length and or the width, you fold each towel a total of three times. You want the shape of each folded towel to be as close to a square as possible. Does it matter how you fold the towels? Try with various sizes of towels.</p> <p><b>CRAZY FOR CATAPULTS</b> Using materials found around the home, build a catapult that can launch a marble or small object. Once you have your catapult built, test it 20 times and measure each attempt. What was the average distance that your object travelled? Make improvements to your catapult in order to improve the distance of your first model.</p>
<b>Senior Learning Activities (Grades 9-12)</b>	<p><b>HOT TOPICS</b> In a democratic society people are free to share their beliefs on issues they feel are important. A friendly debate prompts discussion on a particular topic in which opposing arguments are presented. Pick a family hot topic (curfew, part-time job, chores, clothing styles, etc.). Interview people representing both sides of the issue. State your position and rationale. Now prepare to help defend the opposing side.</p> <p><b>STICK TO THE FACTS</b> Sometimes we are called upon to use only facts when communicating as opinions must be excluded. When might this be the case? Watch a newscast noting times when the host shares both facts and opinions. What impact does this have on the validity of the news? At dinner, attempt to engage your family in conversation using only facts to drive the discussion. What did you discover during this social experiment? Could you keep your opinions to yourself?</p>	<p><b>PICK UP STICKS PART 2</b> Arrange 15 sticks into three piles: one with 3 sticks, one with 5 sticks, and one with 7 sticks. Two players alternate turns. On your turn, pick up as many sticks as you want, as long as all the sticks you pick up come from the same pile. The player who picks up the last stick wins the game. Play this game a number of times. Alternate which player goes first. Is there a winning strategy for this game? If so, which player (1 or 2) has a winning strategy?</p> <p><b>SIX NUMBERS</b> There is a list of six unknown numbers p, q, r, s, t, u and they are ordered <math>p &lt; q &lt; r &lt; s &lt; t &lt; u</math>. There are exactly 15 pairs of numbers that can be formed by choosing two different numbers from this list. Adding together the two numbers in each pair we get 15 sums. These 15 sums, in increasing order, are as follows: 25, 30, 38, 41, 49, 52, 54, 63, 68, 76, 79, 90, 95, 103, 117. Determine the value of <math>r + s</math>.</p>
<b>Brain Break Challenges: Look After Your Well-being!</b>	<p><b>OUTRAGEOUS OBSTACLE</b> Design an obstacle course around your home or in the yard. Create a "Start" and "Finish" line. The course could include going over, under, through and around different items (e.g. go over the stool, under the table, around the dog). Include different actions with numbers (e.g. hop 5 times, do 10 jumping jacks, turn around 3 times, etc.). Create an obstacle course map for others to follow.</p>	

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Scan this QR code with your mobile device to get access to +400 engaging activities.



# Investing in HPEDSB schools . . .

## Readying Centre Hastings Secondary School to become K-12

The addition and various interior renovations at Centre Hastings Secondary School are progressing on schedule and on budget. This \$8.5 million project, ongoing at this time, involves building a two-room Kindergarten addition and completing various interior renovations. CHSS will become a K-12 school in September 2021, welcoming students from the neighbouring Madoc Public School. That school will be demolished to expand the footprint of CHSS and create additional green space.



# to improve learning experiences

## Five bright, new Science labs at Bayside Secondary School

Renovations to the Science labs at Bayside Secondary School were completed in the fall. The \$1.8 million building renewal project involved creating five new Science labs from the four previous ones, as well as installing new desks, sinks, cupboards and equipment.

## School grounds upgrades at PECEI

The School Council at Prince Edward Collegiate Institute asked students what they wanted to see on the playground and many said trees. School Council, students and families helped to raise money and beautify the school grounds in the fall with the addition of attractive trees.



# Human Resources

## It is said that an organization is only as successful as its people.

Throughout 2020, this was particularly true, as the Human Resources team carried out its usual work while navigating new and ever-evolving responses to the COVID-19 pandemic.



