

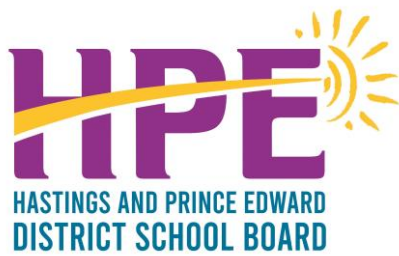
PUBLIC BOARD MEETING AGENDA

Monday, April 25, 2022 @ 7:00 p.m.

In Person/Virtual Google Meet:

Item	Report No.	Responsibility
A Call to order		
1 Land Acknowledgement		M. Brant
2 Delegations/presentations: Centennial Secondary School - <i>Student Science Fair Support</i>		K. Dostaler
3 Delegation: " <i>All Welcome Here</i> "		S. Binder
4 Character Moment of Reflection: Respect		M. Gaddes
5 Approval of agenda		S. Binder
6 Approval of minutes:		
• Public Board Meeting March 28, 2022	A-1	S. Binder
7 Business arising from the minutes – March 28, 2022		All
B Recommendations		
1 Report from Committee of the Whole Public meeting April 11, 2022		
• Board Opening/Land Acknowledgement Recommendation	B-1	S. Binder
2 Report from Closed Committee of the Whole meeting April 25, 2022		
• Principal/Vice-principal Pool	B-2	S. Hutchison
C Information		
Report from staff		
1 Director of Education Report	Verbal	K. MacIver
2 Virtual School Enrolment for 2022-2023	C-1	T. Elliott
3 Secondary Achievement - Single Stream Implementation Update	C-2	T. Elliott
4 This is Me in HPEDSB Census Update	C-3	K. Dostaler
5 Indigenous Education Update	C-4	T. Elliott
6 HPEDSB Lease Agreements	C-5	N. Pfeiffer
Reports from Trustees		
1 Student Trustees	Verbal	Student Trustees
2 Parent Involvement Committee update from April 4, 2022	Verbal	K. McConnell
3 Budget/Finance Committee update from April 19, 2022	Verbal	K. McConnell
4 Special Education Advisory Committee update from Feb. 24, & Mar. 24, 2022	Verbal	L. A. Chatten
5 OPSBA Information Exchange	Verbal	L. A. Chatten
• Bill 67: Racial Equity in the Education System Act, 2022		
6 Questions, reports and proposals from Trustees	Verbal	All
D Correspondence		
1. • Nil	Verbal	All
E Adjournment		

Next Public Board Meeting: Tuesday, May 24, 2022 at 7:00 p.m.



**Public Board Meeting
March 28, 2022 @ 7:00 p.m.**

Members present: S. Binder, M. Brant, J. Cobb, B. Danes, S. Hutchison, A. Kelly, L. Kyle, K. McConnell, K. Parks

Student Trustees: M. Gaddes, L. Hung, K. Zachariah

Regrets: L. A. Chatten

Guests: Abigail Bonter and Carly Hansen

Resource: K. Donnell, K. Dostaler, T. Elliott, K. MacIver, D. McFarlane, N. Pfeiffer, S. Taylor-Harvey

Minutes: D. Lucas, Administrative Assistant

Call to order

Chair Binder called the meeting to order at 7:00 p.m. and welcomed everyone to the Public Board meeting. Chair Binder requested a roll call of Trustees and Student Trustees and asked Trustee Brant to deliver the Land Acknowledgement.

Trustee Brant began the meeting by offering words in the spirit of this gathering. "Let us bring our minds and hearts together as one, to honour and celebrate these traditional lands as a gathering place of the Huron-Wendat, Anishinabek and Haudenosaunee people. It is with deep humility that we acknowledge and offer our gratitude for their contributions to our community, having respect for all as we come together and walk side by side into the future to support our students of today."

Presentation

Virtual Solutions in Real Time for Students with Specialized Learning Needs:

Superintendent Dostaler introduced the evening's presentation sharing that the Home Instruction Program supports students who are unable to participate in face-to-face learning. That may be due to their complex learner profiles, or COVID-19 concerns/medical fragility within their family. The challenge during the pandemic was how to connect students and families to meaningful education as a transitional step to returning to in-person school. The presenters explained that success looks different for every student. The goal is to support students to keep engaged in learning, through conversations and observations, as well as having ongoing contact with parents/guardians. Thank you to presenters Stephanie Taylor-Harvey, System Lead; Abigail Bonter, Teacher; and Carly Hansen, Teacher.

Trustees shared their appreciation to the staff for the dedication and hard work they provide to students within HPEDSB.

Character Moment of Reflection

Trustee Kyle gave the evening's character moment of reflection, Integrity. Trustee Kyle represents North Hastings.

Approval of the agenda

Mover: J. Cobb

Seconder: K. McConnell

That the agenda for the March 28, 2022 Public Board Meeting is approved.

Carried

**Hastings and Prince Edward District School Board
Public Board Meeting
March 28, 2022**

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Approval of the minutes

**Mover: B. Danes
Seconded: S. Hutchison**

That the minutes for the Public Board meeting on February 28, 2022 be approved.

Carried**Business arising from the February 28, 2022 meeting**

- nil

Recommendations

Report B-1: Rise and Report from the Committee of the Whole on March 21, 2022:

Recommendation

**Moved: L. Kyle
Seconded: J. Cobb**

The Hastings and Prince Edward District School Board designate, in accordance with Ontario Regulation 412/00, the following municipalities as low population municipalities for the purposes of distribution of trustees for Hastings and Prince Edward District School Board as contained in Board Report B-1 dated March 28, 2022.

- Corporation of the County of Prince Edward
- Centre Hastings (consisting of Centre Hastings, Marmora and Lake, Madoc Township and Stirling-Rawdon)
- North Hastings (consisting of Town of Bancroft, Hastings Highlands, Carlow/Mayo, Faraday, Wollaston, Limerick and Tudor Cashel)
- South East Hastings (consisting of Tweed, Town of Deseronto and Tyendinaga)

Carried**Recommendation**

**Moved: S. Hutchison
Seconded: B. Danes**

The Hastings and Prince Edward District School Board elect nine trustees in accordance with Regulation 412/00 and that one trustee be redistributed to the low population areas as outlined in the Trustee Distribution Appendix, as contained in Board Report B-1 dated March 28, 2022.

Carried

Report B-2: Rise and Report from the Budget Finance Committee on March 21, 2022:

Recommendation

**Moved: J. Cobb
Seconded: A. Kelly**

The Hastings and Prince Edward District School Board approve RFQ 2122-007 to: David J. Cupido Construction for Phase 2 of interior renovations at Eastside Secondary School in the amount of \$2,162,000 as contained in the Public Board Report No. B-2, dated March 28, 2022.

Carried

Recommendation

Moved: L. Kyle
Seconded: J. Cobb

The Hastings and Prince Edward District School Board approve RFQ 2122-009 to Beacon Construction (Ontario) Ltd. for the mechanical renewal work and replacement of windows at North Hastings High School, in the amount of \$2,266,487.80 as contained in the Public Board Report No. B-2, dated March 28, 2022.

Carried

Recommendation

Moved: S. Hutchison
Seconded: J. Cobb

The Hastings and Prince Edward District School Board approve RFQ 2122-006 to: Amherst Roofing and Sheet Metal for roof replacement and associated work at:

- Madoc Township Public School in the amount of \$111,980.00
- Dafoe Roofing Ltd. for roof replacement and associated work at:
- Bird's Creek Public School in the amount of \$326,394.00
 - Sophiasburgh Central School in the amount of \$372,331.00
 - York River Public School in the amount of \$250,713.00

Nortex Roofing Ltd. for roof replacement and associated work at:

- Centennial Secondary School in the amount of \$342,750.00

Triumph Roofing Inc. for roof replacement and associated work at:

- Eastside Secondary School in the amount of \$67,290.00
- North Hastings High School in the amount of \$351,405.00

as contained in the Public Board Report No. B-2, dated March 28, 2022.

Carried

Information

Report from Staff

Director of Education, Katherine MacIver provided the following highlights:

- With the removal of COVID-19 guidelines, a decline of mask use is seen, with a focus on respecting personal choice,
- Opportunity for field trips and overnight excursions, assemblies, learning opportunities linked to outdoor education and well-being,
- Technical paper for education funding has been released, gives insight into allocation of funds, many items moved into GSN that we previously received as additional funding, which provides stability as we consider multi-year approach,
- Terry Fox Fundraising Committee recognized PEI for their fundraising efforts in 2021; PEI ranked 18 of the 25 secondary schools in Canada and raised \$8,949.95.

Trustees inquired about indoor assemblies, Director MacIver responded to this question.

Report C-1: Virtual School 2021-2022 Update

Superintendent Elliott provided an update on the HPEDSB 2021-2022 Virtual School. Virtual School was designed with "students first" in mind, offering remote learning instruction for K-10 students from across the district in 2021-2022. HPEDSB's Virtual School currently serves approximately 500 students, a combination of scheduled synchronous and asynchronous instruction in the foundation of programming. The report highlights the benefits, challenges, successes and ways to improve virtual school going forward. Planning for the 2022-2023 HPEDSB Virtual School is underway, with a letter sent to all families describing the process by which they may request a placement in the Virtual School. The structure of the 2022-2023 HPEDSB Virtual School will be established based on the

results of registrations by grade, aligning with staffing and budget parameters and processes. To review Report C-1, click [here](#) and go to page 10.

Trustees inquired about student registration count for 2022-2023 virtual school. Superintendent Elliott responded to the question.

Report C-2: English Language Learners (ELL) Program Update

Superintendent Elliott provided an overview of K-8 English Language Learners (ELLs) programs and support in HPEDSB. The Hastings and Edward District School Board serves an English language learner population from a rich array of cultural and linguistic backgrounds throughout the school board. Students are learning the language of instruction at the same time as they are learning the curriculum and developing a full range of literacy skills. During the 2021-2022 school year, HPEDSB's ELL delivery model was enhanced to include intentional support for both teachers and students within the classroom whenever possible. To review Report C-2, click [here](#) and go to page 14.

Report C-3: Math Fundamentals Teaching and Learning Practices

Superintendent Elliott provided an update on teaching and learning practices that support educator capacity in addressing fundamental math concepts and skills in service of increasing student achievement, as per the Hastings and Prince Edward District School Board (HPEDSB) 2020-2025 Strategic Plan. Prior to the COVID 19 pandemic, the K-8 student achievement data for mathematics reflected a trend of declining student performance at provincial standard, based on EQAO assessment of mathematics. The declining achievement created a sense of urgency, which has led to a continued priority on mathematics, involving a thorough review of past practices, alignment to reflect the direction set by the new Mathematics curriculum and fundamentals of mathematics. In order to support explicit instruction of the fundamentals of math, as outlined in the Ontario Mathematics Curriculum, 2020, and increase achievement for all students in HPEDSB, support has been put into place. To review report C-3, click [here](#) and go to page 16.

Report from Trustees

Student Trustees Lawson Hung and Kiydan Zachariah provided a brief update on the following:

- Student Voice meetings are continuing on a regular basis,
- Student Trustee Application deadline is April 18th, elections will take place on April 21st,

Report from Budget/Finance Committee

Trustee McConnell provided highlights from the March 21, 2022 meeting:

- tenders recommended to board for approval:
 - RFQ 2122-007: Eastside Secondary School, Interior Renovations Phase - \$2,162,000
 - RFQ 2122-009 NHHS Mechanical Renewal and Window Replacement - \$2,266,487.80
 - RFQ 2122-006 Roofing Replacements for Various Schools - \$1,822,863
- QSS Business Case - submission to Ministry for Capital Priorities
- Interim Financial Report
- Final form of Budget Information and Documents

OPSBA Information Exchange

Trustee Kelly provided highlights:

- Call for nominations for OPSBA elected positions, nominations are due May 10, 2022,
- OPSBA [Annual General Meeting](#) being held in Ottawa on June 9-11, 2022,
- OPSBA [Public Property Assessment Network Scholarship](#), deadline to apply May 20, 2022.

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Questions, reports and proposals from Trustees

- Trustee Cobb shared dates for the Audit Committee “lunch and learn” meetings; Wednesday April 20, Wednesday April 27, Wednesday May 4, and Thursday May 12, noon – 1:00 p.m., if you are interested, contact Trustee Cobb,
- Trustee Kelly thanked Student Trustee Moira Gaddes for attending an event recently held in Prince Edward County.

Correspondence:

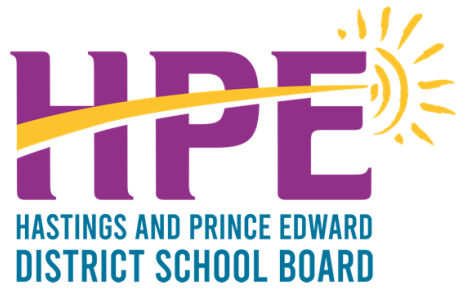
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Full discussions can be reviewed at [HPEDSB Board Meetings](#)

Meeting adjourned at 8:15 p.m.

Chair

Secretary



Decision X Information

To: Hastings and Prince Edward District School Board

From: Committee of the Whole

Re: Rise and Report – Committee of the Whole Recommendation:

Purpose

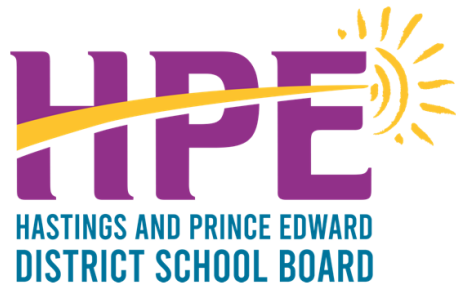
On April 11, 2022, the following recommendation was approved at the public Committee of the Whole meeting to come forward to Board for final approval.

Recommendation

Moved:

Seconded:

That the Hastings and Prince Edward District School Board revise the opening of the Public Board meetings to remove the Character Moment of Reflection and replace it with a Land Acknowledgement that includes a small learning component as indicated in Report B-1 dated April 25, 2022



Decision X Information

To: Hastings and Prince Edward District School Board

From: Committee of the Whole

Re: Rise and Report – Committee of the Whole Recommendation:

Purpose

On April 25, 2022, the following recommendation was approved at the closed Committee of the Whole meeting to come forward to Board for final approval.

Recommendation

Moved:

Seconded:

That the Hastings and Prince Edward District School Board approve the placement of the following people into the K-12 principal pool and the following people into the K-12 vice-principal pool as contained in Report B-2 dated April 25, 2022.

(names of individuals will be inserted once approved by the Committee of the Whole)

Decision ___ Information X

To: Hastings and Prince Edward District School Board

From: Tina Elliott, Superintendent of Education, Curriculum Services

Re: Virtual School Enrolment 2022-2023

Purpose

To provide an overview of the Hastings and Prince Edward District School Board (HPEDSB) 2022-2023 Virtual School enrolment.

Background

As a school board, HPEDSB promotes in-person learning as the best platform to serve the greatest range of students' academic, social-emotional, and physical well-being needs. During the 2021-2022 school year, our schools have remained open and safe with enhanced health and safety protocols to protect our students and staff from the spread of COVID-19. The decision was made last school year to continue to provide a virtual learning environment for families concerned with sending their children back to in-person learning. The 2021-2022 school year saw a K-8 and 9-10 virtual school model. There are approximately 367 elementary students and 115 grade 9-10 students enrolled this school year.

