



## AGENDA

Regular Public Board Meeting

Monday, September 22, 2025

Item		Responsibility	Page #
1	Call to Order – 6:00 p.m.	K. Kramp	
2	Affirmation of Traditional Lands	S. Lewis	
3	Presentation: (a) <b>Promoting Citizenship, Well-being and Safe Environments:</b> HPE Learning Foundation - Program Highlights, Appreciation and the Road Ahead	K. Dostaler	
4	Roll Call	K. Kramp	
5	Approval of Agenda	K. Kramp	
6	Declarations of Conflict of Interest	K. Kramp	
7	Consent Agenda Items	K. Kramp	
	(a) Regular Public Board Meeting - August 25, 2025		3
	(b) Committee Meeting Minutes (for information only)		
	i) Governance and Policy - August 18, 2025		8
	ii) Physical Planning, Finance and Planning - June 16, 2025		10
	iii) Audit - June 23, 2025		12
	(c) Committee Meeting Reports		
	i) Supervised Alternative Learning - September 10, 2025		14
8	Committee Meeting Reports with Recommendations:		
	(a) Ontario Public School Board Association (OPSBA)	S. Binder A. Robertson	
	(b) Governance and Policy Committee Meeting September 15, 2025	K. Kramp	15
	i) Recommendation: Learning Foundation Proposal - Toonie Tuesday		
	(c) Physical Planning, Finance and Planning Committee Meeting - September 8, 2025	E. Charlton	16
	i) Recommendation: Borrowing Resolution		
	(d) Audit Committee Meeting - September 17, 2025	E. Parsons	19
	i) Recommendation: 2025-2026 Regional Internal Audit Plan		
	ii) Recommendation: Internal Audit Charter		
9	Student Voice	Student Trustees	
10	Chair's Report	K. Kramp	
	(a) Invitation for Trustee Sharing		
11	Director's Report	K. MacIver	
12	HPEDSB Staff Reports		
	(a) Multi-Year Strategic Plan 2024-2025 Year-End Report (v)	Superintendents	
	(b) Summer Learning and Mental Health Supports	K. Dostaler/T. Elliott /T. Jones	35

	(c) Enrolment Update (v)	D. McFarlane	
13	Motion to Convene into Closed Committee of the Whole	nil	
14	Reconvene to Regular Public Board Meeting	nil	
15	Rise and Report from Committee of the Whole	nil	
16	Calendar of Events	K. Kramp	40
17	Correspondence	nil	
18	Unfinished Business	nil	
19	Trustee Motions for Consideration	K. Kramp	

At the August 25, 2025 Regular Public Board Meeting, Trustee Parsons brought forward the following Notice of Motion:

**Moved by: E. Parsons**  
**Seconded by: R. Prinzen**

**That the Hastings and Prince Edward District School Board release publicly the Integrity Commissioner's Report relating to the second code of conduct complaint against Trustee Prinzen.**

20	Trustee Notice of Motion	nil	
21	Adjournment	K. Kramp	

**Next Regular Public Board Meeting: October 27, 2025 @ 6:00 p.m.**

**Upcoming meetings:**

- November 17, 2025, Inaugural Meeting of the Board**
- November 24, 2025, Organization Meeting of the Board**
- January 26, 2026**
- February 23, 2026**
- March 30, 2026**
- April 27, 2026**
- May 25, 2026**
- June 22, 2026**

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

**Student Trustees:** M. Nash, A. Maracle, T. Rice

**Absent:** A. Robertson

**Guests:** Marilyn Burns, VP Communications and Enrolment, Trent University  
Eliza Nicholson, Director of Recruitment & Admissions, Trent University  
Kathryn Norlock, Dean of Humanities & Social Science, Trent University  
Kevin Fitzmaurice, Associate Professor, Indigenous Studies, Trent University  
Madisyn Brownlee, First People's House of Learning, Trent University  
Troy Maracle, HPEDSB Indigenous Coordinator

**Resources:** K. Donnell, K. Dostaler, T. Elliott, T. Jones, K. MacIver, D. McFarlane, B. Wilson

**Minutes:** D. Lucas

1. **Call to order** - Chair Kramp called the meeting to order at 6:00 p.m. and welcomed everyone to the Regular Public Board meeting.

2. **Affirmation of Traditional Lands** - Chair Kramp offered the Land Affirmation.

3. **Presentations**

**(a) Swearing in of 2025-2026 Student Trustees**

Director MacIver welcomed three new student trustees for 2025-2026: Maria Nash, Centennial Secondary School; Audrey Maracle, Indigenous Student Trustee, Prince Edward Collegiate; and Thomas Rice, Prince Edward Collegiate. Student Trustees were sworn in and signed their declaration of office for the 2025-2026 school year.

Trustee Speck arrived at 6:11 p.m.

**(b) Trent University Articulation Agreement**

Superintendent Jones and Troy Miracle introduced a new partnership with Trent University, emphasizing its connection to the multi-year strategic plan and the commitment to truth and reconciliation. Superintendent Jones introduced guests from Trent University: Marilyn Burns, Vice President of Communications and Enrollment; Kate Norlock, Dean of Humanities and Social Sciences; Kevin Fitzmaurice, a faculty member and curriculum committee chair at the Channy Wenjek School of Indigenous Studies; Madison Brownley, First People's House of Learning; and Eliza Nicholson, Director of Recruitment & Admissions also from Trent University. The Articulation Agreement was signed at the end of their presentation. Chair Kramp thanked everyone for attending the Regular Public Board Meeting.

4. **Roll Call** - Chair Kramp requested a roll call for trustees and student trustees. All members were present, except Trustee Robertson, who is on an approved leave for the meeting.

**5. Approval of the agenda**

**Mover: E. Charlton**

**Seconded: K. Hambly**

**That the agenda for the August 25, 2025, Regular Public Board Meeting be approved.**

**Carried**

**6. Conflict of Interest – none declared.**

**7. Consent Agenda Items**

**Recommendation**

**Mover:**

**Seconded:**

(a) Regular Public Board Meeting minutes - June 23, 2025

(b) Committee Meeting Minutes (for information only)

i) Governance and Policy - June 16, 2025

(c) Committee Meeting Reports

i) Director's Performance Appraisal Ad Hoc Committee Meeting - June 25, 2025

Trustee Prinzen requested that item 7(a) be removed from the consent agenda item, and Trustee Binder requested that item 7(c)i be removed from the consent agenda item for further clarification.

**Recommendation**

**Mover: E. Charlton**

**Seconded: E. Parsons**

**That the remaining Consent Agenda item be approved and move item 7(a) to item 7.1 and move item 7(c)i to item 7.2 for discussion.**

(a) removed

(b) Committee Meeting Minutes (for information only)

ii) Governance and Policy - June 16, 2025

(c) Committee Meeting Reports

ii) removed

**Carried**

**7.1 Regular Public Board Meeting minutes - June 23, 2025**

Trustee Prinzen sought clarification on item 15 of the June 23, 2025, minutes, stating that the Rise and Report indicates three human resource matters, but should indicate two, as per the Closed Committee of the Whole report. Director MacIver noted that the minutes should actually reflect one human resource matter. The minutes will be amended.

**Recommendation**

**Mover: K. Hambly**

**Seconded: R. Prinzen**

**That the amended minutes for the Regular Public Board Meeting of June 23, 2025, be approved.**

**Carried**

**7.2 Director's Performance Appraisal Ad Hoc Committee Meeting - June 25, 2025**

Trustee Binder requested that the highlights from the Director's Performance Appraisal Ad Hoc Committee be amended to indicate the correct date of August 14, 2025, not August 15, 2025, for the sharing of the Director's Performance Plan. The report will be amended.

**Recommendation**

**Mover: K. Hambly**

**Seconder: S. Maracle**

**That the amended committee report for the Director's Performance Appraisal Ad Hoc Committee be approved.**

**Carried**

**8. Committee Meeting Reports with Recommendations:**

- (a) Ontario Public School Board Association (OPSBA)** – Trustee Binder provided an update from the OPSBA:
- shared information on the cancellation of the Canadian School Board Association conference due to the wildfires,
  - reminded Trustees that the due date for the OESC Professional Development is August 31, 2025,
  - recognized Rob Lake, Principal and his staff at Coe Hill PS with an honourable mention nominee certificate for the Fred L. Bartlett memorial Award.
- (b) Governance and Policy Committee** – Report 8(b) highlights the August 18, 2025, Governance and Policy Committee meeting. Click [here](#) to access the report on page 14.

As Chair of the Governance and Policy Committee, Trustee Kramp brought the following recommendations from the Governance and Policy Committee to the Board for approval.

