

PUBLIC BOARD MEETING AGENDA

Monday, January 24, 2022 @ 7:00 p.m.

Virtual Google Meet:

Item	Report No.	Responsibility
A Call to order		
1 Land Acknowledgement		M. Brant
2 Delegations/presentations: <i>Foundational Literacy Practices</i> , Harry J. Clarke Public School (timed item app.7:05 p.m.)		L. Andrews
3 Character Moment of Reflection: Honesty		K. Parks
4 Approval of agenda		S. Binder
5 Approval of minutes:		
• Public Board Meeting November 22, 2021	A-1	S. Binder
• Annual General Public Board Meeting December 6, 2021	A-2	S. Binder
• Special Public Board Meeting January 3, 2022	A-3	S. Binder
6 Business arising from the minutes – November 22, 2021		All
Business arising from the minutes – December 6, 2021		All
Business arising from the minutes – January 3, 2022		All
B Recommendations		
1 Rise and Report from the Closed Committee of the Whole:	B-1	S. Hutchison
• ETFO-Occasional Teachers Local Tentative Agreement		
• Recommendation coming forward from the Closed Committee of the Whole		
2 Rise and Report from the Public Committee of the Whole:	B-2	S. Binder
• HPEDSB Policy and By-Law Review		
• Learning Foundation/Trustee Ad Hoc Committee		
• Policy 20: Equity (copy of amended Policy attached)		
C Information		
Report from staff		
1 Directors Report		K. MacIver/ K. Donnell
• 2021 Director's Annual Report	Digital	
• Return to School Update	Verbal	K. MacIver
2 Foundational Literacy Teacher and Learning Practice	C-1	T. Elliott/ R. McFadden
3 French as a Second Language Program and Promotion	C-2	T. Elliott/ B. Stelatos.
4 Long Term Capital Accommodation Plan	C-3	N. Pfeiffer/ K. Horrigan
5 Grant Adjustment Update	C-4	N. Pfeiffer
Reports from Trustees		
1 Student Trustees	Verbal	Student Trustees
2 Public Audit Committee update November 10, 2021	Verbal	J. Cobb
3 Indigenous Education Advisory Committee update November 25, 2021	Verbal	M. Brant
4 Special Education Advisory Committee update December 9, 2021	Verbal	L. A. Chatten
5 Budget/Finance Committee update January 17, 2022	Verbal	K. McConnell
6 OPSBA Information Exchange	Verbal	L. A. Chatten
7 Questions, reports and proposals from Trustees	Verbal	All
D Correspondence		
1. • nil		S. Binder
E Adjournment		

Next Public Board Meeting: Monday February 28, 2022 at 7:00 p.m.

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

Student Trustees: L. Hung, K. Zachariah

Regrets: M. Gaddes, K. Parks

Guests: T. Brough, Principal, Madoc Township Public School

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

Minutes: D. Lucas, Administrative Assistant

Call to order

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

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

Presentation

Changing our World Madoc Township Public School “We have a Dream”

Superintendent Elliott introduced Tera Brough, Principal of Madoc Township Public School who shared with Trustees a video that was made by students at Madoc Township Public School. This presentation featured [a video](#) (9 minutes) titled “*Protest Project*” which shows how the student voice was harnessed to make a difference at Madoc Township Public School. This project started with playground access being restricted and led to students participating in an inquiry process about making change, taking responsibility and being leaders. Through the inquiry, students educated one another, learned about media literacy, helped to write a script and participated in a video.

Thank you to students Holden, Morgan, Mida, Natalie and Bella, for sharing their experiences and answering trustee questions, and also to Tera Brough, Principal; and Angela Burr and Brian Long, Teachers, for leading and learning alongside the students.

Character Moment of Reflection

Vice-chair Cobb recited the evenings character moment of reflection, Caring. Vice-chair Cobb represents North Prince Edward.

Chair Kyle asked Trustee Brant to deliver the Land Acknowledgement.

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

Approval of the agenda

Mover: K. McConnell
Seconder: S. Binder

That the agenda for the November 22, 2021 Public Board Meeting is approved.

Carried

Approval of the minutes

Mover: B. Danes
Seconder: J. Cobb

That the minutes for the Public Board meeting on October 25, 2021 be approved.

Carried

Business arising from the October 25, 2021 meeting:

Trustee Kelly inquired about the OPSBA survey that was released in October and asked if the survey was put on our website. Communications Manager, Kerry Donnell noted she would check and report back to Director MacIver.

Recommendations

Report B-1: Rise and Report from the Committee of the Whole

Moved: B. Danes
Seconded: K. McConnell

That the Hastings and Prince Edward District School Board approve the Multi-Year Annual Accessibility Plan for the period September 2021 to August 2026 as contained in the Committee of the Whole Report No. B-1, dated November 8, 2021.

Carried

Moved: J. Cobb
Seconded: S. Binder

That the Hastings and Prince Edward District School Board approve the revisions made to Policy 11-A: Committee of the Whole as contained in Committee of the Whole Report B-2, dated November 8, 2021.

Carried

Moved: S. Binder
Seconded: A. Kelly

That the Committee of the Whole table Policy 18: HPE Learning Foundation and have a working group come together with individuals from the HPE Learning Foundation to review all documents together and come up with a new revised Policy 18 that matches theirs as contained in Committee of the Whole Report B-3, dated November 8, 2021.

Carried

Moved: A. Kelly
Seconded: s. Binder

That the Hastings and Prince Edward District School Board establish a “Whistleblower/ Disclosure of Wrongdoing” policy to ensure ethical and professional conduct at Hastings and Prince Edward District School Board and to demonstrate the Board’s commitment to maintaining and enhancing public confidence in the integrity of its trustees and employees; to ensure protection against reprisal related to reporting of

suspected wrongdoing, as contained in Committee of the Whole Report C-2, dated November 8, 2021.

Carried

Report B-2: 2020-2021 Consolidated Financial Statements:

Vice-chair Cobb noted that this recommendation was approved at the Audit Committee held on November 10, 2021 and purpose of bringing forward is to recommend approval of the 2021 Consolidated Financial Statements. The statements in Appendix A reflect the board's financial results for the 2020-2021 fiscal year. Superintendent Pfeiffer provided highlights on the capital expenditures and operating results for the 2021 consolidated financial statement. To review the entire report submitted, click [here](#) and go to page 10-40.

Moved: J. Cobb
Seconded: K. McConnell

That the Hastings and Prince Edward District School Board approve the Consolidated Financial Statements for the year ending August 31, 2021, as contained in the Board Report No. B-2 dated November 22, 2021.

Carried

Trustee Hutchison inquired about the issues with school capacity revenue from previous years that was brought to Trustees attention in September and asked if we have any further information. Superintendent Pfeiffer noted that the financial statements for 2021 include those corrected values and we are working with the Ministry on prior years. Additional information was provided to the Ministry and the Ministry has not indicated what the next step would be at this time.

Information

Report from Staff

Report from Director of Education

Director MacIver provided Trustees with an update on:

- current active COVID cases in schools last week, not currently considered an outbreak as there has been no transmission in our schools;
 - Trenton High School, six cases
 - Parkdale Public School, one case
 - Trent River Public School, three cases, and
 - Prince Charles Trenton School, one case
- The Ministry of Education recently announced that a kit of five rapid antigen tests will be provided to every student to take home before the December break. Use of these tests is voluntary.
- Opportunity to switch back to a four period semester beginning with the second semester which begins in February, 2022,
- vaccination clinics for children age 5-11 will be held in our schools. Clinics will be held after hours and will be staffed by Public Health Unit as the Health Unit is responsible for ensuring consent of parents/guardians and for administration of the vaccination,
- some schools were unable to send home report cards on November 19th, however, the issue has been corrected and reports cards were sent home November 22nd.
- wintery weather is upon us with the potential for bus cancellations. Teachers have been asked to help all students access learning material by online, email or other methods if they are not able to attend school due to transportation cancellation,
- The Education Centre has launched a full Operational Review and have engaged a firm, Optimus to complete the review. The review is fully funded through targeted funding from the Ministry of Education,

- Canadian Cancer Society sent a letter congratulating Eastside Secondary School and Trenton High School for the \$12,772.20 funds raised through the Relay for Life Youth in 2021.

Trustee Chatten asked if there are pop up vaccination clinics at our school locations, what does the parental consent process look like for children between the ages of 5-11? Director MacIver noted that the process will be handled directly through the Public Health Unit. Vice-chair Cobb noted that the COVID-19 vaccination has not been added to the Immunization of School People's Act as a required vaccine and asked what safeguards are in place to ensure there is no differentiated treatment towards students if they do not have the vaccination. Director MacIver noted we have an excellent track record based on age 12-17 vaccinations processed and it is in our "Return to Learn Plan". Staff members do not know who is or who is not vaccinated because that is private medical information, therefore there should not be any difference in the approach as we move forward. Director MacIver stated that we have been approached by the Ministry to promote these vaccination clinics with our families. Communications will be sent home to our families. Trustee Kelly asked if our union partners have made any comments about hybrid learning in the event of an inclement weather day. Director MacIver noted hybrid learning is when a staff member is expected to teach both students in class and on-line at the same time, that is not the intent around inclement weather and we have not heard from our union partners. Work will be posted for students to be able to do asynchronously. Trustee Kelly commented on a memo that was released around de-streaming Grade 9 course codes and descriptions for the 2022-2023 school year and asked if we know what that looks like, how that will be funded and will there be additional supports provided to school boards to accommodate the change in curriculum. Director MacIver noted that we have received notification that we expect to see a revised Grade 9 science curriculum and then use of current curriculums for other Grade 9 courses, using the Grade 9 Academic English curriculum, French curriculum and geography curriculum. We have not received any notification about funding or any professional learning, but we expect to be hearing that information about that shortly. Trustee Chatten voiced concern about inclement weather days and noted that some students especially in our rural areas have limited to no internet service and asked if they would be held accountable if they were unable to access work that is posted on-line. Director MacIver noted that learning materials can be provided in a variety of different ways, one way is to post in an on-line classroom, communicate through email or even through telephone. We will ensure that there is a variety of different ways students can access the learning.

Report C-1: Election Process for Annual General Meeting

Director MacIver shared a report that provided the names of committees Trustees can participate and they are asked to review this list prior to December 6, 2021 and submit in advance their selection. Director MacIver also noted that our policies do not provide clarity on voting process for hybrid meetings and shared two options, electronic voting and/or voting by proxy, asking Trustees for their comments and/or suggestions.

Recommendation:

Moved: A. Kelly

Seconded: S. Hutchison

That the Hastings and Prince Edward District School Board of Trustees use a Voting by Proxy method for Trustees joining the December 6, 2021 Annual General meeting through electronic means to maintain pandemic protocols.

The recommendation was opened up for discussion. It was determined that voting by proxy would best suit the needs of the Trustees at this time. Trustees who are attending virtually can select a trustee, staff member or superintendent other than scrutineers as their proxy and will advise the Director prior to the December 6th Annual General Meeting who their proxy is. Director MacIver also noted that Student Trustees would remain virtual and select a proxy in the room.

Chair Kyle asked trustees to vote on the recommendation, six trustees were in favour of voting by proxy, the recommendation was passed.

Carried

Report C-3: JK-Grade 3 Suspension Review Initiative

Superintendent Dostaler provided an update on JK-Grade 3 Suspension Review Initiative, a report from Student Services and System Lead, Darren McFarlane. Procedure 378: Progressive Discipline and Promoting Positive Student Behaviours has been worked on for several years in terms of building positive school cultures and is pleased to share with Trustees HPEDSB's commitment to prioritizing equity and to support our system in transitioning to a restorative practice mindset.