Current Situation

Planning for the 2022-2023 school year began in March. The Ministry of Education announced that families would have a choice of in-person or virtual learning for the 2022-2023 school year. The Director of Education, Katherine MacIver, sent a letter to families on March 9th asking that families notify their home/in-person school principal by March 25th of their intention to register their child(ren) for virtual school for the 2022-2023 school year. Students currently enrolled in the virtual school would be automatically returned to their home schools at the end of June 2022 if families did not notify the home school of their intention.

This is the time of the school year when school districts must make key planning decisions for the upcoming school year pertaining to school organization, staffing, registrations, and budgeting. Student enrolment drives all decisions and confirmation of enrolment informs the system staffing allocations by school, the scheduling of courses and timetables, the range of courses that can be offered, and whether we must hire or surplus staff.

Based on the number of families who indicated their intent to continue their child(ren)'s virtual school enrolment, HPEDSB will be offering a K-8 Virtual School for the 2022-2023 school year. Due to the low secondary numbers, it is not feasible that HPEDSB offer a K-12 model. The diverse needs and low enrolment by grade and course mean that student pathways cannot be supported, nor appropriate staffing allocated to meet those diverse needs.

For Grades 9-12 families who showed interest/intent in enrolling in the Virtual School, remote learning options are available to them through eLearning, TVO courses and in-person courses. Families will be encouraged to meet with their home school Guidance staff to establish timetables that meet the needs of students, recognizing the possibility for remote and hybrid learning experiences.

Decision ___ Information X

To: Hastings and Prince Edward District School Board

From: Tina Elliott, Superintendent of Education, Curriculum Services
Paul Pickard, System Lead - Student Success, Curriculum Services

Re: Secondary Achievement - Single Stream Implementation Update

Purpose

To provide a secondary achievement update to the Board of Trustees, with a focus on single stream implementation processes, practices, and impact.

Background

In December 2021, the Ministry of Education gave direction that all Grade 9 Applied course types would be removed from the curriculum at the end of the 2021-22 school year. This direction continued the shift to a single stream that began with Grade 9 Mathematics in the current school year. The Ministry's plan to end streaming in Grade 9 is designed to keep future pathway options open for all students and to create an education system that will address systemic discrimination and help break down barriers for Indigenous, Black, and other racialized students, students who live in low-income households, and those with disabilities and other special education needs, so that all students have equitable opportunities to succeed.

This direction aligns with the HPEDSB Strategic Plan, goals of increased graduation rates and increases in the number of secondary students achieving credit benchmarks (eg. 8 for 8 credits in Grade 9, and 16 for 16 credits in Grade 10).

Current Situation

To support schools to successfully implement the single stream for Grade 9 students we are:

1. Enhancing structural elements that ensure a successful transition to secondary school,
2. Taking a proactive approach to teaching that is responsive to student needs,
3. Closely monitoring achievement and course selection data to ensure that we are successful in reaching the goals of a single stream.

Transition Supports

As we prepare for students to transition to Grade 9 next year, we will create comprehensive student learner inventories that include students' strengths and interests as well as teaching strategies that are most effective for each student. These inventories allow teachers in Grade 9 to provide responsive and relevant learning experiences. In addition, secondary schools will conduct a parent meeting to review course selections for all students who have selected Locally Developed courses. To ensure a positive and successful transition for most at risk students, schools will develop a transition plan for all learners who may need additional support.

Responsive Teaching

Beginning in the spring of 2021 and continuing throughout this school year, our school administrators and teachers have been engaged in professional learning that is centered on refining classroom teaching practice to prepare for students in single stream classes. Teachers are able to respond directly to student learning needs by implementing strategies that give the students voice and choice in their learning. In particular, we are learning how strategies found

within the Thinking Classroom structure and through Spiraling the curriculum help our students to be successful.

Monitoring Data

During the first semester, seven secondary schools had de-streamed Grade 9 math in their timetables. These courses were the first opportunity for teachers to explore the new curriculum and new teaching strategies with their students. During the first semester, 93% of all students who took Grade 9 math were successful in earning their credit.

Schools are also actively monitoring Grade 10 course selections to identify potential pattern shifts in course selection by students and foster an increased sense of confidence and competence amongst students to access the Academic course type in Grade 10 in support of continued equity of opportunity. Schools have taken a proactive approach to teach students about the decision making process and the importance of choosing a Grade 10 course type that will give the student access to their desired post-secondary career choices. Currently nearly 50% of students in Grade 10 have selected the Academic course type in Grade 10 - this is a 6% increase over the previous school year.

Decision ___ Information X

To: Hastings and Prince Edward District School Board

From: Ken Dostaler, Superintendent of Education, Student Services

Re: Student Services – This is Me in HPE Student and Staff Census – Final Reports

Purpose

To provide the Board of Trustees and other stakeholders with an update regarding the This is Me in HPE Student and Staff Census including the final reports received from Hastings and Prince Edward District School Board's third-party Research Analyst, Turner Consulting Group (TCG).

Background

Hastings and Prince Edward District School Board (HPEDSB) values the diversity of our students and our staff and is committed to serving all students and staff to the best of our abilities. The 2020-2025 Strategic Plan sets priorities and goals for equitable education opportunities and outcomes, supported by a culture of respect, fairness, and high expectations for all. One of the goals is to *Strengthen community through equity and social justice*. Through planned actions we believe positive outcomes will be achieved for everyone in our HPEDSB family.

In order to align Ministry of Education priorities with our Board Improvement Plan *Equity Principles; Equity of Hope – Equity of Opportunity – Equity of Outcome* and to support our Strategic Plan goal *Strengthen Community through Equity and Social Justice*, – specifically “*Provide intentional resources and opportunities to create a culture of acceptance, adopting principles of equity which reflect the diversity of our students, their families and staff*”, HPEDSB has conducted a large-scale, multi-faceted, board-wide student and staff demographic data collection process named This is Me in HPE Student and Staff Census.

Current situation

The overarching purpose of enhancing demographic data collection is to improve the achievement and well-being of all staff and students. A critical first step in a planned, multi-year approach is to gather demographic data to help us better understand the diversity across our system. This data will allow us to establish baselines, track progress, make evidence-informed decisions, and measure the success of equitable and inclusive learning and workplace policies, practices, and programming.

With financial support and direction from the Ministry of Education and in collaboration with our federations and union partners, we have collected and initiated the analysis of identity-based demographic data. This work will support equity of opportunity and outcomes for all staff and students with the intention of identifying and addressing systemic barriers and discriminatory biases.

Our Student and Staff Censuses bring us into alignment with Ministry direction and will provide HPEDSB with the data needed to target measures to improve equitable learning opportunities for students and to improve equitable working environments and fair hiring practices for staff workforce.

This is Me in HPE Student and Staff Census complies with:

- The Ontario Human Rights Code (OHRC);
- The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).

This is Me in HPE Student and Staff Census aligns with:

- [Count me in! Collecting Human Rights-based Data – Ontario Human Rights Commission](#) 2009;
- [A Better Way Forward: Ontario's 3-Year Anti-Racism Strategic Plan](#) 2017;
- [Anti-Racism Act \(ARA\) / Regulation 267/18](#) 2017;
- [The Data Standards for the Identification and Monitoring of Systemic Racism](#) 2017;
- [Ontario's Education Equity Secretariat](#) and [Ontario's Equity Action Plan](#) 2017;
- [Policy/Program Memorandum \(PPM\) 165: School Board Teacher Hiring Practices](#) 2021.

There were two phases of this project:

Phase 1 – Spring 2021

- Administration of Student Census in Pilot Schools (Prince Edward Collegiate Institute, North Hastings High School, Harry J. Clarke Public School, and Park Dale School).

Phase 2 – Fall 2021

- Administration of Staff Census with all HPEDSB staff (November 1 to 5, 2021)
- Administration of Student Census in all HPEDSB Schools (November 15 to 19, 2021)

Key information

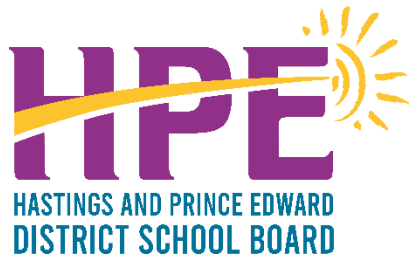
- The Student Census was voluntary and confidential.
- Students Kindergarten to Grade 4 completed the Census at home with family oversight.
- Students Grade 5 to 12 completed the Census in class with teacher oversight.
- The Staff Census was voluntary, confidential, and anonymous.
- HPEDSB staff were provided with 30 minutes on the November 1, 2021 Professional Activity Day to complete the Staff Census during the workday.

Next steps

1. Investigate options for additional analysis of the collected demographic data to support the four priority areas from the HPEDSB Equity Action Plan and the five guiding questions from the Board Improvement Plan.
2. Additional summary of results and/or key findings and associated next steps will be determined by various stakeholder committees and groups (e.g., Equity and Inclusivity Advisory Committee, Indigenous Education Advisory Committee, Parent Involvement Committee, Special Education Advisory Committee etc.).

Appendices

1. This is Me in HPE – Student Census – Summary of Results
2. This is Me in HPE – Student Census – Infographic
3. This is Me in HPE – Staff Census – Summary of Results
4. This is Me in HPE – Staff Census – Infographic



Student Census

Summary of Results

Spring 2022



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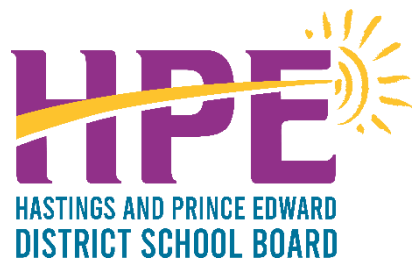
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Introduction

Hastings and Prince Edward District School Board (HPEDSB) values the diversity of students and staff. HPEDSB is committed to equity, inclusion, and working to ensure everyone feels a strong sense of belonging, regardless of their background or personal circumstances.

The communities HPEDSB serves are growing more diverse. This diversity contributes to the ideas and perspectives that enrich school communities. In order to identify and address inequities, barriers, or discriminatory biases, HPEDSB needs to better understand the diversity that exists across the system. HPEDSB is committed to providing equitable learning opportunities for all students.

In 2018, the Government of Ontario issued a directive under the Anti-Racism Act, 2017 (ARA) to provide for the consistent collection of race-based data by designated public service organizations in the child welfare, education and justice sectors. The Data Standards for the Identification and Monitoring of Systemic Racism (known as the Anti-Racism Data Standards or ARDS) provides rules and guidance for the collection, analysis and use of data.



In November 2021, HPEDSB conducted its first Student Census to gather demographic information about the unique and diverse composition of students. The results of the census will help HPEDSB better understand who its students are and identify gaps in academic outcomes and well-being. This information will inform planning of initiatives that foster belonging, create opportunities for all voices to be heard, and guide a review of policies and practices ensuring principles of equity are upheld. This includes meeting obligations to identify and address discrimination and systemic inequities with respect to school board policies, procedures, and practices.

HPEDSB partnered with Turner Consulting Group to prepare, analyze, and present the data.

Analysis of this data will assist HPEDSB in identifying and addressing systemic barriers, gaps and disparities. This analysis will inform actions to improve student achievement and well-being that will be evidence-based and relevant to student population. The data will help HPEDSB:

- Be aware of and support the diversity of students and families
- Better understand the needs of students and families
- Enhance access to services and eliminate barriers for students and families
- Reduce disadvantages faced by some students and families
- Allocate resources and enhance programs and service delivery
- Improve learning opportunities for all students.

The Student Census

HPEDSB is required to follow the Ontario Anti-Racism Data Standards (ARDS) which establish consistent, effective practices for the proper collection, use, disclosure, de-identification, and management of the personal information collected. In addition to fulfilling obligations under the ARA, the ARDS also outline the requirements for protection of privacy, data security, and reporting processes.

The Student Census survey was created by HPEDSB to reflect the ARDS. The Student Census survey was adapted from a student census template that was developed collaboratively by school board research teams and the Ministry of Education.

The staff and student census surveys are closely aligned; the data collected from each one will offer insight into the diversity that currently exists in HPEDSB schools.

The census was conducted through schools from November 15-19, 2021. Participation was voluntary.

While survey responses are confidential, it is not anonymous. Individual responses are not shared with educators and are protected under freedom of information and protection of privacy legislation. Student census data will be merged with student data to conduct analyses to identify areas of inequity. This data will be used to improve learning opportunities for all students.

Two versions of the student census surveys were administered:

- One census for Junior Kindergarten to Grade 4 students, which included 10 questions
- One census for students in Grades 5 to 12, which is the same as the JK-Grade 4 Census, but with the added questions on gender and sexual orientation, which included 12 questions.

Before the census was provided to students, families received a letter explaining the purpose, how to participate and how to withdraw participation. The census for JK-Grade 4 students was to be completed by/with the student's families at home. Students in Grades 5 - 12 were able to complete the survey at school during class time with teacher support.

To ensure that everyone has the opportunity to participate, any requested accommodations, supports and assistive technology were provided. The census was available to complete online and on paper.

Student and families were able to access the census through a secure section of the HPEDSB website and paper copies were also available. Locked boxes were available at all school offices and board buildings in which completed paper survey could be deposited.

Analyzing the Data

Data Analysis

Preparation and analysis of the data occurred in three stages: data entry, data vetting, and data analysis.

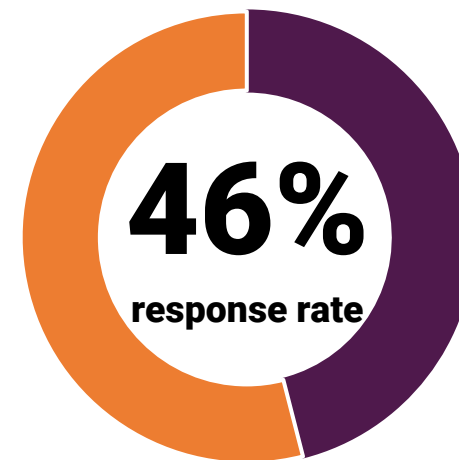
Any paper surveys that were submitted were entered into the online database. The data was then vetted and recoded as needed. Data vetting involved reviewing answers to the census questions and ensuring that the information provided was sufficiently accurate. For example, if someone wrote in a response to a question that fit into one of the pre-established categories, it was recoded into the correct category. In addition, where the respondent checked off all available answers to a question, they were recoded to “Invalid Response.”

Retaining the Data

Turner Consulting Group returned the data to HPEDSB for retention and to allow for the additional analysis needed.

Response Rate

In total, 6,948 of HPEDSB’s 15,239 students participated in the census. This is a response rate of 46%.