## Highlights of the work accomplished by the Human Resources team

- Negotiated collective agreements for CUPE, ETFO and OSSTF-PSSP for the 2019-2022 term
- Initiated enhanced recruiting efforts for all employee groups, particularly to support the different learning structures required by the COVID-19 pandemic, along with the normal pace of retirements, resignations and personal leave requests
- Offered the New Teacher Induction Program (NTIP) to year 2, 3 and 4 teachers to support their growth and professional development
- Received a report from School Boards' Co-operative Inc. indicating HPEDSB continued to trend below the average of other school boards for workplace incidents involving lost time and health care
- Collaborated with the Joint Health & Safety Committee to keep schools and buildings safe

- With little notice, staff became change agents with positive mindsets, focused on doing what needed to be done to support students, families and each other
- Two virtual schools (K-8 and 9-12) were created, staffed and running within three weeks of the Ministry of Education directive in August
- At secondary schools, the new concept of octomesters (four 5-week learning blocks), replaced the usual full semester approach to learning. This involved entirely new approaches to setting students' timetables and staffing schools
- HPEDSB engaged with partner Hastings Prince Edward Public Health frequently—often on a daily basis—to collaborate on actions, supports and messaging for students, families and staff



# Student Services



The Student Services team actively supported student well-being and achievement throughout school closures, during the summer break, and upon return to school in September 2020.

The department's ability to respond effectively to the global pandemic is a testament to the strong central and school leadership teams, and the hallmark of a resilient system.

The annual Special Education Plan communicates HPEDSB commitments, programs and services in support of students and families. The current plan includes a section specific to supports and services that were responsive during learning at home into the 2020-2021 school year and COVID-19-related enhancements for students with special needs.

Student Services teams have sought to be agile in response to school, student and family needs.

## Mental health and wellness

- Mental health supports were enhanced in HPEDSB during 2020. Responding quickly to support students through the COVID-19 school closures was the top priority
- Social workers for secondary school students set up home-based, confidential offices to seamlessly provide mental health supports to students and families. Child and youth workers provided remote support for elementary students and families. Social workers and CYWs were available to respond to mental health crises during the summer
- During the summer, staff developed and shared educator workshops aimed at helping staff optimize in-person and virtual instruction for students with special education needs. Literacy and numeracy assistance for students with special needs was also addressed through enhanced summer staffing and programming
- The 2021-2024 Mental Health and Wellness Strategy was completed and is currently being implemented

In 2020, the Equity and Inclusivity Advisory Committee (EIAC) was established to develop the HPEDSB Equity Action Plan that will guide our equity and social justice work for years to come.

# Student Services

## Enhanced supports and service models

- Students with autism were supported through the virtual 7-Week PEERS (Program for the Education and Enrichment of Relational Skills) after-school skills development program
- A new referral and service model was developed to provide enhanced service to students with behavioural challenges
- Speech and oral language screening for JK students was implemented; new K-2 speech and language resources were created; and learn-at-home psychological, behavioural, and speech and language resources were provided
- The Education and Community Partnership Program (ECPP) was redesigned and adapted to meet a broader scope of student needs with the vision of being student-focused, service-oriented and family-friendly
- The ECPP partnerships with Algonquin and Lakeshore Catholic District School Board and Quinte Children's Treatment Centre allowed us to bring a more inclusive lens to supporting student mental health needs

Revisions were made to our progressive discipline procedure to further cultivate respectful relationships and support positive school environments for staff, students and parents/guardians.



## Learning opportunities and training

- Various online professional learning was offered to educational assistants in the areas of delivering direct behaviour services, implementing behaviour plans, American Sign Language, Google Apps for Education, use of specific online learning platforms, LEXIA reading intervention, and therapeutic crisis intervention
- In the initial step of what will be an ongoing collaborative focus between Student Services and Curriculum Services to apply an equity lens to classroom instruction, educators created and delivered training during September 2020 PA days to support teachers' better understanding of the Universal Design for Learning (UDL) and strategies to support all learners. This included sharing resources and ideas for putting UDL into action in all subjects and grades
- HPEDSB received funding for 18 applicants/teachers to take the Teaching Students with Communication Needs (Autism Spectrum Disorder) course. It developed teacher knowledge and understanding about meeting the needs of students with ASD and improving services and supports for students.