System Lead, Darren McFarlane shared follow-up data and updates related to a trustee query from January, 2021 associated with JK-Grade 3 suspension data. This presentation is a result of the Ontario *Education Act* (Section 306 1.(1)) being amended to now state that "A pupil in junior kindergarten, kindergarten or grade 1, 2 or 3 shall not be suspended under section 306 of the Act for engaging in an activity described in subsection 306 (1) of the Act." As a result, effective August 2020, Hastings and Prince Edward District School Board (HPEDSB) has revised our progressive discipline processes to align with Ministry direction. System Lead, McFarlane closed his presentation stating that exciting work is being done at HPEDSB as we move from more classic punitive notions of discipline to embrace a trauma-informed model which aligns with our commitment to get to know our students more deeply in order to serve them better. To review the entire report, click [here](#) and go to page 50.

Vice-chair Cobb commended Superintendent Dostaler and System Lead McFarlane on the data that was presented and the work involved in providing this information. Vice-chair Cobb noted she is deeply appreciative that we as a school board are starting to use a trauma-informed approach and looks forward to that being something that grows and expands throughout our entire system. Trustee Danes asked if other school boards are doing similar to this. System Lead, McFarlane noted this process is happening in some school boards west of ours. Trustee Chatten asked if she could share this information with OPSBA, it's very important work and the steps brings us closer to supporting the children in our schools. Trustee Chatten asked how this is changing the processes surrounding new situations in discipline or impacting some of the new expulsions or suspensions? System Lead McFarlane noted this new process is a game changer, each incident has a story of their own. Many families are struggling and the more we can adapt and work together we are going to see great outcomes. Trustee Kelly also commended Superintendent Dostaler and System Lead McFarlane on the work that has been done and anticipates that this will open a number of doors. Trustee Kelly had a number of questions to ask; what happens to the student records who have move out of our area; will we eventually see the numbers broken down by schools; what is the benefit of keeping a suspension in a student's transcript; and do we have any indication if these students see themselves graduating high school? System Lead McFarlane noted if students move out of our area to another school in Ontario, the expulsion record would follow them and it would be up to that administration. We currently do not see this report being broken by school as there would be concern for student confidentiality. In rare circumstances, students who have suspensions remain in their file are our most complex learners, documentation is in place and it allows us to access the supports we need. Director MacIver clarified that these suspension records are not recorded on a student's transcript, suspension letters are held within the OSR folder and is never documented on transcripts, no one has access to this file except the educators and family and it remains confidential. Director MacIver noted that graduation information is not available but the team could look into that and report back. Trustee Chatten asked if students have the opportunity to write or discuss about their experiences that led to their historical expulsion or suspension. Superintendent Dostaler noted when students are ready to return to programming they write a letter to the Director of Education providing a bit of background on themselves and why things have happened in their life that has led them down the wrong path. If the Director of Education signs off on the letter, the student would be allowed to return to school.

Report C-4: Board Improvement Plan for Student Achievement update.

Superintendent's Elliott, Dostaler and Andrews shared an update on the implementation of the Hastings and Prince Edward District School Board, Board Improvement Plan for Student Achievement during 2020-2021 school year. Initially, HPEDSD embarked upon a three-year improvement process, the 2019-2022 plan design was informed by the analysis of areas of need identified within school improvement plans and a variety of school, system and provincial data sets, along with extensive administrator input. This is the third and final year in the implementation of the current HPEDSB [Board Improvement Plan for Student Achievement](#). The Hastings and Prince Edward District School Board will be designing a revised plan for the upcoming school year, transitioning to a new Board Improvement and Equity Plan (BIEP) template required by the Ministry of Education for implementation in 2022-2023. To review the entire report, click [here](#) and go to page 52.

Trustee Danes asked if the Board would be getting back to providing professional development opportunities to staff. Superintendent Dostaler noted there have been a number of professional development opportunities, one which was a qualification course for teachers who educate students with autism.

Student Achievement Quadmester 1

Superintendent Andrews noted Quadmester 1 just wrapped up on November 12th, which represents one course in the morning and one course in the afternoon for a duration of 10 week blocks. The data for this quadmester has just been finalized, and we are seeing an increase in student achievement this year from 2019 although it has slipped slightly this year from 2020-2021 but there is sustained improvement since 2019-2020. Vice-chair Cobb thanked Superintendent Andrews for the information and asked how we continue with success going forward. Superintendent Andrews noted that a great deal has been learned throughout the pandemic, the work that has been done as a system in knowing the learners, understanding what a learner profile is, teaching to our students using universal design for learning and being more aware of relevant and responsive pedagogy, all which has gone hand in hand with each other. Hopefully we will be able to continue in a positive direction.

Student Re-engagement update

System Re-Engagement Lead, Stephanie Taylor-Harvey provided an update to Trustees and stakeholders regarding HPEDSB's re-engagement efforts for the 2020-2022 school year. Over the summer, services from SWs, SSWs, and CYWs, were made available to support students in a smooth transition back to school. Schools utilized targeted funding to assist in facilitating a warm welcome back to school for their students. School teams held transition meetings, orientations, tours, and implemented carefully thought-out activities and instruction to welcome students back to school. Personalized reach outs to students and home visits from school teams were utilized to connect with families. Through these efforts, we were able to welcome an additional 227 students back to school. To review the entire report, click [here](#) and go to page 54.

Report from Trustees

Student Trustee Lawson Hung provided a brief update:

- continue to meet regularly with Megan Adam and Director MacIver regarding current school issues,
- making updates to the google form for student voice

Report from Special Education Advisory Committee

Trustee Chatten provided highlights from the October 28, 2021 meeting:

- a video from the SEAC meeting will be shared with all Trustees,
- re-engagement lead presentation by Stephanie Taylor-Harvey,
- reviewed Board Policy 20: Equity, and
- student census

Report from Public Audit Committee

Vice-chair Cobb provided highlights from the November 10, 2021 meeting:

- consolidated financial statements,
- regional internal audit update,

Report from Parent Involvement Committee

Trustee McConnell provided highlights from the November 15, 2021 meeting:

- PEC Library provided an overview of a presentation on cyber safety for presentations which will be shared at the February PIC meeting and possibly all school councils,
- looking at forming a sub-committee to determine best use of the PRO Grant Funds,
- opportunity for school councils to access PRO Grant Funds for different needs at their school, through an application process,
- Reviewed draft Policy #20: Equity and shared with PIC members asking for feedback to be forwarded to PIC Chair who will share with Director of Education, and
- next PIC meeting February 22, 2022 at 6:00 p.m.

OPSBA Information Exchange

Trustee Chatten provided highlights:

- As part of the Day of Advocacy submission, Trustee Chatten asked Director MacIver what are our three top funding pressures. Director MacIver noted Special Education Funding and the funding formula to ensure equitable distribution across the province, additionally to ensure we have programming in all areas across our board, including credit availability and specialized programming in all areas.
- anti-sex trafficking policy, schools need to have local protocols in place by January 31, 2022, and
- November 27, next meeting,

Questions, reports and proposals from Trustees

Vice-chair Cobb thanked Chair Kyle for the service she has given to the board and commended her on her leadership and professionalism throughout the past few years.

Correspondence:

- nil

Meeting adjourned at 9:06 p.m.

Chair

Secretary

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

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

Regrets:

Absent:

Resource: L. Andrews, K. Donnell, K. Dostaler, T. Elliott, K. MacIver, N. Pfeiffer

Minutes: D. Lucas, Administrative Assistant

Call to order

Director MacIver noted that she would chair the meeting until a chair was elected and called the meeting to order at 7:00 p.m. A roll-call of trustees was conducted; all 10 trustees were present. Trustee Brant was asked to recite the land acknowledgement. Trustee Brant began with offering words in the spirit of this gathering. Let us bring our minds and hearts together as one, to honour and celebrate these traditional lands as a gathering place of the Huron-Wendat, Anishinabek and Haudenosaunee people. It is with deep humility, that we acknowledge and offer our gratitude for their contributions to our community, having respect for all as we come together and walk side by side into the future to support our student of today.

Presentations:

Superintendent Ken Dostaler introduced Principal Marg Thompson and seven senior students in the Vocal Music program at Centennial Secondary School. Their live performance was particularly fitting the evening given that December 6th, is the National Day of Remembrance and Action on Violence Against Women. The Arts Program at Centennial Secondary School includes visual, instrumental, vocal and drama.

Superintendent Ken Dostaler introduced Principal Bill Launderville, Foxboro Public School. The school Music program is a passion for all FPS students, many of whom choose to go into the Arts program at Centennial Secondary School. A video was shown featuring the school Marching Band, Percussion, Piano and Guitar programs.

Director MacIver thanked Principals Thompson, Launderville and the students for their presentations.

Approval of the agenda

Mover: J. Cobb

Seconder: L. Kyle

That the agenda for the December 6, 2021 Annual General Public Board meeting was approved.

Carried

Election process and committees of the Board

Director MacIver reviewed the election process as contained in Board Policy No. 2 Board Governance and By-Laws and Board Policy No. 11 Committees of the Board and noted that Student Trustees will also participate in the voting process. Superintendents Dostaler and Pfeiffer were appointed as scrutineers for the elections.

Election of Board Chair

Director MacIver called for nominations for position of Chair of the Board. Trustee McConnell nominated Trustee Binder, Trustee Kelly seconded the nomination, Trustee Binder accepted the nomination. Director MacIver called for nominations for the position of Chair of the Board a second time. Trustee Danes nominated Trustee Chatten, Trustee Cobb seconded the nomination, Trustee Chatten accepted the nomination. Director MacIver called for nominations a third time, there were no further nominations. Director MacIver stated that the Board will proceed to elect the chair by ballot and the member receiving the majority of votes shall be declared elected. The vote was a tie and Trustees were asked to cast a second ballot, which resulted in a second tie. Trustee Chatten withdrew her name and Director MacIver declared Trustee Binder as Chair of the Board for a period of one year, commencing December 6, 2021.

Director MacIver declared that:

The Chair of Hastings and Prince Edward District School Board for the period of one year commencing December 6, 2021 shall be Trustee Binder.

Director MacIver asked Trustee Binder to join her at the head Board table as Chair of the Board and to chair the remainder of the meeting.

Election of Board Vice-chair

Chair Binder called for nominations for the position of Vice-chair of the Board. Trustee Kelly nominated Trustee Hutchison, Trustee Parks seconded the nomination and Trustee Hutchison accepted the nomination. Chair Binder called for nominations a second time and Trustee Chatten nominated Trustee Cobb, Trustee Danes seconded the nomination, Trustee Cobb declined the nominations. Trustee Danes nominated Trustee McConnell, Trustee Kyle seconded the nomination, Trustee McConnell declined the nomination. Trustee Cobb nominated Trustee Chatten, Trustee Danes seconded the nomination and Trustee Chatten accepted the nomination. Chair Binder called for nominations a third time, there were no further nominations. Chair Binder stated that the Board will proceed to elect the vice-chair by ballot and the member receiving the majority of votes shall be declared elected. The first vote was a tie and Trustees were asked to cast a second ballot, which resulted Trustee Hutchison being elected as vice-chair.

Chair Binder declared that:

The Vice-chair of Hastings and Prince Edward District School Board for the period of one year commencing December 6, 2021 shall be Trustee Hutchison.

Executive Committee

According to Board Policy 11-B, sections 3.a. and 3.c., the Executive Committee shall be comprised of three members, Chair, Vice-chair and Indigenous Trustee representative. Chair Binder declared that members of the Executive Committee are: Trustee Binder, Chair of the Board; Trustee Hutchison, Vice-chair of the Board and Trustee Brant, Indigenous Trustee representative commencing December 6, 2021 for a one-year period.