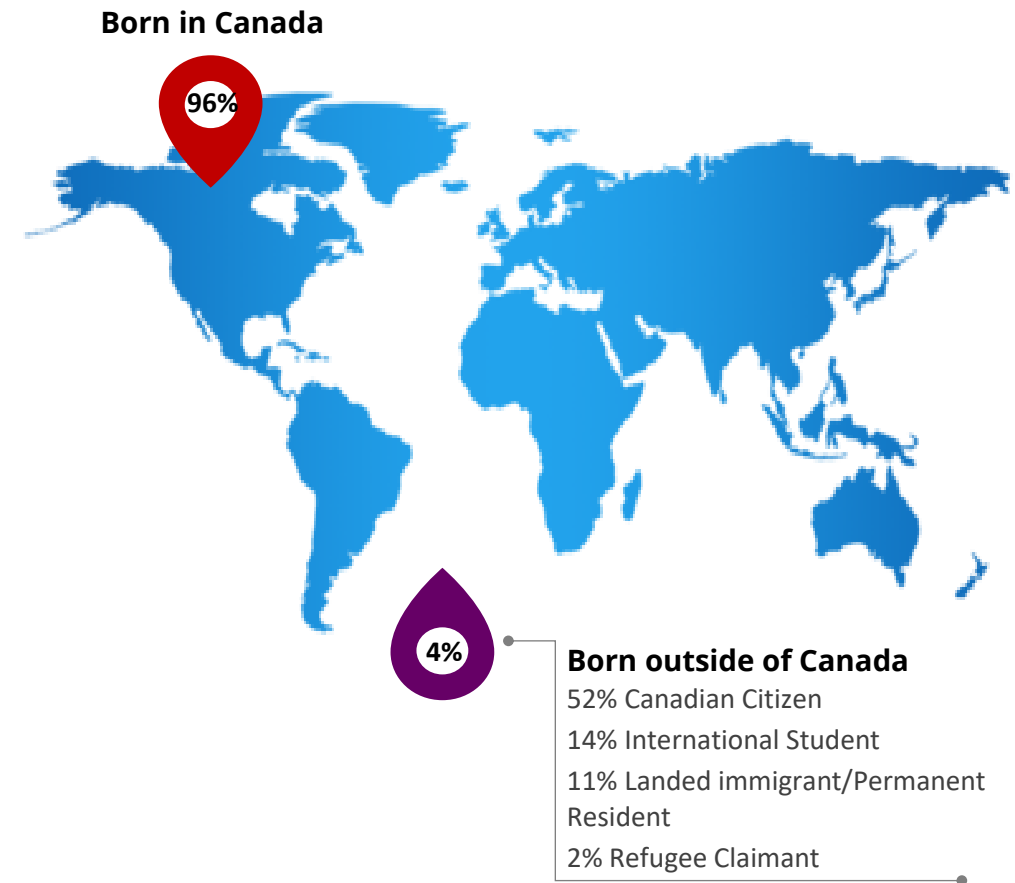
6,948 of HPEDSB’s **15,239** students participated in the census

Demographic Overview

Status in Canada

Were you born in Canada?	#	%
Yes	6,647	96%
No	301	4%
TOTAL RESPONSES	6,948	100%

If no, are you currently...	#	%
A Canadian citizen	156	52%
An international student (enrolled through a study permit)	42	14%
A landed immigrant/permanent resident	33	11%
A refugee claimant	5	2%
Not sure	34	11%
I do not understand this question	12	4%
I prefer not to answer	19	6%
TOTAL RESPONSES	301	100%



Demographic Overview

Ethnic Origin

Do you consider yourself to be Canadian?	#	%
Yes	6,426	93%
No	163	2%
Not sure	258	4%
I prefer not to answer	101	1%
TOTAL RESPONSES	6,948	100%

93% of students identified as Canadian

Students identified with **186** ethnicities other than Canadian

Top 5 Ethnic or Cultural Origins

Canadian (61%)

English (24%)

Irish (11%)

Scottish (10%)

French (7%)

What is your ethnic or cultural origin(s)?	#	%
Canadian	4,219	61%
English	1,673	24%
Irish	768	11%
Scottish	671	10%
French	469	7%
German	407	6%
Dutch	349	5%
French Canadian	219	3%
American	178	3%
Italian	176	3%
Polish	116	2%
Jamaican	83	1%
Ukrainian	82	1%
East Indian	75	1%
Portuguese	74	1%
Welsh	69	1%
Other	931	13%
Not sure	31	0.4%
Invalid response	9	0.1%
I prefer not to answer	234	3%
TOTAL RESPONSES	6,948	100%
* Percentages total to more than 100 owing to multiple responses.		

Demographic Overview

Languages First Spoken

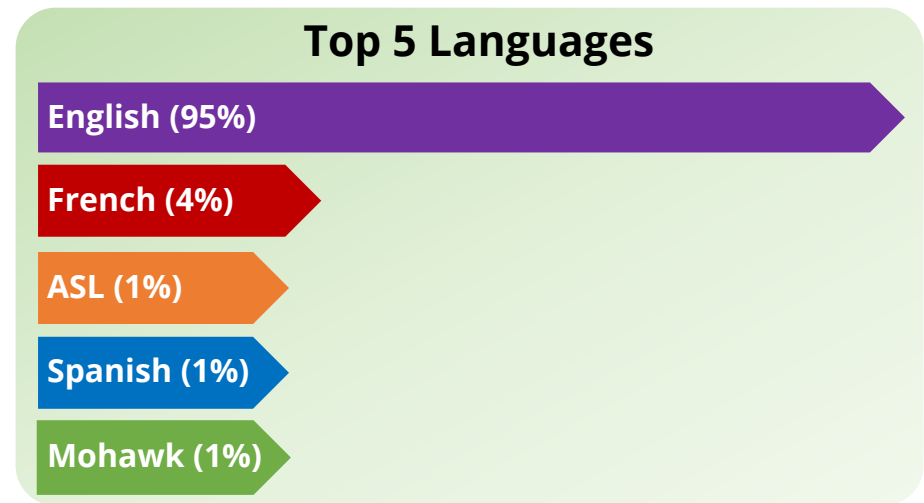
The survey asked about the first language(s) the student learned to speak as a child. They were able to check all that apply.

What is the language(s) you learned to speak as a child?	#	%
English	6,588	95%
French	268	4%
American Sign Language	77	1.1%
Spanish	71	1.0%
Mohawk	63	0.9%
Urdu	44	0.6%
German	43	0.6%
Arabic	30	0.4%
Portuguese	27	0.4%
Gujarati	23	0.3%
Tamil	22	0.3%
Dutch	20	0.3%
Other	199	2.9%
Not sure	31	0.4%
Invalid response	10	0.1%
I prefer not to answer	66	0.9%
TOTAL RESPONSES	6,948	100%
* Percentages total to more than 100 owing to multiple responses.		

The vast majority of students (95%) identified English as the language they first learned to speak as a child. An additional 4% identified French as a first language.

An additional 619 students identified an additional 104 languages as a first language.

619 students or **9%**
identified **104** different languages that they learned to speak as a child other than or in addition to English and French

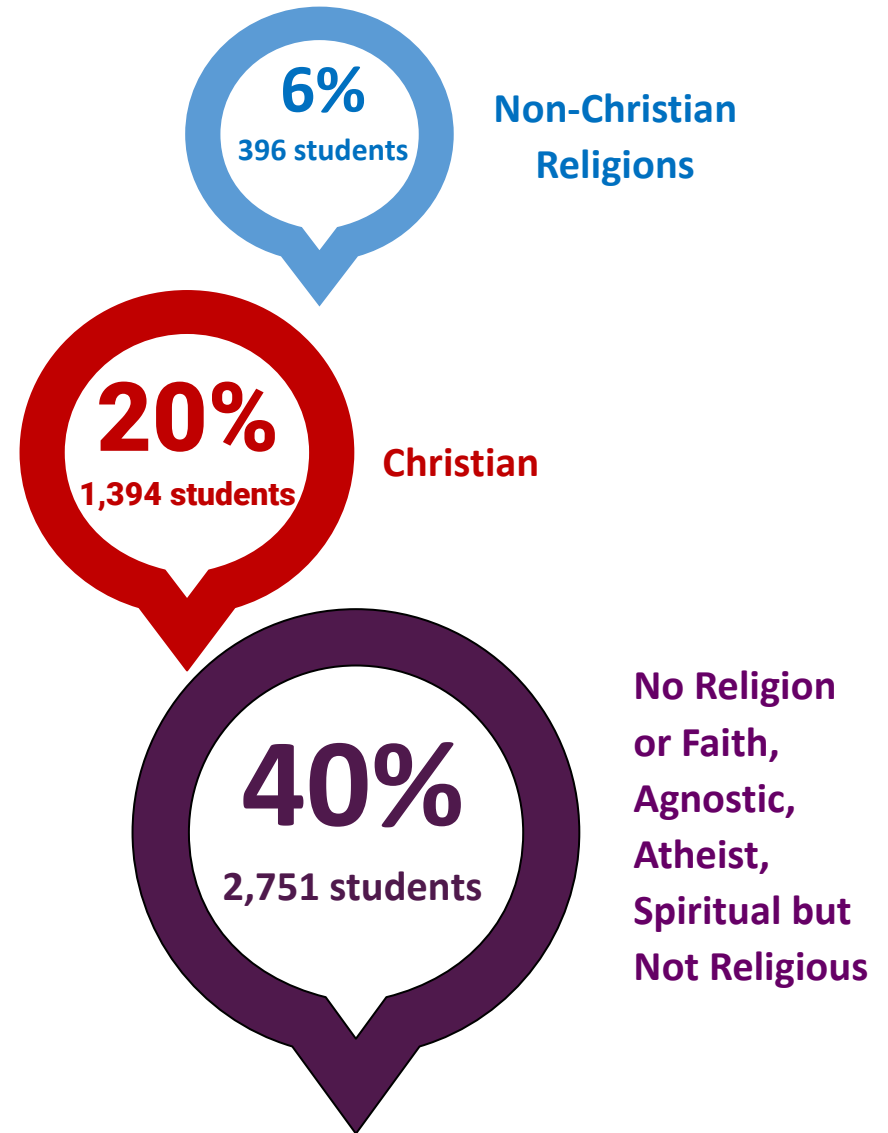


Demographic Overview

Religion/Faith

HPEDSB students were also asked to identify which faith, religious, or belief group they identified with. Survey respondents were able to select all that apply.

Indicate any religion, creed, spiritual affiliation, or belief with which you identify?	#	%
Agnostic	183	2.6%
Atheist	492	7.1%
Buddhist	34	0.5%
Christian	1,394	20.1%
Hindu	61	0.9%
Indigenous Spirituality	108	1.6%
Jewish	40	0.6%
Muslim	106	1.5%
Sikh	9	0.1%
Other	38	0.5%
Spiritual but not religious	287	4.1%
No religious or spiritual affiliation	1,789	25.7%
Invalid response	21	0.3%
Not sure	1,239	17.8%
I do not understand this question	403	5.8%
I prefer not to answer	777	11.2%
TOTAL RESPONSES	6,948	100%
* Percentages total to more than 100 owing to multiple responses.		



Demographic Overview

First Nations, Métis, Inuit

Do you identify as First Nations, Metis, and/or Inuit?	#	%
Yes	688	10%
No	5,568	80%
I prefer not to answer	692	10%
TOTAL RESPONSES	6,948	100%

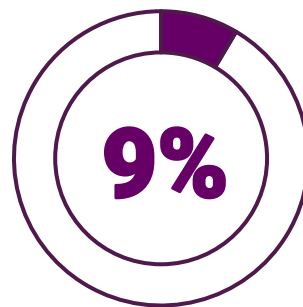
Racial Identity

Which racial group(s) best describes you?	#	%
Indigenous	688	10%
Racialized People	593	9%
Black	183	3%
East Asian	144	2%
Latino/Latina/Latinx	91	1%
Middle Eastern	66	1%
South Asian	148	2%
Southeast Asian	67	1%
White	4,842	70%
Invalid response	34	0.5%
I prefer not to answer	1013	21%
TOTAL RESPONSES	6,948	100%

* Percentages total to more than 100 owing to multiple responses.



Indigenous



Racialized



White

Demographic Overview

Gender

Gender identity refers to a person’s internal sense or feeling of being a woman, a man, both, neither or anywhere on the gender spectrum, which may or may not be the same as the person’s sex assigned at birth. It is different from and does not determine a person’s sexual orientation.

This question was only asked of students in grades 5 to 12.

What is your gender identity?	#	%
Boy/Man	2,713	46%
Gender Fluid	91	2%
Gender Nonconforming	12	0.2%
Girl/Woman	2,485	42%
Non-Binary	136	2%
Questioning	90	2%
Transgender	60	1%
Two-Spirit	15	0.3%
Other	28	0.5%
Not sure	56	0.9%
I do not understand this question	23	0.4%
Invalid response	30	0.5%
I prefer not to answer	176	3.0%
TOTAL RESPONSES	5,915	100%

1,288 students or **22%** identified as 2SLGBTQ+

This includes responses to gender identity of gender fluid, gender nonconforming, non-binary, questioning, transgender, Two-Spirit, and other, as well as responses to sexual orientation of asexual, bisexual, gay, lesbian, pansexual, queer, Two-Spirit, questioning, and other.

Sexual Orientation

Sexual orientation refers to a person’s sense of sexual interest and attraction to people of the same or different gender(s). It covers the range of human sexuality and is different from gender identity.

This question was only asked of students in grades 5 to 12.

What is your sexual orientation?	#	%
Asexual	152	3%
Bisexual	504	9%
Gay	49	1%
Lesbian	115	2%
Pansexual	208	4%
Queer	34	0.6%
Straight	3,608	61%
Two-Spirit	3	0.1%
Questioning	121	2%
Other	55	0.9%
Not sure	294	5%
I do not understand this question	118	2%
Invalid response	9	0.2%
I prefer not to answer	645	11%
TOTAL RESPONSES	5,915	100%

Demographic Overview

Disability

12% of survey respondents reported having a disability.

Individuals who identified that they had a disability were then asked to specify the type of disability. As students may have more than one disability, survey respondents were able to check all that apply.

Do you consider yourself to be a person with a disability(ies)?	#	%
Yes	801	12%
No	4,879	70%
Not sure	829	12%
I do not understand this question	109	2%
I prefer not to answer	330	5%
TOTAL RESPONSES	6,948	100%

12% of students have a disability

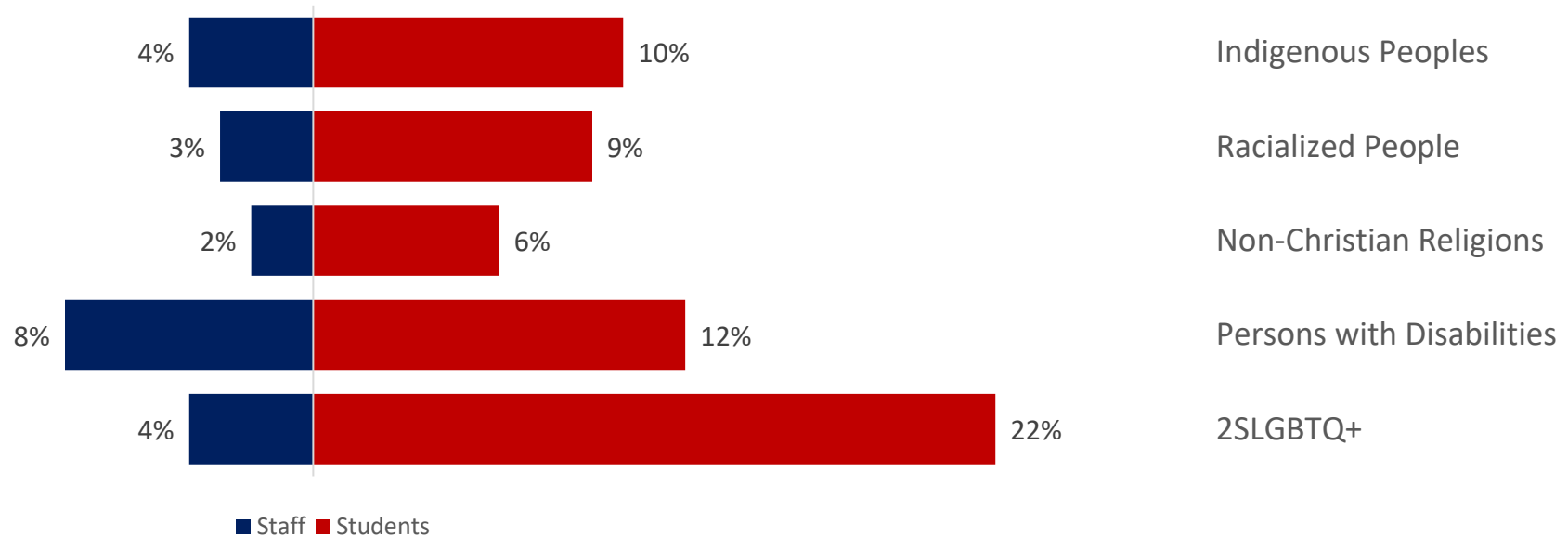
Their responses indicate that mental health and physical disabilities are the most common type of disabilities experienced by HPEDSB students — close to 4% of students reported having a diagnosed mental health disability, 4% have ADHD, while 3% reported a learning disability.