**i) Recommendation - Policy 12: Trustee Advocacy and External Committees**

**Moved: S. Lewis**

**Seconded: S. Binder**

**That the Hastings and Prince Edward District School Board approve Policy 12: Trustee Advocacy and External Committees**

**Carried**

**ii) Recommendation - Public notice regarding By-Law revisions**

**Mover: S. Binder**

**Seconder: S. Maracle**

**That the Hastings and Prince Edward District School Board provide advance notification that the HPEDSB By-Laws will be amended at the September 22, 2025, Regular Public Board Meeting.**

Trustee Parsons requested a secondary motion to include the opportunity for public input.

**Secondary Motion**

**Mover: E. Parsons**

**Seconder: R. Prinzen**

**That the Hastings and Prince Edward District School Board provide advance notification that the HPEDSB By-Laws will be amended at the October 27, 2025, Regular Public Board Meeting with opportunity for public input.**

**Carried**

A recorded vote was taken on the secondary motion. Trustees Maracle, Parsons, Prinzen, Speck, Hambly, Kramp and Lewis voted in favour, and Trustees Binder and Charlton voted against. The secondary motion is carried.

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9. **Student Voice Committee** - Student Trustees introduced themselves and shared what they are looking forward to in the upcoming academic year.
10. **Chair's Report** - Chair Kramp shared the following highlights:
- welcomed everyone to the first Regular Public Board meeting of the 2025-2026 academic year,
  - looking forward to the launch of the new multi-year strategic plan for 2025-2030, which emphasizes its vision of inspiring and innovating for a bright future. The plan focuses on strengthening foundational skills, advancing Indigenous education, fostering critical thinking, and promoting well-being.
- (b) **Invitation for Trustee Sharing**
- Trustee Speck congratulated Principal Lake and his staff for the hard work and dedication to the students at Coe Hill Public School; renovations at NHHS have been occurring over the summer for the upcoming school year,
  - Trustee Prinzen shared condolences to Trustee Parsons,
11. **Director's Report** - Director MacIver shared the following highlights:
- attended an Artificial Intelligence learning session held for all central staff on August 18, 2025,
  - attended the Administrator meeting on Thursday, August 21, 2025,
  - attended the Operational meeting on Monday, August 25, 2025, with secretaries and administrators,
  - welcomed Grade 9 students, each student received a welcome package,
  - welcomed 55 International Students to HPEDSB for the 2025-2026 from 9 countries,
  - We are excited to launch the new strategic plan with the tagline "Bright Futures".
12. **HPEDSB Staff Reports**
- (a) **Ontario Scholars 2025** — Director MacIver provided highlights from Report 12(a). To review the entire report, click [here](#) and go to page 75.
- (b) **Student Achievement Plan (SAP) 2025** - Superintendent Elliott provided highlights from Report 12(b). This report provides a contextual overview of the board's Student Achievement Plan (SAP) journey, reaffirming our alignment with Ministry of Education directives and outlining the process for implementation, monitoring, and consultation for the 2025–2026 school year. To review the entire report, click [here](#) and go to page 76. Trustees asked questions, and Superintendent Elliott responded to their questions.
- (c) **Trent University Articulation Agreement** - Superintendent Jones provided highlights from Report 12(c). This report provides Trustees with an overview of an articulation agreement between HPEDSB and Trent University - Indigenous Studies. To review the entire report, click [here](#) and go to page 77. Trustees asked questions, and Superintendent Jones responded to their questions.
13. **Motion to convene into a Closed Committee of the Whole**  
**Recommendation**  
**Mover:** R. Prinzen  
**Seconder:** E. Charlton  
**That the Regular Public Board Meeting convene into a closed Committee of the Whole meeting at 7:22 p.m.**
- Carried**
14. **Reconvened to the Regular Public Board meeting at 8:57 p.m.**
15. **Rise and Report from Closed Committee of the Whole** - Vice-Chair Lewis reported that Trustees met in a closed Committee of the Whole session on July 15, 2025, to discuss a legal matter and on

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August 25, 2025, one confidential school matter and one human resource matter were discussed with a recommendation from report 8(b).

Chair Kramp noted that the following recommendation is coming forward from the closed Committee of the Whole session held earlier; this recommendation will not be discussed in public forum.

**Recommendation**

**Mover:** E. Charlton  
**Secunder:** S. Binder

**To approve item 8(b) from the closed Committee of the Whole. There will be no public debate on this item.**

**Carried**

A recorded vote for the was taken. Trustees Binder, Charlton, Hambly, Maracle, Parsons, Speck, Lewis and Kramp voted in favour, and Trustee Prinzen voted against. The recommendation was carried.

16. **Calendar of Events:** Events for the beginning of September 2025 can be found in Report 16. Click [here](#) and go to page 78 of the agenda.
17. **Correspondence – nil**
18. **Unfinished Business – nil**
19. **Trustee Motions for Consideration - nil**
20. **Trustee Notice of Motions -** Chair Kramp asked if there are any Notice of Motions from Trustees. Trustee Parsons brought forward the following notice of motion:

**Mover:** E. Parsons  
**Secunder:** R. Prinzen

**That the Hastings and Prince Edward District School Board release publicly the Integrity Commissioner's Report relating to the second code of conduct complaint against Trustee Prinzen.**

Chair Kramp indicated that this motion is out of order as it is now a legal matter. Trustee Parsons challenged Chair Kramp's response, indicating that his request is a Notice of Motion, not a Motion for Consideration. Trustee Kramp confirmed that the Notice of Motion would be addressed at the next meeting for consideration.

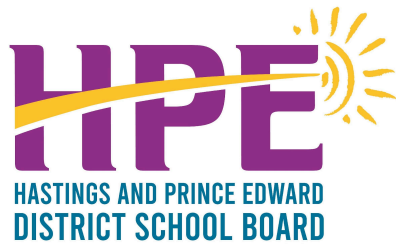
21. **Meeting adjourned at 9:05 p.m.**

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*Chair*

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*Secretary*



**Governance and Policy  
Committee Minutes  
August 18, 2025**

**Members present:** S. Binder, K. Kramp, S. Lewis, A. Robertson (v), R. Speck

**Non-member present:** R. Prinzen

**Absent:**

**Student Trustee:**

**Resources:** K. Donnell, K. MacIver

**Minutes:** D. Lucas

**1. Call to order**

Chair Kramp called the meeting to order at 3:30 p.m.

**2. Acknowledgment of Traditional Lands**

Trustee Binder offered the Land Acknowledgement.

**3. Roll Call**

Chair Kramp requested a roll call of members. All members were present.

**4. Approval of Agenda**

**Mover:** S. Lewis

**Seconded:** R. Speck

**That the agenda for the August 18, 2025, Governance and Policy Committee meeting be approved.**

**Carried**

**5. Declarations of Conflict of Interest - None**

**6. Delegations - None**

**7. Approval of Minutes from Previous Meeting**

**Mover:** S. Binder

**Seconded:** R. Speck

**That the minutes from the June 16, 2025, Governance and Policy Committee meeting be approved.**

**Carried**

**8. Reports from Staff**

**(a) Final Review: Policy 12: Trustee Advocacy and External Committees**

Director MacIver referred to Report 8(a). This is the second review coming forward. This policy was posted on the website for public consultation, with no suggested changes. No further changes were made to the policy.

**Recommendation**

**Moved: S. Binder**

**Seconded: S. Lewis**

**That the Governance and Policy Committee recommend the Hastings and Prince Edward District School Board approve revised Policy 12: Trustee Advocacy and External Committees.**

**Carried**

**(b) By-Law Amendments**

Director MacIver referred to Report 8(b), noting that the vote did not receive a two-thirds majority vote to approve the revisions; therefore, notification must be provided to the Public that the HPEDSB By-laws will be revised to come forward to the September 22, 2025, Regular Public Board Meeting.

**Recommendation**

**Moved: S. Binder**

**Seconded: A. Robertson**

**That the Governance and Policy Committee recommend the Hastings and Prince Edward District School Board provide advance notification that the HPEDSB By-laws will be revised at the September 22, 2025, Regular Public Board Meeting.**

**Carried**

**(c) Trustee Learning Sessions 2025-2026 Schedule**

Director MacIver referred to Report 8(c), suggesting learning sessions for Trustees, and asked if a survey would be the most effective way for Trustees to select the learning sessions they are most interested in and provide feedback on suggested learning sessions. Director MacIver will have a survey sent out to Trustees.

**(d) Land Acknowledgement**

Communications Manager Kerry Donnell shared a presentation with committee members, suggesting a type of acknowledgement and affirmation that would express an action statement. Kerry provided an example of what the revised land acknowledgement could look like; timing would be in place for the August 2025 Regular Public Board Meeting.

**(e) Draft Agendas**

- (i) Public Board Meeting June 23, 2025, highlights:
- Presentation: Swearing in of new Student Trustees
  - Recommendation: Policy 12: External Committees and Trustee Advocacy
  - Recommendation: Notice of Public Motion regarding By-Law Amendments
  - Ontario Scholars 2025
  - Student Achievement Plan 2025-2026
  - Trent Articulation Agreement

**9. Trustee Motions for Consideration (introduced at Previous Meeting)**

There are no motions for consideration.