Statutory Committees of the Board

- **Special Education Advisory Committee (SEAC):** According to Board Policy No.11-D, section 3.c. membership on SEAC is established at the inaugural meeting of the Board during an election year. At the inaugural meeting held in December, 2018, Trustees Chatten and Parks were confirmed as active members of SEAC and Trustees Brant and Kyle were confirmed as alternate members of SEAC. No changes to this committee, current trustees will hold these positions until the end of their four-year term, November, 2022.
- **Supervised Alternative Learning Committee (SAL):** According to Board Policy No. 11-E, section 3.b. membership on the Supervised Alternative Learning Committee is two trustees plus

one alternate, with at least one member of the Board required for a quorum. Chair Binder declared Trustees Brant and Kyle as active members and Trustee McConnell as alternate member of the Supervised Alternative Learning Committee for the period of one year commencing December 6, 2021.

- **Audit/Finance Committee:** According to Board Policy No.11-F, section 4.a. membership on the Audit Committee will consist of five members including three Board members and two persons who are not Board members. The chair of this committee is elected at the first meeting of the fiscal year, which is generally September. Trustee Cobb was elected Chair of this committee at the beginning of the fiscal year, September, 2021 and will hold this position until August 31, 2022. Chair Binder declared Trustees Danes and herself as members of the Audit Committee for the period of one year commencing December 6, 2021.
- **Accessibility Committee:** According to the *Accessibility for Ontarians with Disabilities Act* (AODA), the *Ontarians with Disabilities Act* (ODA) and regulations under the Acts, the Board is required to form an Accessibility Committee to prepare an Annual Accessibility Plan. Board Policy No. 11-H Accessibility Committee section 4.a requires one active member and one alternate member for this committee. Chair Binder declared Trustee Chatten active member and Trustee Danes alternate member of the Accessibility Committee for a period of one year commencing December 6, 2021.
- **Parent Involvement Commitment:** According to *Ontario Regulation 612/00* and Board Policy No. 11-G, the Parent Involvement Committee will include one active member of the Board and one alternate. Chair Binder declared Trustee McConnell active member of the Parent Involvement Committee and Trustee Kelly alternate member of the Parent Involvement Committee for the period of one year commencing December 6, 2021.
- **Student Discipline Committee:** All trustees will be appointed to the Student Discipline committee annually to serve on a rotating basis, with a minimum of three required to conduct a suspension appeal or an expulsion hearing.

Administrative Committees

Representation on the following committees will be for a period of one year commencing December 6, 2021.

- **Indigenous Education Advisory Committee:** Chair Binder declared the representatives on the Indigenous Education Advisory Committee will be Trustees Brant and Parks for the period of one year commencing December 6, 2021.
- **Equity and Inclusivity Advisory Committee:** Chair Binder declared the representatives on the Indigenous Education Advisory Committee will be Trustees Brant and Kelly for the period of one year commencing December 6, 2021.
- **Information Technology Advisory Committee (ITAC):** Chair Binder declared Trustee Hutchison as representative on the Information Technology Advisory Committee (ITAC) for the period of one year commencing December 6, 2021.
- **Safe Schools Advisory Committee:** Chair Binder declared Trustee Kyle as representative on the Safe School Advisory Committee for the period of one year commencing December 6, 2021.
- **Mental Health Leadership Team:** Chair Binder will be primary member and Trustee Chatten will be the alternate member of the Mental Health Leadership Team for the period of one year commencing December 6, 2021.
- **Information Technology Advisory Committee:** Chair Binder declared Trustee Kelly as representative on the Information Technology Advisory Committee for the period of one year commencing December 6, 2021.
- **Food for Learning Steering Committee:** Chair Binder declared Trustee Hutchison as representative on the The Learning Foundation-Food for Learning Partnership for the period of one year commencing December 6, 2021.

- **Ontario Public School Boards' Association, Board of Directors** representative and alternate is elected at the May Board meeting in non-election years. Trustee Chatten will continue to be the primary OPSBA Board member and Trustee Kelly will continue to be the alternate OPSBA Board member until the municipal election in October, 2022.

Recommendation

Report C-1: Report from staff Trustee membership on committees

Mover: S. Hutchison

Seconder: K. McConnell

That the Hastings and Prince Edward District School Board approve membership of the standing and statutory committees; Executive Committee, Budget/Finance Committee, Supervised Alternative Learning (SAL), Audit Committee, Accessibility Committee and Parent Involvement Committee, as contained in Board Report No. C-1, Appendix A, and as finalized for the period of one year commencing December 6, 2021.

Carried

Mover: L. A. Chatten

Seconder: A. Kelly

That the Hastings and Prince Edward District School Board approve the representatives to administrative (non-Board) and external committees, as contained in Board Report No. C-1, Appendix A, and as finalized for the period of one year commencing December 6, 2021.

Carried

Mover: S. Hutchison

Seconder: L. Kyle

That Hastings and Prince Edward District School Board authorize Scrutineers Dostaler and Pfeiffer to destroy the ballots.

Carried

New Business

Tender ITT 2122-001 Eastside Secondary School Interior Renovations.

Superintendent Pfeiffer noted that this tender comes forward seeking approval to proceed with the interior renovations at Eastside Secondary School. Senior Facility Manager, Kim Horrigan noted that there are various interior renovations planned for Eastside Secondary School through a phased plan that will span approximately three years. The phasing plan includes items such as abatement, accessibility projects, classroom renovations, mechanical and electrical work and structural work. Phase 1A plan includes; interior renovations to the art room, relocating the kiln, un-dividing the existing foods room from two classes into a single class, interior door replacements throughout, and the addition of two exterior accessible entrance ramps. The renovations are scheduled to start over the Christmas break and will be completed within five months. To review the entire report submitted to Board, click [here](#), go to page 13.

Moved: S. Hutchison

Seconded: K. McConnell

That the Hastings and Prince Edward District School Board award Tender ITT 2122-001 to David J. Cupido Construction Corporation Limited for the Phase 1A Interior Renovations at Eastside Secondary School, for a total of \$1,173,000.00 as contained in Board Report C-2, dated December 6, 2021

Carried

Correspondence

- Nil

Adjournment

Meeting adjourned at 8:16 p.m.

Chair

Secretary

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

Student Trustees: L. Hung, K. Zachariah

Regrets: M. Gaddes

Guests:

Resource: L. Andrews, K. Donnell, K. Dostaler, T. Elliott, K. MacIver, N. Pfeiffer,

Minutes: D. Lucas, Administrative Assistant

Call to order

Chair Binder called the meeting to order at 5:00 p.m. and welcomed everyone to the Special Public Board meeting and asked for a roll call of Trustees.

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

Approval of the agenda

Mover: J. Cobb
Seconder: B. Danes

That the agenda for the January 3, 2022 Special Public Board Meeting is approved.

Carried

Recommendations

There are no recommendations.

Information

Report from Staff

Report from Director of Education

Director MacIver provided Trustees with an update on HPEDSB's Return to Learning Plan as a result of the recent Ontario Chief Medical Officer of Health and Ministry of Education communications.

On December 29, 2021, the Ontario Chief Medical Officer of Health announced a delay to the start of school for students following the 2021-22 holiday break. Following this announcement, the Minister of Education sent a memo to Directors of Education and Chairs of District School Boards outlining additional health and safety measures in schools to minimize operational school closures in light of potential higher than normal levels of absenteeism of students and staff.

On January 3, 2022, the Premier of Ontario announced a move to remote learning starting January 5 until at least January 17, subject to public health trends and operational considerations. School buildings are permitted to open for child care operations, including emergency child care, to provide in-person instruction for students with special education needs who cannot be accommodated remotely, and for staff who are unable to deliver quality instruction from home.

HPEDSB remains committed to safe and rigorous learning and the ongoing health, safety and well-being of students and staff. With a move to remote learning for a period of time starting January 5, 2022 until at least January 17, 2022, the following items will be in place:

- Device distribution and contact with families will occur over the next few days with classrooms engaging in synchronous remote learning by Thursday, January 6, 2022.
- Special education self-contained classrooms, including resource/regional programs, will offer in-person learning once outreach and confirmation with families is complete.
- Childcare programs will have access to schools to operate emergency childcare programs with access to extended hours and space where necessary.
- When in HPEDSB buildings, staff will have the option of wearing a non-fit-tested N95 mask or continue to use the provided medical masks.
- Facilitation of education staff's access to booster vaccinations is ongoing. An application was submitted to offer an employer booster clinic however it has yet to be approved.
- Public Health remains available to our school administrators for consultation, however will no longer provide contact tracing and notification of positive COVID-19 cases.
- Administrators will fulfill legislative reporting responsibilities as required or as directed by the Ontario Chief Medical Officer of Health (i.e., reporting any communicable disease to the local Medical Officer of Health).
- An additional 30 HEPA units will be received by HPEDSB to be distributed according to facility priorities through our schools.

Chair Binder thanked Director MacIver for this update and opened the floor to questions. Trustees asked clarifying questions regarding:

- what protection do we have in place for staff in students in special education classrooms in order to engage in face to face learning, are hepa filter units available in all classrooms,
- what do we have in place for students who will be missing a few days of classes,
- do we have tracking available to know what students do not have the vaccine in order to ensure our educational assistants can do their job and feel safe,
- what can we do about the poor quality or no internet service available to families who live in rural areas, students are being excluded from learning as they do not have the same opportunity to keep up with their school work,
- will there be any vaccination clinics held locally for students,
- when we return to in-person learning, will there be communications to families if there are positive cases identified, will there be notices sent home,
- do we know when the N95 masks will be available, who is paying for them and are they available for all staff including bus drivers,
- what are we doing to support students who are struggling with on-line learning,
- do staff members have the option to wear the medical mask or the N95 masks,
- in accordance to Bill 27, employees have the right to connect, does that pertain to our staff,
- class sizes need to be reduced, given the landscaping we are currently facing, we need to be funded to accommodate small class sizes,
- are we prioritizing where the hepa filter units are being installed.

Director MacIver and Superintendents responded to the above questions, for a full review of all questions and responses please view the meeting [here](#).

At the end of the question and answer period, Trustee Chatten moved the following motion:

That our Board write a letter to the Government to request smaller class sizes to accommodate the landscape of the Omicron Virus circulating throughout the province. The motion was seconded by Trustee Kelly who suggested an amendment to the motion to include renewed attention to rural infrastructure to include improved broadband internet access throughout the province. The amended motion was accepted by Trustee Chatten, all Trustees were in favour of this amended motion.

Questions, reports and proposals from Trustees

- nil

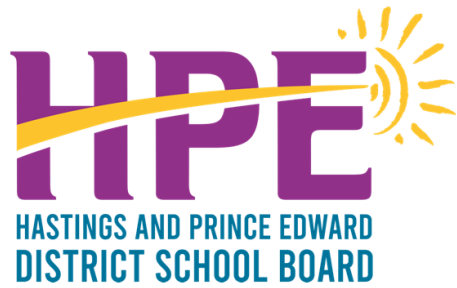
Correspondence:

- nil

Meeting adjourned at 6:07 p.m.

Chair

Secretary



Decision X Information

To: Hastings and Prince Edward District School Board

From: Committee of the Whole

Re: Rise and Report – Closed Committee of the Whole Motion to Recommend

Purpose

On January 10, 2022 the following motion to recommend was approved at the closed Committee of the Whole meeting to come forward to Board for final approval.

Recommendation

Moved:

Seconded:

That the Prince Edward District School Board Public Board approve the ETFO Occasional Teachers final tentative agreement as contained in the Committee of the Whole Report C-1, dated January 10, 2022.

Decision X Information

To: Hastings and Prince Edward District School Board

From: Committee of the Whole

Re: Rise and Report – Public Committee of the Whole Motions to Recommend

Purpose

The Public Committee of the Whole met on January 10, 2022; the following motions to recommend were approved to come to Board for final approval.

