

# AGENDA

Regular Public Board Meeting

Monday, December 12, 2022

Item	Responsibility
1 Call to Order – 7:00 p.m.	S. Binder
2 Acknowledgement of Traditional Lands	S. Lewis
3 Presentation: Centennial Secondary School Choir	K. Dostaler
4 Roll Call	S. Binder
5 Approval of Agenda	S. Binder
6 Declarations of Conflict of Interest	S. Binder
7 Consent Agenda Items	S. Binder
(a) Organizational and Public Board Meeting, November 21, 2022	
(b) Special Closed Committee of the Whole Meeting, December 5, 2022	
(c) Special Closed Committee of the Whole Meeting, November 14, 2022	
(d) Special Closed Committee of the Whole Meeting, October 25, 2022	
(e) Special Closed Committee of the Whole Meeting, October 17, 2022	
8 Rise and Report from Committee of the Whole (Closed Session)	R. Prinzen
9 Report from Trustees appointed to External Organizations	A. Robertson
(a) Ontario Public School Board Association (OPSBA)	
10 Standing Committee Reports	
(a) Governance and Policy Committee	S. Binder
i. Trustee Vacancy Ad Hoc Committee and Governance Directive	
ii. Governance Directive – 7.3 Public Participation and Delegations	
(b) Physical Planning, Finance and Building Committee (nil)	
(c) Student Learning, Well-Being and Equity Committee (nil)	
11 Statutory Committee Reports	
(a) Audit Committee (nil)	
(b) Board Student Discipline Committee (nil)	
(c) Parent Involvement Committee November 23, 2022	R. Speck
(d) Special Education Advisory Committee December 1, 2022	S. Lewis
(e) Supervised Alternative Learning Committee (nil)	
12 Advisory Committee Reports	
(a) Accessibility Advisory Committee (nil)	
(b) Equity and Inclusivity Advisory Committee (nil)	
(c) Indigenous Education Advisory Committee (nil)	
(d) Student Voice Committee	Student Trustees
13 Ad Hoc Committee Report (nil)	
14 Chair's Report	S. Binder
15 Director's Report	K. Maclver

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|----|--|-----------------------|
| 16 | HPEDSB Staff Reports   | S. Binder             |
|    | (a) 2022 Director's Annual Report  | K. MacIver/K. Donnell |
|    | (b) Reading/Literacy Update  | T. Elliott            |
|    | (c) EQAO Report  | T. Elliott            |
|    | (d) Staffing and Recruitment   | D. McFarlane          |
|    | (e) Revised Estimates  | N. Pfeiffer           |
|    | (f) Tender: THS Gym/Auditorium HVAC and Lighting – Bid Evaluation and Options Recommendation   | N. Pfeiffer           |
| 17 | Calendar of Events   | S. Binder             |
|    | (a) Physical Planning, Finance and Building Committee Jan. 9, 2023   |                       |
|    | (b) Student Learning, Well-Being and Equity Committee Jan. 11, 2023  |                       |
|    | (c) Governance and Policy Committee Jan. 16, 2023  |                       |
|    | (d) Regular Public Board Meeting Jan. 23, 2023   |                       |
|    | (e) Special Education Advisory Committee Meeting Jan. 26, 2023   |                       |
|    | (d) Bayside Secondary School "The Arts Coffee House" 2:30-7:30 p.m.  |                       |
|    | (e) Central Hastings School: January 11, 2023 Grade 8 Shadow Day,<br>January 19, 2023 Grade 8-9 transitions Parent Info Night 6:00-8:00 p.m. |                       |
| 18 | Correspondence   | S. Binder             |
| 19 | Unfinished Business  | S. Binder             |
| 20 | Trustee Motions for Consideration  | S. Binder             |
| 21 | Trustee Notice of Motion   | S. Binder             |
| 22 | Adjournment  | S. Binder             |

**Members present:** S. Binder, E. Charlton, K. Hambly, K. Kramp, S. Lewis, S. Maracle, R. Prinzen  
A. Robertson, R. Speck

**Student Trustees:** L. Hung, S. Spencer, J. Webster

**Absent:** K. Dostaler, T. Elliott

**Resource:** K. Donnell, K. MacIver, D. McFarlane, K. Niemi, N. Pfeiffer,

**Minutes:** D. Lucas, Executive Assistant

**1. Call to order**

Chair Binder called the meeting to order at 7:00 p.m. and welcomed everyone to the Public Board meeting.

**2. Acknowledgement of Traditional Lands**

Trustee Charlton offered the Land Acknowledgement

**3. Roll Call**

Chair Binder requested a roll call of Trustees and Student Trustees.

**4. Approval of the agenda**

**Mover: K. Hambly**

**Seconder: R. Prinzen**

That the agenda for the November 21, 2022 Organizational and Public Board Meeting be approved.

**Carried**

**5. Conflict of Interest – None declared.**

**6. Consent Agenda Items**

Vice-Chair Prinzen requested item 6(d) to be removed from the consent items for corrections. Item 6(d) was moved to 6.1 for further discussion.

**Mover: A. Robertson**

**Seconder: K. Hambly**

Consent agenda items approved with the exception of 6(d)

**Carried**

**6.1** Vice-chair Prinzen noted the corrections required on item 6.1 were to include the nomination of Trustee Parks for Vice-chair. Director MacIver noted that the correction was made and provided an update of the minutes to Trustees.

**Mover: R. Prinzen**

**Seconder: S. Lewis**

Minutes of November 15, 2022, item 6.1 was approved with corrections.

**Carried**

7. **Report from External Organizations:** nothing to report at this time from OPSBA.

8. **Standing Committee Reports:**

(a) Governance and Policy Committee Recommendations

(i) Board Vacancy: The Committee was informed of a vacancy at the November 15, 2022 meeting.

**Recommendation**

**Moved:** S. Lewis

**Seconded:** K. Hambly

**That the Hastings and Prince Edward District School Board use an appointment process with applications and interviews, as described in Policy 3H: Filing Vacancies on the Board, to fill the Board vacancy created by the resignation of Kristen Parks.**

**Carried**

(ii) 2022-2023 Committee Membership: The Committee reviewed the expressions of interest from trustees for the 2022-2023 Committee Membership, with a recommendation for approval.

**Recommendation**

**Moved:** R. Prinzen

**Seconded:** S. Maracle

**That the Hastings and Prince Edward District School Board approve the committee membership for the Standing, Statutory, Advisory, Administrative and External committees with the exception of the OPSBA representative as presented in Appendix A.**

**Carried**

(iii) Committee Meeting Dates: The Committee reviewed the committee meeting dates for the remainder of the 2022-2023 school year, with a recommendation for approval.

**Recommendation**

**Moved:** S. Lewis

**Seconded:** E. Charlton

**That the Hastings and Prince Edward District School Board approve the committee meeting dates and times for the remainder of the 2022-2023 school year.**

**Carried**

(iv) Election for Trustee Representation on Ontario Public School Board Association (OPSBA):

Four trustees had expressed interest in representing OPSBA. No other trustee expressed interest from the floor. Trustee Hambly and Vice-chair Prinzen removed their names as representatives, Chair Binder opted to be the alternate representative for OPSBA and was acclaimed. Trustee Robertson was acclaimed as primary representative for OPSBA.

(v) Elections for Chair and Vice-chair of the Physical Planning, Finance and Building Committee:

Nominations were called for the position of Chair. Trustee Charlton nominated Trustee Kramp, Vice-Chair Prinzen seconded the nomination. Trustee Kramp accepted the nomination. Chair Binder asked for nominations a second and third time, no other nominations came forward; Trustee Kramp was declared Chair for the Physical Planning, Finance and Building Committee.

Nominations were called for the position of Vice-chair. Trustee Robertson nominated Trustee Charlton, Vice-chair Prinzen seconded the nomination. Trustee Charlton accepted the nomination. Chair Binder asked for nominations a second and third time, no other nominations came forward; Trustee Charlton was declared Vice-chair for the Physical Planning, Finance and Building Committee.

- (vi) Elections for Chair and Vice-chair of the Student Learning, Well-Being and Equity Committee: Nominations were called for the position of Chair. Trustee Maracle nominated Trustee Lewis, Vice-Chair Prinzen seconded the nomination. Trustee Lewis accepted the nomination. Chair Binder asked for nominations a second and third time, no other nominations came forward; Trustee Lewis was declared Chair for the Student Learning, Well-Being and Equity Committee.

Nominations were called for the position of Vice-chair. Trustee Maracle nominated Trustee Speck, Trustee Kramp seconded the nomination. Trustee Speck accepted the nomination. Chair Binder asked for nominations a second and third time, no other nominations came forward; Trustee Speck was declared Vice-chair for the Student Learning, Well-Being and Equity Committee.

- (b) Physical Planning, Finance and Building Committee - there was nothing to report.  
(c) Student Learning, Well-Being and Equity Committee - there was nothing to report.

**9. Statutory Committee Reports:**

- (a) Audit Committee - there was nothing to report.  
(b) Board Student Discipline Committee - there was nothing to report.  
(c) Parent Involvement Committee - there was nothing to report.  
(d) Special Education Advisory Committee:  
i. A recommendation came forward to approve the membership and the members at large for the Special Education Advisory Committee for the four-year term of the board, commencing November 2022.

**Recommendation**

**Moved:** K. Hambly  
**Seconded:** A. Robertson

**That Hastings and Prince Edward District School Board approve the following local association appointments to the Special Education Advisory Committee for the four-year term of the Board, commencing November 2022.**

- Children's Mental Health Services – Nancy Hamilton-Powers
- Community Living Prince Edward – Ashley Card
- Community Living Quinte West – Connie McLean
- Counselling Services of Belleville and District – Andrea Brennan
- Easter Seals Ontario – Richelle Glenn
- Family Space Quinte Inc. – Wendy Haystead
- Inclusive Action in Ontario – Donna Vanderkloet
- Loyalist College – Eve Cotman
- North Hastings Community Integration Association – Janet Christie
- Quinte Children's Treatment Centre – Sandra Ward
- Trenton Military Family Resource Centre – Andi-Lynn James

**Carried**

**Recommendation**

**Moved:** E. Charlton

**Seconded:** K. Hambly

**That Hastings and Prince Edward District School Board approve the following member at large appointments to the Special Education Advisory Committee for the four-year term of the Board, commencing November 2022.**

- Jennifer Parker
- Lisa Solski

**Carried**

(d) Supervised Alternative Learning Committee – there was nothing to report.

**10. Advisory Committee Reports:**

- (a) Accessibility Advisory Committee – there was nothing to report.
- (b) Equity and Inclusivity Advisory Committee – there was nothing to report.
- (c) Indigenous Education Advisory Committee – there was nothing to report.
- (d) Student Voice Committee – Student Trustee Webster reported the following:
  - new initiatives and activities are being planned to promote student engagement,
  - each Student Trustee will visit designated schools to improve communication with schools and students, and
  - creating a google form to send out to students to gather feedback on how they want student voice to look like in the coming year.

**11. Ad Hoc Committee Report:** there was nothing to report.

**12. Chair Report:** there was nothing to report.

**13. Director's Report:** Director MacIver provided the following highlights:

- acknowledged that schools were open for in-person learning as the CUPE strike did not take place,
- high absenteeism rates at schools for students and staff for various reasons; reminders about proper hand hygiene, coughing/sneezing into one's elbow; wearing masks is recommended,
- trustees are welcome to attend school events when invited by the principal, and
- Prince Charles Public School (Trenton) was the recipient of \$14,400 from Walmart Trenton for its Food for Learning program; the funds were raised through customer donations at checkout.

**14. HPEDSB Staff Reports:** there was nothing to report.

**15. Calendar of Events for November 2022:**

- a. December 1 and 15, 2022 Special Education Advisory Committee
- b. December 5, 2022 Governance and Policy Committee
- c. December 12, 2022 Public Board Meeting
- d. schedule of events taking place at schools

**16. Correspondence**

- Nil

**17. Unfinished Business**

- Nil

**18. Trustee Motions for Consideration**

- Nil

**19. Trustee Notice of Motions:**

- Nil

**20. Meeting adjourned at 7:29 p.m.**

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*Chair*

*Secretary*

DRAFT

**To: Hastings and Prince Edward District School Board**

**From: Amanda Robertson, OPSBA Representative**

**Re: OPSBA Board of Directors Update**

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### **Purpose**

To provide an OPSBA Board of Directors update including an overview of the November OPSBA Board of Directors Meeting and OPSBA Advocacy Day Event held November 28, 2022.

### **Background**

The OPSBA Board of Directors hosts regular board meetings five times a year. The OPSBA board consists of 50 individuals representing all member boards. OPSBA's five 2022-2023 Multi-Year Strategic Priorities are: Advocating for the Whole Child and Student Well-Being, Advancing Reconciliation: First Nation, Metis and Inuit Education, Strengthening Positive Labour Relations, Advocating for Sustainable and Equitable Education Funding, and Supporting Trustees as Leaders in Education.

[A Summary of the OPSBA November 2022 meeting](#) can be found here. Items of note include:

- Presentation of the study on “The Powers and Duties of School Boards -- Health and Well-Being of Students and Employees” by Anthony F. Brown LLB, LLM, M.Ed. that explored powers and duties laid out in statute or legislation with respect to mask mandates for students and staff.
- Nanos Polling Results: Nine in ten Ontarians agree or somewhat agree that spending on Public Education is an investment in the future: Survey. It also looked at Funding and education priorities, Indigenous reconciliation, and Electing or appointing School Board Trustees.

OPSBA Advocacy Day was held November 28, 2022, at Queen's Park in Toronto. Highlights of the day include:

- A press conference in the morning, where OPSBA executives and Nik Nanos presented the results from the Nanos Education Survey.
- Directors engaged in government meetings with MPPs and senior staff. We provided background information on OPSBA and highlighted three Advocacy Day Priorities including Capital and Facilities, Equity, Diversity and Inclusion, and Student Transportation.
- Directors were able to attend Question Period in the Members Gallery.
- A reception was held in the evening, where Directors were addressed by the Minister of Education, Stephen Lecce, the Education Critic, MPP Chandra Pasma, and Liberal Critic for Education and former Minister of Education, Mitzie Hunter. Retiring OPSBA Executive Director Rusty Hicks was thanked for his years of service to the organization.