# Business Operations

The Business Operations group consists of several service departments that contribute to the day-to-day operations of the vast HPEDSB organization. Each one works behind-the-scenes as part of a well-oiled machine. Often their work goes unnoticed, yet without it, services could grind to a halt.

These teams are responsible for accounting, business administration, facilities, information and technology, payroll and purchasing. For some, the work normally happens 24/7 and while that continued to be true, it certainly ramped up throughout 2020.

## IT Services was always there to support

Throughout 2020, comprehensive accomplishments were reached as part of implementing the new student information system (SIS) called Aspen, scheduled to go live at the end of January 2021.

### KEY MILESTONES TARGETED AND COMPLETED IN 2020

- Several rounds of data migration and validation from the current SIS to Aspen
- System design and configuration of the various modules within the new SIS
- Configuration planning sessions with various HPEDB stakeholders
- Online project launch presentation in May for school administrative and office staff
- Train-the-trainer sessions involving key Aspen team members
- Deploying the IT Infrastructure for the new SIS

In addition to the usual work of keeping operating systems functioning, such as email, the student information system, Internet connectivity, and security and firewalls, as well as the financial, accounting and human systems, to name a few, the team's focus turned to—and remained on—supporting students during remote/at-home learning, over the summer and into the new school year in September.



## DEVICES DEPLOYED FOR LEARNING SUPPORT

**575**

Chromebooks  
provided to students  
in virtual schools

**125**

Chromebooks  
to schools to  
support students

**464**

laptops provided to  
schools to support  
students



**300**

Bell hotspots loaned to  
families for Internet  
connection assistance

**50**

laptops provided  
to virtual school  
teachers



# Business Operations

## Business Services: Working together during COVID-19 and beyond

COVID-19 provided challenges and an added workload. One of the biggest challenges was the increase in reporting to the Ministry of Education due to new circumstances related to the pandemic response, including the virtual schools, octomester model, new and changed funding, provincial and federal initiatives, and the new cleaning and PPE supply-chain.

Business Services worked closely with the two virtual schools, homeschooling and various HPEDSB departments to ensure accurate enrolment data based on students who attended either a physical or virtual school. It was an added workload, but all departments, schools and staff worked together as a team to implement new processes and solutions during the unprecedented times, providing students and families with options that worked best for their individual circumstances.

Another added COVID-19 task was the responsibility to report all COVID-19 positive cases to OSBIE, the school board liability insurers. Staff worked creatively to provide supportive processes for all concerned.

## Purchasing Services was a key partner

As part of Ontario's plan to reopen schools in September, the government committed to providing PPE to all school boards. The Purchasing team worked closely with the Ministry of Government and Consumer Services, and the Ministry of Education, to ensure we had the appropriate and sufficient products for staff to support students in classrooms.

### OUTCOMES ACHIEVED

- Developed an inventory management process to quickly manage the complexity of this new supply chain initiative
- Developed a process that allowed us to forecast anticipated PPE use for timely reordering, while accurately tracking the inventory on hand
- Committed to continuously adapting to the changing regulations, guidelines, restrictions and protocols, while mitigating logistical challenges

These experiences highlight how important all roles, departments and schools are to the health and safety of students and staff.

It takes a team of dedicated individuals working very hard behind the scenes to create a safe learning and working environment every day. We will continue to make PPE a major priority for the duration of the pandemic.