If yes, select all that apply.	#	%
Addiction(s)	56	7%
Attention Deficit Hyperactivity Disorder (ADHD)	293	37%
Autism Spectrum Disorder	109	14%
Blind or low vision	54	7%
Deaf or hard of hearing	38	5%
Fetal Alcohol Spectrum Disorder (FASD)	10	1%
Intellectual development disability(ies)	35	4%
Learning disability(ies)	183	23%
Mental health disability(ies)	307	38%
Physical disability(ies)	97	12%
Speech impairment	60	8%
Invalid response	4	0.5%
I prefer not to answer	87	11%
TOTAL RESPONSES	801	100%
* Percentages total to more than 100 owing to multiple responses.		

Analysis

Diversity of Staff and Students

The graph below compares the percentage of HPEDSB staff to the proportion of students that are from equity-seeking groups.



Student Census

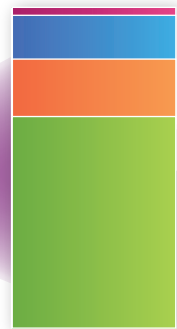
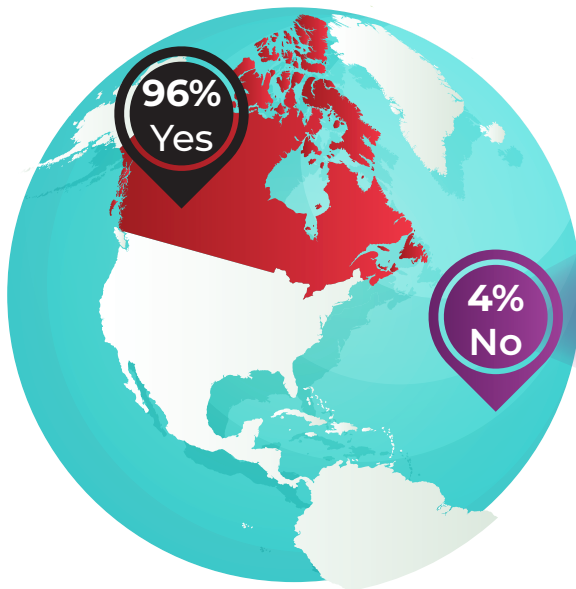
This is Me
in HPE



Kindergarten to Grade 12

6,948 Respondents

Were you born in Canada?



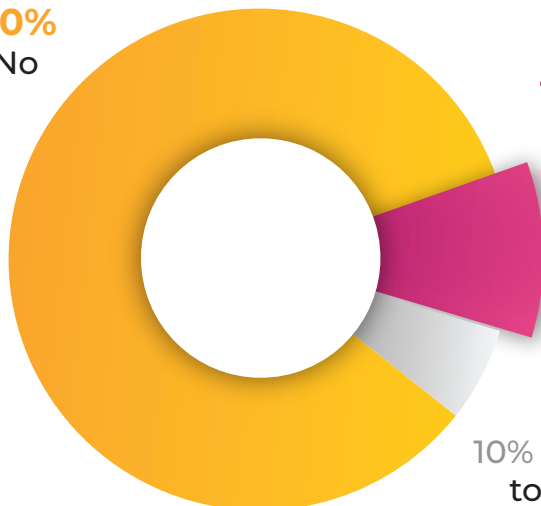
- 2% Refugee claimant
- 11% Landed immigrant/
permanent resident
- 14% International student
- 52% Canadian citizen

Prefer not to answer: 6%

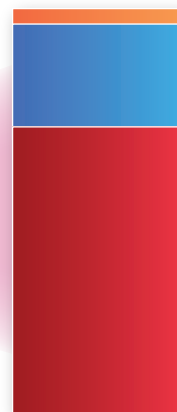
Total respondents: 6,948

Do you identify as First Nations, Métis, and/or Inuit?

80%
No



10%
Yes



- 3% Inuit
- 21% Métis
- 59% First Nations

10% Prefer not
to answer

Prefer not to answer: 17%

Total respondents: 6,948

Do you consider yourself to be Canadian?

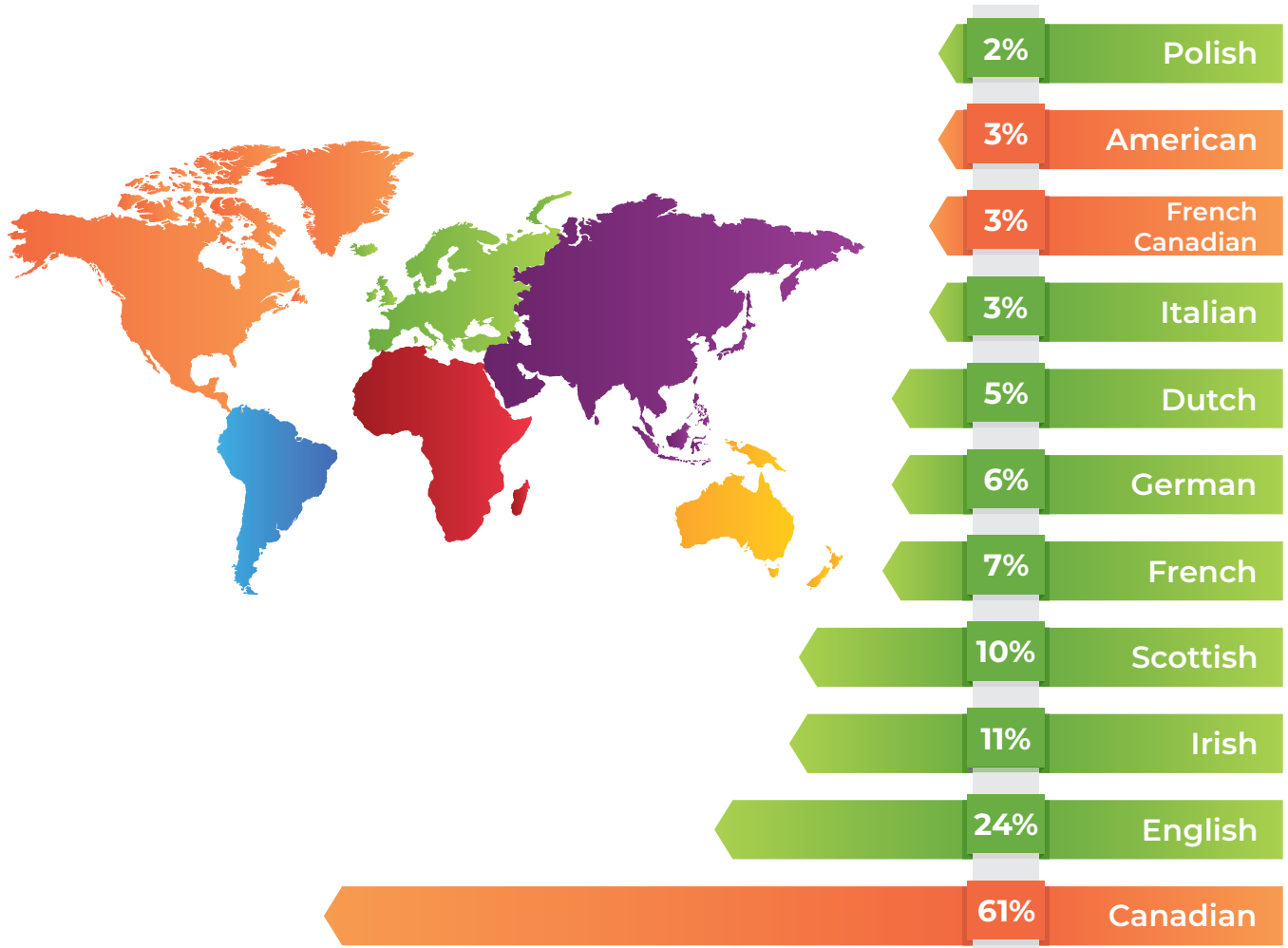


2% No

93% Yes

Not sure/Prefer not to answer: 5%
Total respondents: 6,948

What is your ethnic or cultural origin(s)?



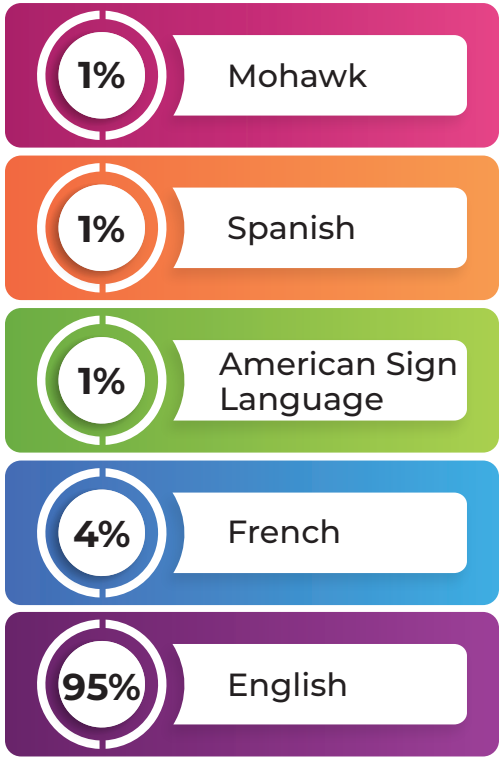
Not sure: 0.4%

13% identify with other ethnicities

Prefer not to answer: 3%

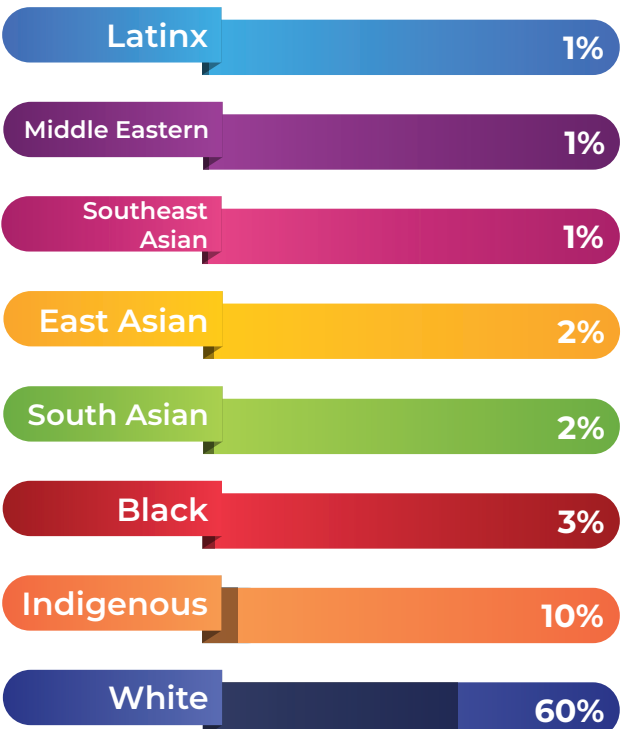
Number of respondents: 6,948

What is the first language(s) you learned to speak as a child?



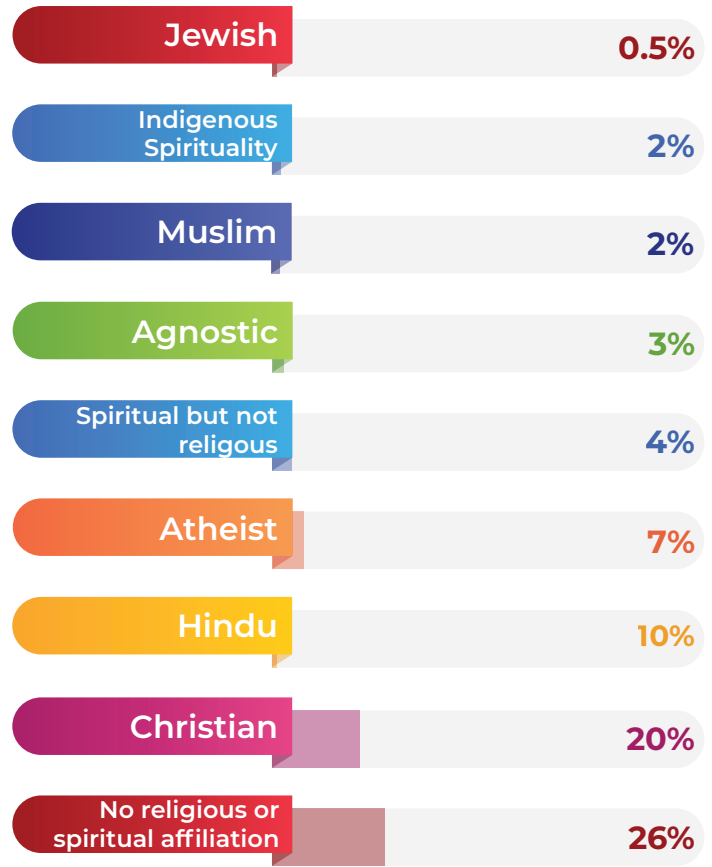
Other: 6% Number of respondents: 6,948
Not sure/Prefered not to answer: 2%

Which racial group(s) best describe you?



Prefer not to answer: 21% Total respondents: 6,948

Which religion, spirituality or belief do you identify with?

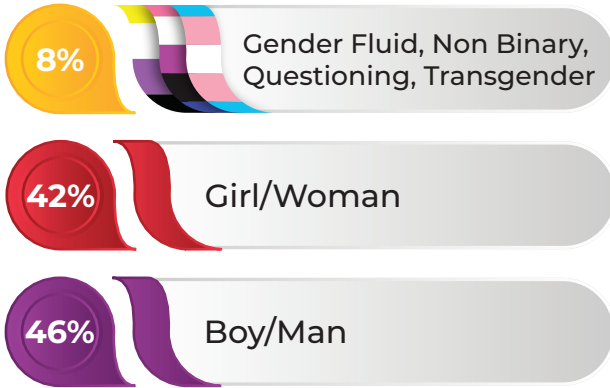


Not sure/Prefer not to answer: 29%
Total respondents: 6,948

“Other” includes responses with counts under 10.