### **Legislative Update**

- [Bill 39, Better Municipal Governance Act, 2022](#)

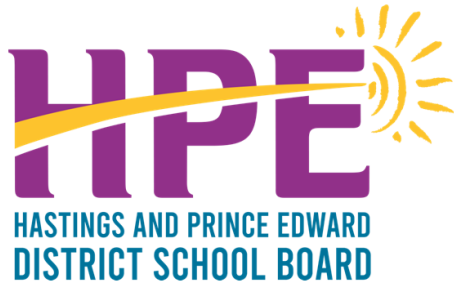


Upcoming OPSBA Events

- [OPSBA's 2023 Public Education Symposium](#) is coming up January 26-28 at the Sheraton Centre in Toronto. All new trustees are strongly encouraged to attend.
- Indigenous Trustees Council meeting January 26, 1-4pm at the Toronto Sheraton Centre.

**Action**

None required.



Decision   X   Information   

**To: Hastings and Prince Edward District School Board**

**From: Shannon Binder, Chair of the Board and Chair of Governance and Policy Committee**

**Re: Trustee Vacancy Ad Hoc Committee**

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**Purpose**

To provide a committee report to comprise the Trustee Vacancy Ad Hoc Committee and approve the Governance Directives for the Ad Hoc Committee as per HPEDSB By-Laws and policies.

**Background**

At the November 21, 2022 Organizational Meeting of the Board, the Board approved an appointment process to fill a Trustee vacancy as per Policy 3-H: Filling Vacancies on the Board. Advertising for the vacancy started on November 24, 2022 and applications will be received through to December 21, 2022.

**Next Steps**

HPEDSB Policy 3-H: Filling Vacancies on the Board, sections 4 c (iii) and (iv) requires the secretary of the board to ask all trustees to indicate their intention about their attendance and participation in the interviews which will in turn compose the ad hoc selection committee. As a part of this report, each trustee will be given the opportunity to indicate their intention to participate in the Trustee Vacancy Ad Hoc Committee.

The following timeline outlines the committee’s work:

- November 24, 2022 Post and advertise trustee vacancy
- December 12, 2022 Form Ad Hoc Committee
- December 19, 2022 @ 3 pm Ad Hoc Committee meeting
- December 21, 2022 @ 4 pm Close application period
- January 19, 2023 Interview qualified candidates
- January 23, 2023 Bring recommendation to the Regular Board Meeting

Attached to this report is the Trustee Vacancy Ad Hoc Committee Governance Directive reviewed by the Governance and Policy Committee to come forward as a recommendation for approval.

**Recommendation**

**Moved:**

**Seconded:**

That the Hastings and Prince Edward District School Board approve the Governance Directives for the Trustee Vacancy Ad Hoc Committee as revised and as required by HPEDSB Board By-Laws and Policy 3-H: Filling Vacancies on the Board.

# HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

## GOVERNANCE DIRECTIVE

### TRUSTEE VACANCY AD HOC COMMITTEE

<b>Committee Classification:</b>	<b>Ad Hoc Committee HPEDSB By-Laws</b>
<b>Composition:</b>	
<b>Reporting Structure:</b>	<b>Reports Directly to Board</b>
<b>Term:</b>	<b>Expire upon Completion of Mandate</b>
<b>Administrative Support:</b>	<b>Director of Education</b>
<b>Approved:</b>	
<b>Resources:</b>	

#### **Governance Directive**

The Hastings and Prince Edward District School Board By-Laws outline the creation and terms for Ad Hoc committees. This Governance Directive outlines the composition, terms of reference, reporting relationship and expected date of completion for the Trustee Vacancy Ad Hoc Committee.

If this Governance Directive is found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail.

#### **Terms of Reference**

The Committee will:

- be established by the Board of Trustees to oversee the appointment of a Trustee for Sidney (excluding CFB) and Ward 4 Frankford (1) of Quinte West;
- expire upon appointment of the Trustee;
- adhere to HPEDSB By-Laws and Board Policy 3-H: Filling Vacancies on the Board. Where there is disagreement between the two, HPEDSB By-Laws will prevail;
- be comprised with a minimum of three HPEDSB trustees and will include all trustees who indicate their interest at the December 12, 2022 Regular Meeting of the Board;
- conduct its business in closed sessions in accordance with Education Act section 207 (2) b;
- maintain strict confidentiality throughout the process;
- elect a chair at the first meeting using the process described in the HPEDSB's By-Laws, section 3.4 Election Process;
- follow the timeline as indicated:
  - November 24, 2022 Post and advertise trustee vacancy
  - December 12, 2022 Form Ad Hoc Committee
  - December 19, 2022 @ 3 pm Ad Hoc Committee meeting
  - December 21, 2022 @ 4 pm Close application period
  - January 19, 2023 Interview qualified candidates
  - January 23, 2023 Bring recommendation to the Regular Board Meeting
- report and make recommendation within 90 days of November 15, 2022, a qualified candidate to the Board of Trustees;
- adjust the timeline only through a two-thirds vote and only if the appointment can occur prior to February 14, 2023 to meet legislative requirements;
- excuse any committee member should a Conflict of Interest be declared at any time;

# HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

## GOVERNANCE DIRECTIVE

### TRUSTEE VACANCY AD HOC COMMITTEE

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- short-list candidates based on an established set of criteria;
- establish and use a list of common questions for each applicant;
- interview candidates on board premises in intervals of no more than 15 minutes;
- ensure the Committee's deliberations are undertaken with the intent to achieve the goals of equity, decolonization, inclusion, anti-racism, anti-oppression and accessibility and in compliance with its obligations under the Ontario Human Rights Code and related policies;
- ensure that the Committee's work supports the goals in the Board's Multi-Year Strategic Plan and the Board's Vision, Mission and Priorities.

DRAFT

**To:** Hastings and Prince Edward District School Board

**From:** Shannon Binder, Chair of the Board and Governance and Policy Committee

**Re:** Governance Directive – Public Participation and Delegations

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**Purpose**

To provide a committee report to approve the Governance Directive – 7.3 Public Participation and Delegations as outlined in the HPEDSB By-Laws.

**Background**

Following the approval of the HPEDSB By-Laws on September 26, 2022, Section 7: Governance Directives are required for Public Participation and Delegations. Through the approval of this Directive, Board Policy 3A: Delegations and Presentations will be revoked.

Governance Directives are not a part of the official By-Laws and as such are not subject to the same criteria to revise. Future revisions to governance directives will be considered through the Governance and Policy Standing Committee and brought to board for final approval.

**Recommendation**

**Moved:**

**Seconded:**

**That the Hastings and Prince Edward District School Board approve the Governance Directive – 7.3 Public Participation and Delegation.**

**Attachments:**

7.3 Governance Directive - Public Participation and Delegation and Delegation Request Form

# HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

## GOVERNANCE DIRECTIVE

### 7.3 Public Participation and Delegations

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<b>Hastings and Prince Edward District School Board By-Laws:</b>	<b>Section 6.1, Public Participation in Board and Committee Meetings Section 6.2, Delegations</b>
<b>Administrative Support:</b>	<b>Director of Education Senior Staff Assigned to support Board Standing Committees</b>
<b>Approved:</b>	
<b>Resources:</b>	<b>Delegation Request Form Board Policy</b>

#### **Governance Directive**

The Hastings and Prince Edward District School Board By-Laws Section 6: Governance and Accountability Framework outline requirements for public participation in Board and Committee meetings as well as the manner to delegate. Trustees regarding subject matter that falls within the Board's Governance responsibilities.

If this Governance Directive is found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail.

#### **Principles of Participation**

Procedure 108: Process for Addressing Public Concerns: Parents/guardians should refer to this procedure when addressing individual student matters or concerns, beginning at the school level.

This Directive provides information for members of the public who, in addition to the above methods of communication, may also wish to appear as a Delegation at a Board Standing or Committee of the Whole meeting to share their views with Trustees.

#### **Responsibility**

Implementation of the Governance Directive - Public Participation and Delegations, is the responsibility of all Trustees, senior staff who provide administrative support to Board Standing Committees and the Director of Education.

Staff will make every effort to provide accommodations that may be required by a Delegation throughout the submission of a Request to Delegate and during the Committee meeting, including translation services, where possible, and assistance with technology, as available.

#### **Application and Scope**

This Directive applies to members of the educational community within the jurisdiction of the Hastings and Prince Edward District School Board who wish to share their views by making a Delegation to Trustees. This includes parents/guardians, students, staff members, volunteers,

# HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

## GOVERNANCE DIRECTIVE

### 7.3 Public Participation and Delegations

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community organizations and other individuals who reside in the community and have an interest in matters related to public education.

Delegation presentations will not be received according to By-Law 6.2.4:

- a) at Board Meetings (except by the Special Education Advisory Committee, as prescribed in Regulation 463/97);
- b) by individuals or commercial enterprises who wish to promote products or services to the Board;
- c) regarding personal issues related to the Delegate, a staff member or a student;
- d) regarding employment issues that are covered under HPEDSB collective agreements or other employment contracts;
- e) about matters which are the subject of litigation with the Board, or where all rights to a hearing, appeal or review under the Education Act or its regulations have not been commenced or concluded;
- f) prior to the Delegate pursuing any other Board processes that currently exist (including those outlined in Board Policy or Procedure to address their concern(s));
- g) about matters that are currently the subject of a complaint to the Ontario Ombudsman or are under investigation or review by that Office, the HPEDSB pursuant to a HPEDSB policy or procedure or legislation, or the Code of Conduct; regarding matters that are not within the jurisdiction of the HPEDSB;
- h) twice within a 12-month period, unless the subject matter has changed substantially; or
- i) regarding subjects for which there are other opportunities for the Delegate to provide input to the Board, such as School Accommodation Review Meetings, the Budget Development Process, the Board's Multi-Year Strategic Planning Process, etc.

#### **Delegation Process**

##### Subject Matter and Method of Delivery

Delegations may address a Board Standing Committee on a matter within the Committee's Terms of Reference or on a specific item on the Committee's meeting agenda.

Delegations who wish to speak on a topic that is; a) within the Terms of Reference for all Board Standing Committees, or b) not within the Terms of Reference for any Board Standing Committee, may request to speak before all Trustees at a Committee of the Whole meeting, providing the subject matter is within jurisdiction of the Board of Trustees (as determined by the Governance and Policy Committee).

Delegations may provide input in writing, including petitions, in person and/or using audio and/or visual technology (where such capacity is available at the Committee meeting location).

Each Delegation topic will be given ten minutes to make a presentation to the Committee.

##### Request to Delegate

Delegations must submit a Delegation Request Form, as follows:

- Requests must be received a minimum of three (3) business days prior to the day of the meeting. Alternative timelines may be considered or required, with the approval of the Committee Chair or Board Chair, for the purpose of recognizing Statutory Holidays or Days of Significance.

# HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

## GOVERNANCE DIRECTIVE

### 7.3 Public Participation and Delegations

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- Delegation Request Forms may be submitted through email, via fax, or delivered in person to the Board Chair, and/or the Director's Office.

#### Delegation Request Form

The following information is required on the Delegation Request Form:

- a) name, home address and contact information (phone and/or email address) for each speaker\*;
- b) any affiliation with an association or group which has given consent for the Delegation to speak on its behalf;
- c) name of presiding officer for an association or group and signature of presiding officer for an association or group;
- d) the agenda item or subject matter the Delegation wishes to speak about, including preferred meeting date(s), if known;
- e) a description of the Delegation's general position and associated rationale;
- f) one copy of any additional written materials, including petitions, for distribution at the meeting;
- g) staff members of HPEDSB must disclose their employment status (not position or location) on the Delegation Request Form and, if given delegate status under this Governance Directive, at the beginning of their presentation to the Committee.

\*Delegates may choose to have up to three speakers, share the ten minutes allotted for making a presentation, provided this information is submitted on the Delegation Request Form.

#### Municipal Freedom of Information and Protection of Privacy

Delegations should be aware that the name of the Delegation, their presentation, any written submission(s) and related discussion form part of the Board's official public record of the meeting. In accordance with the [Municipal Freedom of Information and Protection of Privacy Act](#), personal contact information provided on the Delegation Request Form will not form part of the public record.

#### Closed Session

Depending on the subject matter, a Delegation may be scheduled for Closed Session of a Board Standing or Committee of the Whole meeting, in accordance with Sections 207(2), 207(2.1) and 218.3(10) of the [Education Act](#), which outline the following provisions for hearing a matter in a Closed Session:

- a) the security or property of HPEDSB;
- b) the disclosure of intimate, personal or financial information in respect of a member of the Board of Trustees, or a member of a Statutory or Advisory Committee, a current or prospective employee, a student, parent or guardian of the student;
- c) acquisition or disposal of a school site;
- d) decisions in respect of negotiations with employees of HPEDSB;
- e) litigation affecting HPEDSB; or
- f) an ongoing investigation under the Ombudsman respecting HPEDSB.

Any information related to a Delegation heard in Closed Session will remain confidential, as required by the [Education Act](#).

#### Confirmation of Delegate Status

The Governance and Policy Committee will consider all Delegation Requests and is authorized to take any actions as included in HPEDSB By-Law Section 6.2.5.



# HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

## GOVERNANCE DIRECTIVE

### 7.3 Public Participation and Delegations

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#### During the Meeting

Delegations and Committee members will ensure that their remarks are respectful and professional and will take direction from the Committee Chair during the meeting. Offensive language or negative personal references regarding any individual will be ruled out of order by the Committee Chair.

If a Delegation involves more than one speaker, the maximum time for remarks by all speakers is ten minutes. Reallocation of speaking time to another individual is not permitted during the meeting.

In extenuating circumstances, Committee members may consider passing a recommendation to permit a Delegation to speak beyond the ten minute time limit.

Trustees may choose to take one or more of the following actions after the presentation, question period and any related discussion concludes:

- a) receive the presentation for information;
- b) refer the presentation to another Committee for action or information;
- c) refer the presentation to the Director of Education for follow-up with the Delegation by assigned staff (subject to consultation with the Director or Designate and the regarding appropriate timelines);
- d) request an information report from staff be presented at a subsequent meeting (subject to consultation with the Director or Designate and the Board and the Governance and Policy Committee, regarding appropriate timelines).