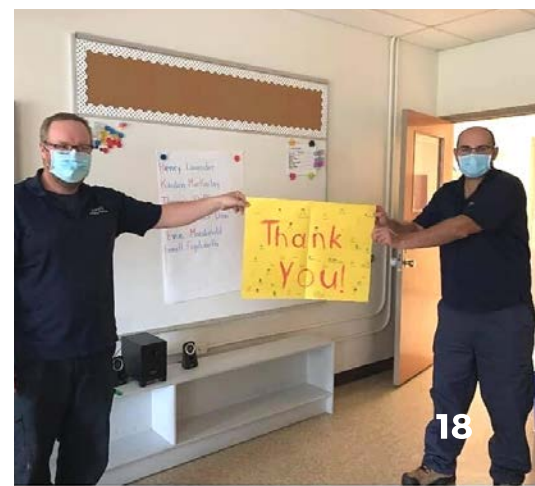
# Business Operations

## Rising to the challenge: COVID-19 response by Facility Services

Facility Services quickly and effectively identified, prioritized and implemented key responses to the COVID-19 pandemic to protect staff, students and buildings. Numerous time-sensitive actions involved ongoing team efforts, involving everyone in the department, and were successfully implemented in a short time, thanks to the commitment and collaboration between departments and school administrators/staff.

### OUTCOMES ACHIEVED

- Coordinated, managed, and scheduled all school and facility access over a 3-week period in March/April to safely allow for staff and students to gather items necessary for at-home learning, including technology to support many families. This was all done remotely, frequently after-hours
- Custodial staff performed intense cleaning of all schools and also worked with school staff to remove/store any items, such as fabric furniture, carpets, and unnecessary appliances, to help reduce the spread of COVID-19
- Classrooms with sinks were identified to ensure they all had soap, paper towel dispensers and other sanitization supplies
- Classrooms without sinks were supplied with hand sanitizer bottles/jugs. Hand sanitizer dispensers were installed at all school entrance points, as well as in common areas. School custodians monitored and ensured supplies were replenished, as needed
- Managers and maintenance staff worked with school administrators on plexi-glass location needs, ordering and installation. Some locations reconfigured main office areas to allow for proper physical distancing
- The Purchasing team worked with the health and safety officer to procure appropriate disinfectant cleaner, masks, gloves, face shields, gowns, and isolation kits. The Facility Services team coordinated the receiving and shipping of those supplies to schools on a regular basis
- Worked with a local sign shop to order thousands of COVID-19-related signs for all the schools and administrative buildings. This included Facility Services staff calculating quantities required, packaging, distributing and installing signs in all the buildings prior to the return of staff and students in September
- Initial contact with the Ministry of Goods and Consumer Services to complete a weekly Critical Equipment and Supplies Survey for tracking quantities on-hand/estimated usage/estimated needs
- Purchased several Chlorox 360 machines for quick disinfection of large spaces. Trained custodial staff how to use them when/if a COVID-19 outbreak happened in a school.
- Worked closely with Hastings Prince Edward Public Health regarding questions, concerns, messaging and updates



# Business Operations

## Efficiencies realized in Accounting and Payroll Services

The closure of workplaces on March 13, 2020 due to COVID-19 led to many organizations scrambling. Fortunately, working from home was not foreign to the Accounting and Payroll teams, as they had been set up with remote access using VPN for many years prior. That is not to say it was an entirely smooth process, but as a team and with good communication between the departments, the experience led to efficient and effective productivity, along with the realization of how important each role was at HPEDSB. There were only a few duties that were not able to be accomplished remotely, such as printing cheques, collecting and sorting mail, courier service and printing payroll stubs. Operations in both departments continued seamlessly with no interruptions to deadlines, approvals, weekly payrolls and cheque/EFT runs, etc.