Recommendation

Moved:

Seconded:

That the Hastings and Prince Edward District School Board of Trustees approve the Director of Education to engage a third party with expertise in education policy to review the Policies and By-laws of the Board and bring a report to Trustees with recommendations upon the completion of the review as contained in Report C-1 dated January 10, 2022.

Recommendation

Moved:

Seconded:

That the Hastings and Prince Edward District School Board Trustees establish an Ad Hoc Committee to review Board Policy 18: The Hastings and Prince Edward Learning Foundation collaboratively with members of the HPE Learning Foundation and identify Trustees Hutchison and Kyle as their representatives and a Student Trustee if one chooses to participate. This committee will be dissolved at the conclusion of the review no later than June 2022 as contained in report C-2 dated January 10, 2022.

Recommendation

Moved:

Seconded:

That the Hastings and Prince Edward District School Board approve Policy 20: Equity as amended to include Trustee training as contained in Report C-3, dated January 10, 2022.

BOARD POLICY 20	
Adopted	TBD
Last Revised	
Review Date	

EQUITY

1) PURPOSE

Hastings and Prince Edward District School Board (HPEDSB) promotes the principles of equity and inclusive education, free of discriminatory biases and barriers to learning. The Board values diversity within our school communities and has observed that the HPEDSB student population is becoming increasingly diverse.

The Board recognizes that equity of access to the full range of programs, services, and resources is critical to the achievement of successful educational and social outcomes for those served by the school system. To ensure all voices feel heard and considered as part of the equity process, HPEDSB is committed to engaging with school communities by providing opportunity for input, listening to priorities identified, and responding to concerns raised. To that end, HPEDSB will implement strategies in accordance with the *Ontario Education Equity Action Plan* to enable culturally safe and responsive learning and working environments for all students and staff.

2) DEFINITIONS

Diversity – Diversity refers to the presence of a wide range of social characteristics within a group, organization or society. The dimensions of diversity include, but are not limited to race, colour, culture, creed, gender, sexual orientation, age, ancestry, gender identity, disability, citizenship, family status, marital status, gender expression, sex, place of origin, socioeconomic circumstance and ethnicity.

Equity – Equity refers to a condition of fair, inclusive, and respectful treatment of all people. Equity is achieved when imbalances, barriers, and gaps between different groups are removed. Equity does not mean treating people the same without regard for individual differences.

Inclusive education – Inclusive education is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Note: For additional definitions, see Procedure 135: Equity and Inclusive Education.

3) EQUITY AND INCLUSIVE EDUCATION ACTION PLAN

The Board has identified specific focus areas, with related action steps, which serve to honour diversity and commit to the principles of equity and inclusive education.

a) Programs, guidelines, and practices

The Board is committed to incorporating principles of equity and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices. The Board is committed to the removal of systemic barriers to improve student learning, close achievement gaps, and to ensure equitable opportunities for students and staff.

- b) **Shared and committed leadership**
The Board is committed to providing informed and committed leadership at all levels by assisting administrators, teachers, support staff, student leaders, trustees, and educational partners to develop the knowledge, skills, attitudes, and behaviours required to implement this policy. The Board is committed to building the capacity within leaders to improve student achievement and to close achievement gaps for students by identifying, addressing, removing, and preventing all forms of discrimination.
- c) **School community relationships**
The Board will build and maintain collaborative relationships with diverse communities so that the perspectives and experiences of all students, families, and employees are valued and reflected in our practice.
- d) **Inclusive curriculum and assessment practices**
The Board will implement *The Ontario Curriculum* in a culturally responsive and inclusive manner to support each student in maximizing their learning potential. Resources, instruction, and assessment and evaluation practices will be reviewed to identify and raise awareness of any discriminatory biases.

The Board is committed to providing resources and instructional practices that are respectful of the *Ontario Human Rights Code*.

- e) **Religious accommodation**
The Board acknowledges each individual's right to follow, or not to follow, religious and/or spiritual beliefs creeds and practices free from discriminatory or harassing behaviour, and is committed to providing a culturally safe space for all by taking all reasonable steps to provide religious accommodations to staff and students.
- f) **School climate and the prevention of discrimination and harassment**
The Board is committed to the principle that every person within a school community is entitled to a respectful, culturally safe, and positive school climate and learning environment free from all forms of discrimination and harassment.
- g) **Professional learning**
The Board is dedicated to providing administrators, staff, students, trustees and other members of the school community - including families and those who support families - with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify, and raise awareness of racism, discriminatory biases and systemic barriers.
- h) **Accountability and transparency**
The Board assesses, monitors, and reports the progress in integrating the principles of equity and inclusion into all Board policies, programs, guidelines and practices, and communicates these results to the community. The Board ensures that the principles of anti-racism, cultural safety, equity and inclusive education are embedded in school improvement plans, with particular emphasis on identifying and removing barriers to student achievement. The Equity and Inclusivity Advisory Committee (EIAC) will lead the annual review of the HPEDSB Equity Action Plan.

i) **Communication and outreach**

This policy, and all related policies and procedures, will be communicated to parents/guardians, students, staff, and community members by all means possible including, but not limited to, the HPEDSB website, school newsletters, social media, staff meetings, school announcements, system announcements and school agendas.

j) **Hiring of employees**

HPEDSB supports fair, equitable, and transparent employment and promotion practices for all qualified employees and applicants for employment. HPEDSB is committed to attract and develop employees who reflect the diversity of our student population and of the community in order to facilitate the best possible learning environment for our students.

All HPEDSB employees will be provided with information outlining policies and procedures related to equity and inclusive education, in addition to equity-related training opportunities as they arise.

Legal References:

- *The Education Act*
- *Accepting Schools Act, 2012*
- *Ontario Human Rights Code*
- *Canadian Charter of Rights and Freedoms*

District References:

- Procedure 135: Equity and Inclusive Education
- Procedure 407: Hiring
- Resource Guide: Religious Accommodation

Resources:

2020-2025 Strategic Plan

Ministry of Education:

- Ontario Education Equity Action Plan (2017)
- Building a Foundation for Change: Canada's Anti-Racism Strategy 2019-22
- Achieving Excellence: A Renewed Vision for Education in Ontario 2014
- Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
- Grand Erie District School Board Equity and Inclusive Education Policy

Decision ___ Information X

To: Hastings and Prince Edward District School Board

From: Tina Elliott, Superintendent of Education, Curriculum Services
Rob McFadden, System Lead, Curriculum Services

Re: Foundational Literacy Teacher and Learning Practice update

Purpose

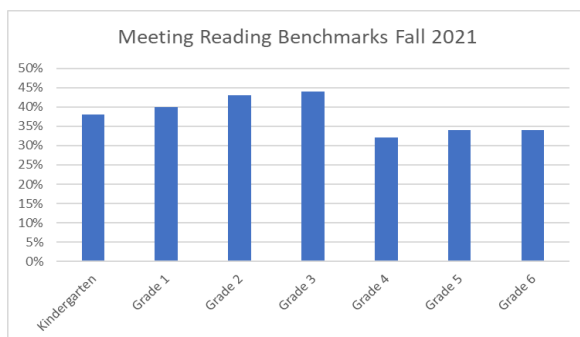
To share an update on foundational literacy teacher and learning practices within Hastings and Prince Edward District School Board (HPEDSB).

Background

The HPEDSB 2020-2025 Strategic Plan has a goal to see an “Annual increase in students (Kindergarten to Grade 3) reading at benchmarks by establishing a comprehensive early literacy strategy, with an emphasis on speech and oral language development and phonemic and phonetic competence levels.” Weakness in decoding skills is the primary deficit for readers who struggle to meet reading benchmarks and comprehend what they read. 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.

Current Situation

A scan of 582 K-6 students this fall shows an average of only 38% of students meeting age-level benchmarks as measured by standardized reading assessments:



To support systematic, explicit reading instruction and intervention, and increase achievement for all students in HPEDSB, Curriculum Services K-8 has the following supports in place:

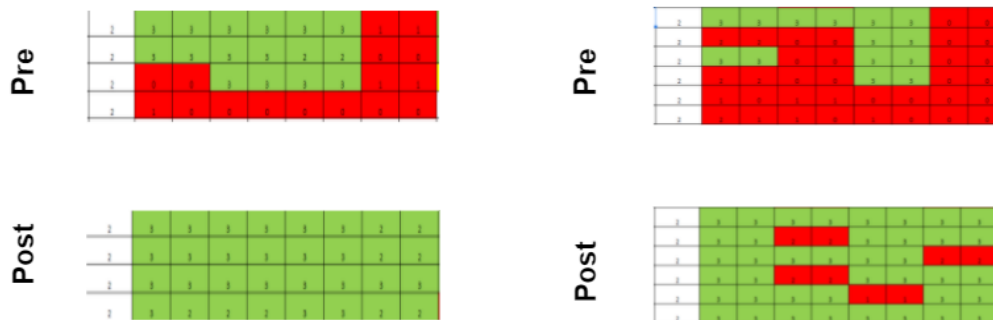
- A refined HPEDSB Phonics and Phonological Awareness Continuums which provides systematic direction to Primary teachers on the order and expectations for instruction of these foundational literacy skills.
- Classroom teachers in Kindergarten, Grade 1 and Grade 2 have all been provided with a consistent set of teaching and learning resources to support research-aligned instruction in the full spectrum of skills needed for reading comprehension.
- A standard suite of reliable, validated and easy to administer screening and diagnostic assessments to measure foundational literacy skills has been developed and deployed.

- Professional development work conducted through an Expression of Interest model is being supported by the resource allocation of learning partners.

As shown in the two examples below, classroom-level data demonstrates that when the noted system-provided literacy resources are applied in an intentional and accurate manner, swift gains in student achievement are being realized through this model.

- Example 1:** After administering the PAST in grade 2 classrooms, there were some students who could not demonstrate initial skills that would sit at the Kindergarten level of the continuum (represented by the red cells), however after 2 weeks of daily explicit instruction, these students were now able to demonstrate mastery of advanced phonological awareness skills appropriate for grade 2.

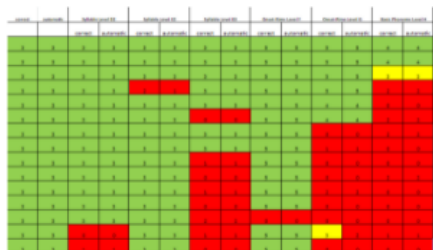
Phonological Awareness Screening Tool



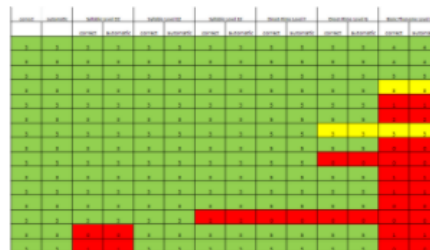
- Example 2:** These grade 1 students had some gaps in the phonological skills expected to be mastered in kindergarten. After 2 weeks of daily, intentional instruction the re-assessment in these sections showed that students are ready to begin working on grade 1 levels (H-I). In addition to the implications for student learning, this teacher is now able to effectively plan whole-class lessons to serve a group of students with similar skills, rather than having to plan lessons for groupings of students with multiple entry points. As a result, the teacher is afforded more time to maximize their remaining remediation efforts.

Phonological Awareness Screening Tool

Identified whole class needs in level
E3, G (Kindergarten)



Now whole class instruction sits at
Level H (Early to late first grade)



Next Steps

Curriculum Services will continue to work on tools to support classroom teachers in the effective and efficient delivery and analysis of student assessment data for early literacy, to drive classroom instruction and identify students at risk for reading difficulties before they fall behind. These efforts see HPEDSB well-positioned to respond to anticipated recommendations forthcoming from the Ontario Human Rights Commission's Right to Read Inquiry. The inquiry is assessing whether school boards use scientific evidence-based approaches to meet students' right to read against five benchmarks that are part of an effective systematic approach to teaching all students to read: Universal design for learning (UDL); Mandatory early screening; Reading intervention programs; Effective accommodation; Psycho-educational assessments (if required).