**10. Trustee Notices of Motion (Discussion for Next Meeting)**

There are no notices of motion.

**11. Adjournment**

The meeting adjourned at 4:47 p.m. The next meeting will be on Monday, September 15, 2025.



**Members present:** S. Binder (v), E. Charlton (Chair), K. Hambly (Vice-Chair), K. Kramp (Ex-Officio), E. Parsons, R. Prinzen

**Regrets:** M. Shalla (Student Trustee), K. Donnell, K. Horrigan

**Resources:** K. MacIver, D. McFarlane, T. Rodgers (v), B. Wilson

**Minutes:** J. McLaren, Executive Assistant

**1. Call to order**

The meeting was called to order at 5:16 p.m. by Chair Charlton.

**2. Acknowledgment of Traditional Lands**

Trustee Prinzen offered the Land Acknowledgement.

**3. Roll Call**

Chair Charlton requested a roll call of members. All members were present.

**4. Approval of Agenda**

**Moved:** K. Hambly

**Seconded:** S. Binder

That the agenda be approved for Monday, June 16, 2025.

**Carried**

**5. Declarations of Conflict of Interest - None**

**6. Delegations - None**

**7. Approval of Minutes from Previous Meeting**

**Moved:** R. Prinzen

**Seconded:** K. Hambly

That the minutes of Monday, June 9, 2025 meeting be approved.

**Carried**

**8. Staff Reports**

**(a) Student Impact from Online Learning Changes**

Superintendent McFarlane provided a verbal update on Item 8(a), dated June 16, 2025. Data has been collected and with the reduction of e-learning offerings from 61 to 31, HPEDSB currently has 1,082 students who remain in e-learning courses, with 761 students who require face-to-face offerings. Guidance teams and school administration reviewed course selections and data of the courses being reduced in terms of online offerings and sections are being created in schools to address student need for face-to-face learning. The students remaining in e-learning courses are predominantly from grades 11 and 12, in order to support opportunities for pathways in specific course areas.

**Clarification/discussion items included:**

- Trustees asked if this reduction will impact students, particularly in senior grades, which Superintendent McFarlane responded that HPEDSB still does have a number of students

waitlisted for opportunities (i.e. English and math programs) that may be created. As timetables shift, there is potential for changes in student lists. Schools are always looking at creative opportunities to ensure students have access to the credits they need to move forward with their post-secondary aspirations; no student will lose the opportunity to meet their graduation requirement

**(b) 2025-2026 Budget**

Superintendent Wilson and T. Rodgers, Senior Manager, Finance, referred to Report 8(b), dated June 16, 2025.

**Clarification/discussion items included:**

- Trustees asked about Jordan's Principle and the impact on Educational Assistants (EA) if funding is lost, to which Superintendent Wilson responded that HPEDSB made a decision to support 30 temporary EAs to help mitigate pressures felt if Jordan's Principle is not approved for the 2025-26 school year.
- Trustees further inquired whether it would be helpful for a recommendation to come to the Board for approval to send a letter to the federal ministry responsible for the reversal of the criteria changes and/or a meeting with MP Malette advocating to fund the difference. Director MacIver responded that while HPEDSB supports advocating for special education funding, it may be too early to assess next steps as not enough information has been received to date.
- Trustees asked about compliance and validation in the budget as it relates to where funding is put (ex. executive compensation), which Superintendent Wilson responded. HPEDSB receives a compliance report once information is submitted through EFIS, with the Technical Paper assisting school boards with compliance assurance.
- Trustees asked about the funding increase for trustees in the budget when there is often excess spend at the end of year, which Superintendent Wilson confirmed was a request from the PPFB Committee to budget for what is allotted in the policy. An additional question was asked about unused individual trustee spend and whether it could be allocated to student resources, which Superintendent Wilson confirmed that depending on the dollar amount and how it is utilized, requests to redirect funds could be considered.

**Moved:** K. Hambly  
**Seconded:** K. Kramp

**Recommendation**

**That the Physical Planning, Finance and Building Committee recommend that the Hastings and Prince Edward District School Board approve the 2025-2026 budget.**

The motion was carried with 5 in favour and 1 not in favour.

**Carried**

A motion to move to closed session to discuss executive compensation framework was brought forward and not carried.

**9. Trustee Motions for Consideration (introduced at Previous Meeting) - None**

**10. Trustee Notices of Motion (Discussion for Next Meeting) - None**

**11. Adjournment**

The meeting adjourned at 6:22 p.m.

- Members present:** K. Hambly, E. Parsons, R. Speck, K. Egan, W. Osborne
- Guests:** G. Champagne, G. Segu, A. Michael (v), S. Binder, R. Prinzen (after closed)
- Regrets:** L. Huber
- Resources:** K. Maclver, T. Rodgers, B. Wilson
- Minutes:** J. McLaren, Executive Assistant

**1. Call to order**

The meeting was called to order at 3:31 p.m. by Director Maclver.

Nominations were called for the position of Chair of the Audit Committee. Trustee Parsons was nominated and elected as Chair of the Audit Committee.

Director Maclver asked for a second and third time for any final nominations.

**Moved:** K. Hambly

**Seconded:** R. Speck

That the nominations for the position of Audit Committee Chair are closed.

**Carried**

**2. Acknowledgement of Traditional Lands**

Community Member Egan offered the Land Acknowledgement.

**3. Motion to Convene into a Closed Session**

**Moved:** K. Hambly

**Seconded:** K. Egan

That the Audit Committee convening to a closed session be approved for Monday, June 23, 2025.

**Carried**

**4. Reconvene to the Public Audit Committee Meeting**

The public session reconvened at 4:51 p.m.

**5. Roll Call**

Chair Parsons requested a roll call of members. All members were present.

**6. Approval of agenda**

**Moved:** K. Egan

**Seconded:** K. Hambly

That the agenda be approved for Monday, June 23, 2025.

**Carried**

**7. Declarations of Conflict of Interest – None.**

**8. Delegations – None.**

**9. Approval of Minutes from Previous Meeting**

**Moved:** W. Osborne

**Seconded:** K. Egan

That the minutes of the Wednesday, November 20, 2024 meeting be approved.

Carried

## 10. Committee Reports

### (a) Review of Audit Committee Duties and Powers

Superintendent Wilson referred to Report 10(a), dated June 23, 2025.

### (b) Regional Internal Audit Activities Update

Superintendent Wilson and G. Segu (RIAM) referred to Report 10(b), dated June 23, 2025.

### (c) Audit Committee Leading Practices

Superintendent Wilson and G. Segu (RIAM) referred to Report 10(c), dated June 23, 2025.

### (d) 2023-24 Strategic Risk Assessment Final Details

Superintendent Wilson and G. Segu (RIAM) referred to Report 10(d), dated June 23, 2025.

#### Clarification/discussion items included:

- Committee members asked about attendance management plans and subsequent success, which G. Segu (RIAM) advised that it is a control that can be put in place, but it does not give enough power to an organization to change things significantly.
- Committee members inquired about teacher candidate mentoring, to which Director MacIver responded that through HPEDSB's networking with Queen's University, a condensed version of the teacher education program for French and technical applications is being offered, and has been very beneficial for retention.

### (e) External Auditor's Plan

Superintendent Wilson and A. Michael (KPMG) referred to Report 10(e), dated June 23, 2025.

#### Clarification/discussion items included:

- A question arose about the process for raising potential concerns, which A. Michael advised that KPMG reviews all closed meeting minutes to ensure concerns are addressed, along with a check in with the Audit Chair at year end. Any concerns raised throughout the year (controls, risks, etc.) should be through the Chair.

**That the Audit Committee recommend that Hastings and Prince Edward District School Board approve the External Auditor's Plan for the 2024-2025 fiscal year end.**

**Moved:** K. Hambly

**Seconded:** K. Egan

Carried

### (f) Ministry Enrolment Audit Update

Superintendent Wilson referred to Report 10(f), dated June 23, 2025.

### (g) 2025-2026 Proposed Meeting Dates

Superintendent Wilson referred to Report 10(g), dated June 23, 2025.

### (h) ERP Update

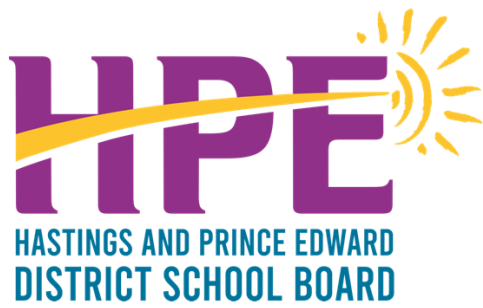
Superintendent Wilson referred to Report 10(h), dated June 23, 2025.

**11. Trustee Motions for Consideration – None.**

**12. Trustee Notices of Motion – None.**

## 13. Adjournment

The meeting adjourned at 5:32 p.m. The next meeting will be held on Wednesday, September 17, 2025.