### Positive outcomes from COVID-19 working from home

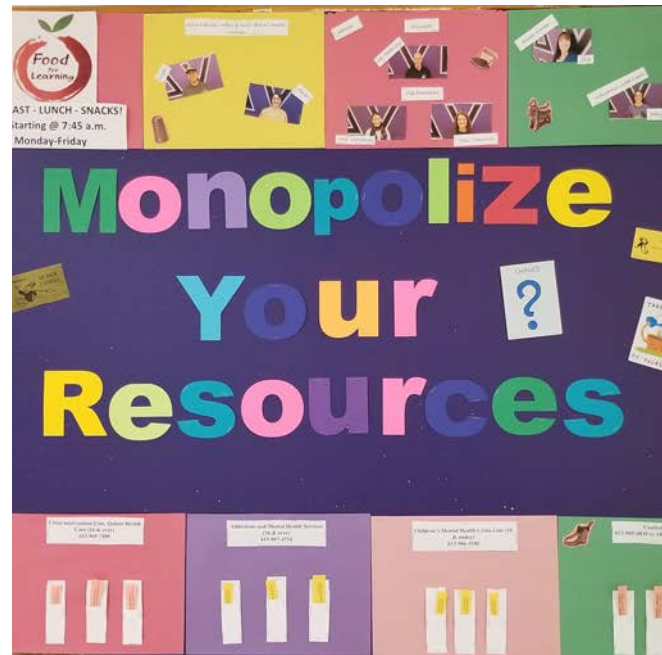
- Moved to paperless processing and created electronic files
- Audits were completed remotely
- Confirmation—if it was needed—that an electronic document/records management system is required

## Release from the Financial Recovery plan

Education funding is intended to mirror cost structures. The *Education Act* stipulates that school boards must not have structural deficits and that they present balanced annual budgets as a mechanism to ensure prudent stewardship of their financial assets.

As a result of a significant deficit in the 2015-2016 year, the Board was directed to submit a trustee-approved, multi-year financial recovery plan to the Ministry of Education for review. This plan included staff reductions, school consolidations and a reduction in school maintenance and renewal costs. A key stipulation of the Financial Recovery Plan was that the Board was required to submit monthly updates to the Ministry demonstrating a path towards deficit elimination. The cost savings measures identified in the proposal to the Ministry were achieved, along with others.

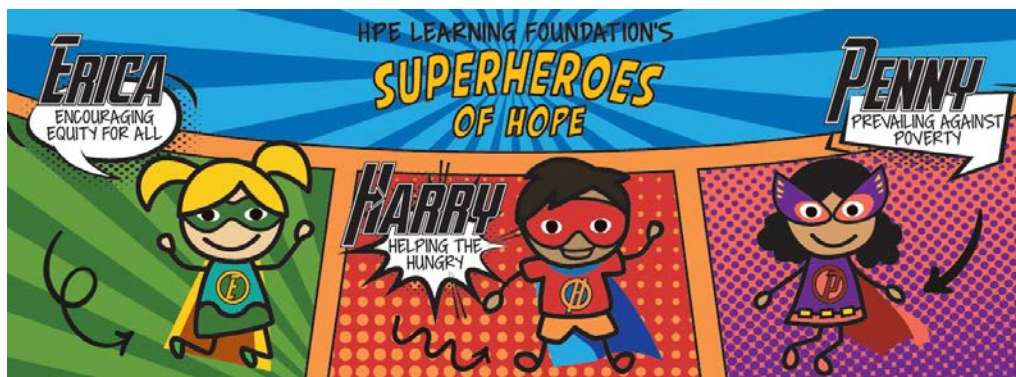
Efforts to align Board costs with available funding are ongoing and all structural deficits have been eliminated. HPEDSB was released from the Financial Recovery Plan by the Ministry of Education on June 20, 2020, having met all plan goals, including rebuilding the accumulated surplus. Being released from the Financial Recovery Plan allowed HPEDSB more flexibility to fund areas of strategic importance.



# The Hastings and Prince Edward Learning Foundation

The HPE Learning Foundation team regularly partners with community agencies to assist with providing supports for students. In 2020, during the COVID-19 pandemic, the team navigated new and different ways to connect with students and families.

The HPE Learning Foundation began 2020 with the creation of superheroes: Harry, fighting hunger; Penny, prevailing over poverty; Erica, encouraging equity. Little did the team know how important the superheroes would become so soon after their creation.



## DYK...?

... The Hastings and Prince Edward Learning Foundation provides educational and well-being supports for children and youth in Hastings County and Prince Edward County

... the needs in our communities are real. Requests to the Student Emergency Fund are for immediate assistance and are always time-sensitive.