LEARNING TOGETHER

What is your gender identity?*



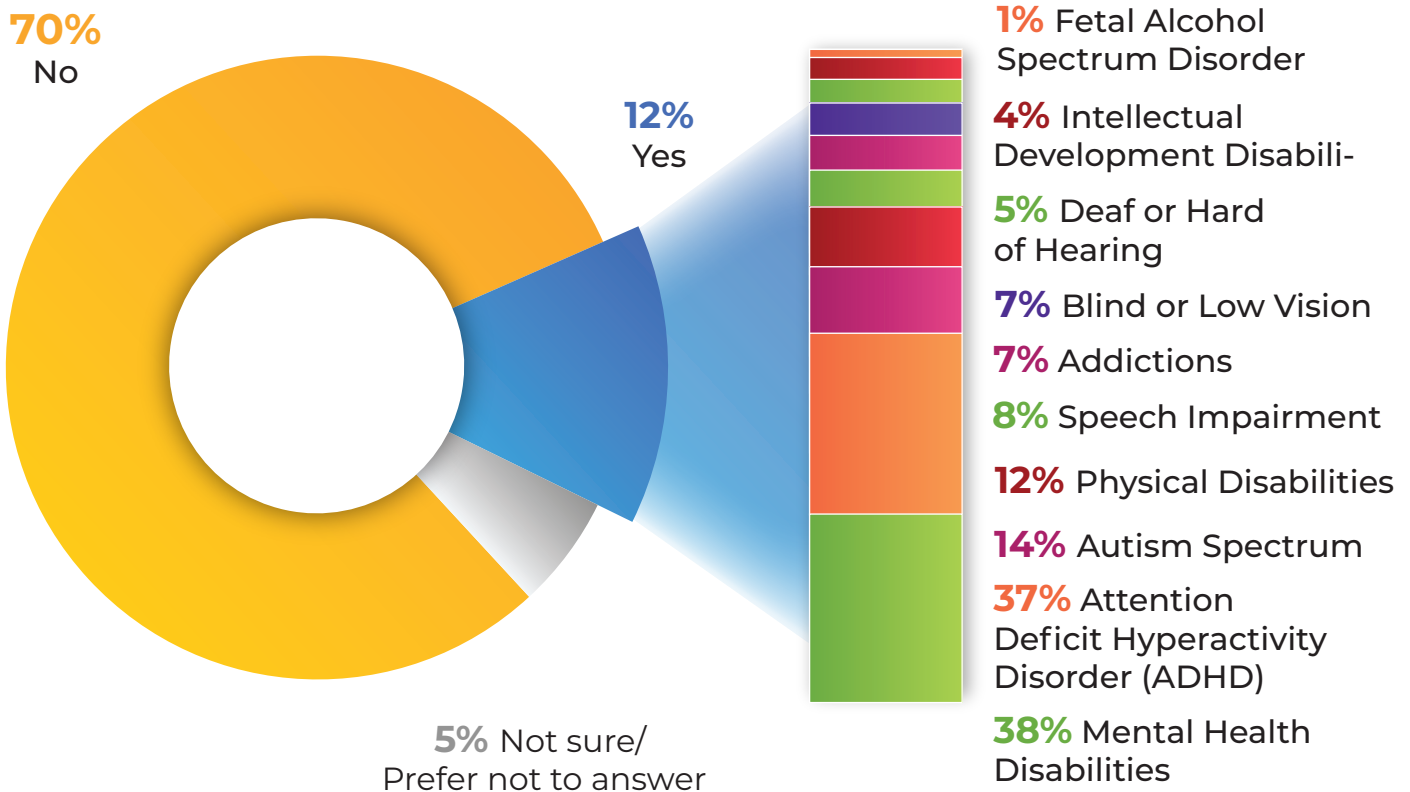
Prefer not to answer: 3%
Total respondents: 5,915
*Students in grades 5-12

What is your sexual orientation?*



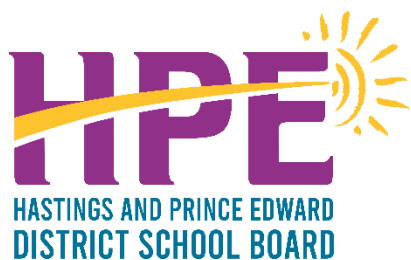
Prefer not to answer: 11%
Number of respondents: 5,915
*Students in grades 5-12

Do you consider yourself to be a person with disabilities?



Prefer not to answer: 11%

Total respondents: 6,948



Staff Census Summary of Results

Spring 2022



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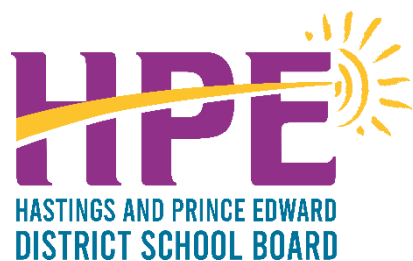
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Introduction

Hastings and Prince Edward District School Board (HPEDSB) values the diversity of students and staff. HPEDSB is committed to equity, inclusion, and working to ensure everyone feels a strong sense of belonging, regardless of their background or personal circumstances.

The communities HPEDSB serves are growing more diverse. This diversity contributes to the ideas and perspectives that enrich school communities. As such, HPEDSB must learn more about its students and staff to identify opportunities to help everyone succeed.

In addition, *The Anti-Racism Act* (ARA) mandates Ontario public sector organizations, including school boards, to collect race data and other related demographic data to help identify and address systemic inequities, eliminate barriers, and advance the fair treatment of everyone.



In November 2021, HPEDSB conducted its first Staff Census to gather demographic information about the unique and diverse composition of HPEDSB's workforce. The results of the census will help HPEDSB better understand who its employees are and identify gaps in representation. This information will provide organizational demographics about the workforce to inform planning of initiatives that foster workplace belonging, create an opportunity for all voices to be heard, and guide a review of policies, procedures, and practices ensuring principles of equity are upheld. This includes meeting obligations to identify and address discrimination and systemic inequities with respect to school board employment practices, such as hiring, mentoring, training, and advancement.

HPEDSB partnered with Turner Consulting Group to prepare, analyze, and present the data, with the goal of answering the following questions:

- What is the current demographic makeup of the HPEDSB workforce?
 - What is the representation of employees in various demographic groups, including sex, race, gender identity, disability, religion, and age?
 - How does the diversity of the HPEDSB workforce compare with the diversity of the community served and the student population based on census data and other comparative data?
- Does the data indicate that the equity-seeking groups experience barriers to hiring or advancement within the organization?

The Staff Census

HPEDSB is required to follow the Ontario Data Standards, which establish consistent, effective practices for the proper collection, use, disclosure, de-identification, and management of the personal information collected. In addition to fulfilling obligations under the ARA, the Ontario Data Standards also outline the requirements for protection of privacy, data security, and reporting processes.

The Staff Census survey was created by HPEDSB to reflect the Ontario Data Standards. In addition to the demographic questions, additional questions on age, employment status, work location, and length of employment with HPEDSB were also included to help with the analysis of the demographic data.

The staff and student census surveys are closely aligned; the data collected from each one will offer insight into the diversity that currently exists in our schools. This will form an important baseline against which future data will be compared, so that HPEDSB can track and respond to shifts in local demographics through the lens of school

board employment practices, such as hiring, mentoring, training, and advancement.

Having reliable workforce data will enable HPEDSB to properly conduct an *Employment Systems Review* and work towards developing subsequent plans for the continual promotion of fair hiring practices, inclusive workplaces, and a representative workforce.

The Staff Census survey had 14 questions. All employees were given 30 minutes on the November 1 PA Day to complete the census, which remained open until November 5. Staff were able to access the census through a secure section of the HPEDSB website and paper copies were also available. Locked boxes were available at all school offices and board buildings in which completed paper survey could be deposited.

The completion of the Staff Census was confidential, voluntary, and anonymous and participants could choose not to participate in the census in its entirety. If they chose to participate in the census, they were able to opt out of answering any of the questions by selecting the response “I prefer not to answer.” Employees were also able to exit the online survey at any time.

Analyzing the Data

Data Analysis

Preparation and analysis of the data occurred in three stages: data entry, data vetting, and data analysis.

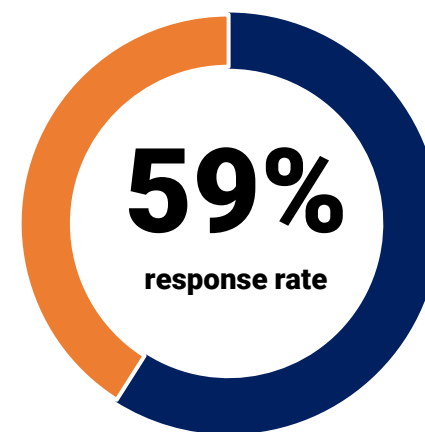
First, the paper surveys were entered into the online database. The data was then vetted and recoded as needed. Data vetting involved reviewing answers to the census questions and ensuring that the information provided was sufficiently accurate. For example, if someone wrote in a response to a question that fit into one of the pre-established categories, it was recoded into the correct category. In addition, where the respondent checked off all available answers to a question, it was recoded to "Invalid Response."

Retaining the Data

The data was reviewed and vetted by Turner Consulting Group. It was returned to HPEDSB for retention and to allow for any additional analysis that may be needed.

Response Rate

In total, 1,244 of HPEDSB's 2,104 employees participated in the census, including 1,218 online submissions and 26 paper copy submissions. This is a response rate of 59%.



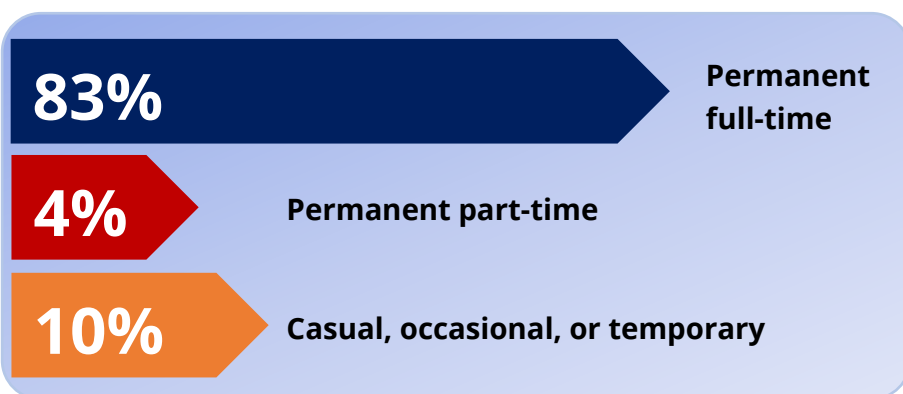
1,244 of HPEDSB's **2,104** employees participated in the census

Organizational Demographics

Employment Status

The vast majority of survey respondents indicated that they are permanent employees (87%), both full and part-time.

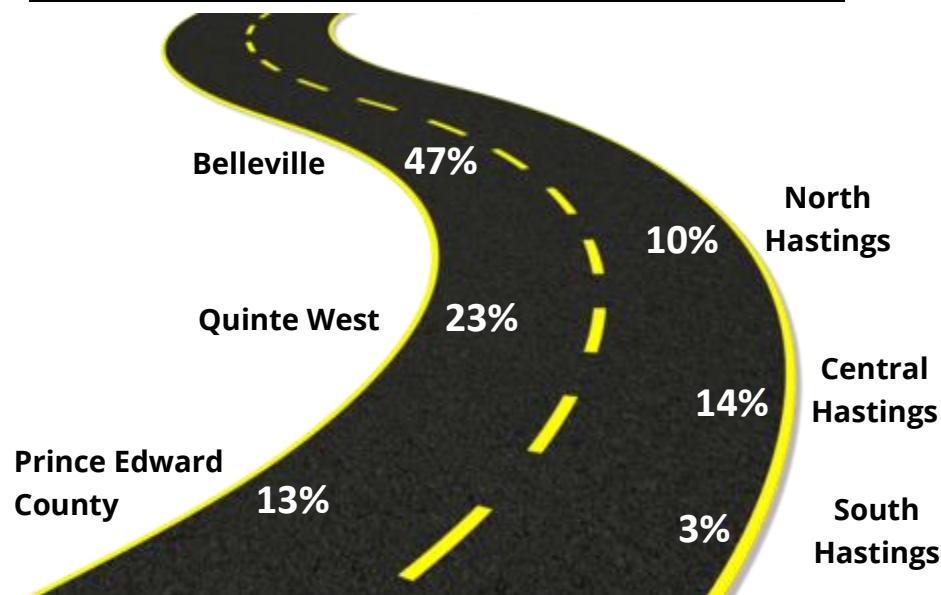
What is your primary employment status with Hastings and Prince Edward District School Board?	#	%
Permanent full-time employee	1,038	83%
Permanent part-time employee	52	4%
Casual, occasional, or temporary employee	129	10%
HPE retiree continuing to work as casual, occasional or temporary employee	14	1%
I prefer not to answer	11	1%
TOTAL RESPONSES	1,244	100%



Work Location

In which geographic location is your worksite situated?	#	%
Belleville	584	47%
Central Hastings	178	14%
North Hastings	119	10%
Prince Edward County	164	13%
Quinte West	280	23%
South Hastings	31	3%
Multiple locations	6	0.5%
Other	14	1%
I prefer not to answer	36	3%
TOTAL RESPONSES	1,244	100%

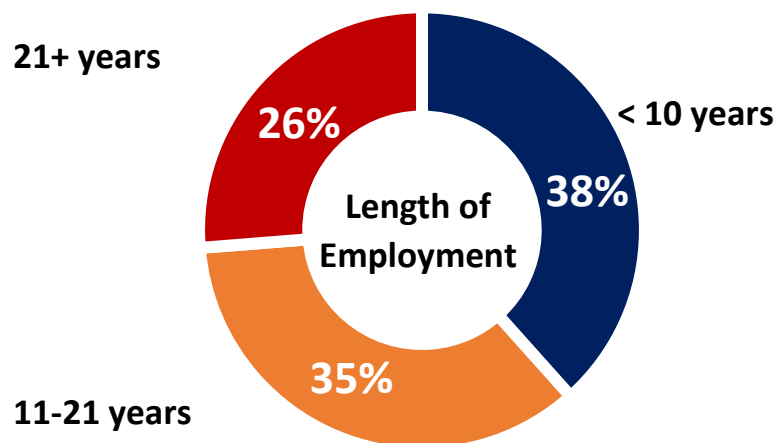
Percentages total to more than 100 owing to multiple responses.