Decision _____ Information X

To: Hastings and Prince Edward District School Board

From: Tina Elliott, Superintendent of Education, Curriculum Services
Bessie Stelatos, System Lead, Curriculum Services

Re: French as a Second Language Program Update

Purpose

To provide an update on the promotion of all French as a Second Language (FSL) programs to be offered to all students from K-12.

Background

French as a Second Language is a priority for Hastings and Prince Edward District School Board (HPEDSB). We offer three types of FSL programs across the region:

- Core French
- Extended French
- French Immersion

All three programs are valued as pathways to bilingualism in Canada's two national languages and are reflected in the HPEDSB 3-year plan for FSL.

Current Situation

Extended and Immersion French programs are being promoted through new and engaging radio ads, brochures, introductory school visits from feeder schools, and virtual information nights during the months of January and February. This is to facilitate public awareness in meeting the registration timeline of February 15, 2022.

During the course of the year, the board website and social media feeds will be used to inform parents in our community about the opportunity for their children to participate in the unique learning experiences that FSL programs offer. FSL programs will be promoted using quotes and pictures from teachers and students on the Curriculum Services website and the board's social media feeds to engage students, educators, parents, and community in promotion of French language learning.

A team of central and school based Core French educators are involved in the pre-planning for the creation of a single stream Grade 9 FSL class for September 2022. The goal of the single stream plan is to create positive experiences which will encourage students to continue taking French in Grade 10.

Next Steps

- Collaboration with secondary FSL teachers to develop a plan to help students understand the benefits of having a Diplôme en Études de Français to promote an increase in the number of students opting to take the DELF exam.
- Enhance professional learning opportunities to enrich educator FSL practices and foster collaborative networks.

Decision ___ Information X

To: Hastings and Prince Edward District School Board

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

Re: Long-Term Capital and Accommodation Plan Update

Purpose

To provide an update to the Long-Term Capital and Accommodation Plan (LTCAP) that includes updated data on enrolment projections, schools, programming, and transportation.

Background

Ministry of Education documents and funding require the development of a report to assist with planning for effectively rightsizing and managing excess capacity in schools, as well as enrolment pressures in schools. School boards are expected to have planning documents that address the future needs of students in order to provide appropriate programming and facilities. By responsibly managing school space, including excess space, education funds can be focused on student achievement.

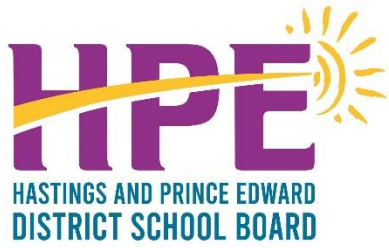
A Long-Term Capital and Accommodation Plan was previously approved by the Board of Trustees in January 2020.

Current situation

The enclosed LTCAP (Appendix A) has been updated to reflect the most recent demographic information and enrolment projections, as prepared in collaboration with Watson & Associates Economists Ltd. in fall 2021, and includes overviews of school groups.

Appendix

Appendix A: Long-Term Capital and Accommodation Plan



Long-Term Capital and Accommodation Plan

Updated November 2021

Disclaimer

The Long-Term Capital and Accommodation Plan was prepared exclusively for Hastings and Prince Edward District School Board (HPEDSB).

Acknowledgements

Care has been taken to establish ownership of copyright material contained in this document. Hastings and Prince Edward District School Board (HPEDSB) will be pleased to receive any information that will enable it to rectify any reference or credit in subsequent editions.

HPEDSB wishes to acknowledge that many references and documents in this Long-Term Capital and Accommodation Plan have sourced, as well as material previously developed by Hastings and Prince Edward District School Board.

HPEDSB accepts sole responsibility for assessing the appropriateness of the materials borrowed from these documents. HPEDSB waives any and all claims for any damages suffered by HPEDSB or any of its member schools as a result of this material. Furthermore, HPEDSB agrees to indemnify and hold these organizations harmless from any claims, losses, suits, damages, or liability of any kind brought against them as a result of the use by HPEDSB.

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- Appendix A 2021-2022 Programs and Services to Help Each Student Achieve Success**
- Appendix B On-the-Ground Capacity, Gross Floor Area and Age of HPEDSB Schools**
- Appendix C Renewal Needs Over 5 Years and Facility Condition Index**
- Appendix D HPEDSB School Group Background Information**

Executive Summary

Hastings and Prince Edward District School Board (HPEDSB) is committed to providing students with dynamic, inclusive educational experiences, enhancing the learning environment in its schools for all students and ensuring fiscal responsibility. To maximize the investment in students, HPEDSB works to keep education funds focused on the classroom.

The Board will consider from time to time, the need to consolidate, close or relocate a school(s) due to changes in curriculum, program demands, student enrolment, community demographics, facility needs and other factors. In some circumstances, these considerations may result in the need to carry out an accommodation review for a school or group of schools.

Ministry of Education documents and funding require the development of new or revised capital plans to effectively right-size and manage excess capacity in schools. School boards are expected to have capital plans that address the future needs of their students. HPEDSB must ensure students are being provided with appropriate programming and facilities. By responsibly managing school space, including excess space, education funds can be focused on student's needs, achievement, and well-being.

This Long-Term Capital and Accommodation Plan:

1. Meets the requirements of the Ministry of Education to develop a capital plan which includes enrolment projections, school capacity, renewal needs and transportation information.
2. Provides background information on enrolment, school buildings, demographics, community use and transportation; and
3. Provides a framework for decision making with respect to students over the next 10 years and schools.

The Long-Term Capital and Accommodation Plan is a living document, and will be monitored and updated as required. This document does not make specific recommendations about any school. This document was originally approved by the Board of Trustees in October 2016, and was updated in 2018 to reflect projections prepared by Watson & Associates Economists Ltd. in 2017-18 and the 2018-19 enrolment data at the time of update. It is now being updated to reflect projections prepared by Watson and Associates Economists Ltd. in 2020-21.

Over the last decade (2010-2019), elementary enrolment in the board has declined by 1% and secondary enrolment has decreased by 26%. Ontario school boards are mainly funded on a per-student basis through grants from the Ministry of Education. School boards, and therefore schools, lose funding as their enrolment declines. When funding decreases, all students in a board are affected because the cost of maintaining empty space is spread across all of the schools.

Current projections indicate that:

- Elementary enrolment (kindergarten to Grade 8) is projected to increase to approximately 10,919 students by 2029-2030, representing a 4% increase from existing 2020 figures.
- Secondary enrolment is projected to increase by 7% to 4,742 by 2029-2030.
- In 2020 there was a total of 2,832 surplus spaces in elementary schools and 1,342 surplus spaces in secondary schools.
- By 2029/30 it is anticipated that there will be a total of 2,375 surplus spaces in elementary schools and 1,039 surplus spaces in secondary schools.

HPEDSB's elementary schools are, on average, 58 years of age and many additions have been constructed. The average age of secondary schools is approximately 66 years with most having at least one addition constructed. As well, funding formula changes for school operations indicate that it will not be possible to operate and maintain existing facilities at their current level of utilization.

This Long-Term Capital and Accommodation Plan includes details on the current situation of schools in each school group, and this framework will form the basis for the development of specific recommendations for accommodation reviews under [Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review](#). This will be a multi-year plan which follows a process mandated by the Ministry of Education and includes opportunities for community involvement and input.

The Ministry of Education released facility condition data for Ontario schools in August 2016 and October 2017. The Facility Condition Index (FCI) is a source of data about the state of school repairs and compares the five-year facility renewal costs to the replacement cost of an equivalent school^a. The Ministry of Education gathers this information in five-year cycles, the last of which took place from 2015 to 2020. A release of the updated facility condition data is expected from the Ministry of Education. The data is used by the Ministry of Education and may be used by school boards for planning capital projects and school repairs.

^a Ontario Ministry of Education, *Technical Paper: School Facility Condition Assessment Data, Assessment Cycle: 2011-2015*, Summer 2016, p.7

SECTION 1
Introduction

1.0 Introduction

Hastings and Prince Edward District School Board is committed to providing students with dynamic, inclusive educational experiences. To maximize the investment in students, HPEDSB works to keep education funds focused on the classroom.

1.1 Guiding principles

School boards must develop a school accommodation strategy that takes their specific issues into consideration when ensuring how to best support program delivery, student achievement, and well-being. Hastings and Prince Edward District School Board is committed to providing the best educational opportunities while ensuring fiscal responsibility and to enhancing the learning environment in its schools for all students.

The Board will consider from time to time, the need to consolidate, close or relocate a school(s) due to changes in curriculum, program demands, student enrolment, community demographics, facility needs and other factors. In some circumstances these considerations may result in the need to carry out an accommodation review for a school or group of schools. [Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review](#) describes the process for establishing and conducting accommodation reviews.

Consultation with the public, local and municipal governments and community partners is a key component in the accommodation review process. The accommodation review process includes an initial and final report and recommendation(s) from administration, presented to the Board for consideration. The final report from administration must include a community consultation section that contains feedback from public consultations, municipalities and community partners. Administration may choose to amend their proposed option(s) presented in the initial report, based on feedback received. The final decision to consolidate, close or relocate a school(s) will be made by the Board of Trustees.

These Guiding Principles are consistent with the Board's commitment to provide equitable and sustainable learning environments.

1. Student achievement and well-being.
2. Effective stewardship of school board resources.
3. Student curriculum and program needs, as well as funding and renewal needs, will drive facility planning.
4. Upgrades to the condition of facilities will occur where feasible.
5. The Board will comply with Ministry of Education guidelines for school consolidation and closure decisions.
6. The Board will exemplify open decision-making, Board oversight and public participation in capital planning.

1.2 Purpose of the Long-Term Capital and Accommodation Plan

Ministry of Education documents and funding require the development of new or revised capital plans to effectively right-size and manage excess capacity in schools.^b School boards are expected to have capital plans that address the future needs of their students^c. HPEDSB must ensure students are being provided with appropriate programming and facilities. By responsibly managing school space, including excess

^b Ontario Ministry of Education, [Memorandum to Directors of Education, 2021:B09, Capital Funding for the 2021-22 School Year](#), May 2021, [Memorandum to Directors of Education, 2016:B06, Grants for Student Needs changes for 2015-16 and 2016-17](#), March 2016

^c Ontario Ministry of Education, [Community Planning and Partnerships Guideline](#), March 2015

space, education funds can be focused on student's needs, achievement and well-being.

"When a school has excess space because of low enrolment, the excess space still costs money to staff, maintain and operate. One of the key responsibilities of school boards is to ensure that funding is focused on the students who are in classrooms, and not on maintaining empty classrooms. The board must make decisions about the best accommodation and program options for students relative to funds that are available."^d

The purpose of the Long-Term Capital and Accommodation Plan is to:

1. Meet the requirements of the Ministry of Education to develop a capital plan which includes enrolment projections, school capacity, renewal needs and transportation information.^e
2. Provide background information on enrolment, school buildings, demographics, community use and transportation; and
3. Provide a framework for decision making with respect to students and schools over the next 10 years.

The Long-Term Capital and Accommodation Plan is a living document, and will be monitored and updated to reflect current data, as required.

1.3 Background

Hastings and Prince Edward District School Board serves approximately 15,000 students each day at 39 schools in person (32 elementary, two K-12; four 7-12 and one secondary) and a K-10 virtual school. Supporting student achievement is the goal of approximately 1,800 teaching and support staff who, in addition to the contributions of caring volunteers and community partners, share their passion for teaching and learning.