## Some ways the team made a difference in our school communities

- Granted 232 requests through the Student Emergency Fund for food; gas cards for travel to medical treatment appointments; grocery cards to relieve financial pressures due to lost jobs or house fires; clothing; or to pay post-secondary application fees for students who were already working part-time and contributing to family finances
- Distributed 519 backpacks through the Good Backpack Program
- Provided funding for shelves in the student essentials store at Trenton High School

## COVID-19 supports from March to August 2020

Two months into 2020, the Learning Foundation focus changed to supporting students while at home. The Food for Learning, Student Emergency and Food for Home programs ramped up to provide food support. Students and families were provided 4,767 grocery gift cards and vouchers/coupons to local food banks—a total value of \$472,290.

During the 2019-2020 school year, the Learning Foundation provided HPEDSB students with supports equivalent to \$772,867.

“One of the effects of COVID-19 is that our staff got outside their classrooms/homes, saw students in their homes and met with families when they were most vulnerable. The rewards of being able to offer the grocery cards and also to connect on a human level was immeasurable. Staff definitely say that this opened their eyes in a way that our typical supports at school had not previously. Thank you to the Learning Foundation for all the support.”

—Elementary principal



# HPEDSB Schools

33 elementary 1 Grade K-12  
 4 Grade 7-12 2 Grade 9-12  
 2 virtual schools (K-8 and 9-12)

## Elementary schools

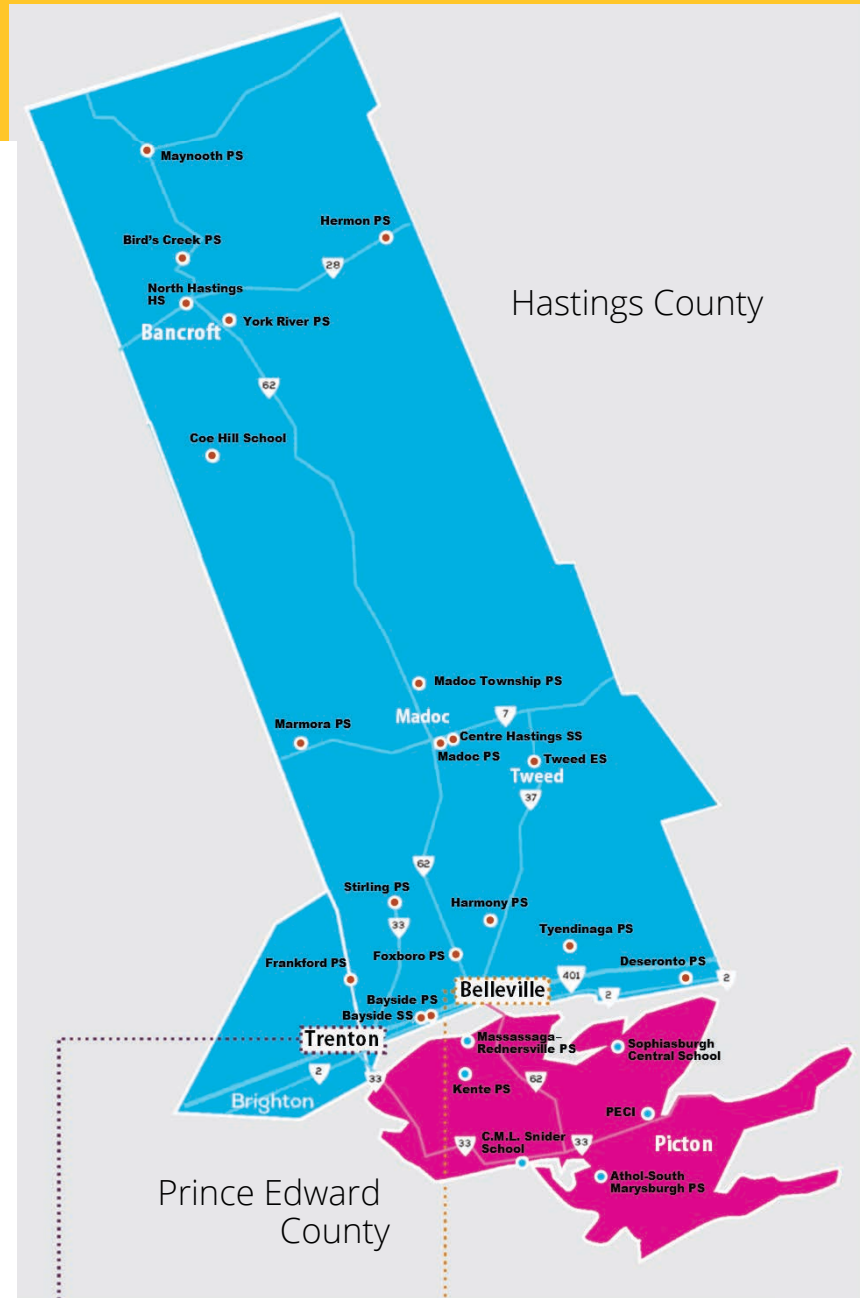
1. Athol-South Marysburgh Public School
2. Bayside Public School
3. Bird's Creek Public School
4. C.M.L. Snider School
5. Coe Hill School
6. Deseronto Public School
7. Foxboro Public School
8. Frankford Public School
9. Harmony Public School
10. Harry J. Clarke Public School
11. Hermon Public School
12. Kente Public School
13. Madoc Public School
14. Madoc Township Public School
15. Marmora Public School
16. Massassaga-Rednersville Public School
17. Maynooth Public School
18. North Trenton Public School
19. Park Dale School
20. Prince Charles School (Belleville)
21. Prince Charles Public School (Trenton)
22. Prince of Wales Public School
23. Queen Elizabeth School
24. Queen Victoria School
25. Sir John A. Macdonald School
26. Sophiasburgh Central School
27. Stirling Public School
28. Susanna Moodie Elementary School
29. Trent River Public School
30. Tweed Elementary School
31. Tyendinaga Public School
32. V.P. Carswell Elementary School
33. York River Public School