The actions outlined above require a formal recommendation and majority vote of the Committee members in attendance and are subject to final approval by Trustees at a Board Meeting.

## Delegation Request Form

### Instructions

Individuals or groups requesting to make a delegation to a Committee of Hastings and Prince Edward District School Board are required to:

1. Review Section 6.2 Delegations of the By-Laws, and the Governance Directive - Public Participation and Delegations.
2. Submit a Delegation Request Form providing the particulars of the delegation. Please complete both pages and provide any additional materials for distribution at the meeting. Only materials included at submission will be distributed.

The completed Delegation Request Form must be received in accordance with timelines stated in the Section 6.2 Delegations of the By-Laws, and the Governance Directive - Public Participation and Delegations, no later than three (3) business days prior to the commencement of a Standing Committee meeting.

When a number of individuals wish to address the Board on the same issue, the group will select a spokesperson.

Delegation presentations will not be received in accordance with Section 6.2.4 of the By-Laws.

Delegations and Committee members will ensure that their remarks are respectful and professional, and will take direction from the Committee Chair during the meeting. Offensive language or negative personal references regarding any individual will be ruled out of order by the Committee Chair. All Delegations are advised to review and abide by the provisions Procedure 145: District Code of Conduct.

Reasonable accommodation will be provided upon request.

**Delegation Request Form**

**Please provide the following information no later than three (3) business days prior to the meeting date to the Director's Office.**

**Contact Information:**

Affiliation (Association Group): \_\_\_\_\_  
 or  
 Spokesperson (if designated): \_\_\_\_\_

**Authority to speak: (if applicable)**

\_\_\_\_\_  
 Name of presiding officer Signature of presiding officer  
 \_\_\_\_\_  
 Signature of requesting person

**Speaker 1\***

Name: \_\_\_\_\_  
 Preferred Pronouns: \_\_\_\_\_  
 Home Address: \_\_\_\_\_  
 City & Postal Code: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Email address: \_\_\_\_\_

**Additional Speaker\***

Name: \_\_\_\_\_  
 Preferred Pronouns: \_\_\_\_\_  
 Home Address: \_\_\_\_\_  
 City & Postal Code: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Email address: \_\_\_\_\_

**Additional Speaker\***

Name: \_\_\_\_\_  
 Preferred Pronouns: \_\_\_\_\_  
 Home Address: \_\_\_\_\_  
 City & Postal Code: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Email address: \_\_\_\_\_

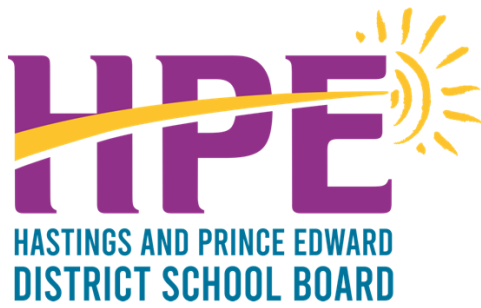
**Requested Committee Name and Meeting:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Agenda Item/Topic:** \_\_\_\_\_

Please provide a list of attachments to be included in the committee agenda package (attach to this request). Additional materials brought to the meeting will be handed out at the Chair's discretion.





**To:** Hastings and Prince Edward District School Board

**From:** Katherine MacIver, Director of Education  
Kerry Donnell, Communications and Privacy Manager

**Re: Director's Annual Report**

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**Purpose**

To provide Trustees with a report highlighting the work and progress of Hastings and Prince Edward District School Board for 2022.

**Link to Strategic Plan**

All areas of the Strategic Plan are connected to the Director's Annual Report. Specifically, the Director's Annual Report will "Ensure Responsible Communications" through "Increase[d] awareness and presence through the sharing of compelling student, staff and school experiences".

**Background**

The Education Act section 283 (3) requires the Chief Executive Officer or Director of Education to report the activities and action of the system to the Board of Trustees each year and to submit this report to the Ministry of Education by January 31. The annual reports can be found on the HPEDSB website: [https://www.hpeschools.ca/board/board\\_resources/publications](https://www.hpeschools.ca/board/board_resources/publications)

The HPEDSB 2022 Director's Annual Report is a collaborative effort of all aspects of our system. Departments, schools and staff have contributed information, data, reports and stories as a part of the process. It presents a cross-section of stories and information that make us proud to be HPEDSB.

**Current situation**

This year's Director's Annual Report will be shared with Trustees at the December 12, 2022 Regular Meeting of the Board. Following this meeting it will be posted to the HPEDSB website, shared with the Ministry of Education and posted to @HPEschools social media

**Appendix A: 2022 Director's Annual Report**

# 2022 Director's Annual Report

#Proud2BeHPE



# #Proud2BeHPE

## Katherine MacIver, Director of Education

This report provides an opportunity to celebrate and share our achievements over the past year, as we navigated a third year of the COVID-19 pandemic.

Despite the constraints posed by the pandemic, students shone in Ontario Skills competitions, National Science Fairs, sports competitions and academic awards. Staff were diligent and dedicated in their efforts to attend to student well-being, while ensuring they never lost sight of learning.

We reached new enrolment milestones in the Ontario Youth Apprenticeship Program, collected and used data to inform early reading strategies, celebrated Indigenous culture, granted diplomas to 106 adult learners and welcomed students from across the world to HPEDSB. At the same time, health and safety continued to be a focus in schools, with enhanced cleaning, upgraded ventilation systems, portable HEPA units and training for staff. As you review this report, you will get a glimpse of the incredible work and dedication of everyone in the HPEschools family.

Public education remains the difference maker. As educators, we make a difference in the lives of students, their families and our communities. I am proud to share the accomplishments and milestones of students and staff. HPEDSB will continue to strive toward a future where all students have the opportunities and outcomes that allow them to achieve any aspiration they have. Reviewing all that we have accomplished together in 2022, I am extremely **#Proud2BeHPE**.



REPORT  
2022-2023



## Shannon Binder, Chair of the Board

At Hastings and Prince Edward District School Board we are focused on being leaders in public education and growing public confidence through:

- fostering a culture of excellence and high expectations for all;
- promoting safety and well-being;
- strengthening community through equity and social justice
- improving student success and achievement;
- and
- ensuring responsible communications.

Staff, students and families experienced tremendous change during 2022. Having persevered through the challenges of the COVID-19 pandemic, everyone returned to a more familiar school year in September 2022 as pandemic restrictions eased.

On behalf of the Board of Trustees, thank you to all the dedicated HPEDSB employees, and committed students and families. Your flexibility and support enabled us to continue learning together in ways we had never before imagined. The diverse stories shared in this report showcase the many wonderful reasons that we are all **#ProudToBeHPE!**





# HPEDSB

## BY THE NUMBERS



### STUDENTS



15,278

Total Students



10,730

Elementary



4,548

Secondary



84

K-8 Virtual



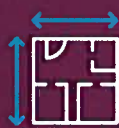
9,744

Students ride the bus



22 Minutes

Average ride time



260

Bus routes



### STAFF



72

Principals & Vice-principals



607

Elementary  
Teachers



314

Secondary  
Teachers



334

EAs/ECEs



35

Paraprofessionals



113

School Secretaries  
& Office Assistants



130

Custodians &  
Maintenance



72

Education Centre  
Support Staff

271

Occasional Staff

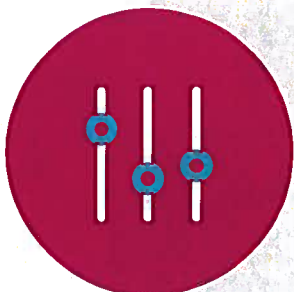
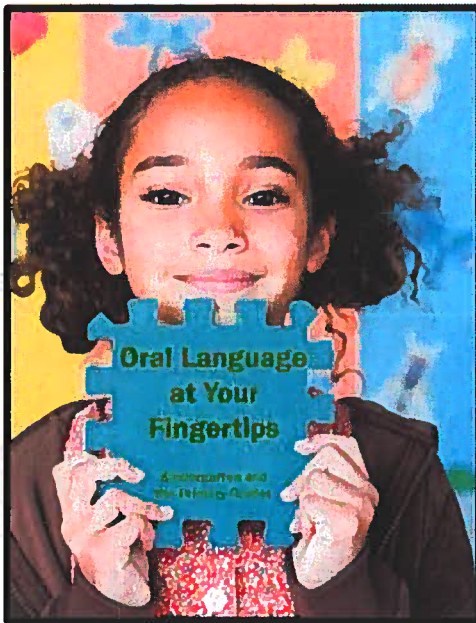
# #Proud2BeHPE



# Early Literacy



Learning foundational literacy skills in the Primary grades is essential for students to be successful in school. In support of this, Curriculum Services refined its plans in the past year. The revised literacy plan aligns with the Ontario Human Rights Commission's Right to Read recommendations, and includes elements about a literacy assessment continuum, a system-wide reading data collection plan, and access to foundational literacy resources.



**Benchmark standards established for foundational reading K-3**

Schools received several **new literacy resources** to enhance the delivery of teaching and learning experiences aimed at **improving foundational literacy skills**.

# Mathematics

## Math is for everyone, in every grade

The Curriculum Services team created an HPEDSB math diagnostic assessment tool aligned with the *Ontario Mathematics Curriculum*. This teacher resource helps determine precise entry points of student learning to guide instructional next steps.



37

Teachers enhanced their Mathematics qualifications by taking specific courses

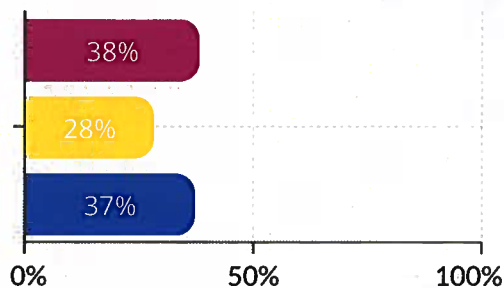
## Supports to increase student achievement in Mathematics

- System-wide collection and analysis of numeracy data
- Co-planning and co-teaching among educators
- Creating personalized and precise student learning and achievement needs assessments



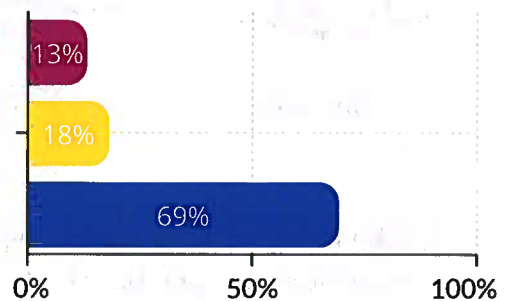
Data as of fall 2022 shows an overall increase in students' understanding of targeted skills, emphasizing the importance of explicit instruction in math fundamentals.

Before Personalized Supports



- Challenge
- Wondering
- Asset

After Personalized Supports



- Challenge
- Wondering
- Asset



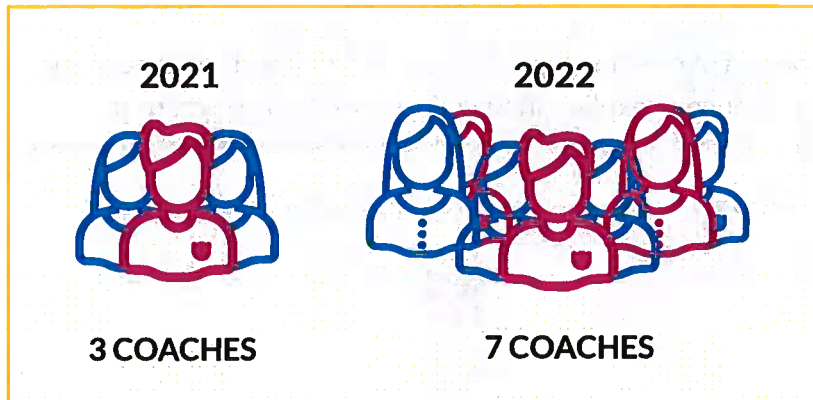
# Secondary School Single Streaming

Single streaming means that students entering Grade 9 are no longer required to choose an applied or academic pathway. Instead, all students take the same courses.

**Why is this significant?** Historically in Ontario, Grade 9 students were streamed into Applied or Academic education pathways. That led to lower achievement expectations and significantly lower graduation rates for students who are streamed into Applied courses.

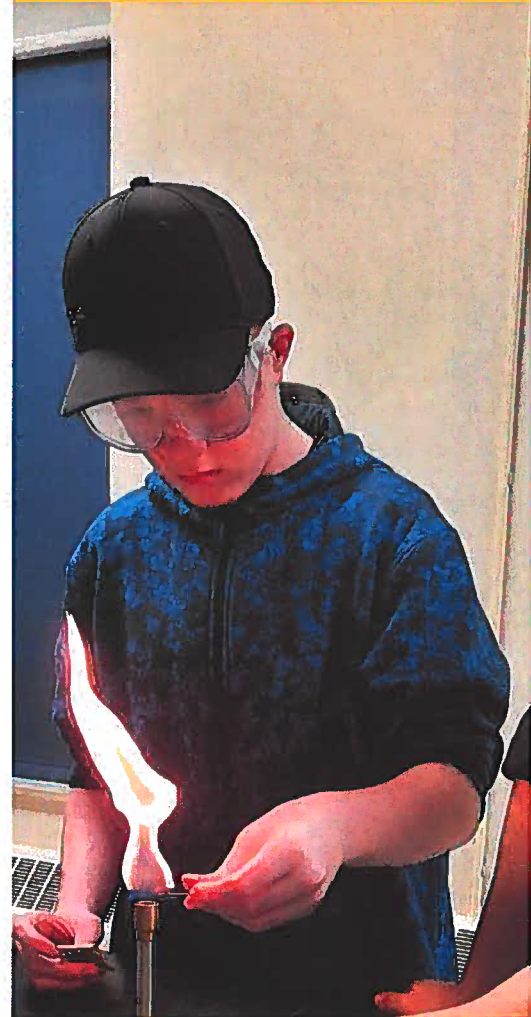
To address this disparity, single streaming for Grade 9 started with Mathematics in September 2021 and continued with English, French, Geography and Science in September 2022.