Decision \_\_\_ Information X

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

**From:** Erica Charlton, Trustee Representative  
Kari Kramp, Trustee Representative

**Re: Supervised Alternative Learning Committee Highlights**

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**Purpose**

To provide highlights from the Supervised Alternative Learning (SAL) Committee held on September 10, 2025.

**Highlights**

- September 10, 2025 - 14 students approved for SAL

The next SAL meeting is scheduled for Wednesday, September 24, 2025.

Decision  X  Information     

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

**From:** K. Kramp, Chair of the Governance and Policy Committee

**Re:**  Governance and Policy Committee Meeting Highlights

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**Purpose**

To provide highlights and a recommendation from the Governance and Policy Committee held on September 15, 2025.

**Highlights**

- first draft review of Policy 20: Equity,
- first draft review of Policy 22: Exclusion of a student from class or school
- reviewed trustee learning sessions 2025-2026,
- first draft review of By-Law amendments,
- reviewed a request from the Learning Foundation regarding Toonie Tuesday with a recommendation below,
- reviewed Governance Questions,
- discussed drafting a Letter of Advocacy regarding Trustee Attendance Bill 98

**8(b)i Recommendation: Learning Foundation Proposal - Toonie Tuesday**

**Mover:**

**Seconder:**

**That the Hastings and Prince Edward District School Board approve the first HPE Learning Foundation Day, beginning with Toonie Tuesday on December 2, 2025, and continue with the HPE Learning Foundation Day on Giving Tuesday in the years ahead.**

Decision X Information   

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

**From:** E. Charlton, Chair of Physical Planning, Finance and Building Committee

**Re:** **Physical Planning, Finance and Building Committee Highlights  
September 8, 2025**

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**Purpose**

To provide highlights and recommendations from the Physical Planning, Finance and Building Committee (PPFB) meeting held on September 8, 2025.

**Highlights - September 8, 2025**

- reviewed and discussed the 2025-2026 Capital Priorities Program,
- reviewed an overview on Capital Projects and Procurement,
- reviewed the Interim Financial Report as at July 31, 2025,
- reviewed and discussed Air Conditioning for Schools,
- received a verbal update on elementary and secondary enrolments, and
- reviewed the Borrowing Resolution, with a recommendation to the Board for approval.

**8(c)i Borrowing Resolution**

**Mover:**

**Seconder:**

**That the Hastings and Prince Edward District School Board approve the borrowing resolution in order to meet current and upcoming fiscal year operating expenditures of the board.**

- **Authorizing the borrowing of a sum of up to \$10,000,000 from the Canadian Imperial Bank of Commerce, in order to meet short-term borrowing requirements for current expenditures.**

**Appendices**

Appendix A - Borrowing Resolution

## HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

### BORROWING RESOLUTION

#### **Credit A: Demand Operating Credit**

RESOLUTION AUTHORIZING THE BORROWING OF MONEY TO MEET CURRENT EXPENDITURES OF HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD (the "Board")

A. In accordance with Section 243 (1) of the Education Act (R.S.O. 1990) (the "Act"), the board considers it necessary to borrow the amount of up to \$10,000,000 to meet, until current revenues are received, the current expenditures of the Board for the period commencing on September 1, 2025 and ending on August 31, 2026 (the "period").

B. Pursuant to subsection 243 (3) of the Act, the total amount borrowed pursuant to this resolution together with the total of any similar borrowings is not to exceed the unreceived balance of the estimated current revenues of the Board for the period.

C. The total amount previously borrowed by the Board pursuant to Section 243 that has not been repaid is \$0.

D. The amount borrowed for current expenditures is within the board's Debt and Financial Obligation Limit as established by the Ministry of Education from time to time.

RESOLVED THAT:

1. The Chair and the Treasurer are authorized on behalf of the board to borrow from time to time by way of promissory note or Canadian dollar term CORRA (Canadian Overnight Repo Rate Average) loan from CANADIAN IMPERIAL BANK OF COMMERCE ("CIBC") a sum or sums not exceeding in the aggregate of \$10,000,000 to meet, until current revenues are received, the current expenditures of the board for the period (including the amounts required for the purposes mentioned in Section 243 (1) and 243 (2) of the Act) and to give to CIBC promissory notes or Canadian Overnight Repo Rate Average (CORRA) based loan, as the case may be, sealed with the corporate seal of the board and signed by the Chair or Vice Chair and the Treasurer for the sums borrowed plus interest at a rate to be agreed upon from time to time with CIBC;

2. The interest charged, on all sums borrowed pursuant to this resolution plus any related charges, is not to exceed the interest that would be payable at the prime lending rate of the chartered banks listed in Schedule 1 of the Bank Act (Canada) on the date of borrowing;

3. The Treasurer is authorized and directed to apply in payment of all sums borrowed plus interest, all of the moneys collected or received in respect of the current revenues of the board;

4. The Treasurer is authorized and directed to deliver to CIBC from time to time upon request a statement showing (a) the total amount of unpaid previous borrowings of the board for current expenditures together with debt charges, if any, and (b) the uncollected balance of the estimated revenues for the current year or, where the estimates have not been adopted, the estimated revenues of the previous year less any current revenue already collected.

DATED this 22nd day of September 2025.

WITNESS the corporate seal

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(Seal) Chair

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Treasurer

Decision   X   Information   

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

**From:** Ernie Parsons, Chair of the Audit Committee

**Re:    **Audit Committee Highlights and Recommendations****

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**Purpose**

To provide highlights and recommendations from the Audit Committee meeting held on September 17, 2025.

**Highlights**

- Reviewed the 2025-2026 Annual Report on Internal Audit Activities
- reviewed the Annual Report to the Board of Trustees,
- reviewed the Annual Report to the Ministry of Education,
- received a verbal update from the external auditors,
- reviewed the Regional Internal Auditor’s Plan with a recommendation to the Board for approval, and
- reviewed the Regional Internal Audit Charter with a recommendation to the Board for approval.

**i)    Regional Internal Audit Plan**

**Mover:**

**Seconder:**

**That the Hastings and Prince Edward District School Board approve the 2025-2026 Regional Internal Audit Plan**

**ii)   Regional Internal Audit Charter**

**Mover:**

**Seconder:**

**That the Hastings and Prince Edward District School Board approve the 2025-2026 Regional Internal Audit Charter**

**Appendices**

Appendix A – 2025-2026 Regional Internal Audit Plan

Appendix B – 2025-2026 Regional Internal Audit Charter



<b>Subject:</b>	2025-26 Regional Internal Audit Plan
<b>Presented by:</b>	Geneviève Segu, Sr. Regional Internal Audit Manager Gord Champagne, Senior Internal Auditor
<b>Meeting Date:</b>	September 17 <sup>th</sup> , 2025
<b>Purpose</b>	
<p>To provide the Audit Committee with the 2025-26 Regional Internal Audit Plan for their review and approval.</p> <p>This is in alignment with Ontario Regulation 361/10: Audit Committees (9) Duties of an Audit Committee 3(2&amp;3).</p>	
<b>Content</b>	
<p>As per the Ministry of Education’s 2016: B10 memo, dated May 26, 2016, RIAT should conduct a minimum of two engagements at the Board during 2025-26. In addition, RIAT should perform follow-up procedures on outstanding recommendations from previous audits.</p> <p>The Sr. RIAM met with Management and discussed changes in the risk environment. The 2025-26 RIAT plan set out in Appendix A is subject to unknown factors that could impact the priorities of the current audit plan.</p> <p>As such, the 2025-26 Internal Audit Plan presents a best-case scenario and proposes:</p> <ul style="list-style-type: none"> <li>• The initiation or completion of work postponed or initiated in 2024-25, if applicable;</li> <li>• Cyclical follow-up procedures, if required;</li> <li>• A placeholder to account for Management’s requests and potential changing priorities during the year; and</li> <li>• New engagements, when and if time and situation allows.</li> </ul>	
<b>Recommendation</b>	



That the Hastings and Prince Edward District School Board Audit Committee recommends for approval the 2025-26 Internal Audit Plan as presented in Appendix A.