## Virtual schools

1. K-8 Virtual School
2. 9-12 Virtual School

## Secondary schools

1. Bayside Secondary School
2. Centennial Secondary School
3. Centre Hastings Secondary School
4. Eastside Secondary School
5. North Hastings High School
6. Prince Edward Collegiate Institute
7. Trenton High School



# 2018-2022 Board of Trustees



(L to R back row): Mike Brant, Mohawks of the Bay of Quinte; Krista McConnell, Belleville/Thurlow; Alison Kelly, S. Prince Edward County; Lisa Anne Chatten, Belleville/Thurlow; Spencer Hutchison, Trenton and CFB Trenton; Lucille Kyle, Chair of the Board, North Hastings; Sean Monteith, Director of Education; Bonnie Danes, Centre Hastings. (L to R front row): Kristen Parks, Sidney and Frankford; Shannon Binder, Southeast Hastings; Jennifer Cobb, Vice-chair of the Board, N. Prince Edward County.

School board trustees are elected every four years during municipal elections. Their role involves establishing the school board vision, mission and strategic plan; setting policy; ensuring effective stewardship of the board's resources; and the quality and delivery of educational programs and services.

## 2020-2021 Student Trustees



**MOIRA GADDES**  
EASTSIDE SECONDARY SCHOOL



**GRACE WHYTE**  
BAYSIDE SECONDARY SCHOOL



**KAYLA ZACHARIAH**  
PRINCE EDWARD COLLEGIATE INSTITUTE

Three student trustees, including one representing Indigenous students, serve a one-year term on the Board. They participate in meetings and on committees, voicing student opinions at the Board level. Through these and other interactions, Board members become aware of issues students care about.



# HPE

HASTINGS AND PRINCE EDWARD  
DISTRICT SCHOOL BOARD

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1-800-267-4350

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[www.HPEschools](http://www.HPEschools)



@HPEschools

Note: Any photos that do not display physical distancing or mask wearing were taken prior to the COVID-19 pandemic. HPEDSB is committed to following public health infection control guidance.