**HPEDSB increased the number of single stream coaches (teachers) in 2022, to support increased student success and the change in practice**



## HPEDSB vision for single streaming

Address policies and practices that negatively impact students, so that all students are supported to be prepared for Grades 11 and 12 and have **equity of access to any pathway they choose** for their post-secondary education.



# Summer Learning Supports



Summer learning programs for kindergarten to Grade 12 students focused on students' academic growth and access to mental health supports through virtual and in-person delivery options.

## Summer learning program outcomes:

- Students' literacy and math skills improved as learning gaps from the previous year were reduced
- Students accessed reach-ahead credit opportunities and earned increased credits toward graduation
- Indigenous students were supported in their transition from Grade 8 to 9 through participation in Indigenous Culture camps focused on relationship building and cultural celebration associated with North Hastings Secondary School and Eastside Secondary School, including the acquisition of reach-ahead credits



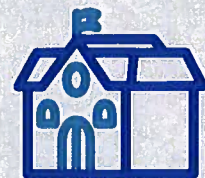
## Summer 2022 Special Education and Mental Health Funding



**Mental Health Supports**  
Regulated mental health professionals (social workers) provided direct support to students on existing caseloads and responded to arising crisis situations.



**Special Needs Summer Learning Supports**  
Educational assistants and teachers with special education qualifications were available to support students with special education needs.



**Transition Back to School**  
Social workers, social services workers and Behaviour Support Services team members worked with the families of students with special education needs and mental health concerns before the start of the school year.

# Special Education



## Why Special Education?

To address the broad range of educational needs within the student population, HPEDSB uses the least restrictive differentiated programming approaches, placements, and supports. The special needs of exceptional learners may be met by adapting the programming in a regular classroom. Based on the continuous assessment process, early intervention, proactive program planning, and ongoing support are essential to maximize student achievement.

## Special Education during the pandemic

Many supports and services were provided to assist students with special needs during the COVID-19 pandemic, and through the learning at home programming, which continued into the 2022 school year. The mental health needs of students, families and staff was never as significant as over the past year. The skilled work of the mental health team and the caring response from all staff members, helped families move forward with their children's education through numerous challenges.

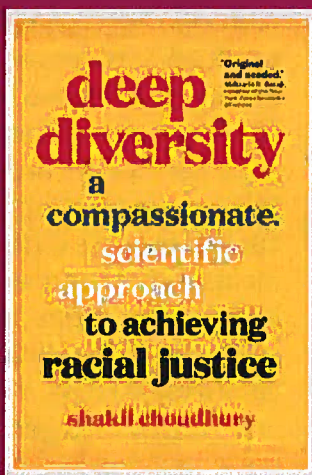
# Equity



With equity being a Strategic Plan priority, HPEDSB introduced the **Innovation and Inclusion Services Department**, lead by Superintendent Kristen Niemi, to focus on the diverse aspects of equity in education. The new department's focus includes: equity and inclusive education, Indigenous education, Safe Schools, and innovative learning opportunities like the Ontario Youth Apprenticeship Program (OYAP), Dual-credit courses, Specialist High Skills Majors (SHSM), adult education, and summer school.

## Bay of Quinte Pride Parade

For the first time, HPEDSB students, staff and families participated in the Bay of Quinte Pride parade. The Director of Education was joined by over 50 members of the HPEschools community in the parade through downtown Belleville, finishing at Zwick's park.



## Professional Development with author Shakil Choudhury

The Equity and Inclusivity Advisory Committee invited staff to join author and educator, Shakil Choudhury, to discuss his book, *Deep Diversity: A Compassionate, Scientific Approach to Achieving Racial Justice*. Over one hundred staff members took the opportunity to read Choudhury's book and meet virtually to better understand how to become a systems thinker to challenge racism and other forms of systemic discrimination, recognize unconscious bias, and how to break racial "prejudice habits."



# Indigenous Education



## Growth and new opportunities in Indigenous education

The work in Indigenous education continued to grow in scope and impact in 2022. Through the efforts of a growing team and network of supports from within and outside HPEDSB, the goal of closing gaps and increasing student success progressed significantly. Unique opportunities and partnerships, like the collaboration with Ontario Youth Apprenticeship Program (OYAP), provided students at Eastside Secondary School (ESS) the opportunity to design, test and construct lacrosse heads using a 3D printer. Through the engineering process, students explored and experimented with styles and materials to find the best combination. Thanks to the support of the Mohawk community, students learned about the origins and meaning of 'The Creator's Game' and the importance it played, and continues to play, in Haudenosaunee communities.



**Students making the cut**  
Students at ESS and North Hastings High School (NHHS) had opportunities to learn how to cut and process a variety of meat with a licensed butcher. Students first learned all necessary safety precautions, before using the equipment to cut and process different meats. Whether making hamburger patties and various sausages, or learning how to cut a simple roast, the students were highly engaged.



### Indigenous awareness in schools

Successful programs to generate awareness about the impacts and legacy of colonial policies continued in the classrooms and schools at age and grade appropriate levels. This approach was balanced by celebrating the beauty and brilliance of Indigenous culture. **Think Indigenous Day**, a day long event at NHHS, highlighted the beauty of Indigenous cultures and knowledge by inviting the participation of Knowledge Keepers, artists and experts from a broad spectrum of areas and communities.



### Summer programs

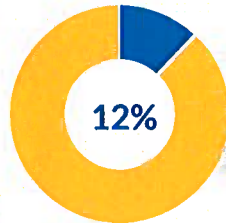
Student-focused summer programs with holistic approaches to student support resulted in notable credit accumulation and student success rates. One program, the *Enskattsiró:ten & Maadijse Podaaweishkode - Rekindling My Fire* summer program, had Indigenous youth in the Bancroft and Quinte areas take part in land-based, culture-based learning opportunities that generated pride and self-confidence while students earned a high school credit.



# Student Success Engagement Initiatives



**Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship (OYAP) and Dual Credits** support student engagement by providing learning experiences outside the traditional classroom setting through a variety of partnerships. These programs offer students a head start for the next phase of their education or employment. A Strategic Plan goal is to increase participation in these programs so students feel meaningful connection to their learning and stay motivated to graduate.

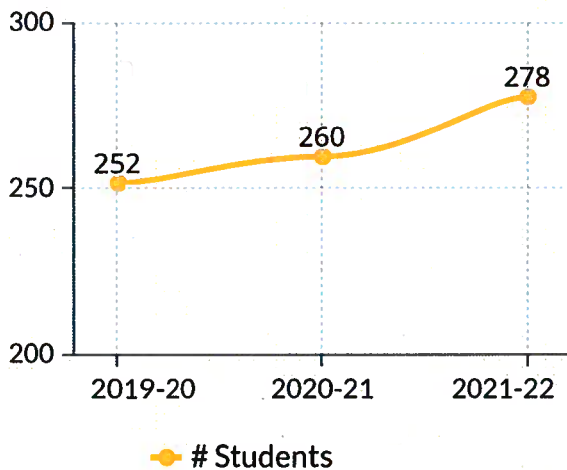


Currently twelve percent of Grade 11 and 12 students participate in a variety of Specialist High Skills Majors.

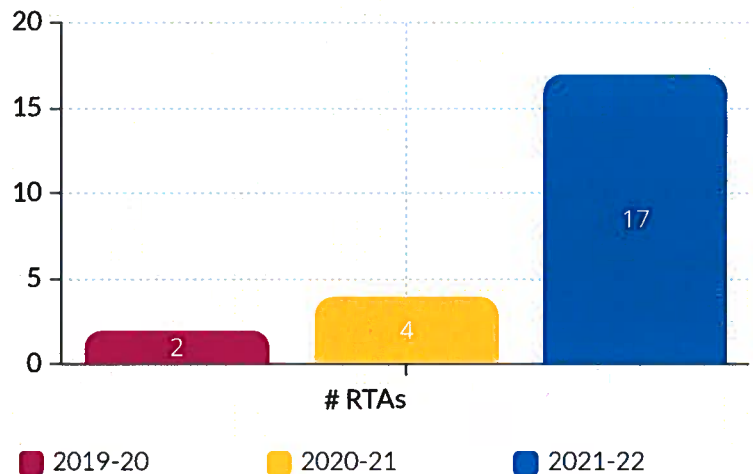


In 2021-2022, HPEDSB experienced significant increases in OYAP participation, with **278 students enrolled in OYAP**, and the number of students signed as apprentices through the **Registered Training Agreement (RTA)** process, which **jumped to 17** (below). This growth confirms that skilled trades is a first choice pathway for an increasing number HPEDSB students.

OYAP Enrolment



OYAP RTAs



### OYAP partnerships

In June 2022, a renewed focus on partnerships between students, employers, community, and local colleges enabled HPEDSB to support the first graduate of an OYAP Level 1 Apprenticeship Program in over a decade. The Grade 12 student from Bayside Secondary School signed as an electrician apprentice before graduation, having successfully completed her first block of mandatory apprenticeship training at St. Lawrence College, completely funded through OYAP-related initiatives.



### New apprenticeship opportunities

In fall 2022, two HPE students began Level 1 opportunities. A Prince Edward Collegiate Institute student began attending St. Lawrence College for plumbing, and a Trenton High School student began with Loyalist College for automotive service technician training. These opportunities represent the highest achievement possible for a secondary school student in a skilled trade. HPEDSB is committed to securing more Level 1 placements for students in the future.



# Quinte Adult Education

**Quinte Adult Education (QAE)** is part of the new Innovation and Inclusion Services Department. QAE offers high school credits through independent study for students who are 18 years and older, whether they want to earn credits towards their Ontario secondary school diploma (OSSD) or upgrade for post secondary education.



June graduate Christian and the QAE support team.

## QAE graduate stories

The hard-working adult students have inspirational stories about overcoming obstacles and persevering to meet their educational, career, and personal goals. One recent graduate, **Christian**, was very excited and thankful to earn his OSSD in the two short years he had been in Canada. He wrote to the team, "I wanted to thank you again and express to each of you my sincere gratitude for all of your relentless support, assistance and encouragement. It is because of your dedication to education (and quick email responses!) that I was successful in obtaining my OSSD within the first 2 years of me arriving in Canada. Words cannot express my heartfelt gratitude and appreciation for you all, and all that you do!"

Another graduate, **Les**, also shared his story about registering with QAE to stay active in his learning to keep his dementia from progressing. While doing so, he also earned his OSSD.

QAE students have the flexibility to study anywhere, anytime, and at their own pace, enabling each student to create their own path to success in the completion of their high school diploma.



655

STUDENTS



106

GRADUATES  
(JUNE 2022)

# International Student Program



The **International Student Program** (ISP) offers students from all over the world the opportunity to attend an HPEDSB secondary school for one year of studies, while being boarded with a local host family for an immersive Canadian experience.

For the 2022 school year, the ISP has:



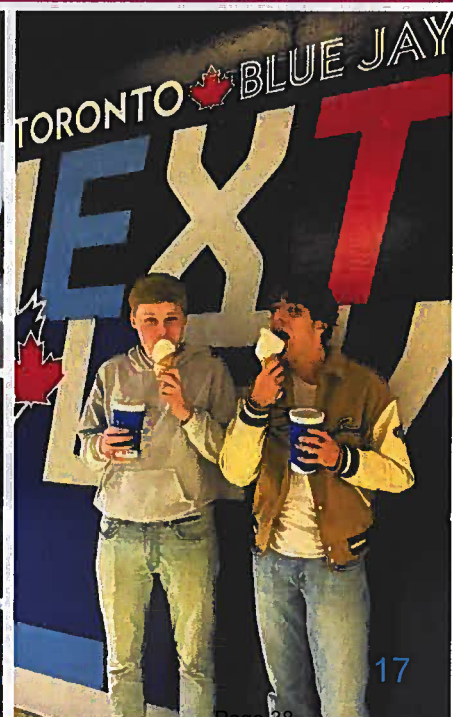
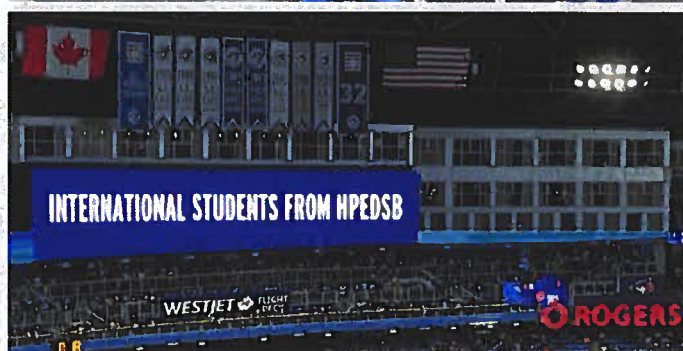
**55 Students**



**From 10 countries**

Brazil, China, France, Germany, Italy, Korea, Mexico, Spain, Turkey, Vietnam.

The ISP has Canadian student ambassadors at Bayside, Centennial and Eastside Secondary Schools. These students assist staff at student orientations, provide leadership to students, host school tours and are able to offer first-hand knowledge and guidance to students. These students also actively participate in some ISP trips and activities. Some of the activities for students include: a CN Tower visit and Blue Jays game, overnight trip to Niagara Falls, Belleville Senators game, day at Canada's Wonderland, overnight trip to Montreal, Brimacombe skiing and snowboarding excursion, and other social events.



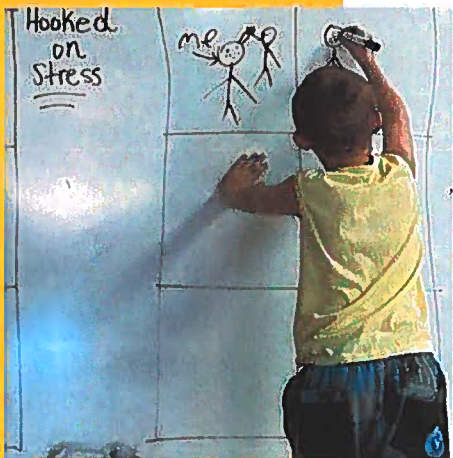
# Mental Health Supports

Student mental health and well-being is always a priority at HPEDSB, particularly given the challenges posed by the pandemic. In 2022, several new mental health initiatives were introduced to bridge identified gaps and provide students easier access to needed supports.