The district covers a wide geographic area of 7,221 square kilometers, bordered by Maynooth to the north, Deseronto to the east, Prince Edward County to the south and Quinte West to the west.

HPEDSB had 10,462 elementary students and 4,439 secondary students in 2020. There are 2,832 surplus spaces in elementary schools and 1,342 surplus spaces in secondary schools based on 2020 enrolment. The Board currently operates four secondary/combined schools (7-12) and an additional two K-12 sites. A secondary/combined school is a school that has secondary students and may also include Grade 7 and 8 or K - 8 students located at the school. Forecasts indicated that the board's surplus spaces at elementary schools will decrease and spaces at secondary schools will remain about the same, leading to an overall surplus capacity of 3,919 pupil places by 2029-2030.

Over the last decade, elementary enrolment declined by 1% and secondary by 26%. Elementary enrolment is projected to increase to approximately 10,919 students by 2029-2030, representing a 4% increase from existing 2020 figures. Secondary enrolment is projected to increase by 7% to 4,742 by 2029-2030.

The average age of the schools is 58 years old for elementary schools and 66 years old for secondary schools, resulting in a 5-year Board-wide renewal cost approximately \$203.8 million. As well, recent funding formula changes for school operations that result in decreased revenue for under-utilized schools indicate that it will not be possible to operate and maintain existing facilities at their current level of utilization.

1.4 Methodology

The November 2021 Long-Term Capital and Accommodation Plan has been developed based on updated enrolment projections prepared by Watson & Associates Economists Ltd. in 2021. Enrolment projections were prepared by Watson & Associates Economists Ltd for the Hasting & Prince Edward District School Board in the summer of 2019 and updated in 2021 utilizing October 31, 2020 enrolment counts and

^d Ontario Ministry of Education, [Guide to Pupil Accommodation Reviews](#), February 2015

^e Ontario Ministry of Education, [Community Planning and Partnerships Guideline](#), March 2015

September 2021 preliminary student counts. The projections were prepared based on the planning areas/family of schools that were used as part of the Board's Long Term Capital & Accommodation Plan. In addition to the projected enrolment, relevant demographic trends and historical enrolment data were considered. The demographic trends data were based on data from the 2001, 2006, 2011 and 2016 Statistics Canada Census and outlines total population data as well as population cohort data and dwelling data. For the new development component of the projections, Watson & Associates relied on the most recent, "Council Approved" forecasts available. This means that the forecasts used are consistent with forecasts that the municipality or county is using for internal planning purposes. This information is supplemented with historical building permit issuance, small area development plans and conversations with local planning departments.

Section 8 includes a Glossary of Terms to explain terms used throughout this document.

1.5 Pupil accommodation reviews and program changes

Hastings and Prince Edward District School Board (HPEDSB) serves approximately 15,000 students each day at 39 in person schools (32 elementary, two K-12; four 7-12 and one secondary) and a K-10 virtual school. HPEDSB's elementary schools are organized in groups linked to a secondary school. The goal of providing a suitable and equitable range of learning opportunities in a school or group of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or program relocation will take into account the needs of all of the students in all of the schools in a particular school group or groups of schools.

Past pupil accommodation reviews and consolidation include:

- Closure of Sir Mackenzie Bowell and consolidation into Sir John A. Macdonald Public School and Prince Charles School Belleville, with renovations and additions to both facilities;
- Consolidation of Bancroft Public School and North Hastings Senior Elementary School with renovations and additions to the new York River Public School;
- Consolidation of Athol-Central Public School and South Marysburgh Central Public School with renovations and additions to the new Athol-South Marysburgh Public School;
- Consolidation of S.H. Connor Public School and Tweed-Hungerford Senior Public School with the construction of the new Tweed Elementary School;
- Consolidation of Stirling Primary School, Stirling Junior Public School and Stirling Senior Public School, and the construction of the new Stirling Public School;
- Closure of Harmony Public School and opening of the newly constructed Harmony Public School;
- Closure of Sir Winston Churchill Public School and consolidation with Harry J. Clarke Public School, including an addition to the school;
- Consolidation of Breadner Elementary School, College Street Public School and Queen Elizabeth Public School (Trenton) with the construction of the new JK-8 elementary school Trent River Public School in Trenton; and
- Consolidation of Earl Prentice Public School and Marmora Senior Public School with renovations and additions to Marmora Public School;

In recent years, the Board has worked on accommodation and consolidation issues and implemented changes following public pupil accommodation reviews or communication processes, including:

- Closure of Hillcrest Public School and consolidation into Prince of Wales Public School;
- Closure of Pinecrest Memorial Elementary School and consolidation into Queen Elizabeth School (Picton) and into Prince Edward Collegiate Institute;
- Consolidation of Grade 7 and 8 students from Queen Elizabeth School (Picton) into Prince Edward Collegiate Institute (September 2017);
- Consolidation of kindergarten to grade 6 students from Queen Elizabeth School (Picton) into Prince Edward Collegiate Institute (September 2018);
- Consolidation of Grade 7 and 8 students from Sir John A. Macdonald School to Centennial Secondary School;

- Boundary change to Sir John A. Macdonald School to direct students to Susanna Moodie Elementary School;
- Consolidation of Moira Secondary School and Quinte Secondary School into Eastside Secondary School (formerly Moira Secondary School);
- Relocation of some students from Quinte Secondary School to Centennial Secondary School as a result of a boundary change;
- Consolidation of Grade 7 and 8 students from Prince Charles School Trenton, Trent River Public School and V.P. Carswell Elementary School to Trenton High School;
- Consolidation of grade 7 and 8 students from Prince Charles School (Belleville) to Centennial Secondary School;
- Consolidation of grade 7 and 8 students from York River Public School to North Hastings High School;
- Consolidation of grade 7 and 8 students from Bayside Public School to Bayside Secondary School;
- Consolidation of Madoc Public School to Central Hastings School (September 2021); and
- Consolidation of Queen Elizabeth Public School and Queen Victoria Public School into Easthill Elementary School, construction start of October 2021 and school opening September 2023.

Capital and accommodation planning is a continuous endeavor and staff monitor each planning area. Staff recommend to the Board of Trustees which planning studies should be considered through Pupil Accommodation Reviews consistent with Ministry of Education (MOE), and Board policies and procedures.

Planning study recommendations are based on pressures experienced in program delivery, and enrolment/utilization and facility condition. These factors are the basis for the delivery of quality learning environments for current and future students of HPEDSB.

SECTION 2

Program Considerations

2.0 Program considerations

HPEDSB creates dynamic, inclusive educational experiences that develop capable, confident, curious learners who thrive and contribute to their communities. They will apply relevant knowledge and skills to make a difference in local, national and global contexts. All students are prepared and empowered for the possibilities of today and tomorrow.

All programs K-12 are focused on the implementation of *The Ontario Curriculum* and the development of 10 HPEDSB competencies: Caring Inclusive Citizens, Collaboration, Communication, Creative Thinking, Critical Thinking, Digital Fluency, Entrepreneurship, Literacy, Numeracy, and Well Being.

Program considerations provide aspects of student programming to which attention should be given while making decisions about long-term capital planning across the district. Appendix A contains documents prepared by HPEDSB entitled 2020-2021 Programs and Services to Help Each Student Achieve Success, Elementary Special Education Resource Program Placements and Locations – 2020-2021, Secondary Special Education Regional Programs Placements and Locations -2020-2021, which contain a more detailed description of programs offered at each school.

2.1 System programs

Consideration should be given to sustainability and equity of access to system programs across the district. This includes Special Education programs as well as, French Immersion and Extended French programs, Specialist High Skills Majors and Dual Credits.

2.1.1 Special Education

Consideration should be given to creating inclusive educational experiences to address the needs of all learners in home schools. When necessary, specialized or regional special education programs should be considered within school group areas or regions in the district.

2.1.2 French Immersion and/or Extended French

French Immersion (Grades 4-8) and/ or Extended French (Grades 5-8) elementary programs have been expanded and are currently offered in each school group area of the district. A balance of English and French program streams should be maintained in schools with French Immersion or Extended French programs.

Secondary French Immersion is currently offered at Bayside Secondary School. With the expansion of elementary French Immersion and Extended French in recent years, French programming options should be considered in other secondary schools.

2.1.3 Specialist High Skills Majors

Each secondary school has the opportunity to offer Specialist High Skills Majors (SHSM) where students focus on a career path that matches their skills and interests while meeting the requirements of the Ontario Secondary School Diploma (OSSD). These programs are supported by the Ministry of Education and include community sector-based partnerships. Students receive the SHSM seal on their graduation diploma when they: complete a specific bundle of 8-10 courses in the student's selected field, earn valuable industry certifications, such as First Aid and CPR qualifications, gain important skills on the job with employers.

2.1.4 Dual Credits

Secondary schools partner with Loyalist College and offer students the opportunity to achieve secondary credits that meet requirements of the Ontario Secondary School Diploma (OSSD), while earning a college level credit. Dual credit programs are supported through the Ministry of Education Student Success Initiative and are available to all secondary schools.

2.2 School based programs and program innovations

Consideration should be given to the sustainability of current school based specialized programs that offer students opportunities that are unique to the school community. Examples include the Destinations Grade 7 & 8, Secondary Regional Arts Program, Advanced Placement Programs, International Baccalaureate Program, and the Intermediate Leadership Program.

In addition to current school-based programs at elementary and secondary schools, opportunities for program innovation should be supported through the development of a framework for new programs that are based upon student needs, community interest and resource allocations required.

2.3 Indigenous Education

Hastings and Prince Edward District School Board is committed to Ontario's Indigenous Education Strategy in supporting First Nation, Métis and Inuit students to achieve their full potential by improving student achievement and well-being, and closing the achievement gap between Indigenous students and all students.

This strategy has been designed to improve opportunities for First Nation, Métis and Inuit students, and to increase the knowledge and awareness of all students about Indigenous histories, cultures and perspectives. In addition, the district is committed to implementing the Truth and Reconciliation Calls to Action where applicable such as staff training, curriculum changes, community connections and capacity building for intercultural understanding, empathy and mutual respect.

2.4 Learning Commons

Consideration should be given to the development of a learning commons in each school. This flexible learning environment would include space for collaboration, using technology, e-learning space, working quietly and conferencing. A framework outlining key resources and guiding principles for the learning commons K-12 spaces has been developed as a district resource.

2.5 Outdoor education & experiential learning

Facilities such as the Frink Outdoor Education Centre and community connections provide outdoor education and experiential learning opportunities for students. Consideration should be given to planning outdoor learning spaces on school properties to enhance experiential learning, creativity, fitness, well-being, and student inquiry across all curriculum areas.

2.6 Partnerships and program support

Partnerships are encouraged between HPEDSB and community partners where feasible. Local and global partnerships enhance deep learning opportunities for students in curriculum based learning in classroom programs. Community Hubs and partnerships for student services and supports, such as child care, mental health and special education services support student achievement, equity and well-being.

2.7 Child Care and early learning

Consideration where viable, should be given to having access to before and after school child care programs in all schools with Grades K-6 through child care provision partnerships. Infant, toddler and preschool child care programs offered through community child care partners should be considered where feasible. Early learning playgroups programs for parents, caregivers and children from birth to school age should be considered with community partners where feasible.