Organizational Demographics

Length of Employment

How long have you been continuously employed with Hastings and Prince Edward District School Board?	#	%
Less than 1 year	50	4%
1-5 years	241	19%
6-10 years	181	15%
11-15 years	204	16%
16-20 years	237	19%
21-25 years	220	18%
More than 25 years	95	8%
I prefer not to answer	16	1%
TOTAL RESPONSES	1,244	100%



Employee Group

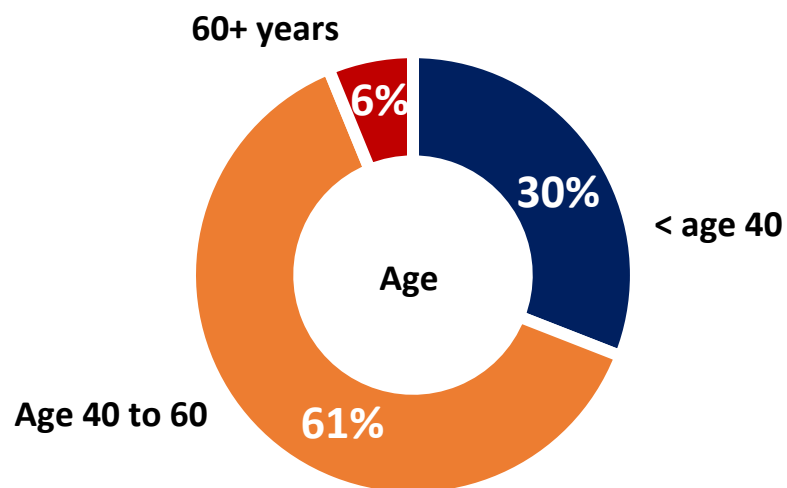
The survey also asked employees to select the employee group (i.e., union, federation, or association) that reflects their primary job responsibility. If employees were in an acting position, they were asked to select the employee group or affiliation for their current acting position. Employees were also asked to select all groups that apply.

Please select the federation, union, or association that reflects your primary job responsibility.	#	%
Administrative Support Group	38	3%
CUPE Group A – Custodial/Maintenance	43	4%
CUPE Group B – Clerical/Technical/Student Supervision Monitors	97	8%
CUPE Group C – Designated Early Childhood Educators, Educational Assistants, Communicative Disorders Assistants	231	19%
ETFO – Teaching (Permanent)	525	42%
HPEOTL – Teaching (Occasional)	20	2%
OSSTF – Teaching (Permanent and Occasional)	178	14%
OSSTF – Professional Student Services Personnel	26	2%
OPC/Senior Administrator/Supervisory Officer	71	6%
I prefer not to answer	28	2%
TOTAL RESPONSES	1,244	100%
Percentages total to more than 100 owing to multiple responses.		

Demographic Overview

Age

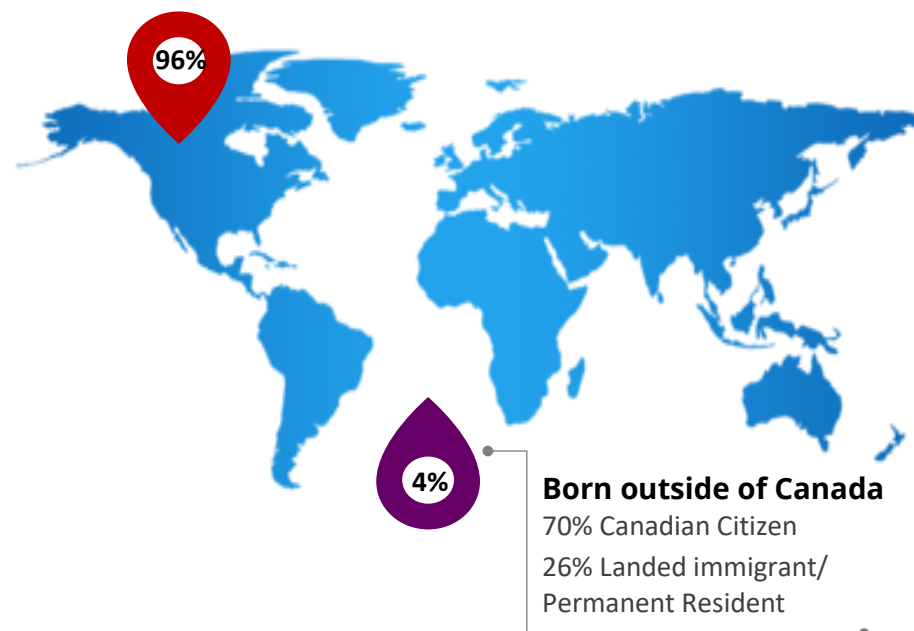
To which age group do you belong?	#	%
18-29 years	97	8%
30-39 years	278	22%
40-49 years	446	36%
50-59 years	313	25%
60+ years	78	6%
Prefer not to answer	32	3%
TOTAL RESPONSES	1,244	100%



Status in Canada

Were you born in Canada?	#	%
Yes	1,191	96%
No	53	4%
Canadian citizen	37	3%
Landed immigrant/permanent resident	14	1%
I prefer not to answer	2	0.2%
TOTAL RESPONSES	1,244	100%

Born in Canada



Demographic Overview

Ethnic Origin

Do you consider yourself to be Canadian?	#	%
Yes	1,216	98%
No	13	1%
Not sure	1	0.1%
I prefer not to answer	14	1%
TOTAL	1,244	100%

98% of respondents identified as Canadian

Respondents identified **59** ethnic or cultural origins other than Canadian

Top 5 Ethnic or Cultural Origins

Canadian (67%)

English (25%)

Irish (17%)

Scottish (16%)

French (7%)

What is your ethnic or cultural origin(s)?	#	%
Canadian	837	67%
English	312	25%
Irish	206	17%
Scottish	199	16%
French	81	7%
Dutch	75	6%
German	75	6%
First Nations	25	2%
Welsh	20	2%
Italian	18	1%
Polish	17	1%
Ukrainian	16	1%
Mohawk	15	1%
American	13	1%
Other	107	9%
Not Sure	11	1%
I prefer not to answer	55	4%
TOTAL	1,244	100%

Percentages total to more than 100 owing to multiple responses.

Demographic Overview

Languages First Spoken

Employees were asked to specify the first language(s) they learned to speak as a child. They were able to check all that apply.

What is the first language(s) you learned to speak as a child?	#	%
English	1,198	96%
French	23	2%
German	8	0.6%
Italian	6	0.5%
Dutch	5	0.4%
Other	38	3%
I prefer not to answer	13	1%
TOTAL RESPONSES	1,244	100%
Percentages total to more than 100 owing to multiple responses.		

The vast majority of employees (96%) identified English as the language they first learned to speak as a child. 2% identified French as a first language.

Fewer than 10 people identified the additional languages of German, Italian, and Dutch. An additional 57 people identified 21 other languages as a first language; each was identified by fewer than 5 people.

96% of respondents identified English as the first language they learned to speak as a child

Staff identified **24** languages that they learned to speak as a child other than English and French

Demographic Overview

First Nations, Métis, Inuit

Do you identify as First Nations, Métis, and/or Inuit?	HPEDSB Staff Census		HPE Health Unit* 2016 Census
	#	%	%
Indigenous Peoples	51	4%	7%
First Nations	29	2%	4%
Métis	21	2%	2%
Inuit	1	0.1%	<.001%
Prefer not to answer	30	2%	
TOTAL RESPONSES	1,244	100%	

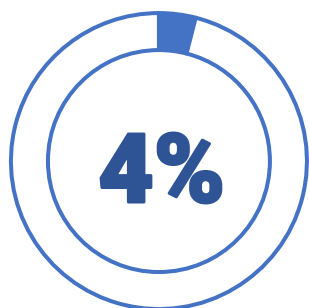
*Hastings Prince Edward Public Health

Racial Identity

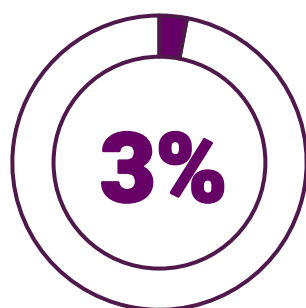
Which racial group(s) best describes you?	HPEDSB Staff Census		HPE Health Unit* 2016 Census
	#	%	%
Indigenous Peoples	51	4%	7%
Racialized People	31	3%	3%
Black	7	0.6%	0.6%
East Asian	6	0.5%	0.7%
Latino/Latina/Latinx	0	0.0%	0.3%
Middle Eastern	5	0.4%	0.2%
South Asian	7	0.6%	0.8%
Southeast Asian	3	0.2%	0.5%
White	1,129	91%	90%
I prefer not to answer	51	4%	--
TOTAL RESPONSES	1,244	100%	100%

Percentages total to more than 100 owing to multiple responses.

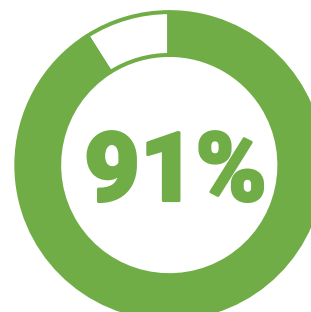
*Hastings Prince Edward Public Health



Indigenous



Racialized



White

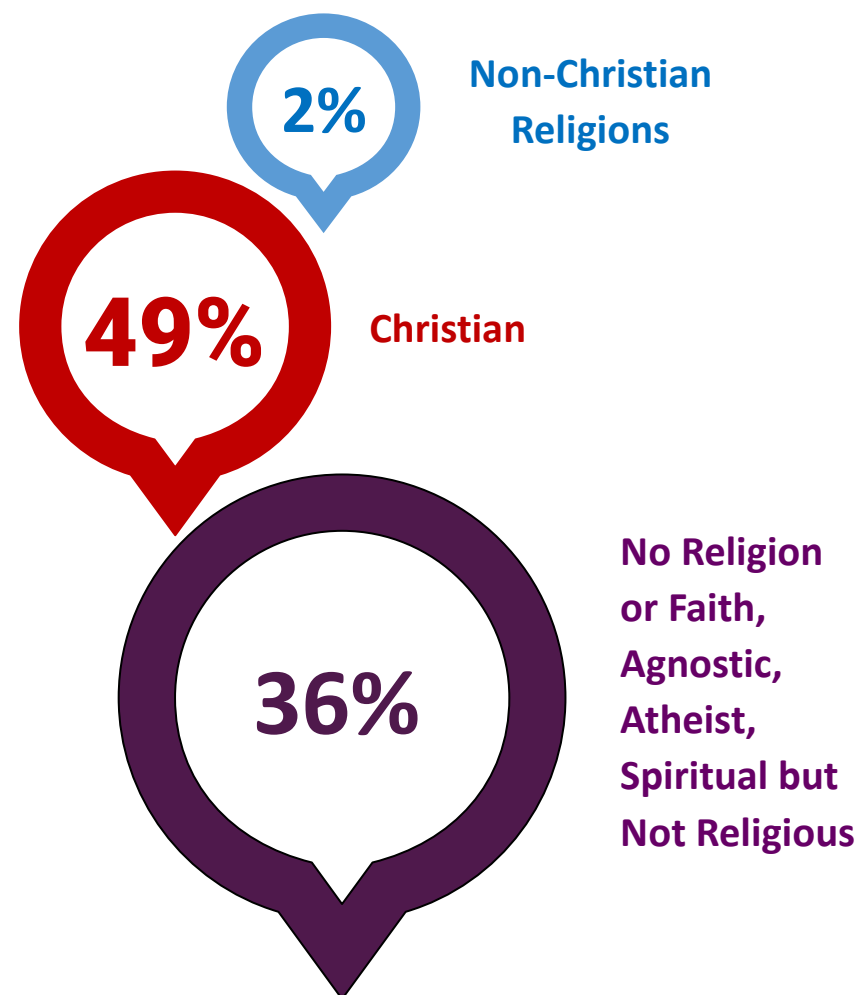
Demographic Overview

Religion/Faith

HPEDSB employees were also asked to identify which faith, religious, or belief group they identified with. Survey respondents were able to select all that apply.

Indicate any religion, creed, spiritual affiliation, or belief with which you identify?	HPEDSB Staff Census		Ontario (2011 Household Survey)
	#	%	%
Christian	613	49%	65%
Non-Christian belief	21	2%	12%
Buddhist	6	0.5%	1.3%
Hindu	3	0.2%	2.9%
Indigenous Spirituality	8	0.6%	0.1%
Jewish	2	0.2%	1.6%
Muslim	1	0.1%	4.6%
Atheist/Agnostic/Do not identify with a faith or belief	449	36%	23%
Invalid response	21	2%	--
Not sure	14	1%	--
Prefer not to answer/I do not understand this question	153	12%	--
TOTAL RESPONSES	1,244	100%	100%
Percentages total to more than 100 owing to multiple responses.			

Fewer than 10 people identified with each of the following religions: Buddhist, Hindu, Indigenous Spirituality, Jewish, and Muslim.



Demographic Overview

Gender

Gender identity refers to a person’s internal sense or feeling of being a woman, a man, both, neither or anywhere on the gender spectrum, which may or may not be the same as the person’s sex assigned at birth. It is different from and does not determine a person’s sexual orientation.

What is your gender identity?	#	%
Woman	960	77%
Man	250	20%
Gender Fluid, Gender Nonconforming, Non-Binary, Questioning, Two-Spirit	6	0.5%
I prefer not to answer	28	3%
TOTAL RESPONSES	1,244	100%

Sexual Orientation

Sexual orientation refers to a person’s sense of sexual interest and attraction to people of the same or different gender(s). It covers the range of human sexuality and is different from gender identity.

What is your sexual orientation?	#	%
Straight	1,081	87%
Bisexual	24	2%
Gay	5	0.4%
Lesbian	11	1%
Pansexual	7	0.6%
Queer, Questioning, Two-Spirit, Asexual	7	0.6%
I do not understand this question	3	0.2%
I prefer not to answer/Not sure	106	8%
TOTAL RESPONSES	1,244	100%

47 staff or **4%** identified as 2SLGBTQ+

Demographic Overview

Disability

8% of survey respondents reported having a disability.

Individuals who identified that they had a disability were then asked to specify the type of disability. As employees may have more than one disability, survey respondents were able to check all that apply.

Do you consider yourself to be a person with a disability(ies)?	#	%
Person with a disability	100	8%
Person without a disability	1,078	87%
Not sure	17	1%
I prefer not to answer	49	4%
TOTAL RESPONSES	1,244	100%

8% of HPEDSB staff have a disability

11% of the Ontario labour force (age 15 to 64) reported having a disability*

Their responses indicate that mental health and physical disabilities are the most common type of disabilities experienced by HPEDSB employees — close to 4% of the workforce reported having a diagnosed mental health disability, while 3% reported a physical disability or health condition. In addition, almost 2% of all survey respondents reported having a learning disability.