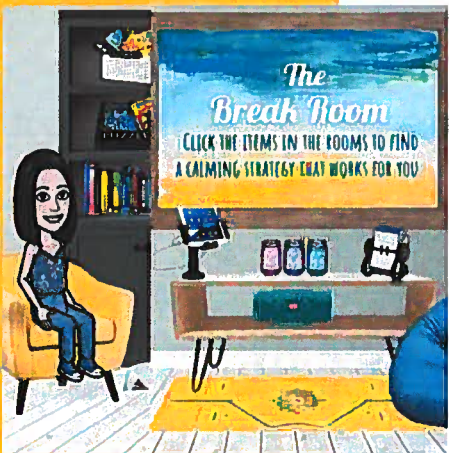
## Therapy Dogs

The therapy dog program at Bayside Secondary School provided students and staff an opportunity to feel, touch, pet, cuddle and read to therapy dogs. These supports are known to lessen depression and loneliness, increase socialization, and provide comfort, support and joy. Plans are underway to expand the therapy dog program to Eastside Secondary School and Centennial Secondary School in 2023.



## North Hastings Education and Community Partnership Program (ECPP)

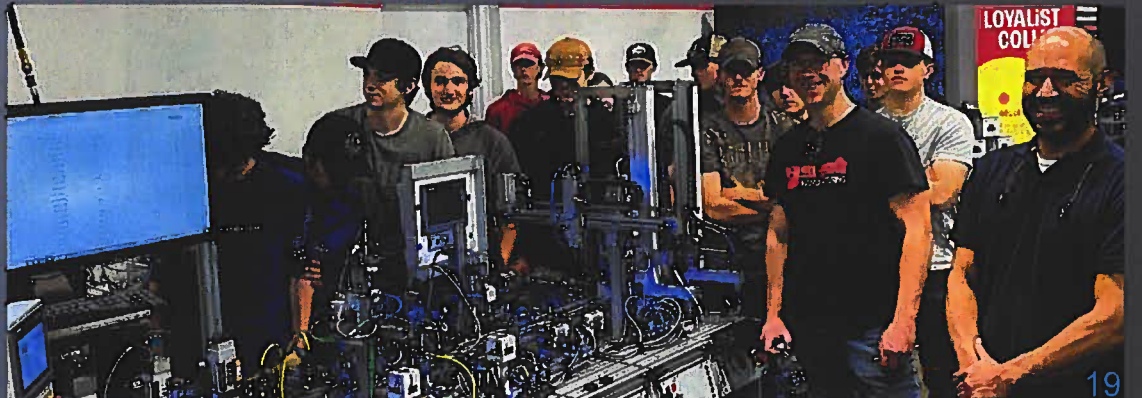
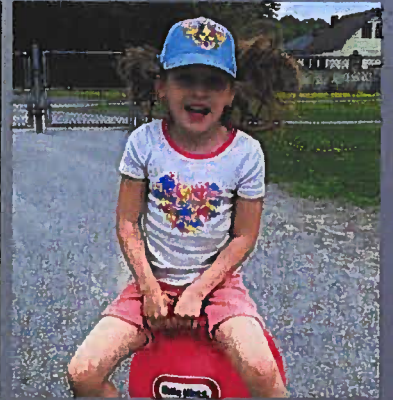
ECPPs provide students in need of social-emotional skills, self-regulation and school readiness, professional mental health and academic support in a specialized program. To ensure equity of access in the north, HPEDSB and community partners expanded the ECPP program to York River Public School. A supplemental resource, *Kids Have Stress Too*, was introduced in ECPP classroom discussions that involved stress, worries, and healthy ways to cope for students who have experienced trauma.



## The Break Room

Jolie Brant, Student Mental Health lead, developed and piloted The Break Room, an interactive mental health resource designed for secondary students that provides a wide range of mental health supports, including community crisis numbers, calming apps, stress reduction strategies, and contacts for the Kids Help Phone. There is also a counselling office link to introduce the student success team, with explanations about their specialties. This initiative reached a wide audience and will continue to provide easy access to mental health information and supports.

# #Proud2BeHPE



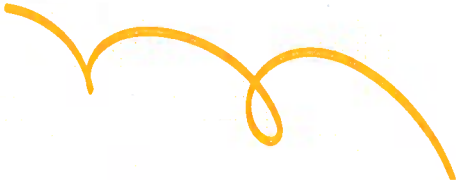
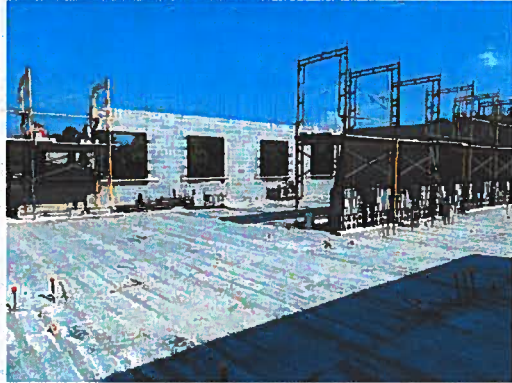


# Easthill Elementary School Construction



In 2022, construction continued on the new **Easthill Elementary School** in Belleville, with progress on track for the school to welcome students in the fall of 2023. The new school has 48,600 square feet of learning space that can accommodate 472 students. Eastside Elementary School will replace Queen Elizabeth Public School and Queen Victoria School, which are slated to close in summer 2023.

As of fall 2022, masonry, structural steel and hollow-core plank work is being completed on the second floor and the building is expected to be dried-in prior to winter 2022. On the interior of the building, HVAC and electrical rough-ins have been progressing well and door frames have been installed throughout the ground floor. There have been no notable safety-related issues onsite and the building inspector has been satisfied with the work.



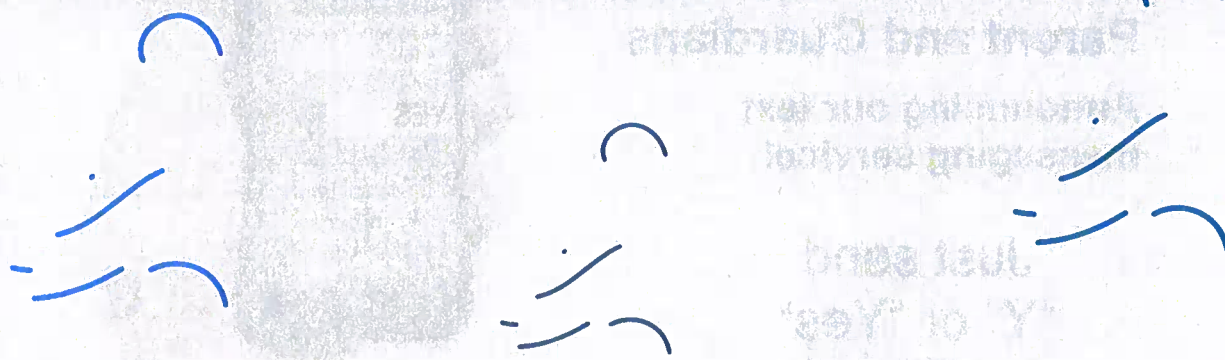


# Ventilation Improvements

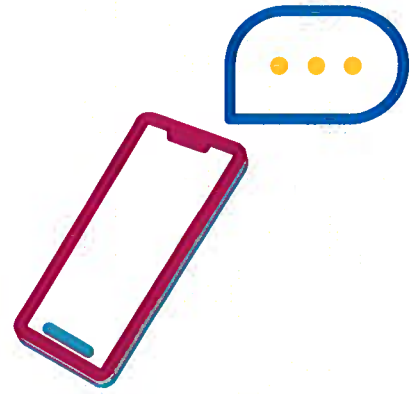


HPEDSB has been optimizing air quality in schools through improved ventilation and filtration using the following strategies:

- Deploying **1357 standalone HEPA units** in all occupied learning spaces, in alignment with the Ministry of Education's guidelines for school ventilation.
- Preventive maintenance program on all ventilation systems to ensure effective operation, including operating windows.
- Breakdowns acted on quickly through staff and contractors to ensure reduced downtime.
- Filters changed more frequently, and the filter rating increased to catch smaller particles, as appropriate for each type of equipment.
- Projects to update and add ventilation to schools to provide a long-term solution to increase air quality.
  - **15 ventilation renewal projects** have been completed, a cost of \$7.8M at the end of August 31, 2022
  - **13 ventilation renewal projects** are planned for completion by the end of August 31, 2023, at the cost of an additional \$6.3M



# SchoolMessenger SMS Texting



Early in 2022, as part of the strategic plan commitment to ensure responsible communications and improve public relations by providing information that is timely, transparent and accessible to all, HPEDSB expanded the existing SchoolMessenger automated phone and email communications system by introducing an **SMS text message** option to families. The new system used a simple opt-in and out feature, enabling families to easily register to receive text messages from their school and HPEDSB to the cellular phone number of their choice, making it easy for families to receive important information quickly and conveniently.



HASTINGS AND PRINCE EDWARD  
DISTRICT SCHOOL BOARD

**Parent and Guardians**  
**Announcing our text**  
**messaging service!**

**Just send**  
**“Y” or “Yes”**  
**to 978338**



# Recruiting

Following the uncertainty and isolation of the pandemic, a significant challenge faced across the education sector in Ontario was ensuring adequate numbers of staff to support students as the province resumed in-person learning in schools.

To rebuild the supply of diverse professionals needed across HPEDSB, the Human Resources team **enhanced recruitment activities** by participating in numerous trade shows, hosting targeted recruitment sessions at post-secondary schools, partnering with Communications Services to conduct a robust **“We are Hiring” advertising campaign**, and introducing new **Apply to Education software**, a user-friendly interface for job seekers and staffing agents designed to streamline the hiring process.





# COVID-19 Response

## Pandemic protocols

HPEDSB entered the 2021-2022 school year with the same COVID-19 protocols in place as the previous year. Staff and students wore appropriate Personal Protective Equipment (PPE), completed the provincial screening tool each morning, physically distanced, used proper hand hygiene and followed enhanced cleaning protocols. All Ontario school boards also continued to report absences to the Ministry of Education on a daily basis.



## COVID-19 in schools

From September to December 2021, when case and contact management on all COVID-19 confirmed cases was occurring, HPEDSB had a 114 students and 11 staff members test positive, which affected 26 schools. Four schools were closed due to COVID-19 outbreaks, which were ordered jointly by HPEDSB and Hastings Prince Edward Public Health (HPEPH). In January 2022, the province lifted the case management protocols and HPEDSB no longer reported COVID-19 cases; however, continued to work with HPEPH when absences went above 30% above baseline for their school.



114

STUDENTS

11

STAFF



26

SCHOOLS



4







CLOSURES

## Building community partner relationships

An unexpected benefit of the pandemic response was the opportunity for HPEDSB to enhance relationships with neighbouring school boards and community partners HPEPH and Tri-board Student Transportation. The frequent meetings and ongoing communications with the neighbour boards, Public Health and Tri-board, enabled a variety of perspectives to contribute to comprehensive response strategies and laid the foundation for continued collaboration with these partners moving forward.

# Health and Safety Training

On October 24, 2022, the Human Resources team conducted PA Day interactive training with all elementary and secondary school administrators about the following Occupational Health and Safety topics:

 Violence in the workplace	 Site Violence Risk Assessments	 Notification of Risk of Workplace Violence
 Safety plans (Student and Staff)	 Online incident reporting	 Employee Mental eHealth and Well-being

The training resource was assembled by Tabatha Leonard, Health and Safety Officer, in collaboration with a cross federation team of the board's labour partners with the intent of taking Ministry mandated elements and building in ready-to-implement activities for school leaders to use with their staff. Implementation of the content was mandatory, but using the Universal Design for Learning (UDL) principle of firm goals and flexible means, the way schools could choose to explore and adopt the materials was flexible, with options to divide staff up into expert groups for the different sections and report back on the key points or to have full-group staff discussions using the provided discussion prompts.

# Student Spotlights



## Grade 12 student completes first year electrical apprenticeship through OYAP

In June 2022, Serena McFarland, a Grade 12 student from Bayside Secondary School (BSS), completed her final exam to become the first HPEDSB graduate of the level 1 electrical apprenticeship in over a decade, having been placed with a local electrical company through the Ontario Youth Apprenticeship Program (OYAP). During her final year of secondary school, Serena simultaneously completed the first year of apprenticeship training toward her electrician's license. The week following her completion of Grade 12, Serena returned to her placement to continue her apprenticeship and her journey toward a rewarding, high-demand career.

## Prince of Wales PS MusiCounts grant

In May 2022, Prince of Wales Public School received \$12,000 in music equipment funding through the MusiCounts Band Aid Program, one of only 95 schools across Canada to receive the grant. The school ordered 22 different Orff instruments, 25 coloured xylophones, class sets of boomwhackers, and a 3-octave marimba. The new instruments focus on preparing students for the Grade 6 to 8 instrumental program at the school, with the aim of sending as many students as possible to secondary school with a solid foundation in instrumental music performance.



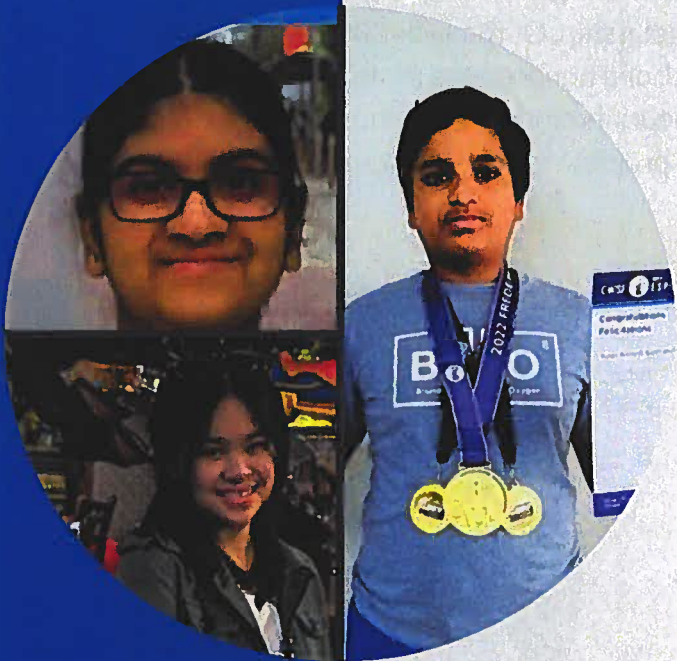
### Skills Canada welding medalists

In spring 2022, Bayside Secondary School (BSS) students Ian Ketcheson and Marshal Tebworth performed impressively at the Skills Canada Ontario Provincial Skills Competition, winning respective gold and bronze medals for their welding abilities. Ian then went on to win the gold medal for welding at the National Skills Competition and admirable accomplishment for Ian and the BSS Technology program.