**Appendix A - 2025-26 Internal Audit Plan**

Status	Audit & Scope	Schedule
In Progress	<p><b>2023-24 Special Education Benchmarking</b></p> <p>Management and AC at each board often ask how they perform compared to others in the province. The purpose of this project is to share comparative metrics with participating Boards to highlight potential differences and outliers that could be used to investigate and report on.</p>	Report to AC: February 2026
In Progress	<p><b>2022-23 Legislative compliance</b></p> <p>A Legislative Compliance review is a Board-wide risk assessment of the school board's compliance with relevant legislations and regulations. It further documents all existing internal controls in place for each of the highest risks and enables Management to formally express an informed opinion on its compliance level. This project aligns with the Board's SERM and is on Management's plan for the 2022-23 year.</p> <p>RIAT's role will be to provide support and guidance, sharing leading practices acquired from similar engagements with other school boards.</p>	<p>September 2025 – Draft report prepared</p> <p>Next steps: Review draft report with Executive leadership.</p>
New	<p><b>Staffing Benchmarking</b></p> <p>A review to provide management with an assessment of their staffing structures related to school board administration funded departments and provide sector benchmarking insights.</p> <p>This closely aligns with the results of the risk assessment, which identified Human Resources as a high-risk area. By focusing on staffing structures, the review directly addresses key vulnerabilities in HR operations, helping to ensure that workforce planning is</p>	Fall 2025



	both strategically sound and responsive to identified risks.	
New	<p><b>2025-26 Critical Positions</b></p> <p>This engagement is in alignment with the region-wide Strategic Risk Assessment conducted in 2023-24 , which identified Recruitment and Retention as one of the top risks in the portfolio.</p>	Spring 2026
Cyclical	<p><b>Follow-up Procedures</b></p> <p>This is a recurring item on RIAT’s annual plan.</p> <p>RIAT continues to follow-up on the remaining recommendation, as they come due.</p>	Ongoing
As Needed	<p><b>Management Request Engagement</b></p> <p>To cover any important items that may be required to during the school year.</p>	If Requested



## Regional Internal Audit Charter

### PURPOSE

The purpose of the Regional Internal Audit Team (RIAT) is to strengthen the ability of the district school boards in the Ontario East Region to create, protect, and sustain value by providing the Audit Committee of the Board of Trustees (Audit Committee) and management with independent, risk-based, and objective assurance, advice, insight, and foresight.

The regional internal audit function enhances the district school board's:

- Successful achievement of its objectives;
- Governance, risk management, and control processes;
- Decision-making and oversight;
- Reputation and credibility with its stakeholders; and
- Ability to serve the public interest.

The regional internal audit function is most effective when:

- Internal auditing is performed by competent professionals in conformance with The IIA's Global Internal Audit Standards™, which are set in the public interest;
- The Regional Internal Audit Team is independently positioned with direct accountability to the Audit Committee; and
- Regional Internal Auditors are free from undue influence and committed to making objective assessments.

### COMMITMENT TO ADHERING TO THE GLOBAL INTERNAL AUDIT STANDARDS

The Regional Internal Audit Team will adhere to the mandatory elements of The Institute of Internal Auditors' International Professional Practices Framework, which are the Global Internal Audit Standards and Topical Requirements. The Sr. Regional Internal Audit Manager will report annually to the Audit Committee and Senior Management regarding the Regional Internal Audit Team's conformance with the Standards, which will be assessed through a quality assurance and improvement program.

### MANDATE

#### *Authority*

The regional internal audit function is established by the Ministry of Education through the annual Core Education Funding. The oversight role of the Audit Committee over the regional internal audit function is established by Ontario Regulation 361/10, "Audit Committees", subsection 9(3).

The Regional Internal Audit Team 's authority is created by its direct reporting relationship to the Audit Committee. Such authority allows for unrestricted access to the Audit committee.

The Audit Committee authorizes the Regional Internal Audit Team to:

- Have full and unrestricted access to all functions, data, records, information, physical property, and personnel pertinent to carrying out internal audit responsibilities. Regional Internal Auditors are accountable for confidentiality and safeguarding records and information;
- Allocate resources, set frequencies, select subjects, determine scopes of work, apply techniques, and issue communications to accomplish the Regional Internal Audit function's objectives; and
- Obtain assurance from the necessary personnel of the district school board and other specialized services from within or outside the district school board to complete internal audit services.

### ***Independence, Organizational Position, and Reporting Relationships***

The Internal Audit function follows a regional model. The function consists of a Sr. Regional Internal Audit Manager responsible to district school boards in one of the eight regions in the province of Ontario as identified by the Ministry of Education.

The Sr. Regional Internal Audit Manager will be positioned at a level in the school board that enables internal audit services and responsibilities to be performed without interference from management, thereby establishing the independence of the Regional Internal Audit Team. (See "Mandate" section.) The Sr. Regional Internal Audit Manager will (i) report functionally to each audit committees of the Boards of Trustees and (ii) be administratively (for example, day-to-day operations) supported by a host school board's Senior Business Official. This positioning provides the organizational authority and status to bring matters directly to Senior Management and escalate matters to the Audit Committee, when necessary, without interference and supports the Regional Internal Auditors' ability to maintain objectivity.

The functional reporting relationship between the Sr. Regional Internal Audit Manager and each Audit Committee will be further demonstrated by each Audit Committee performing the following functions for their Board:

- Approve the regional internal audit charter;
- Recommend for approval the risk based internal audit plan;
- Receive information from the Sr. Regional Internal Audit Manager about the internal audit activity performance to plan and other relevant matters;
- Inquire of the Sr. Regional Internal Audit Manager whether there are resource or scoping limitations; and

- Review annually the performance of the Regional Internal Audit Team activity and provide the host board Sr. Business Official with their comments regarding the performance of the Sr. Regional Internal Audit Manager.

The Sr. Regional Internal Audit Manager will interact directly with the Audit Committee of the Board of Trustees, including in-camera sessions and between audit committee meetings as appropriate.

The Sr. Regional Internal Audit Manager will confirm to the Audit Committee, at least annually, the organizational independence of the Regional Internal Audit Team. If the governance structure does not support organizational independence, the Sr. Regional Internal Audit Manager will document the characteristics of the governance structure limiting independence and any safeguards employed to achieve the principle of independence. The Sr. Regional Internal Audit Manager will disclose to the Audit Committee any interference Regional Internal Auditors encounter related to the scope, performance, or communication of internal audit work and results. The disclosure will include communicating the implications of such interference on the Regional Internal Audit Team 's effectiveness and ability to fulfill its mandate.

### ***Changes to the Mandate and Charter***

Circumstances may justify a follow-up discussion between the Sr. Regional Internal Audit Manager, Audit Committee, and Senior Management on the regional internal audit mandate or other aspects of the regional internal audit charter. Such circumstances may include but are not limited to:

- A significant change in the Global Internal Audit Standards;
- A significant reorganization within the district school board;
- Significant changes in the Sr. Regional Internal Audit Manager, Audit Committee, and/or Senior Management;
- Significant changes to the district school board's strategies, objectives, risk profile, or the environment in which it operates; and
- New laws or regulations that may affect the nature and/or scope of internal audit services.

### **Audit Committee Oversight**

To establish, maintain, and ensure that the regional internal audit function has sufficient authority to fulfill its duties, the oversight role of the Audit Committee over the Regional Internal Audit Team is outlined in Ontario Regulation 361/10, "Audit Committees", subsection 9(3).

Further, subsection 10(c) of the regulation allows private meetings between the Regional Internal Audit Team and the Audit Committee members without Senior Management present. Note: Funding for the regional internal audit function is determined by the Ministry of Education annually through the Core Education Funding.

## **Sr. Regional Internal Audit Manager Roles and Responsibilities**

### ***Ethics and Professionalism***

The Sr. Regional Internal Audit Manager will ensure that Regional Internal Auditors:

- Conform with the Global Internal Audit Standards, including the principles of Ethics and Professionalism: integrity, objectivity, competency, due professional care, and confidentiality;
- Understand, respect, meet, and contribute to the legitimate and ethical expectations of the organization and be able to recognize conduct that is contrary to those expectations;
- Encourage and promote an ethics-based culture in the organization; and
- Report organizational behavior that is inconsistent with the organization's ethical expectations, as described in applicable policies and procedures.

### ***Objectivity***

The Sr. Regional Internal Audit Manager will ensure that the regional internal audit function remains free from all conditions that threaten the ability of Regional Internal Auditors to carry out their responsibilities in an unbiased manner, including matters of engagements' selection, scope, procedures, frequency, timing, and communication. If the Sr. Regional Internal Audit Manager determines that objectivity may be impaired in fact or appearance, the details of the impairment will be disclosed to appropriate parties.

Regional Internal Auditors will maintain an unbiased mental attitude that allows them to perform engagements objectively such that they believe in their work product, do not compromise quality, and do not subordinate their judgment on audit matters to others, either in fact or appearance.

Regional Internal Auditors will have no direct operational responsibility or authority over any of the activities they review. Accordingly, Regional Internal Auditors will not implement internal controls, develop procedures, install systems, or engage in other activities that may impair their judgment, including:

- Assessing specific operations for which they had responsibility within the previous year;
- Performing operational duties for the district school board or its affiliates;
- Initiating or approving transactions external to the regional internal audit function; and
- Directing the activities of any district school board employee that is not employed by the regional internal audit function, except to the extent that such employees have been appropriately assigned to the Regional Internal Audit Team or to assist Regional Internal Auditors.