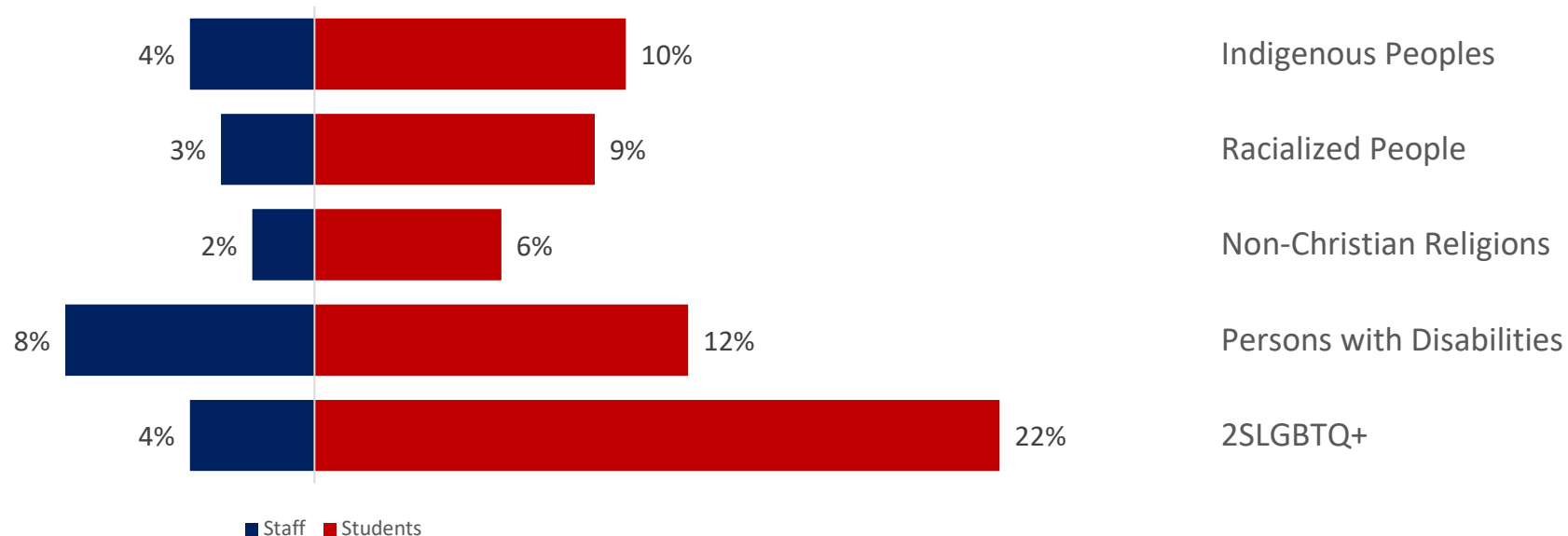
Type of Disability	#	%
Mental Health Disability(ies)	45	45%
Physical Disability(ies)	36	36%
Learning Disability(ies)	21	21%
Deaf or hard of hearing	18	18%
Attention Deficit Hyperactivity Disorder	13	13%
Blind or low vision	4	4%
Addictions	3	3%
Autism Spectrum Disorder	1	1%
I prefer not to answer	6	6%
Total identifying a disability	100	100%
Percentages total to more than 100 owing to multiple responses.		

Statistics Canada. Canadian Survey on Disability. 2012.
<http://www.statcan.gc.ca/pub/89-654-x/89-654-x2015001-eng.htm>

Analysis

Diversity of Staff and Students

The graph below compares the percentage of HPEDSB staff to the proportion of students that are from equity-seeking groups.



Analysis

Women and Men at HPEDSB

This table compares the representation of women and men in various occupational groups at HPEDSB.

Please select the federation, union, or association that reflects your primary job responsibility.	#	% Women	% Men
Administrative Support Group	38	79%	18%
CUPE Group A – Custodial/Maintenance	43	12%	86%
CUPE Group B – Clerical/Technical/Student Supervision Monitors	97	88%	8%
CUPE Group C – Designated Early Childhood Educators, Educational Assistants, Communicative Disorders Assistants	231	95%	4%
ETFO – Teaching (Permanent)	525	82%	17%
HPEOTL – Teaching (Occasional)	20	75%	15%
OSSTF – Teaching (Permanent and Occasional)	178	61%	38%
OSSTF – Professional Student Services Personnel	26	81%	19%
OPC/Senior Administrator/Supervisory Officer	71	69%	31%
I prefer not to answer	28	50%	50%
TOTAL RESPONSES	1,244	77%	20%
Percentages total to more than 100 owing to multiple responses.			

As the table shows, women comprise the majority of employees in each occupational group other than CUPE Group A (Custodial/Maintenance) in which they represent only 12% of employees. In addition, while women represent 77% of all employees, they represent 61% of OSSTF teaching employees.

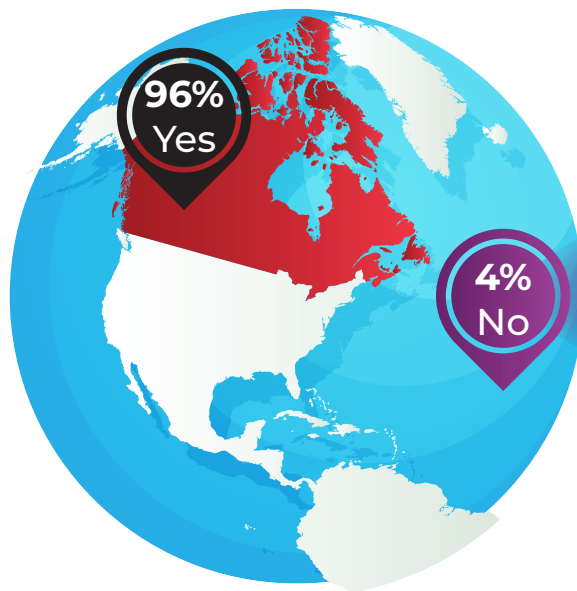
Conversely, while men comprise 20% of all employees, they make up 86% of CUPE Group A employees, 38% of OSSTF Teaching staff, and 31% of OPC/Senior Administrator/Supervisory Officers.

Staff Census

This is Me
in HPE

1,244 Respondents

Were you born in Canada?



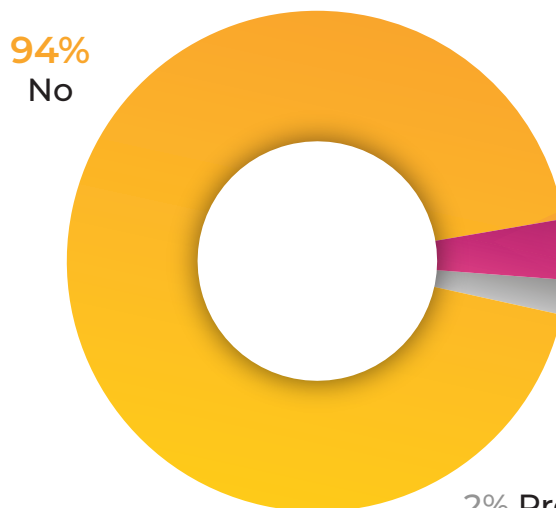
26% Landed immigrant/
permanent resident

70% Canadian citizen

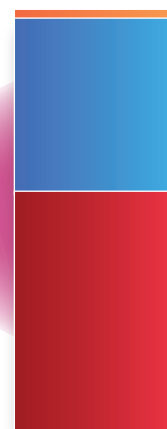
Prefer not to answer: 4%

Total respondents: 1,244

Do you identify as First Nations, Métis, and/or Inuit?



4% Yes



2% Inuit

41% Métis

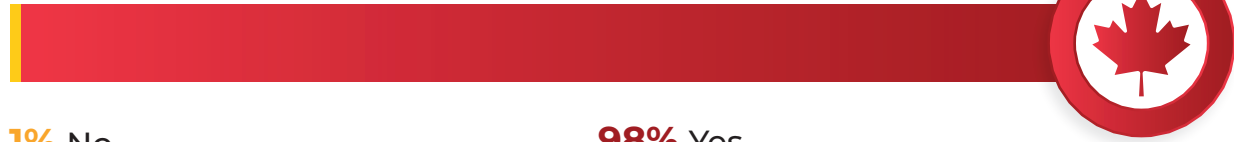
57% First Nations

Prefer not to answer: 0.2%

2% Prefer not to answer

Total respondents: 1,244

Do you consider yourself to be Canadian?

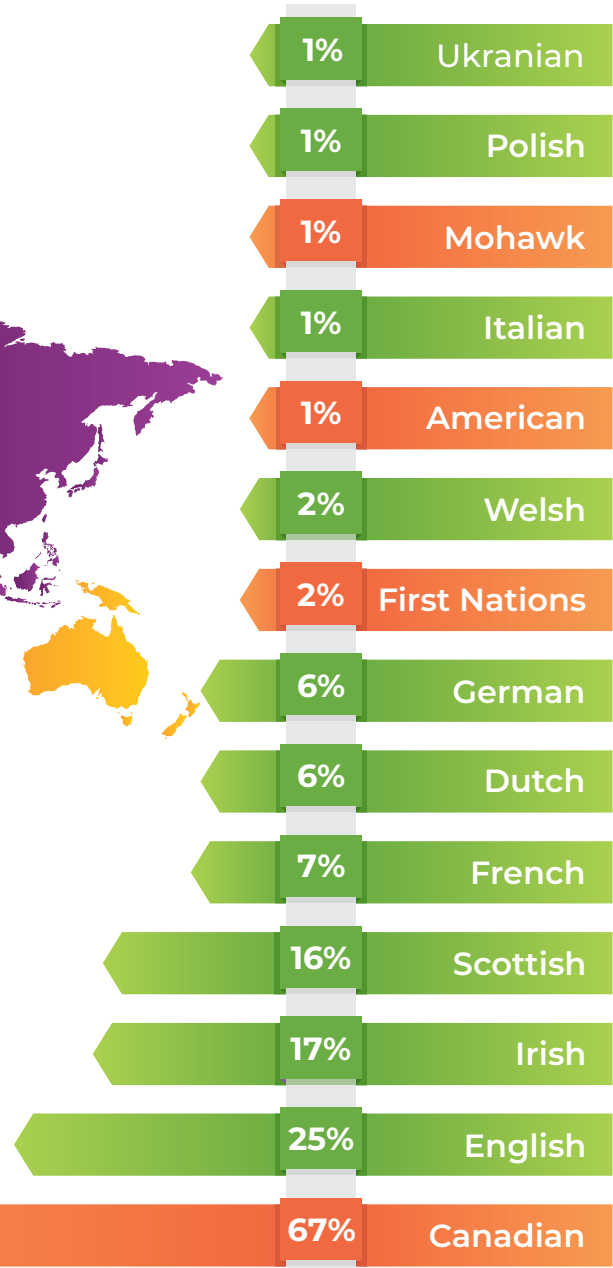


1% No

98% Yes

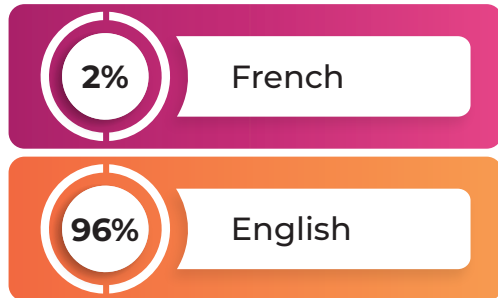
Not sure/ Prefer not to answer: 1%
Total respondents: 1,244

What is your ethnic or cultural origin(s)?



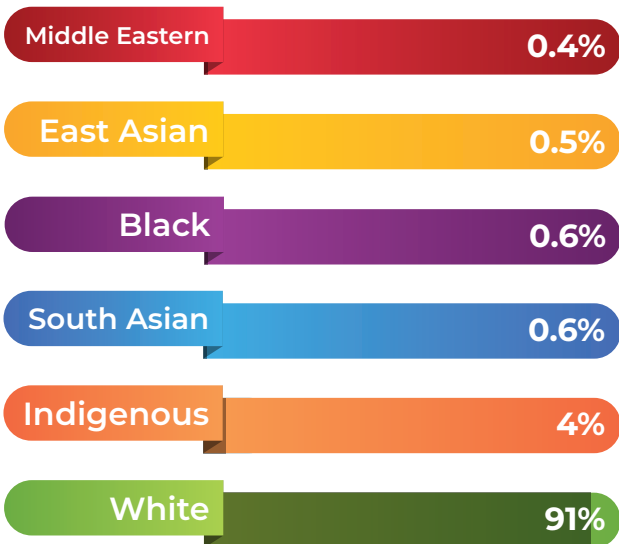
Not sure: 1%
9% identify with other ethnicities
Prefer not to answer: 4%
Number of respondents: 1,244

What is the first language(s) you learned to speak as a child?



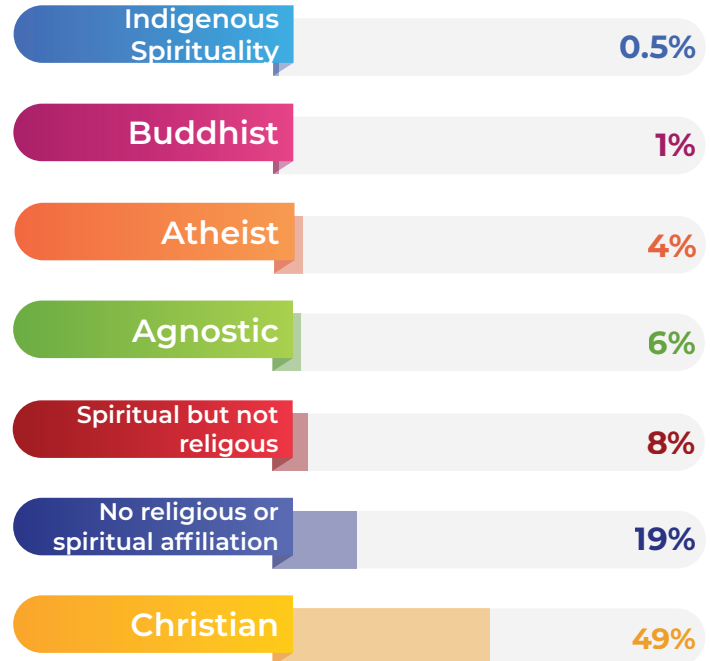
Other: 5%
Prefer not to answer: 1%
Number of respondents: 1,244

Which racial group(s) best describe you?



Prefer not to answer: 4%
Total respondents: 1,244

Which religion, spirituality or belief do you identify with?

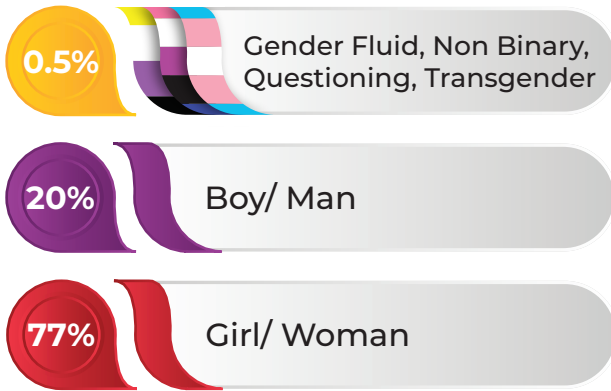


Not sure/Prefer not to answer: 12%
Total respondents: 1,244

“Other” includes responses with counts under 10.

LEARNING TOGETHER

What is your gender identity?