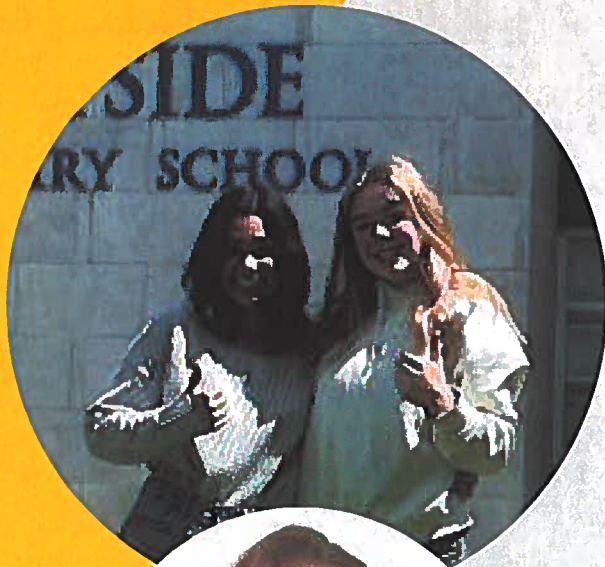
### Canadian Science Fair champions

In May 2022, three HPEDSB students known as “Team Quinte” competed in the Canada-wide Science Fair, having taken top honours at the Quinte Regional Science and Technology Fair earlier in the spring. Surya Narayan Santhakumar received a gold medal in the Junior Division and a Challenge Award for Digital Technology with his project Snow Sbot V2, which involved creating a robot that can help seniors by plowing snow from driveways and sidewalks. Harshita Srikanth and her project Creativity = TRIZ won a bronze medal in the intermediate Division with her project that involved creating a novel process for recycling hardcover books by using the Theory of Inventive Problem-Solving (TRIZ) principles to find a solution for this environmental problem. Nina Graciano participated with her project Secret to Sleep, Aloe Vera.





# Student Spotlights



## Spring 2022 university scholarship winners

Alisha Haseeb from Eastside Secondary School was awarded a TD Community Leadership post-secondary school scholarship for her actions to aid her peers and community members who struggled with mental health during the pandemic. The scholarship of up to \$70,000 recognizes students who have demonstrated an outstanding commitment to community leadership.

Holly Morton from Eastside Secondary School and Emma Dafoe from North Hastings High School were awarded Schulich Leaders scholarships for science at Queens University and Western University, respectively. Schulich Leader scholarships are highly coveted Science, Technology, Engineering or Math (STEM) scholarships valued at \$100,000 or more. Every high school in Canada can nominate one graduating student each year to apply for the scholarship. Of the over 300,000 students nominated, one hundred are awarded annually to entrepreneurial-minded high school graduates enrolling in a STEM program at universities across Canada.

## Provincial and National Track and Field Medalist

Following a gold medal win for javelin at the Provincial Track and Field championships, 15-year-old Eastside Secondary School student Aiden Crawford claimed another medal at the National Track and Field championships in Sherbrooke, Quebec. Ranked 9th in Canada, Aiden won bronze in the Under 16 shot put. Despite a personal best throw of 48.13 metres, he finished fourth in javelin. Aiden medalled in every meet during the 2022 spring season.





## ELI THE EEL CHAMPION FOR THE ENVIRONMENT



### **Eli the Electric Eel at Prince Charles Public School**

In the 2021-2022 school year, Grade 5/6 students at Prince Charles Public School in Trenton introduced Eli the Electric Eel to the school. Eli visited classrooms to remind staff and students to protect the planet by reducing the amount of energy being wasted when electronics and lights were left on in empty classrooms. The students shared their efforts to make eco-friendly changes at their school with TVOkids, who then invited the students to participate in a new environmental TV series. In October 2022, TVO squad members with various areas of environmental expertise, were filmed visiting Prince Charles PS to mentor the students involved with Eli the Electric Eel. The team plans to return in early 2023 to follow up with the students about the effects of Eli's messaging for energy conservation. The working title of the new series is "LBD Squad" and it is expected to air on TVO in the fall of 2023.



**HASTINGS AND PRINCE EDWARD  
DISTRICT SCHOOL BOARD**

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**To:** Hastings and Prince Edward District School Board

**From:** Tina Elliott, Superintendent of Education, Curriculum Services

**Re:** Reading/Literacy Update

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### **Purpose**

To share an overview of foundational literacy practices within Hastings and Prince Edward District School Board (HPEDSB) at the early elementary level.

### **Link to Strategic Plan**

The Hastings and Prince Edward District School Board (HPEDSB) Strategic Plan identifies a system action of annual increase in students (Kindergarten to Grade 3) reading at benchmark by establishing a comprehensive early literacy strategy, with an emphasis on speech and oral language development and phonemic and phonetic competence levels. This is part of the Strategic Plan priority to improve student success and achievement.

### **Background**

Weakness in decoding skills is the primary deficit for readers who struggle to meet reading benchmarks and comprehend what they read. There needs to be an intentional focus on developing automaticity in word recognition for readers. Research says that we can mitigate factors that may influence reading achievement – including socio-economic status and learning disabilities – through a systematic approach to early screening, intervention, and explicit, direct instruction in phonics and phonological awareness, starting in Kindergarten.

In Spring 2022, the Ontario Human Rights Commission (O.H.R.C.) published the [Right to Read inquiry report](#) highlighting how learning to read is not a privilege but a basic and essential human right. The report includes 157 recommendations to the Ministry of Education, school boards and faculties of education on how to address systemic issues that affect the right to learn to read. The report combines science of reading research, human rights expertise and lived experience of students, parents, and educators to provide recommendations on curriculum and instruction, early screening, reading interventions, accommodation, professional assessments, and systemic issues. Implementing the O.H.R.C.'s recommendations will ensure more equitable opportunities and outcomes for students in Ontario's public education system.

### **Current Situation**

In HPEDSB, we are committed to ensuring meaningful and equitable access to literacy. Through explicit and systematic instruction, our goal is for students to be able to decode and recognize individual written words, thereby allowing them to comprehend a text as a whole unit. To develop automaticity in word recognition, students need to be exposed to three keys aspects of instructional practice:

- Address and correct the students' phonological awareness difficulties and teach phonological awareness to the advanced (phoneme) level.
- Provide explicit, systematic phonic decoding instruction and/or reinforcement.
- Provide students with ample opportunities to apply these developing skills to reading connected text.

Assessment plays a key role to assist the teacher in targeting areas of strength and need, in monitoring student reading development, and in planning appropriate instruction. Our work as a system has been to ensure our assessment tools align with scientific research around reading development. To maximize time for explicit instruction, key literacy assessments have been made available digitally and directly correlate to resources purchased for all schools. The goal of our assessment tools is to assist educators in efficiently determining next instructional steps to support students in developing mastery of foundational skills, ultimately supporting comprehension.

To support systematic, explicit reading instruction and intervention, and increase achievement for all K-3 students in HPEDSB, Curriculum Services has implemented the following supports:

- System-wide distribution and implementation of the [HPEDSB Foundational Reading Instruction and Assessment Guide](#), including a refined HPEDSB Phonics and Phonological Awareness Continuums which provides systematic direction to Primary teachers on the order and expectations for instruction of these foundational literacy skills.
- A consistent set of teaching and learning resources to support research-aligned instruction in the full spectrum of skills needed for reading comprehension for all classroom teachers in Kindergarten, Grade 1, 2, and 3.
- A standard suite of reliable, validated, and easy to administer screening and diagnostic assessments to measure foundational literacy skills.
- Professional development opportunities conducted through an Expression of Interest model, supported by the resource allocation of learning partners, alongside other [capacity building supports](#).

This systematic and research based HPEDSB approach to increasing the number of students reading at benchmark, by Grade 3, represents the required Strategic Plan priority of establishing a comprehensive early literacy strategy. This strategy is in its third year of implementation and situates the school board in alignment with the O.H.R.C. Right to Read recommendations. Most importantly, the HPEDSB priority on foundational literacy and reading instruction is creating greater equity of opportunities and outcomes for all primary students to become more confident, engaged, and proficient readers.

**To:** Hastings and Prince Edward District School Board

**From:** Tina Elliott, Superintendent of Education, Curriculum Services

**Re:** EQAO Report

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### **Purpose**

To provide an overview of the achievement of Hastings and Prince Edward District School Board students, as measured by the Education and Quality Accountability Office (EQAO) for 2021-2022.

### **Link to Strategic Plan**

The Hastings and Prince Edward District School Board (HPEDSB) Strategic Plan identifies a system action of annual increase in the percentage of students meeting the provincial standards in Grade 3, 6, 9, and 10 assessments. This is part of the Strategic Plan priority to improve student success and achievement.

### **Background**

EQAO testing and reporting was on hold in 2020 and 2021 due to the COVID-19 pandemic. During this pause on provincial assessments, EQAO piloted a new online platform to administer all assessments and created a new digital reporting system to enable educators to examine trends in the results more deeply. This new online environment included accessibility tools such as audio instructions and text readers. Additionally, the Ontario Ministry of Education implemented a new modernized mathematics curriculum and de-streaming in Grade 9 math to better reflect equitable and culturally responsive learning opportunities for all students.

The 2020-2021 school year saw students in Grades 3, 6, 9, and 10 re-engaged in these provincial literacy and numeracy assessments. The primary and junior EQAO assessments, delivered to Grades 3 and 6 students respectively, included reading, writing and mathematical activities. The Grade 9 EQAO assessment focused on mathematics while the Grade 10 assessment measured students' literacy capabilities in reading and writing. The Grade 10 Ontario Secondary School Literacy Test (OSSLT) is a graduation requirement.

### **Current situation**

Students experienced many disruptions to their learning during the pandemic. The EQAO data, alongside other sources of information, can strengthen conversations about students' learning. The data is being used amongst educators to:

- see trends in student learning and progress;
- gain insight into whether students are meeting curriculum expectations in reading, writing, and math at key stages of their education, as well as students' attitudes and habits towards learning;
- to identify areas of growth and need; and,
- assist with improving student achievement and well-being at individual, classroom, school, board, and provincial levels.

The EQAO results are a snapshot of performance in a moment of time for students within HPEDSB. In our initial analysis of the data, we see some promising indicators for improved achievement and a reduced gap in achievement between the provincial data and HPEDSB data, as measured by the primary and junior assessments. This is an important shift to acknowledge the work of HPEDSB educators to mitigate learning loss, close gaps and promote meaningful student learning and growth during the pandemic.

Results for HPEDSB students are shown in the following table and are a new baseline for improving student learning opportunities and outcomes to support students reaching provincial standards of achievement.

### HPEDSB Achievement Results

#### Primary Assessment (Grade 3)

*Percent of students achieving at the provincial standard (Level 3 or 4):*

	Reading	Writing	Mathematics
<b>HPEDSB</b>	69	61	56
<b>Province</b>	73	65	59

#### Junior Assessment (Grade 6)

*Percent of students achieving at the provincial standard (Level 3 or 4):*

	Reading	Writing	Mathematics
<b>HPEDSB</b>	79	78	33
<b>Province</b>	85	84	47

#### Grade 9 Mathematics

*Percent of students achieving at the provincial standard (Level 3 or 4):*

HPEDSB	37
Province	52

#### Grade 10 Ontario Secondary Literacy Test (OSSLT)

*Percent of students achieving at the provincial standard (Level 3 or 4):*

HPEDSB	67
Province	82

Decision \_\_\_ Information X

**To:** Hastings and Prince Edward District School Board

**From:** Darren McFarlane, Superintendent of Education, Human Resources Support Services  
Ben Chapman, Manager, Human Resources - Labour Relations & Staffing

**Re: Staffing and Recruitment Update**

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### **Purpose**

To provide an update related to the staffing and recruitment strategies implemented to address the shortage of staff across the district to fill both vacant positions and daily absences.

### **Link to Strategic Plan**

One of our strategic plan goals is to create environments where students and staff feel safe and are supported to learn, work and thrive. For our system to function optimally, we are committed to continuously monitoring and replenishing our casual lists of people available to fill positions. This requires our Human Resources team to analyze our data, look beyond our traditional methodologies and seek out better ways to meet our staffing needs.

### **Background**

Since the pandemic, school boards across the province have been struggling to secure adequate staffing to meet their hiring needs. Hastings Prince Edward is no exception and continues to experience the effects of the pandemic locally. Between September to November this year, we have experienced an additional 1828 staff absences compared to the same period last year and we currently have just under 200 staff members on various forms of leave. Daily staff absence fill rates are consistent in the mid-60% success range which creates considerable stress on our system. School administrators, managers and supervisors are investing significant time to address staffing shortages on a daily basis.

### **Current situation**

The Human Resources Support Services department is engaged in a continuous hiring cycle across positions and we are reflecting on innovative ways to expand our engagement with potential candidates. Through the redesigned Board website, a new careers webpage features prominent access to all of our employment opportunities. The Simplification module on the Apply to Education platform has removed barriers for teacher and support staff applicants. Recently, we attended the local Quinte Career Fair and had a strong response from attendees expressing interest in positions across a variety of roles. Early in the new year, we will have teams attending the Faculty of Education Career Fairs at both Queen's and Trent University and will be scheduling interviews on site for occasional teaching opportunities. We are also engaging with other education faculties to forge new formal relationships to bolster increased practicum placement students in HPE. Finally, we are reaching out to establish new local community partnerships in an effort to assist with our recruitment efforts.