### ***Regional Internal Auditors will:***

- Disclose impairments of independence or objectivity, in fact or appearance, to appropriate parties and at least annually, such as the Sr. Regional Internal Audit Manager, Audit Committee, management, or others.
- Exhibit professional objectivity in gathering, evaluating, and communicating information;
- Make balanced assessments of all available and relevant facts and circumstances; and
- Take necessary precautions to avoid conflicts of interest, bias, and undue influence.

### ***Managing the Regional Internal Audit Function***

The Sr. Regional Internal Audit Manager has the responsibility to:

- At least annually, develop a risk-based regional internal audit plan that considers the input of the Audit Committee and Senior Management. Discuss the plan with the Audit Committee and Senior Management and submit the plan to the Audit Committee for recommendation to their Board of Trustees for approval.
- Communicate the impact of resource limitations on the regional internal audit plan to the Audit Committee and Senior Management.
- Review and adjust the regional internal audit plan, as necessary, in response to changes in the district school board's business, risks, operations, programs, systems, and controls.
- Communicate with the Audit Committee and Senior Management if there are significant interim changes to the regional internal audit plan. Submit all proposed major changes to the regional internal audit plan to the Audit Committee for recommendation to their Board of Trustees for approval.
- Ensure internal audit engagements are performed, documented, and communicated in accordance with the Global Internal Audit Standards.
- Follow up on engagement findings and confirm the implementation of recommendations or action plans and communicate the results of internal audit services to the Audit Committee and Senior Management as available.
- Ensure the regional internal audit function collectively possesses or obtains the knowledge, skills, and other competencies and qualifications needed to meet the requirements of the Global Internal Audit Standards and fulfill the regional internal audit mandate.
- Identify and consider trends and emerging issues that could impact the district school board and communicate to the Audit Committee and Senior Management as appropriate.
- Consider emerging trends and successful practices in internal auditing.
- Establish and ensure adherence to methodologies designed to guide the regional internal audit function.
- Ensure adherence to the district school boards' relevant policies and procedures unless such policies and procedures conflict with the regional internal audit charter or the Global Internal Audit Standards. Any such conflicts will be resolved or documented and communicated to the Audit Committee and Senior Management.

- Coordinate activities and consider relying upon the work of other internal and external providers of assurance and advisory services. If the Sr. Regional Internal Audit Manager cannot achieve an appropriate level of coordination, the issue must be communicated to Senior Management and if necessary escalated to the Audit Committee.

### ***Communication with the Audit Committee and Senior Management***

The Sr. Regional Internal Audit Manager will report annually to the Audit Committee and Senior Management regarding:

- The regional internal audit function's mandate.
- The regional internal audit plan and performance relative to its plan.
- Regional internal audit budget.
- Significant revisions to the regional internal audit plan and budget.
- Potential impairments to independence, including relevant disclosures as applicable.
- Results from the quality assurance and improvement program, which include the regional internal audit function's conformance with The IIA's Global Internal Audit Standards and action plans to address the regional internal audit function's deficiencies and opportunities for improvement.
- Significant risk exposures and control issues, including fraud risks, governance issues, and other areas of focus for the Audit Committee that could interfere with the achievement of the district school board's strategic objectives.
- Results of assurance and advisory services.
- Resource requirements.
- Management's responses to risk that the regional internal audit function determines may be unacceptable or acceptance of a risk that is beyond the district school board's risk appetite.

### ***Quality Assurance and Improvement Program***

The Sr. Regional Internal Audit Manager will develop, implement, and maintain a quality assurance and improvement program that covers all aspects of the regional internal audit function. The program will include external and internal assessments of the regional internal audit function's conformance with the Global Internal Audit Standards, as well as performance measurement to assess the regional internal audit function's progress toward the achievement of its objectives and promotion of continuous improvement. The program also will assess, if applicable, compliance with laws and/or regulations relevant to internal auditing. Also, if applicable, the assessment will include plans to address the regional internal audit function's deficiencies and opportunities for improvement.

Annually, the Sr. Regional Internal Audit Manager will communicate with the Audit Committee and Senior Management about the regional internal audit function's quality assurance and improvement program, including the results of internal assessments (ongoing monitoring and periodic self-assessments) and external assessments. External assessments will be conducted at least once every five years by a qualified, independent assessor or assessment team from out the district school boards served by the Regional Internal Audit Team; qualifications must include at least one assessor holding an active Certified Internal Auditor® credential.

## Scope and Types of Internal Audit Services

The scope of internal audit services covers the entire breadth of the district school board, including all the district school board's activities, assets, and personnel. The activities and processes within the scope are captured in the audit universe. The scope of internal audit activities also encompasses but is not limited to objective examinations of evidence to provide independent assurance and advisory services to the Audit Committee and management on the adequacy and effectiveness of governance, risk management, and control processes for the district school board.

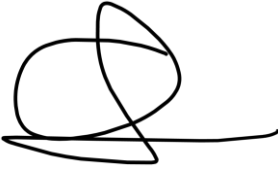
The nature and scope of advisory services may be agreed with the party requesting the service, provided the regional internal audit function does not assume management responsibility. Opportunities for improving the efficiency of governance, risk management, and control processes may be identified during advisory engagements. These opportunities will be communicated to the appropriate level of management.

Internal audit engagements may include evaluating whether:

- Risks relating to the achievement of the district school board's strategic objectives are appropriately identified and managed.
- The actions of the district school board's trustees, directors, management, employees, and contractors or other relevant parties comply with the district school board's policies, procedures, and applicable laws, regulations, and governance standards.
- The results of operations and programs are consistent with established goals and objectives.
- Operations and programs are being carried out effectively, efficiently, ethically, and equitably.
- Established processes and systems enable compliance with the policies, procedures, laws, and regulations that could significantly impact the district school board.
- The integrity of information and the means used to identify, measure, analyze, classify, and report such information is reliable.
- Resources and assets are acquired economically, used efficiently and sustainably, and protected adequately.

The Sr. Regional Internal Audit Manager or any of his or her team may initiate and conduct any other audit or review deemed necessary for potential illegal acts, fraud, abuse, or misuse of funds. Reasonable notice shall be given to appropriate personnel of intent to audit in their areas except when conditions warrant an unannounced audit.

Approved by the Audit Committee of the Hastings and Prince Edward District School Board at its meeting on September 17<sup>th</sup>, 2025.

<b>Sr. Regional Internal Audit Manager</b>	<b>Audit Committee Chair</b>	<b>Director of Education</b>
Genevieve Segu September 8 <sup>th</sup> 2025		
		

## Appendix A: DEFINITION OF SELECTED TERMS

Add Value	Value is provided by improving opportunities to achieve organizational objectives, identifying operational improvement, and/or reducing risk exposure through both assurance and consulting services.
Advisory/Consulting Services/Review	<p>Advisory and related client service activities, the nature and scope of which are agreed to with the client and which are intended to add value and improve a school board’s governance, risk management and control processes without the regional internal auditor assuming management responsibility. Examples include counsel, advice, facilitation and training.</p> <p>These activities can also be described as “review”, interchangeably with “consulting”.</p>
Assurance	An objective examination of evidence for the purpose of providing an independent assessment on governance, risk management, and control processes for the organization. Results can be relied upon for supporting informed decision making.
Board of Trustees	A legislative body that that has overall responsibility and accountability for the district school board. For purposes of this Charter, this also includes committees that support the Board of Trustees including the audit committee.
Compliance	Conformity and adherence to policies, plans, procedures, laws, regulations, contracts or other requirements.
Control Environment	<p>The attitude and actions of the Board of Trustees and district board management regarding the significance of control within the organization. The control environment provides the discipline and structure for the achievement of the primary objectives of the system of internal control. The control environment includes the following elements:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrity and ethical values.</li> <li><input type="checkbox"/> Management’s philosophy and operating style.</li> <li><input type="checkbox"/> Organizational structure.</li> <li><input type="checkbox"/> Assignment of authority and responsibility.</li> <li><input type="checkbox"/> Human resource policies and practices.</li> <li><input type="checkbox"/> Competence of personnel.</li> </ul>
Controls/	Any action taken by district board management and other parties to enhance risk management and increase the likelihood that established objectives and