2.8 School organization models and programming

As part of long-term and accommodation planning consideration should be given to models of school organization that enhance program provisions for students, maximize the use of space and contribute to viable business cases when applying for Ministry of Education funding. Consideration will also be given to the number of students enrolled in schools. [Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review](#) states that one of the criteria for activating a modified accommodation review process could be when the number of students enrolled is fewer than 300 for elementary and fewer than 750 for secondary. Opportunities for program enhancements through new structures should be contemplated, including:

- K-6 and K-8 Schools that are larger enhance specialized program opportunities within the school as well as extracurricular activities. The consolidation of multiple resources in one school supports a range of dynamic, inclusive educational experiences which include opportunities for student leadership and mentoring for younger students.
- K-12 Schools include all students within one school building. Student transitions are enhanced as students remain in the same school community throughout their K-12 experience. The consolidation of multiple resources in one school supports a range of dynamic, inclusive educational experiences which include opportunities for student leadership and mentoring. This model encourages students and their families to view the school as a true community and to establish long term relationships. It provides an opportunity to bring together staff from the Early Years to Grade 12 in one professional community
- 7-12 Schools include all Intermediate (Grade 7 – 10) students in one building. Student transitions from Grade 8 - 9 are enhanced as students are not changing buildings while adjusting to new Ontario Curriculum requirements of Grade 9 credit courses. Increased numbers of Grade 7 and 8 students and staff enrich specialized program opportunities as well as extracurricular activities. The consolidation of multiple resources in one school supports a range of dynamic, inclusive educational experiences which include opportunities for student leadership and mentoring. This model encourages students and their families to view the school as a true community and to establish longer term relationships. A Grade 7-12 model is likely to increase student retention from Grade 8 to 9.

SECTION 3

Demographics and Enrolment

3.0 Demographics and enrolment

Ontario school boards are mainly funded on a per-student basis through grants from the Ministry of Education. School boards, and therefore schools, lose funding as enrolment declines. When funding decreases, all students in a board are affected because the cost of maintaining empty space is spread across all of the schools.

When a school has excess space because of low enrolment, the excess space still costs money to staff, maintain and operate. One of the key responsibilities of a school board is to ensure that funding is focused on the students in the classrooms.

HPEDSB has opened new schools and closed older schools where the population of students has shifted. This is a reflection of the cycle of economic growth and decline, and demographic change within communities. If HPEDSB is to continue to deliver high quality education programs and services to students, the ability to respond and adjust to this change is necessary by an understanding of the demographics and enrolment of the HPEDSB area.

3.1 Population

HPEDSB has experienced declines in the elementary and secondary aged population. Table 1 demonstrates the demographic trends from previous Census data.

Table 1 - Board-wide Demographic Trends^f

HPEDSB Demographic Trends					
Population Data	2006 Census	2011 Census	2016 Census	Change (2006-2016)	% Change (2006-2016)
Total Population	147,533	149,437	150,202	+2,649	+2%
Pre-School Population (0-3)	5,655	5,751	5,596	-59	-1%
Elementary School Population (4-13)	16,606	14,936	15,110	-1,496	-9%
Secondary School Population (14-18)	10,339	9,494	7,938	-2,401	-23%
Population Over 18 Years of Age	114,933	119,256	121,558	+6,625	+6%
Females Aged 25-44	17,981	16,197	15,916	-2,065	-11%

Although the total population increased between 2006 and 2016, there were declines in the elementary and secondary aged population. The total elementary aged population living within HPEDSB's jurisdiction declined by 9% between 2006 and 2016. The total secondary aged population declined by 23% during the same time period.

3.2 Enrolment

Historically, the elementary enrolment for HPEDSB declined by approximately 17% between 2005-2006 and 2016-2017 while the secondary enrolment decreased by 30% during the same period. Table 2 illustrates the historical enrolment for elementary and secondary for HPEDSB, as well as the change over a 10-year period.

Table 2 - HPEDSB Historical Enrolment Trends^g

HPEDSB Historical Enrolment Trends												
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change	% Change
JK-8	10,519	10,433	10,391	10,174	10,053	10,130	10,185	10,348	10,369	10,385	-134	-1%
9-12	6,327	6,001	5,745	5,226	5,146	4,941	4,892	4,734	4,711	4,655	-1,672	-26%

^f Watson & Associates Economists Ltd, *The Hastings and Prince Edward District School Board 15 Year Enrolment Projections*, Spring 2018.

^g Watson & Associates Economists Ltd, *Presentation - Hastings and Prince Edward District School Board Long Term Accommodations Strategy, Final Recommendations*, November 9, 2015 & Watson & Associates Economists Ltd, *The Hastings and Prince Edward District School Board 15 Year Enrolment Projections*, Spring 2018

While the historical trends are important, enrolment projections also provide information about the future of HPEDSB. Recently refreshed data supported by Watson & Associates is being used to support ongoing Long-Term Capital and Accommodation Plans.

Elementary and secondary school enrolment projections are compared to capacity as illustrated in Table 3. Capacity represents the number of student spaces in a school as determined by the Ministry of Education requirements.

Table 3 - HPEDSB Projected Enrolment Trends vs. Capacity^h

	Capacity	2019-2020	2020-2021	2029-2030
Elementary Enrolment	13,294	10,379	10,462	10,919
Surplus Capacity		2,909	2,832	2,375
Secondary Enrolment	5,781	4,236	4,439	4,742
Surplus Capacity		1,126	1,342	1,039

Current projections indicate that:

- Elementary enrolment (kindergarten to Grade 8) is projected to increase to approximately 10,919 students by 2029-2030, representing a 4% increase from existing 2020 figures.
- Secondary enrolment (Grade 9 to 12) is projected to slightly increase to approximately 4,742 students by 2029-2030, representing 7% change from existing 2020 figures.
- There is a total of 2,832 surplus spaces in elementary schools and 1,342 surplus spaces in secondary schools (2020).
- The board has significant facility renewal needs of \$203.8 million (including the Education Centre and the former Quinte Secondary School) over a five-year period (based on current 5-year renewal needs).

The utilization rate represents the measurement of the physical use of the permanent school facility based on the comparison of enrolment to the capacity of the school. This provides an indication of whether a school group or group of schools is over or under capacity, and by how much.

The utilization rate of elementary schools is currently 79% and for secondary schools is 77%. The secondary school utilization rate does not include the elementary students located at secondary schools.

HPEDSB schools are divided into school groups based on geographical location. In September 2018, the Moira, Quinte, and Centennial school groups were changed to create a new Eastside school group and an enlarged Centennial school group as a result of the consolidation of Quinte Secondary School into Eastside Secondary School and Centennial Secondary School. The pre-September 2018 and post-September 2018 school groups are shown as follows:

Pre-September 2018 School Group	Post-September 2018 School Group
Bayside School Group	Bayside School Group
Centennial School Group	Centennial School Group
Centre Hastings School Group	Central Hastings School Group
Moira School Group	Eastside School Group
Quinte School Group	
North Hastings School Group	North Hastings School Group
Prince Edward School Group	Prince Edward School Group
Trenton School Group	Trenton School Group

^h Watson & Associates Economists Ltd, *The Hastings and Prince Edward District School Board 15 Year Enrolment Projections*, Spring 2018, updated October 2021.

SECTION 4
School Facilities

4.0 School facilities

HPEDSB operates 39 schools in person (32 elementary, two K-12; four 7-12 and one secondary) that have a wide variety of sizes, ages, and building conditions. The cost of operating each school includes the direct costs of utilities such as heat and electricity, as well as short-term maintenance and repair, and long-term building renewal costs.

4.1 Size and age of facilities

The elementary school buildings total just approximately 105,500 square meters. The secondary facilities total approximately 99,400 square meters. Together, the 39 school buildings managed by the board occupy approximately 205,000 square meters of space.

The schools range in age from 5 years old to more than 100 years old:

- four schools are 15 years old or less
- two schools are between 16 and 45 years old
- the majority of schools, 30 schools or 73%, were constructed 46 to 75 years ago
- five schools were constructed more than 75 years ago.

The elementary schools are, on average, 58 years of age and many additions have been constructed. The average age of secondary schools is approximately 66 years with most having at least one addition. Figures 1 and 2 summarize the age of the elementary and secondary schools. Detailed information on school size and age can be found in Appendix B.

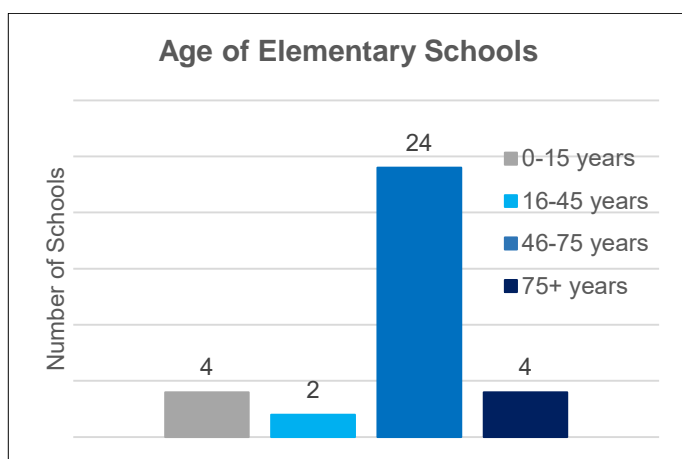


Figure 1 - Elementary School Age

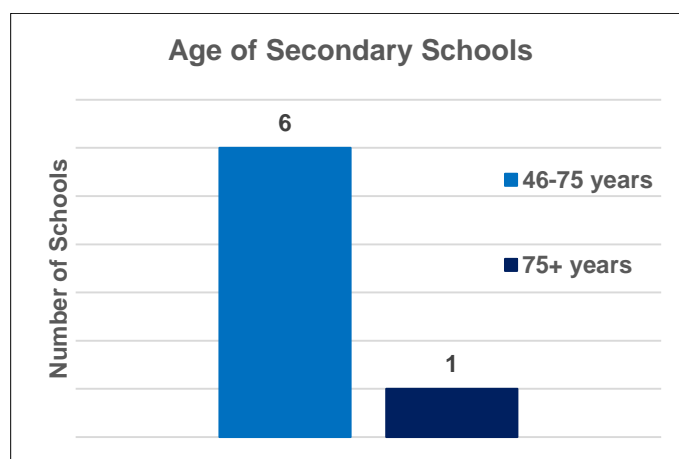


Figure 2 - Secondary School Age

4.2 On the Ground Capacity

The Ministry of Education provides direction on school size and the number of classrooms and instructional spaces to meet enrolment needs. A student loading has been assigned to each category of instructional space based on the number of students that can reasonably be accommodated - different types of rooms have different student loadings and differ between elementary and secondary panels. The sum of all student loadings within a facility is the On-The-Ground capacity (OTG)ⁱ - the number of students that the facility can reasonably accommodate.

ⁱ Ontario Ministry of Education, [Education Funding Technical Paper 2015-16](#), Spring 2015

Examples of classroom types for elementary and secondary panels and their corresponding loading are shown below in Table 4.

Table 4 - Elementary and Secondary Loadings^j

Instruction Space	Elementary Loading	Secondary Loading
Kindergarten	26	--
Classroom	23	21
Special Education	9	9
Resource Room	12	12

The overall OTG can be changed by constructing new school, additions, structural changes in schools or by consolidating schools in order to best meet enrolment requirements. Appendix B shows the OTG for all school facilities.

4.3 Facility condition and renewal needs

The condition of each school is periodically assessed by the Ministry of Education on a rotating five-year cycle. This information is used to *estimate* renewal needs over the following five years. The Ministry of Education cycles were completed from 2011-2015, and then from 2015-2020 across the province. The last cycle of new assessments for HPEDSB started in 2017 and was completed in 2020. These assessments include a detailed inspection and analysis of building and system components such as walls, foundations, roofing, windows, mechanical, electrical, plumbing and other systems for each school. The facility condition can assist in identifying replacement timing and estimated costs for building components, assist in identifying facility needs, and capital planning.

Building condition is assessed by comparing the cost of identified repair needs to the replacement cost of the building. This comparison, known as a Facility Condition Index (FCI), provides a ready means of determining which buildings are in good shape and which require significant investment - the lower the FCI, the better the building condition. HPEDSB has more than \$203.8 million in expected five-year renewal event costs, based on November 2021 data.