We are pleased to share good news. The recruitment efforts are collectively having the desired impact as we have been able to fill an additional 409 absences across the system between September and November compared to last year. Our recruitment data across key positions includes the following statistics:

- Educational Assistants: 38
- Elementary Teachers: 8
- Secondary Teachers: 18
- Custodians: 5
- Occasional Teachers
  - Elementary: 33 hired or being processed for hire
  - Secondary: 25 hired or being processed for hire
- Casual Support Staff
  - Educational Assistants: 22 hired or being processed for hire
  - Clerical: 11 hired or being processed for hire
- Emergency Workers: 42

*\*\*\*Note: Data reflects the number of people hired versus the full-time equivalent for the position (FTE).*

We have a shared sense of urgency and the Human Resources Support Services team is deeply committed to our recruitment efforts in order to enable our system to best serve our students, staff and school communities.

**To:** Hastings and Prince Edward District School Board

**From:** Nick Pfeiffer, Superintendent, Business Services

**Re:** 2022-2023 Revised Estimates

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### **Purpose**

This report is being brought forward to provide information on the Revised Estimates for the 2022-2023 fiscal year.

### **Link to Strategic Plan**

The 2020-2025 Strategic plan includes an action to improve public relations by providing information that is timely, transparent and accessible for all

### **Background**

The *Education Act* has specific requirements for school boards regarding the preparation and adoption of financial estimates (budgets) and revised estimates. Budgets are submitted to the Ministry of Education by June 30 of each year for the following school year which runs from September 1 to August 31. Revised estimates are budgets that are updated for changes in enrolment, staffing, revenues, and expenses; these are submitted to the Ministry by December 15 of each year. Revised estimates are more accurate than budgets as the information and assumptions that they contain are more certain than those of the previous spring when the budgets were developed.

The main factor driving changes between budget and revised estimates is increased student enrolment which results in increased revenues as school boards are generally funded on a per pupil basis. The increased enrolment creates a requirement for additional teachers and teacher assistants which increase expenses. As well, HPEDSB has received new Priorities and Partnerships Funding (PPF) for short-term or high-value initiatives. This PPF funding adds to the revenues but has matching expenses for staff and resources.

### **Current situation**

#### Enrolment

The elementary enrolment for revised estimates is 10,727 compared to budgeted enrolment of 10,533. The revised secondary enrolment is 4,540 vs. 4,535 for budget. The significant increase in elementary students occurred primarily in kindergarten. The board is resuming a trend of increasing year-over-year enrolment.

#### Consolidated Statement of Operations

The consolidated statement of operations shows the revenues, the expenses, and the surplus/deficit.

There is an increase of \$2.7 million in provincial legislative grants (Grants for Student Needs) and an increase of \$1.1 million in other provincial grants (primarily PPF funding). Total revenues are increased by \$4.5 million. These changes are almost exclusively due to the increased enrolment over that budgeted.

Expenses are increased by \$4.0 million, due primarily to additional staffing to meet the increased enrolment and additional PPF expenses. The largest staff increase is classroom teachers to meet the increased student enrolment. There are also related increases in education assistant, early childhood educator, and principal and vice-principal expenses. PPF expenses are matched with equal offsetting revenues.

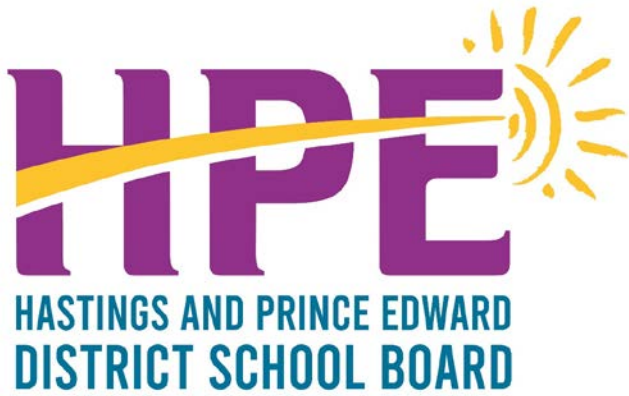
The deficit for compliance purposes has decreased from budgeted \$1.7 million to \$1.3 million.

**Capital Spending**

The revised capital spending is increased to \$33.7 million from the budget of \$28.0 million. The school condition improvement and school renewal amounts (both used for school building renewal projects) are increased by amounts unspent in 2021-22.

**Appendices**

Appendix A: 2022-2023 Revised Estimates Booklet



# 2022-2023 REVISED ESTIMATES

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156 Ann Street  
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# HPEDSB STATISTICS

## Student enrolment

Elementary	10,727
Secondary	<u>4,541</u>
	15,268

## Schools

Elementary schools	32
K-12 schools	2
7-12 schools	4
Secondary schools	1
K-8 Virtual school	<u>1</u>
	40

## Trustees and student trustees

10 (9 elected, one appointed, plus three student trustees)

## Elector population

109,463

## Jurisdiction area

7221 square kilometres

## Students transported

10,148

## Contracted bus operators

12

## Daily kilometres travelled (excluding taxis)

23,324 (some routes/runs shared with Algonquin and Lakeshore Catholic District School Board)

Hastings and Prince Edward District School Board is a member of the Tri-Board Student Transportation Services consortium, with Algonquin and Lakeshore Catholic District School Board, and Limestone District School Board.

## EXECUTIVE SUMMARY

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The deficit for compliance purposes has decreased from budgeted \$1.7 million to \$1.3 million.

### Capital Spending

The revised capital spending is increased to \$33.7 million from the budget of \$28.0 million. The school condition improvement and school renewal amounts (both used for school building renewal projects) are increased by amounts unspent in 2021-22.

# CONSOLIDATED STATEMENT OF OPERATIONS

	2022-2023 Revised Estimates	2022-2023 Estimates	Increase/ (Decrease) to Estimates	% Change from Estimates	2021-22 Actual
<b>Revenues</b>					
Provincial legislative grants	176,140,590	173,760,003	2,380,587	1.37	167,878,495
Local taxation	38,520,357	38,520,357	-	-	39,085,898
Total grants for student needs	<u>214,660,947</u>	<u>212,280,360</u>	<u>2,380,587</u>	<u>1.12</u>	<u>206,964,393</u>
Provincial grants - other	2,822,699	1,776,400	1,046,299	0.59	7,563,774
School generated funds revenues	3,046,588	3,046,588	-	-	2,263,679
Federal grants and fees	2,193,740	1,864,272	329,468	0.18	2,091,037
Investment income	60,000	60,000	-	-	128,808
Total other fees and revenues from school boards	42,000	42,000	-	-	6,768
Fees and revenues from other sources	3,301,269	2,556,000	745,269	0.29	2,461,633
	<u>\$ 226,127,243</u>	<u>\$ 221,625,620</u>	<u>4,501,623</u>	<u>0.02</u>	<u>\$221,480,092</u>
<b>Expenses</b>					
Instruction	168,902,531	164,799,433	4,103,098	2.49	164,910,113
Administration	6,963,201	6,869,933	93,268	1.36	7,748,618
Transporation	17,905,729	17,645,729	260,000	1.47	16,688,381
Pupil accomodation	27,929,637	28,386,869	(457,232)	(1.61)	28,700,974
School generated funds	3,046,588	3,046,588	-	-	2,198,968
Other expenses	1,404,484	1,354,484	50,000	-	2,012,978
	<u>\$ 226,152,170</u>	<u>\$ 222,103,036</u>	<u>4,049,134</u>	<u>1.82</u>	<u>\$222,260,032</u>
Annual surplus (deficit)	(24,927)	(477,416)	452,489	(94.78)	(779,940)
Unavailable for compliance	1,284,781	1,263,147	21,634	1.71	1,391,849
Surplus/deficit for compliance	<u>\$ (1,309,708)</u>	<u>\$ (1,740,563)</u>	<u>\$ 430,855</u>	<u>(24.75)</u>	<u>\$ (2,171,789)</u>



## PROVINCIAL GRANTS ALLOCATIONS

	2022-23 Revised Estimates	2022-23 Estimates	Increase/ (Decrease) to Estimates	% Change from Estimates	2021-2022 Actuals
<b>Operating Allocation</b>					
Pupil foundation	86,041,846	84,734,784	1,307,062	1.54	83,655,786
School foundation	13,152,256	13,072,900	79,356	0.61	12,990,462
Special education	26,737,368	26,329,624	407,744	1.55	25,824,818
Language	2,405,177	2,405,177	-	-	2,266,013
Supported school	571,756	631,853	(60,097)	(9.51)	639,082
Remote and rural	659,252	718,809	(59,557)	(8.29)	716,299
Rural and northern education	585,348	585,348	-	-	593,671
Learning opportunities	3,013,532	2,709,350	304,182	11.23	2,390,059
Continuing education and other program	550,652	533,246	17,406	3.26	468,760
Cost adjustment and teacher qualification & experience (Teachers)	19,541,811	19,607,185	(65,374)	(0.33)	19,773,520
New teacher induction program (NTIP)	86,614	86,614	-	-	67,809
Cost adjustment and teacher qualification & experience (ECE)	1,072,778	1,014,379	58,399	5.76	1,000,517
Restraint savings	(137,145)	(137,145)	-	-	(137,145)
Transportation	16,021,081	15,542,519	478,562	3.08	16,433,581
Administration and governance	5,161,795	5,124,682	37,113	0.72	5,073,268
School renewal	3,537,076	3,519,627	17,449	0.50	3,534,937
Debt repayment (interest portion)	1,420,185	1,420,185	-	-	1,496,147
Deferred capital contributions	8,819,912	9,225,301	(405,389)	(4.39)	9,330,560
School operations	17,569,846	17,428,322	141,524	0.81	16,874,722
Community use of schools	227,053	227,053	-	-	244,162
Declining enrolment adjustment		-	-	-	135,437
Indigenous education	2,901,537	2,901,536	1	0.00	2,122,147
Mental health and well-being grant	1,122,222	1,116,207	6,015	0.54	721,781
Supports for students fund	1,766,424	1,766,331	93	0.01	1,854,004
Program leadership grant	1,000,496	996,916	3,580	0.36	941,753
Trustee association fee	58,084	58,084	-	-	57,394
Support for COVID-19 outbreak	2,501,305	2,501,305	-	-	-
Funding stabilization allocation					-
<b>Sub total</b>	<b><u>\$ 216,388,261</u></b>	<b><u>\$ 214,120,192</u></b>	<b><u>\$ 2,268,069</u></b>	<b><u>0.01</u></b>	<b><u>\$ 209,069,544</u></b>
Less tangible capital assets	(515,000)	(515,000)	-	-	(932,914)
Less school renewal capital, interest and temporary accomodation; Exp learning capital	(1,212,314)	(1,324,832)	112,518	(8.49)	(1,172,237)
<b>Total operating allocation</b>	<b><u>\$ 214,660,947</u></b>	<b><u>\$ 212,280,360</u></b>	<b><u>\$ 2,380,587</u></b>	<b><u>1.12</u></b>	<b><u>\$ 206,964,393</u></b>

PROVINCIAL GRANTS - OTHER SUMMARY

	2022-23 Revised Estimates	2022-23 Estimates	Increase/ (Decrease) to Estimates	% Change from Estimates	2021-2022 Actuals
<b>PPF grants</b>					
Educators autism AQ subsidy	10,424	10,400	24	0.23	
Math strategy	558,000	558,000	-	-	
Learn and work bursary	20,000	20,000	-	-	
Indigenous Grad Coach	115,385	115,385	-	-	
De-streaming Implementation Supports	31,016	31,000	16	0.05	
Early Intervention in Math for Students with Special Ed Needs	110,933	110,900	33	0.03	
Entrepreneurship Education Pilot Projects	20,000	20,000	-	-	
Health Resources, Training and Supports	10,500	10,500	-	-	
Skilled Trades Bursary Program	12,000	12,000	-	-	
Summer Learning Special Education Supports	122,875	108,400	14,475	13.35	
Tutoring Supports	640,067	640,050	17	0.00	
Transportation for Children and Youth in Care	62,000	-	62,000	-	
Math Additional Qualifications	32,500	-	32,500	-	
Demographic Data Gathering	31,971	-	31,971	-	
Anti-Sex Trafficking Protocol Development and Implementation	11,597	-	11,597	-	
Connectivity at Schools Program	186,603	-	186,603	-	
Professional Assessments & Systematic Evidence-Based Reading Programs	115,763	-	115,763	-	
Investing in Canada Infrastructure Program (ICIP) - Ventilation (capital)	210,815	-	210,815	-	
Supporting Students with Disabilities	159,523	-	159,523	-	
Ukrainian Student Support	11,527	-	11,527	-	
Experiential Learning for Guidance-Teacher Counsellors	27,935	-	27,935	-	
Recovery of prior year unspent PPFs	(20,319)	-	-	-	
<b>Other provincial grants</b>			-	-	
OYAP	291,585	139,765	151,820	108.63	
MPBSD In-Kind PPE	50,000				
<b>Total Priorities and Partnership Funding</b>	<b>\$ 2,822,699</b>	<b>\$ 1,776,400</b>	<b>\$ 1,016,618</b>	<b>57.23</b>	<b>\$ 6,823,044</b>