Internal Controls	<p>goals will be achieved. Management plans, organizes and directs the performance of sufficient actions to provide reasonable assurance that objectives and goals will be achieved.</p> <p>The system of management controls (business plans, capturing and analyzing data, performance reporting, code of conduct, etc.) that are implemented within a school board to ensure that assets (human, physical and information) are protected and to provide reasonable assurance that its objectives can be achieved.</p>
Control Processes	<p>The policies, procedures and activities that are part of a control framework, designed to ensure that risks are contained within the risk tolerances established by the risk management process.</p>
Fraud	<p>Any illegal acts characterized by deceit, concealment or violation of trust. These acts are not dependent upon the application of threat of violence or of physical force. Frauds are perpetrated by parties and organizations to obtain money, property or services; to avoid payment or loss of services; or to secure personal or business advantage.</p>
Governance	<p>The combination of processes and structures implemented by the Board of Trustees in order to inform, direct, manage and monitor the activities of the organization toward the achievement of its objectives.</p>
In-camera	<p>A separate discussion between members of the Audit Committee and the Regional Internal Audit Manager promoting open communication and discussion of any sensitive issues or problems.</p>
Independence	<p>The freedom from conditions that threaten objectivity or the appearance of objectivity. Such threats to objectivity must be managed at the individual auditor, engagement, functional and organizational levels.</p>
Objectivity	<p>An unbiased mental attitude that allows Regional Internal Auditors to perform engagements in such a manner that they have an honest belief in their work product and that no significant quality compromises are made. Objectivity requires Regional Internal Auditors to not subordinate their judgment on audit matters to that of others.</p>
Risk	<p>Effect of uncertainty on objectives or outcomes.</p>
Risk	<p>A structured and disciplined approach aligning strategy, processes, people, technology and knowledge with the purpose of evaluating and managing the</p>

Management	risks an organization faces. Overall, it is about choices made under conditions of uncertainty, balanced by acceptable levels of risk.
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**To:** Hastings and Prince Edward District School Board

**From:** Ken Dostaler, Superintendent of Education, Student Services  
Tina Elliott, Superintendent of Education, Curriculum Services  
Tina Jones, Superintendent of Education, Inclusion and Innovation Services

**Re: Summer Learning and Mental Health Supports**

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### **Purpose**

This update aims to inform about the Summer Learning and Mental Health supports offered to students during the summer of 2025.

### **Link to Strategic Plan**

- Foundational and Real-World Skills - Educate all students with high-quality literacy, numeracy and essential skills to succeed in education, work and daily life.
- Fostering Critical Thinking, Adaptability and Innovation - Empower students with the confidence and transferable skills necessary to navigate and contribute to a rapidly changing world.
- Citizenship, Well-being and Safe Environments - Enhance equitable, inclusive, safe and supportive spaces that prioritize positive citizenship and well-being for students and staff.

### **Background**

Hastings and Prince Edward District School Board (HPEDSB) utilized a variety of Ministry of Education and board funding to provide comprehensive learning opportunities for diverse student populations, emphasizing academic advancement and access to mental health resources.

### **Current situation**

The HPEDSB summer learning opportunities continued to prioritize student learning and mental health supports, with an emphasis on minimizing learning loss, addressing learning gaps, and providing new learning experiences.

#### Academic supports

Summer learning was made available for Kindergarten to Grade 12 students through virtual, travel-for-credit, and in-person formats. The details pertaining to the students served, staff employed, and specific outcomes of each program are found in Appendix A.

#### Mental Health and Well-being supports

During the summer of 2025, HPEDSB implemented a range of mental health and well-being initiatives in collaboration with community partners to meet the diverse needs of students.

### **School-Based Regulated Mental Health Professional Support**

A social service worker provided virtual/tele-support three days per week to students throughout the summer. This ensured continuity of service and timely access to safe school students and others requiring mental health support.

### **Heal with Horses Camp**

In collaboration with HPEDSB, six students (ages 11–13) participated in an immersive camp experience facilitated by Heal with Horses staff. The program supported mental health by encouraging mindfulness, self-regulation, and emotional awareness through meaningful connections with animals and nature.

Heal with Horses uses the Horse Boy Method, an evidence-informed approach that combines movement, nature, play, and horses to create a calming environment where students can build trust, enhance communication, and practice self-regulation skills. This approach is especially effective in supporting social-emotional learning and reducing stress. Through further collaboration between HPEDSB and Heal with Horses staff, the camp was also able to provide one-on-one support to a student with more complex needs, ensuring individualized attention and skill development. This holistic approach promoted resilience, emotional well-being, and positive connections with the outdoors.

**Equine-Assisted Therapy (Trauma-Informed Counselling)**

In partnership with Hidden Cedar Stables, students received trauma-informed counselling using horses in a therapeutic setting. This experiential approach supported healing from trauma and was integrated into individual mental health care plans.

**Cedar Ridge Camp (North Hastings students)**

In addition to equine-assisted therapy, HPEDSB was also able to support six students from North Hastings to attend Cedar Ridge Camp for one week, made possible through mental health funding. The camp environment provided opportunities for students who struggle with behavioural challenges and emotional regulation to build resilience in a supportive setting.

Mental health was intentionally embedded throughout the camp experience, with activities designed to encourage teamwork, self-confidence, and coping strategies. The structured, yet flexible environment allowed students to engage in outdoor and recreational activities that promoted social connection, emotional growth, and self-regulation.

Parent/guardian feedback reflected the positive impact: one parent shared that their child, who had previously struggled to participate in group settings, was able to try all activities, build new friendships, and return home with a sense of accomplishment and belonging.

**Writing and theatre camps**

HPEDSB also supported students in attending a local writing camp and theatre camp through mental health funding. While these programs were not explicitly therapy-based, they played a vital role in supporting students' social-emotional well-being.

Participation in the Arts helped students build confidence, self-expression, and resilience. Writing camp encouraged creativity as an outlet for emotions and self-reflection, while theatre camp fostered collaboration, communication, and the ability to manage performance-related stress in a supportive environment.

Both experiences provided safe spaces where students could explore identity, strengthen coping strategies, and develop positive peer connections, key protective factors for mental health.

**Community-Based Parent and Youth Engagement**

HPEDSB partnered with local libraries (Madoc, Deseronto, Tyendinaga Mohawk Territory) to host *Screenagers under the influence* events and interactive mental health activities. These included worry dolls, mindfulness exercises, the Feelings Garden, affirmation button-making, and discussions about emotions and coping. These collaborations strengthened community connections, built family engagement, and increased awareness of mental health literacy.

**Appendix A: Overview of Specific Summer Learning Academic Programs**

<b>Learning Program</b>	<b>Students Served</b>	<b>Staff Involved</b>
Summer Learning Program for Elementary Students, Grades SK-3	<ul style="list-style-type: none"> <li>● 6 classes across six sites               <ul style="list-style-type: none"> <li>○ CML Snider School</li> <li>○ Marmora P.S.</li> <li>○ Prince Charles School (Belleville)</li> <li>○ Prince of Wales P.S.</li> <li>○ Trent River P.S.</li> <li>○ Bancroft - Child and Youth Hub (in partnership with North Hastings Children's Services)</li> </ul> </li> <li>● 113 Students supported in their learning</li> </ul>	<ul style="list-style-type: none"> <li>● 13 teachers</li> <li>● Principal</li> <li>● Curriculum Services Coordinator Support</li> <li>● Curriculum Services Secretarial Support</li> </ul>
<p><b>Program Structure Feedback</b></p> <ul style="list-style-type: none"> <li>● <b>Structured Program:</b> The consistent and well-laid-out program structure, including timetable suggestions, lesson plans, and provided materials, was highly valued by educators, minimizing planning efforts and allowing focus on student needs.</li> <li>● <b>Data-Driven Instruction:</b> The emphasis on pre- and post-assessments to identify and address learning gaps was seen as a significant strength, providing valuable data to inform instruction and track student improvement.</li> <li>● <b>Targeted Approach &amp; Resources:</b> The program's targeted approach to core skills and the provision of relevant resources and a professional development book were effective in supporting intervention and student growth.</li> <li>● <b>Parental Engagement:</b> Parents were engaged at the end of the day, having direct interaction with educators and opportunities to learn about take-home games that supported daily learning.</li> </ul> <p><b>Student and Parental Achievement Feedback:</b></p> <ul style="list-style-type: none"> <li>● <b>Literacy and phonics improvement:</b> Several students showed growth in letter sound correspondence, reading words, blending activities, and confidently reading nonsense words.</li> <li>● <b>Increased confidence and participation:</b> Students became more confident, willing to take risks, participate in group activities, and share with the class.</li> <li>● <b>Social-emotional development:</b> Students showed growth in personal and social skills, including reduced shyness, emerging leadership, and increased receptiveness to learning and reading.</li> <li>● <b>Academic progress in math:</b> Students demonstrated deeper mathematical thinking and improved understanding of concepts, even if subtle.</li> <li>● <b>Positive parent feedback:</b> Parents reported increased confidence in their children for the upcoming school year due to the program's impact on academic and social needs.</li> </ul> <p><b>Student Achievement Outcomes</b> (representative of pre-post multiple measures):</p> <ul style="list-style-type: none"> <li>● <b>Mathematics</b> - 39%<sup>↑</sup> , 59%<sup>⇒</sup> , 2%<sup>↓</sup></li> <li>● <b>Letter Recognition and Phonics Screener</b> - 45%<sup>↑</sup> , 40%<sup>⇒</sup> , 15%<sup>↓</sup></li> <li>● <b>Acadience Nonsense Word Fluency Screener</b> - 59%<sup>↑</sup> , 20%<sup>⇒</sup> , 20%<sup>↓</sup></li> </ul>		