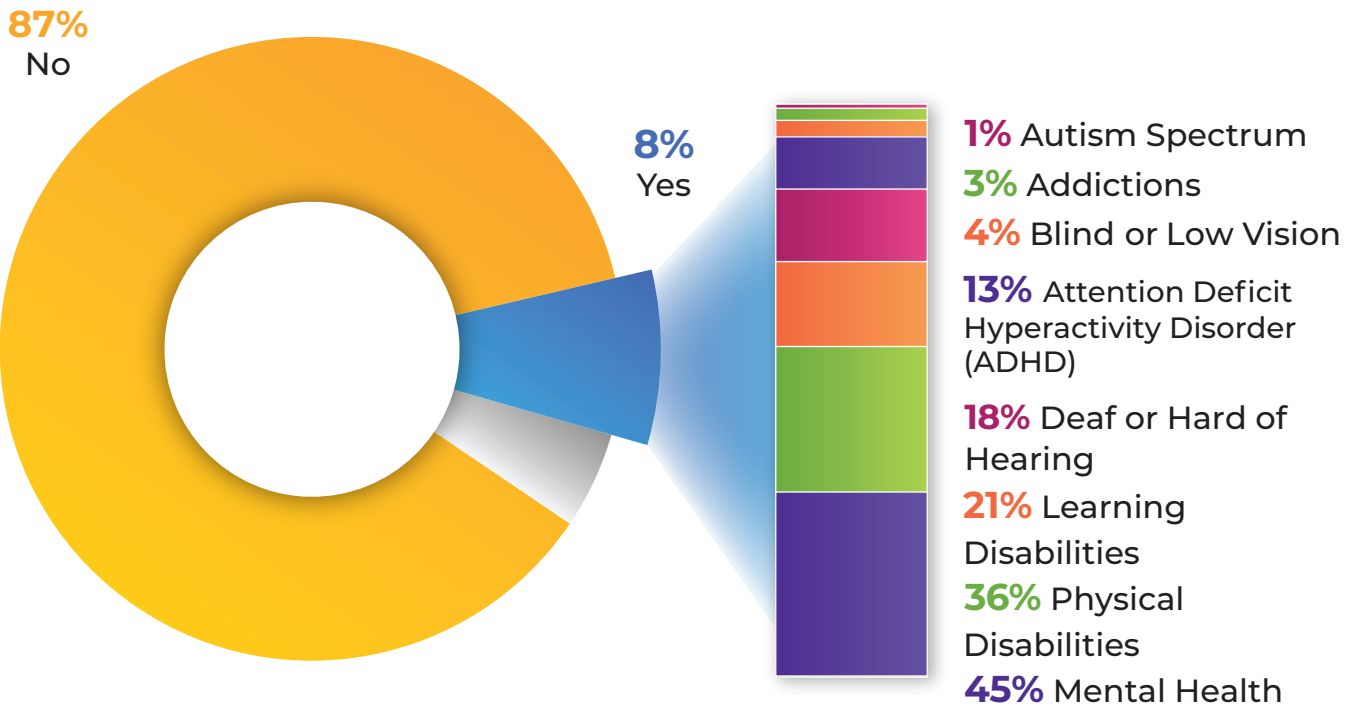
Prefer not to answer: 3%
Total respondents: 1,244

What is your sexual orientation?



Prefer not to answer: 8%
Number of respondents: 1,244

Do you consider yourself to be a person with disabilities?



Prefer not to answer: 6%

Total respondents: 1,244

Decision ___ Information X

To: Hastings and Prince Edward District School Board

From: Tina Elliott, Superintendent of Education, Curriculum Services
Troy Maracle, Indigenous Education Coordinator, Curriculum Services

Re: Indigenous Education Update

Purpose

To provide the Board of Trustees with an Indigenous Education update on supports for students and staff.

Background

The North Hastings High School (NHHS) Indigenous Grad Coach and programming has been a huge success and we are seeing a notable increase in credit accumulation amongst Indigenous students compared to previous years. Transitions into schools have long been identified as an area of concern for Indigenous students, we are happy to share that plans, and activities are already underway to support students who will be transitioning into high school and into Grade 7 from the feeder schools.

Current Situation

Supporting Students

At both Eastside Secondary School (ESS) and NHHS, plans are underway to conduct summer learning and transition programs that will see the participating students earn a reach ahead credit, meaning they will have earned a full secondary credit before they start school in September.

Other highlights include a partnership with the Ontario Youth Apprenticeship Program (OYAP) program that has students at ESS examining, designing and creating lacrosse heads using 3D printers and a meat-processing program at NHHS that will also work with students from HOPE and other ESS students. This partnership is allowing students to explore areas in which they can see skilled trades and opportunities come to life.

Supporting Staff

Central Curriculum Services staff took part in an online learning course that has created new opportunities for collaboration and focused approaches in supporting teachers and students.

Additionally, programming and supports for teachers and administrators in their classrooms and schools continue. There are several major initiatives that will take place in the coming months that we are excited to see come to fruition and share at a later date.

Students and staff have also continued to have opportunities to engage with speakers (authors, artists and knowledge keepers) from across the country including one event where HPEDSB partnered with **10** other Boards and hosted over **2260 classes** and more than **52,000 students!**

Pilot Intermediate Indigenous Grad Coach - Trenton High School

There have been noticeable increases in achievement results for First Nations, Métis, and Inuit students where Indigenous Grad Coaches are in place. Through direct interventions, navigation and management of situations where supports are needed, such as mental health, housing and academics, the Indigenous Graduation Coach program has been successful due to its support of the overall wellbeing and achievement of all First Nations, Métis and Inuit students in schools. Through the wrap around support given by the coach and the circle of caring adults from within the school and community, students are realizing achievement in multiple areas. We have identified that Trenton High School (THS), with an Indigenous population of 10%, would benefit from an Indigenous Grad Coach that would support Indigenous students currently in the school but also those entering THS.

Decision ___ Information X

To: Hastings & Prince Edward District School Board

From: Nick Pfeiffer, Superintendent, Business Services
Kim Horrigan, Senior Manager, Facility Services

Re: Lease Agreements for Use of Space in HPEDSB Schools

Purpose

To provide a summary of current lease agreements in place for community partners using space in our schools.

Background

Cooperative and collaborative partnerships are part of the foundation of a strong, vibrant and sustainable public education system. Partnerships can strengthen the role of the schools in communities, provide a place for programs, and facilitate the coordination of, and improve access to, services for students and the broader community.

The Ministry of Education's [Community Planning and Partnerships Guideline](#) and HPEDSB Board [Procedure 570: Community Planning and Partnerships](#) are intended to:

- Maximize the use of space in schools and board facilities.
- Improve services and supports available to students.
- Reduce facility operating costs.
- Strengthen relationships between the school board, community partners and the public.
- Provide a foundation for improved service delivery for communities.

In March 2015 the Ministry of Education released a [Community Partnership and Planning Guideline](#).

This document provides guidance on allowing school boards and other entities to work together to the benefit of boards, students and the community, and to optimize the use of public assets owned by school boards. As outlined in the guideline, surplus space is to be charged on a cost-recovery basis, meaning the fees charged to partners should cover the operations and capital cost, including administrative costs and property taxes (if applicable). Additional costs to perform minor renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by facility partners should be borne by the partners. Financial expectations should be made clear to potential partners in the board's policy.

Each year Hastings and Prince Edward District School Board (HPEDSB) hosts Community Planning and Partnership meetings, inviting various community partners to learn about current options for sharing surplus space in HPEDSB schools, in accordance with the Ministry of Education Guideline, as well as HPEDSB Administrative Procedure 570: Community Planning and Partnership. This year the meetings are scheduled for April 20th and April 25th.

The purpose of these meetings is to:

- Share planning information with community organizations and to collaborate to optimize the use of public assets owned by the board.
- Focus on opportunities to share facilities with community partners when building new schools, undertaking renovations, considering the use of unoccupied space and sites that may be considered for disposition.
- Explain the process for establishing facility partnerships.

An Expression of Interest form is available for those community partners interested in particular spaces for review/discussion/approval.

Current situation

Currently HPEDSB has several child care partners in addition to other partners who have signed lease agreements for a committed period of time for use of surplus space in our facilities. Appendix A: HPEDSB Lease Agreements shows the current partner agreements in place, as well as associated fees (for example, some lease rates are calculated at \$9.14 per square foot). Please note these leases represent community partners who use space for a committed period of time. Community use permits (short term uses of spaces) are managed through an online portal.

Appendix A: HPEDSB Lease Agreements

Location	Lessee	Description	Term	Days of Use	Fees	Status
Child Care (Pre-school age – full day) (based on cost recovery rate of \$9.14/sq ft)						
Mass-Red PS	The HUB Child and Family Centre	Full day child care	Sept 2021 – Aug 2024	Mondays-Fridays	\$1,555.32/month	Current
Park Dale PS	Quinte Child Care	Full day child care	Sept 2021 – Aug 2024	Mondays-Fridays	\$1,428.00/month	Current
Stirling PS	Stirling Cooperative Nursery School	Full day child care	Sept 2021 – Aug 2024	Mondays-Fridays	\$899.53/month	Current
Easthill Elementary	YMCA	Full day child care	(Not in place yet)	Mondays-Fridays	TBD	New school under construction
Child Care (Before & After school programs) Lease Agreements – fee is \$5 administrative charge						
Central Hastings School	Central Hastings Early Ed	Before and After School	Sept 2022 – June 2023	7:00-9:00 am and 3:00-6:00pm	\$5 per year	Current
Marmora Senior Public School	Central Hastings Early Ed	Before and After School	Sept 2022 – June 2023	6:00-9:00am and 3:30-6:00pm	\$5 per year	Current
Frankford Public School	Hastings County C & HS	Before and After School	Sept 2022 – June 2023	7:30-9:30 am and 3:00-6:00pm	\$5 per year	Current
Sir John A. Macdonald School	Hastings County C & HS	Before and After School	Sept 2022 – June 2023	7:00-9:30am and 2:30-6:00pm	\$5 per year	Current
Trent River Public School	Hastings County C & HS	Before and After School	Sept 2022 – June 2023	6:00-9:30am and 2:45-6:00pm	\$5 per year	Current
Bird's Creek Public School	North Hastings C & HS	Before and After School	Sept 2022 – June 2023	7:30-9:00am and 2:30-6:00pm	\$5 per year	Current
York River	North Hastings C & HS	After School	Sept 2022 – June 2023	2:30 - 6:00 pm	\$5 per year	Current
Maynooth Public School	North Hastings C & HS	After School	Sept 2022 – June 2023	2:30 - 6:00 pm	\$5 per year	Current
Stirling Public School	Stirling Co-operative Sprouts	Before and After School	Sept 2022 – June 2023	6:00-9:15am and 3:30-6:00pm	\$5 per year	Current
CML Snider School	The HUB	Before and After School	Sept 2022 – June 2023	7:30-9:30 am and 3:00-6:00pm	\$5 per year	Current
Kente Public School	The HUB	Before and After School	Sept 2022 – June 2023	7:00-9:30am and 3:00-6:00pm	\$5 per year	Current
Prince Edward Collegiate	The HUB	Before and After School	Sept 2022 – June 2023	7:00-8:15am and 1:00-6:00pm	\$5 per year	Current
Bayside Public School	YMCA of Central East Ontario	After School	Sept 2022 – June 2023	2:00 - 6:00pm	\$5 per year	Current
Foxboro Public School	YMCA of Central East Ontario	Before and After School	Sept 2022 – June 2023	7:15-9:30am and 3:00-6:00pm	\$5 per year	Current
Harry J. Clarke Public School	YMCA of Central East Ontario	Before and After School	Sept 2022 – June 2023	7:00-8:30am and 2:00-6:30pm	\$5 per year	Current
Park Dale School	YMCA of Central East Ontario	Before and After School	Sept 2022 – June 2023	7:15-9:30am and 3:00-6:00pm	\$5 per year	Current
Prince Charles PS (Trenton)	YMCA of Central East Ontario	Before and After School	Sept 2022 – June 2023	7:15-9:30am and 3:00-6:00pm	\$5 per year	Current

Location	Leasee	Description	Term	Days of Use	Fees	Status
Prince of Wales Public School	YMCA of Central East Ontario	Before and After School	Sept 2022 – June 2023	7:15-9:30am and 3:00-6:00pm	\$5 per year	Current
Queen Elizabeth (Belleville)	YMCA of Central East Ontario	Before and After School	Sept 2022 – June 2023	7:00-9:30am and 2:00-6:00pm	\$5 per year	Current
Queen Victoria School	YMCA of Central East Ontario	Before and After School	Sept 2022 – June 2023	7:15-9:30am and 3:00-6:00pm	\$5 per year	Current
Susanna Moodie ES	YMCA of Central East Ontario	Before and After School	Sept 2022 – June 2023	7:15-9:30am and 3:00-6:00pm	\$5 per year	Current
Tyendinaga Public School	YMCA of Central East Ontario	Before and After School	Sept 2022 – June 2023	7:15-9:30am and 3:00-6:00pm	\$5 per year	Current
Harmony Public School	YMCA of Central East Ontario	Before and After School	Sept 2022 – June 2023	7:15-9:30am and 3:00-6:00pm	\$5 per year	Current
Mass - Red PS	YMCA of Central East Ontario	Before and After School	Sept 2022 – June 2023	7:15-9:30am and 3:00-6:00pm	\$5 per year	Current
Other						
Sir Winston Churchill	ALCDSB	Full use of school	Nov 30, 2018 – Dec. 31, 2023 (extended)	All day/every day	\$3,500/month	Current
Maynooth Public School	North Hastings Children's Services	EarlyON Program	Sept 2022 – June 2023	Mon/Thurs/Friday mornings	\$569.73/month	Current
Former Quinte Secondary School	Quinte Health Care	Covid-19 Testing Centre	Extended to Aug 31, 2022	All day/every day	No charge	Current
Sophiasburgh Central School	Co. Food Hub	Commercial Kitchen and tenants sub-leasing.	Sept 1, 2018 – Aug 31, 2023. (Extended to Aug 31, 2026)	All day/every day. They have their own separate space/entrance	\$4,417.67/month Rent deferral to pay as able until October 2022	Paying half until Oct 1, 2022 as able.
Hermon Public School	Township of Carlow-Mayo	Library use/shared with school	Yearly lease agreement, proposing to increase to 3 or 5 year lease agreement	Hours as defined by Hermon Public Library	Administrative fee and any staffing fees for after hours, as applicable	Under review
Coe Hill Public School	Wollaston Township	Gym and Kitchen	Yearly lease agreement, proposing to increase to 3 or 5 year lease agreement	On an as requested basis	Administrative fee and any staffing fees for after hours, as applicable	Under review
Coe Hill Public School	Wollaston Township Library	Portable	Yearly lease agreement, proposing to increase to 3 or 5 year lease agreement	Hours as defined by Wollaston Public Library	Administrative fee and any staffing fees for after hours, as applicable	Under review

Ameresco Agreement for solar panels on school roofs

Lease rate for each site is based on \$4,000 per 100kW of rated capacity

HPEDSB Solar Lease Payments

HPEDSB	Facility	Service Address	Effective kW Size for Lease	Base Rent Commencement Date	Annual Lease Payment
1	Bayside SS	1247 Old Highway 2, Bellville, ON, K8N 4Z2	249	8/19/2016	\$9,960
2	Centennial SS	160 Palmer Rd, Bellville, ON, K8P 4E1	249	8/19/2016	\$9,960
3	Moirs SS	275 Farley Ave, Bellville, ON, K8N 4M2	80	8/19/2016	\$3,200
4	Park Dale PS	73 Poplar St, Bellville, ON, K8P 4J3	60	7/12/2016	\$2,400
5	Prince Charles PS	75 Ritchie Ave, Bellville, ON, K8P 3W2	40	7/12/2016	\$1,600
6	Prince of Wales PS	37 Prince of Wales Dr, Bellville, ON, K8P 2T6	75	7/12/2016	\$3,000
7	Quinte SS	45 College St. W., Bellville, ON, K8P 2G3	185	7/12/2016	\$7,400
					\$37,520

Note: Since 2018, the board's costs for removal of solar panels for roof repair and maintenance have exceeded the revenue generated by the solar panel lease.