## STATEMENT OF EXPENSES

	2022-23 Revised Estimates	2022-23 Estimates	Increase/ (Decrease) to Estimates	% Change from Estimates	2021-22 Actuals
<b>Instruction</b>					
Classroom teachers	104,899,143	104,058,620	840,523	0.81	104,593,894
Supply staff	5,943,339	5,189,764	753,575	14.52	6,759,530
Teacher assistants	14,431,765	13,203,221	1,228,544	9.30	13,068,215
Early childhood educator	4,439,000	4,323,276	115,724	2.68	4,271,128
Textbooks/supplies	4,718,344	4,146,132	572,212	13.80	4,025,030
Computers	1,468,934	1,431,605	37,329	2.61	1,127,950
(Para) professionals and technicians	5,988,331	5,940,864	47,467	0.80	6,023,781
Library & guidance	2,812,641	2,812,256	385	0.01	2,854,248
Staff development	1,320,988	1,452,883	(131,895)	(9.08)	520,223
Department heads	471,127	471,127	-	-	357,136
Principals & vice-principals	9,482,992	9,231,337	251,655	2.73	9,390,968
School office	5,866,734	5,830,390	36,344	0.62	6,004,218
Coordinators and consultants	5,680,825	5,538,681	142,144	2.57	4,378,280
Continuing education	494,896	494,716	180	0.04	546,909
Amortization	883,472	674,561	208,911	30.97	988,603
<b>Instruction subtotal</b>	<b>\$ 168,902,531</b>	<b>\$ 164,799,433</b>	<b>\$ 4,103,098</b>	<b>2.49</b>	<b>\$ 164,910,113</b>
<b>Administration</b>					
Trustees	225,541	225,541	-	-	172,561
Director & supervisory officer	711,254	721,454	(10,200)	(1.41)	1,098,679
Board administration	5,892,333	5,825,732	66,601	1.14	6,323,774
Amortizations and write downs	134,073	97,206	36,867	37.93	153,604
<b>Administration subtotal</b>	<b>\$ 6,963,201</b>	<b>\$ 6,869,933</b>	<b>\$ 93,268</b>	<b>1.36</b>	<b>\$ 7,748,618</b>
<b>Transportation</b>					
Pupil transportation	17,597,929	17,337,929	260,000	1.50	16,388,772
Transportation-provincial schools	307,800	307,800	-	-	299,609
Amortizations and write downs	-	-	-	-	-
Loss on disposal of TCA and assets held for sale	-	-	-	-	-
<b>Transportation subtotal</b>	<b>\$ 17,905,729</b>	<b>\$ 17,645,729</b>	<b>\$ 260,000</b>	<b>1.47</b>	<b>\$ 16,688,381</b>
<b>Pupil accommodation</b>					
School operations/maintenance	16,111,070	16,047,118	63,952	0.40	16,423,074
School renewal expense	2,205,294	2,205,294	-	-	2,205,294
Other pupil accommodation	1,518,019	1,388,051	129,968	9.36	1,592,970
Amortizations and write downs	8,095,254	8,746,406	(651,152)	(7.44)	8,479,303
Loss on disposal of TCA and assets held for sale	-	-	-	-	333
<b>Pupil accommodation subtotal</b>	<b>\$ 27,929,637</b>	<b>\$ 28,386,869</b>	<b>\$ (457,232)</b>	<b>(1.61)</b>	<b>\$ 28,700,974</b>
<b>Other</b>					
School generated funds-expenses	3,046,588	3,046,588	-	-	2,198,968
Other non-operating expenses	50,000	-	50,000	-	2,012,978
Amortizations and write downs	-	-	-	-	-
Loss on disposal of TCA and assets held for sale	-	-	-	-	-
Provision for contingencies	1,354,484	1,354,484	-	-	-
<b>Other subtotal</b>	<b>\$ 4,451,072</b>	<b>\$ 4,401,072</b>	<b>\$ 50,000</b>	<b>1.14</b>	<b>\$ 4,211,946</b>
<b>Total operating expenses</b>	<b>\$ 226,152,170</b>	<b>\$ 222,103,036</b>	<b>\$ 4,049,134</b>	<b>1.82</b>	<b>\$ 222,260,032</b>

## SUMMARY OF STAFFING Full-Time Equivalent (FTE)

	Oct. 31/22 FTE	2022-23 Budget FTE	Increase/ (Decrease) to budget FTE	% Change from Budget FTE	2021-22 Financials FTE
<b>Classroom instruction</b>					
Classroom teachers - other than included elsewhere	916.9	898.2	18.70	2.08	904.2
Classroom Teachers - French - Extended and Immersion	-	-	-		-
Classroom teachers - student success teachers (secondary)	7.0	7.0	-	-	7.3
Classroom teachers - resource teachers and other	2.0	2.0	-	-	3.0
Classroom teachers - principals (instruction time only)	1.5	4.6	(3.10)	(67.39)	2.4
Classroom Teachers - Vice-Principals (Instruction Time Only)	3.1	-	3.10	-	1.4
Classroom Teachers - Care and Treatment and Correctional Facilities	6.0	5.0	1.00	20.00	5.8
<b>Total classroom instruction staff</b>	<b>936.5</b>	<b>916.8</b>	<b>19.7</b>	<b>2.15</b>	<b>924.1</b>
<b>Teacher assistants and early childhood educators</b>					
Teacher assistants (general)	270.8	261.0	9.80	3.75	271.2
Early childhood educators	74.0	72.0	2.00	2.78	73.0
Care and treatment and correctional facilities assistants	5.0	4.0	1.00	25.00	8.0
<b>Total teacher assistants and early childhood educators</b>	<b>349.8</b>	<b>337.0</b>	<b>12.8</b>	<b>3.80</b>	<b>352.2</b>
<b>Student support - professionals, paraprofessionals and technicians</b>					
Student support staff - social services	13.5	14.0	(0.50)	(3.57)	15.5
Student support staff - child & youth workers	11.8	12.8	(1.00)	(7.81)	13.3
Student support staff - speech services	3.0	3.0	-	-	3.0
Student support staff - psychological services	4.0	4.0	-	-	5.0
Student support staff - attendance counselling	2.0	1.0	1.00	100.00	2.0
Student support staff - lunchroom or noon hour or bus or yard supervision	8.6	9.3	(0.70)	(7.53)	9.1
Student support staff - computer and other technical services	20.0	21.8	(1.80)	(8.26)	21.0
Student support staff - administrative support staff	3.0	2.5	0.50	20.00	2.0
Student support staff - other prof and paraprof, teachers or teacher assistants	1.0	1.0	-	-	1.0
<b>Student support - professionals, paraprofessionals and technicians</b>	<b>66.9</b>	<b>69.4</b>	<b>(2.5)</b>	<b>(3.60)</b>	<b>71.9</b>
<b>Library and guidance</b>					
Library and guidance staff - library teachers	6.0	5.0	1.00	20.00	5.8
Library and guidance staff - guidance teachers	12.3	12.3	-	-	11.8
Library and guidance staff - library technicians	16.2	16.2	-	-	16.2
<b>Library and guidance</b>	<b>34.5</b>	<b>33.5</b>	<b>1.0</b>	<b>2.99</b>	<b>33.8</b>
<b>School administration</b>					
School administration staff - principals (administrative time)	38.5	38.5	-	-	38.1
School administration staff - vice-principals (administrative time)	26.9	25.9	1.00	3.86	26.1
School administration staff - administrative support staff	80.0	78.8	1.20	1.52	78.3
<b>Coordinators and consultants</b>					
Staff - coordinators and consultants	30.0	45.7	(15.70)	(34.35)	36.7
Staff - administrative support staff	5.0	5.0	-	-	5.00
<b>School administration</b>	<b>180.4</b>	<b>193.9</b>	<b>(13.5)</b>	<b>(6.96)</b>	<b>184.2</b>
<b>Administration and governance</b>					
Admin & govern staff - trustees	13.0	13.0	-	-	13.0
Admin & govern staff - directors and supervisory officers	6.0	6.0	-	-	4.0
Admin & govern staff - directors office	1.0	1.0	-	-	3.0
Admin & govern staff - finance	7.0	8.0	(1.00)	(12.50)	7.3
Admin & govern staff - finance - capital planning capacity-related	1.0	1.0	-	-	1.0
Admin & govern staff - procurement	3.0	2.0	1.00	50.00	3.0
Admin & govern staff - human resource administration	11.0	11.0	-	-	11.5
Admin & govern staff - payroll administration	4.0	4.0	-	-	4.0
Admin & govern staff - information technology administration	4.0	4.2	(0.20)	(4.76)	5.0
Admin & govern staff - other	8.0	9.0	(1.00)	(11.11)	10.6
<b>School administration</b>	<b>58.0</b>	<b>59.2</b>	<b>(1.2)</b>	<b>(2.03)</b>	<b>62.4</b>
<b>School operations</b>					
School operations staff - managerial or professional	7.0	7.0	-	-	7.0
School operations staff - administrative support staff	3.0	3.0	-	-	5.0
School operations staff - custodial staff	112.8	114.8	(2.00)	(1.74)	113.8
School operations staff - maintenance	22.0	22.0	-	-	23.0
<b>School operations</b>	<b>144.8</b>	<b>146.8</b>	<b>(2.0)</b>	<b>(1.36)</b>	<b>148.8</b>
<b>Staffing total</b>	<b>1,770.9</b>	<b>1,756.6</b>	<b>14.3</b>	<b>0.81</b>	<b>1,777.4</b>

## CAPITAL EXPENDITURES SUMMARY

	<b>2022-23 Revised Estimates</b>	<b>2022-23 Estimates</b>	<b>Increase/ (Decrease) to Estimates</b>	<b>% Change from Estimates</b>	<b>2021-2022 Actuals</b>
Minor capital assets (furniture, computers, vehicles)	515,000	515,000	-	-	932,914
<b>Land, buildings, construction in progress</b>					
Eastside Secondary School	1,632,045	1,736,500	(104,455)	(6.02)	2,021,927
Centre Hastings Secondary School	1,591,625	1,296,097	295,528	22.80	309,555
Easthill Elementary School	10,324,552	10,504,527	(179,975)	(1.71)	4,575,860
School renewal	1,981,079	1,500,000	481,079	32.07	1,798,719
School condition improvement	15,245,017	10,679,005	4,566,012	42.76	9,302,751
COVID resilience funding (CVRIS)	1,850,418	1,527,645	322,773	21.13	(153,017)
Climate action incentive fund			-	-	
School generated funds			-	-	46,094
Other	337,418	-	337,418	-	474,442
Interest on capital	243,500	243,500	-	-	206,409
	<b><u>\$ 33,720,654</u></b>	<b><u>\$28,002,274</u></b>	<b><u>\$ 5,718,380</u></b>	<b><u>20.42</u></b>	<b><u>\$ 19,515,654</u></b>

## ACCUMULATED SURPLUS/(DEFICIT) - 2022/2023

	<b>Accumulated Surplus(Deficit) September 1, 2022</b>	<b>Accumulated Surplus(Deficit) - In-Year Increase (Decrease)</b>	<b>Accumulated Surplus(Deficit) August 31, 2023</b>
Available for compliance - unappropriated	9,952,368	(1,321,613)	8,630,755
Available for compliance - internally appropriated	227,501	11,905.00	239,406
Total accumulated surplus (deficit) available for compliance	\$ 10,179,869	\$ (1,309,708)	\$ 8,870,161
Total accumulated surplus (deficit) unavailable for compliance	(1,326,092)	1,284,781	(41,311)
<b>Total accumulated surplus/(deficit)</b>	<b>\$ 8,853,777</b>	<b>\$ (24,927)</b>	<b>\$ 8,828,850</b>

## GLOSSARY

**Full time equivalent (FTE)** - unit measure equivalent to one full time employee

**Unavailable for compliance** - Certain amounts are to be included as unavailable from compliance under Ontario Regulation 488/10 Determination of Boards' Surpluses and Deficits. These amounts are deducted from the gross in-year surplus (revenues minus expenses) to determine the in-year surplus for compliance with Regulation 488/10. The items included as unavailable for compliance are: employee future benefits, interest to be accrued, school generated funds, revenues recognized for land, and liability for contaminated

**Available for compliance** - the gross in-year surplus (revenues minus expenses) minus the amount that is unavailable for compliance.

**To:** Hastings and Prince Edward District School Board

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

**Re:** Tender RFQ 2223-001: Gym/Auditorium Lighting and Heating Ventilation and Air Conditioning (HVAC) Renovations at Trenton High School (THS)

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### **Purpose**

This report brings forward a motion to recommend approval of a tender for RFQ 2223-001 Gym/Auditorium Lighting and Heating Ventilation and Air Conditioning (HVAC) Renovations at Trenton High School (THS) in accordance with Procedure 505: Procurement.

### **Link to the Strategic Plan**

The 2020-2025 Strategic plan includes an action to improve public relations by providing information that is timely, transparent and accessible for all.

### **Background**

Various interior renovations are planned and have been underway since 2021 for THS through a phased approach. This phasing plan has been developed in collaboration with school administration, the architect and Facility Services staff. The phasing plan includes items such as asbestos abatement, culinary arts renovations, gym and auditorium HVAC renovations, auditorium lighting renovations, structural renovations and future HVAC renovations. The planned phases include:

- Phase 1: Culinary Arts Renovation (currently in construction, planned completion Spring 2023)
- Phase 2: Gym/Auditorium HVAC and Auditorium Lighting (tender approval phase)
- Phase 3: Special Education Renovation (design phase)
- Phase 4: Future HVAC Renovations (design phase)

### **Current situation**

A tender (request for quote) RFQ 2223-001 closed October 22, 2022 for Phase 2: Gym/Auditorium HVAC and Auditorium Lighting Renovation at Trenton High School. Phase 2 includes new lighting within the existing auditorium space; new HVAC infrastructure within the main gymnasium and auditorium; structural reinforcement as required to facilitate installation of new HVAC equipment; and asbestos abatement as required to facilitate construction. This phase of renovations is proposed to start December 2022 and the full phase be completed by end of December 2023. There was one compliant submission received. Following completion of a two-staged evaluation process to rank the tender received based first on experience and qualifications and then on price, it is recommended that the tender be awarded to Jean Daoust Construction Inc.

Upon confirmation of passing the technical evaluation, the bid price was revealed to be \$1,958,800.00, which is greater than the original estimated construction budget of \$1.2 million. The discrepancy in anticipated budget verses the bid price is primarily the result of current market conditions that have been seen across many projects in the recent years, especially for projects involving large mechanical equipment. The scope of this project is essential to provide improved



indoor air quality at THS, as well as improved safety in the auditorium as the current lighting infrastructure has caused the space to be unoccupiable. This project is funded through a combination of School Condition Improvement (SCI) funding and COVID-19 Resilience Infrastructure Stream (CVRIS), which are specific funding sources for building and infrastructure renewal projects. The CVRIS funding is required to be spent, and project work completed, by December 31, 2023.

**Recommendation**

**Moved:**

**Seconded:**

**That Hastings and Prince Edward District School Board approve RFQ 2223-001 to Jean Daoust Construction Inc. for Phase 2: Gym/Auditorium HVAC and Auditorium Lighting at Trenton High School in the amount of \$1,958,800.00.**