<p><b>Continuing Education, Grades 8-12</b></p>	<p><b>Travel for Credits</b> were offered in grade 10 Civics/Careers as well as Grade 12 English</p> <ul style="list-style-type: none"> <li>● 11 participants, grades 8-10, took the Grade 10 Civics/Career course, travelling to Montreal, Ottawa, and Quebec City, earning 1.0 credit each toward OSSD             <ul style="list-style-type: none"> <li>○ Integrated FI credits with this tour</li> </ul> </li> <li>● 16 participants took the Grade 12 English course, travelling to Scotland and England, earning 1.0 credit each toward OSSD</li> </ul> <p><b>Continuing Education</b></p> <ul style="list-style-type: none"> <li>● 928 students registered in courses; increase of over 139 students from last year</li> <li>● 548 students took courses offered by HPE teachers. 380 students took courses offered in the OELC.</li> <li>● 116 Grade 8-9 reach-ahead students; up 32 from last year</li> <li>● Grade 10 Civics and Careers course was in high demand with 121 students enrolled</li> <li>● 835 credits earned toward OSSD</li> <li>● 16 Students completed COOP credits as part of their SHSM certificates</li> </ul>	<ul style="list-style-type: none"> <li>● TeLT Coordinator</li> <li>● 2 teachers</li> <li>● 1 Principal</li> <li>● Superintendent of Curriculum Services</li> </ul> <ul style="list-style-type: none"> <li>● TeLT Coordinator</li> <li>● 22 teachers</li> <li>● 1 Student Success teacher</li> <li>● 1 Principal</li> <li>● Continuing Education Secretarial Support</li> <li>● Innovation and Inclusion System Principal</li> </ul>
<p><b>Focus on Youth (FOY) K-12 with a focus on employing high school youth</b></p>	<p>The goals of FOY are two-fold: to provide student hires from high needs areas with access to safe, high-quality employment experiences and much-needed income supports through concurrent training/learning and community partnerships, and to increase access to free, Spring/Summer Learning and Programming for students from kindergarten to grade 12 situated in high needs areas.</p> <p>Secondary students involved:</p> <ul style="list-style-type: none"> <li>● 14 secondary students from across the district were trained and employed through FOY over the summer</li> </ul> <p>Elementary students involved:</p> <ul style="list-style-type: none"> <li>● By pairing the summer learning program with summer camp, 21 elementary students were provided with an enhanced full-day opportunity</li> </ul>	<ul style="list-style-type: none"> <li>● 2 teachers</li> <li>● Principal</li> <li>● Curriculum Services System Lead</li> <li>● Alternative Education Coordinator</li> <li>● Curriculum Services secretarial support</li> <li>● Superintendent of Innovation and Inclusion Services</li> </ul>

**EF Tours Travel for Credit Feedback Highlights:**

- Students responded enthusiastically to the experiential learning, connecting experiences to the curriculum and peers beyond their school and district.
- Strong relationships quickly formed between students, staff, and EF Tours guides, creating a secure and engaging environment.
- Grade 10 students expressed plans to enroll in 12U English based on this experience.
- Teachers gained insights on adapting in-person learning based on the Travel for Credit models.
- Feedback from EF Tour guides highlighted our students' respectful interactions, quality of their questions and critical thinking, and their adaptability to changes and situations that emerged throughout the tours.

**Continuing Education Feedback Highlights:**

- The virtual Summer School Family Information Night, attended by 425 students and their families in mid-June, was crucial in preparing participants and fostering greater retention and achievement.
- Students reported enrolling in summer school primarily to earn "reach ahead" credits, optimize their future timetables, and gain valuable experience with online learning.
- Teaching staff were offered consistent support through weekly staff meetings and hosted bi-weekly office hours for their students to drop into for extra help.
- Students highlighted teacher support and flexible scheduling as key benefits, noting that the program also helped them develop time management skills and proficiency with the online learning platform.

**Focus on Youth (FOY) Highlights:**

- Students shared that the program provided them with an opportunity to learn about the professional world and gain valuable skills. One student noted that they learned "more about how things work in a professional setting" and felt the program was a great opportunity that helped them grow.
- Community partners expressed their appreciation for the program and their satisfaction with the partnership, rating it as "Very Satisfied." They noted their enthusiasm for "providing opportunities to youth in the community" and were impressed by the students' engagement and development.
- Parents reported that their children's involvement in the program was a "wonderful" experience. They also felt it was "great to see a program that supports our youth and provides them with such valuable experiences."

## CALENDAR OF EVENTS

<b>Trustee Events</b>	<b>Name of Event</b>
September 24, 2025	Community Partner Breakfast - NHHS & CHS
October 1, 2025	Community Partner Breakfast - PEC
October 2, 2025	Community Partner Breakfast - Belleville & Quinte West
October 8, 2025	Capital Campaign Launch at Sir John A. MacDonald School
October 27, 2025	Trustee Professional Learning Session
<b>Committee Dates</b>	<b>Committee Name</b>
October 6, 2025	Student Learning, Well-Being and Equity Committee
October 8, 2025	Supervised Alternative Learning
October 8, 2025	Parent Involvement Committee
October 14, 2025	Physical Planning, Finance and Building Committee
October 20, 2025	Governance and Policy Committee
October 21, 2025	Indigenous Education Committee
October 22, 2025	Supervised Alternative Learning
October 23, 2025	Special Education Advisory Committee
October 27, 2025	Regular Public Board Meeting
October 29, 2025	Equity and Inclusivity Advisory Committee
<b>School</b>	<b>Events</b>
Bayside Public School	<ul style="list-style-type: none"> <li>September 25, 2025, Meet the Staff and Open House ber 25</li> <li>September 26, 2025, Terry Fox Run</li> </ul>
Bayside Secondary School	<ul style="list-style-type: none"> <li>September 30, 2025, National Day for Truth &amp; Reconciliation/Orange Shirt Day</li> <li>October 15, 2025, Family interviews 3:30 - 6:00 p.m.</li> </ul>
Bird's Creek Public School	<ul style="list-style-type: none"> <li>September 22-26, 2025, National Day for Truth &amp; Reconciliation Week</li> <li>September 30, 2025, Orange Shirt Day</li> <li>October 6, 2025, School assembly for World Teacher Appreciation Day</li> <li>October 16, 2025, IEPs to parents</li> </ul>
Centennial Secondary School	<ul style="list-style-type: none"> <li>September 26, 2025, Terry Fox Run</li> <li>September 30, 2025, National Day for Truth &amp; Reconciliation Awareness Poster Campaign</li> <li>October 2, 2025, Elementary meet the teacher and Math Matters Family Workshop</li> <li>October 16, 2025, Homecoming Event</li> </ul>
Central Hastings School	<ul style="list-style-type: none"> <li>September 24, 2025, Student Voice meeting with Director Maclver</li> <li>September 25, 2025, Academic Recognition Awards 6:00 p.m.</li> <li>September 25, 2025, Terry Fox Run</li> <li>September 30, 2025, Orange Shirt Day</li> <li>October 9, 2025, Prent Teacher Interviews (secondary) Open House/Meet the Teacher (elementary)</li> <li>October 22, 2025, Walk for Wenjack (K-12)</li> </ul>

**Regular Public Board Meeting  
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May 26, 2025**

Eastside Secondary School	<ul style="list-style-type: none"> <li>● September 23, 2025, Regional University Fair 10:00 a.m. - 12:00 p.m.</li> <li>● October 2, 2025, Academic Excellence &amp; Growth Awards 6:00 p.m.</li> <li>● October 9, 2025, Terry Fox Run</li> <li>● October 16, 2025, Parent/Teacher Interviews</li> </ul>
Foxboro Public School	<ul style="list-style-type: none"> <li>● September 26, 2025, Terry Fox Run/Walk</li> <li>● September 30, 2025, National Day for Truth &amp; Reconciliation/Orange Shirt Day</li> <li>● October 9, 2025, Fall Open House &amp; BBQ (5:00 -6:30 p.m)</li> </ul>
Frankford Public School	<ul style="list-style-type: none"> <li>● September 26, 2025, Terry Fox Walk</li> <li>● September 22-26, 2025, National Day for Truth &amp; Reconciliation Week</li> <li>● September 30, 2025, Orange Shirt Day</li> <li>● October 9, 2025, Open House</li> </ul>
North Hastings High School	<ul style="list-style-type: none"> <li>● September 24, 2025, Director MacIver visiting the Student Voice group</li> <li>● September 24, 2025, Fall Open House</li> <li>● September 30, 2025, National Day for Truth and Reconciliation</li> <li>● October 3, 2025, Presentation by Kevin Callan, Author/teacher at Fleming College - Environment students</li> <li>● October 16, 2025, Presentation by Algonquin Forest Authority on Forest Management in Algonquin Park - Environment students</li> </ul>