The Facility Condition Index (FCI) is a source of data about the state of school repairs. The Ministry of Education gathers this information in five-year cycles. The data is compiled and used by the Ministry of Education and (may be used) by school boards for planning capital projects and school repairs. Following the compilation of the data, the Ministry of Education releases a summary of the data province wide. The last comprehensive release was October 2017.

HPEDSB can also access a third party Ministry of Education database to review information at a point of time or over a number of years. This information is updated based on changes in the useful life of structures and systems over time, building conditions assessments, as well as the building renewal projects that are completed.

Appendix C includes the last set of Ministry of Education released data (October 2017) based on the 2011-2015 facility condition assessments for the FCI 5-year information on renewal needs and FCI per school group. Updated facility condition information is expected from the Ministry of Education for the 2015-2020 facility condition assessments. The appendix also includes HPEDSB data from a third-party Ministry of Education database as of November 2021. This data is generated based on previous facility condition assessments, changes in useful like of structures and systems, as well as completed HPEDSB renewal projects in schools.

Appendix C, Tables 34 and 35, illustrate the 5-year renewal needs as follows:

Assessment Year	Data Source	Data Used in App. C & Section 7
2011-2015 Assessment Year	Ministry of Education released data – October 2017, static information	Ministry of Education released data – October 2017, static information
2015-2020 Assessment Years	To be released, delayed due to COVID-19	Third party Ministry of Education database as of November 2021, continually updated

^j Ontario Ministry of Education, Facility Space Template

4.4 Utilization

The Utilization Rate is the measurement of the physical use of the permanent school facility based on the comparison of Enrolment to the OTG of the school. This calculation provides an understanding of whether a school group or groups of schools is over or under capacity and by how much.

Figure 3 compares the FCI and utilization rate over 5 years for each elementary and secondary school.

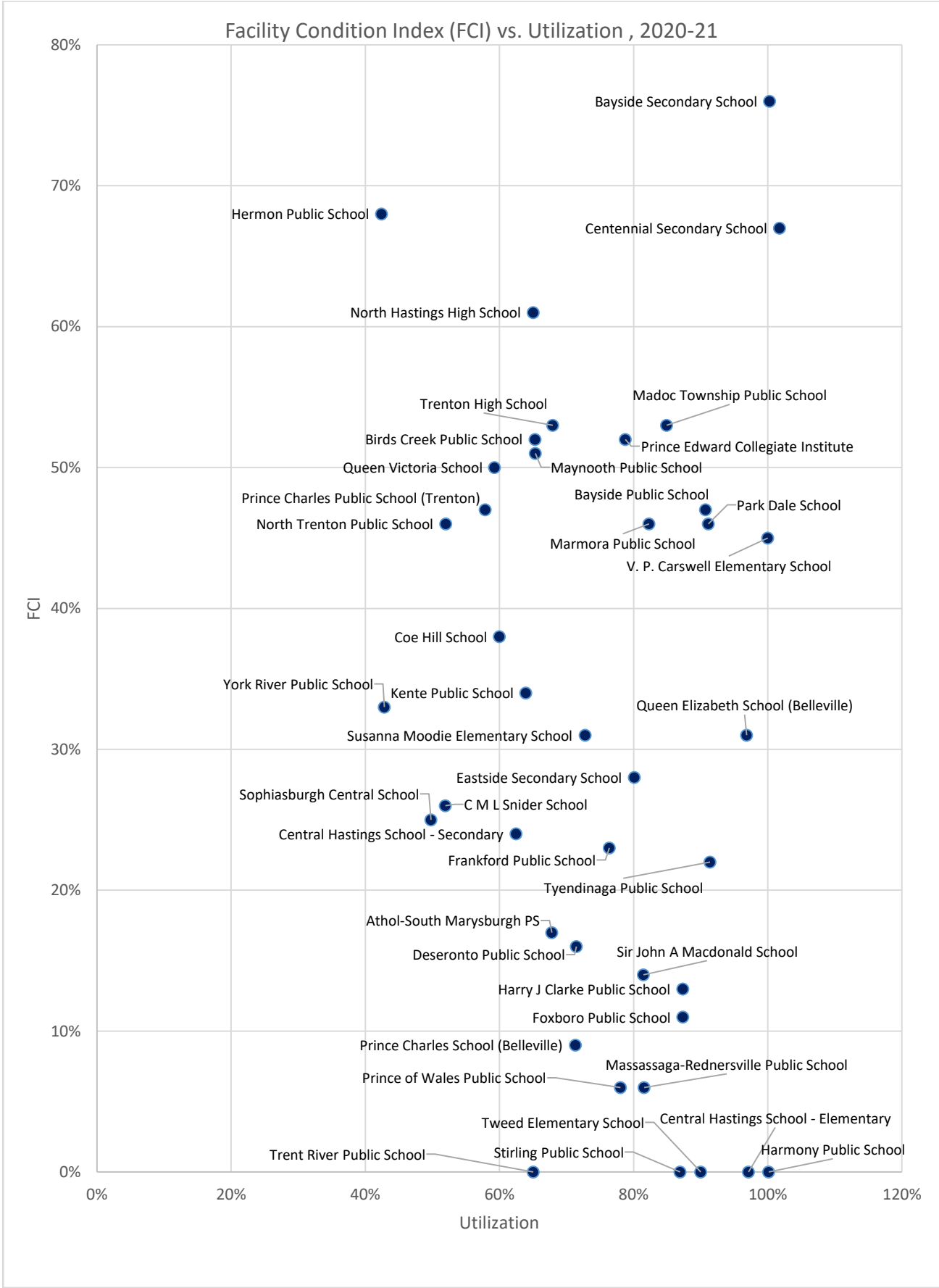


Figure 3 – FCI vs Utilization Rate^k

^k Ministry of Education, School Facility Condition Data, October 10, 2017; '2020-2021 HPEDSB enrolment data'.

SECTION 5
Transportation

5.0 Transportation

Tri-Board Student Transportation Services (Tri-Board) provides transportation services to HPEDSB, as well as the Algonquin and Lakeshore Catholic District School Board and Limestone District School Board.

5.1 Walking distance and bussing for students

The principle business of Tri-Board is to provide safe, secure, on-time, cost effective transportation and related services to the students of the member boards, as outlined in [Policy 17: Transportation of Students](#).

Board policy identifies walking distance for students as shown below:

Walking Distances for Students		
Grade Level	Distance to School	Distance to Bus Pick-up
JK-6	1.6km	0.8km
Grade 7-8	3.2km	1.6km
Grade 9-12	3.2km	1.6km

Approximately 4,840 students are eligible to walk to school, and approximately 8,760 students are eligible to be bussed to school from home address. While an additional 427 students are eligible to walk to school from home address, they are bussed due to identified safety hazards.

Students are on a bus, on average, 22 minutes per day. Time spent on buses may fluctuate depending on school location, semester, route length and road conditions.

Tri-Board manages approximately 254 school bus elementary routes and approximately 197 secondary bus routes. Of those, 194 are elementary/secondary shared routes. Figure 4 below illustrates the approximate route count per school group.

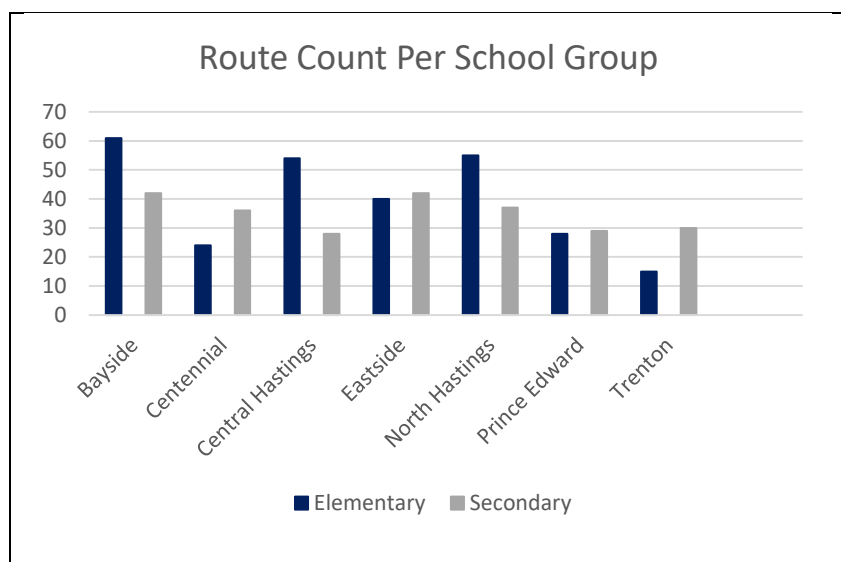


Figure 4 - Route Count¹

Transportation distances for students to and from schools is a factor that will be considered relative to accommodation strategies.

¹ Tri-Board Student Transportation Services, October 2021

SECTION 6

Community Use of Schools, Community Partnerships and Hubs

6.0 Community use of schools, community partnerships and hubs

HPEDSB welcomes community use of schools and community partnerships in support of healthy, active lifestyles and sustainable, vibrant communities. The school board's first responsibility is to ensure student safety and well-being, and to support student achievement.

Cooperative and collaborative partnerships are part of the foundation of a strong, vibrant and sustainable public education system. Partnerships can strengthen the role of the schools in communities, provide places for programs, facilitate the coordination of, and improve access to, services for students and the broader community. Facility partnerships must be on a cost-recovery basis to the school board. [Procedure 570: Community Planning and Partnerships](#) describes the process for establishing a facility partnership with community organizations.

6.1 Community use of schools

Schools can be hubs for community activities. They offer a place to come together, volunteer, build skills, access community programs, become physically active and build strong and healthy communities. The community use of schools program supports and promotes healthy, active lifestyles for community youth.

In partnership with the Ministry of Education, HPEDSB offers affordable and accessible space for community use outside school hours. School classrooms, gymnasiums, grounds and sports fields across the district are available for use by not-for-profit and for-profit groups, such as community, educational, cultural, recreational, youth and sports organizations. Space could be available for community use after school hours on weekdays and on weekends, in a manner that is both fair and equitable, on a cost recovery basis. The board, where feasible, will ensure that after-hours user fees are affordable for not-for-profit community activities.

[Procedure 540: Community Use of Schools](#) governs community use of school facilities and grounds, and describes the booking and permit application process.

6.2 Facility partnerships

The school board's primary responsibility is to support student achievement and well-being and ensure that the health and safety of students is protected. Within this context, Hastings and Prince Edward District School Board welcomes the opportunity to share facilities with community partners. The school board is committed to working with community partners to optimize the use of public assets, particularly when it relates to and benefits supporting students.

The construction of new schools, additions and renovations represent a significant public investment in a long term asset. It is also an opportunity to leverage other infrastructure investments by co-building with organizations that provide services and programs for children, their families and the broader community.

Opportunities for facility partnerships will be considered when building new schools and undertaking significant renovations, while balancing the use of unoccupied space in schools. This may also include properties associated with schools that may close and sites that may be considered for future disposition.

Consideration will be given to partnerships that:

- i) maximize the use of space in schools and board facilities and reduce facility operating costs;
- ii) improve services and supports available for students;
- iii) strengthen relationships between the school board, community partners and the public; and
- iv) provide a foundation for improved service delivery for communities.

The responsibility of the Board of Trustees is to ensure that the educational needs of the students are met before other options, such as facility partnerships are considered.

The school board will share planning information on an annual basis, or as required, with local municipalities and community organizations as it explores options to address under-utilized space in schools. Similarly, the school board encourages community partners to share planning information when considering proposals or plans to build their own facilities. This information sharing will allow school boards and other entities to work together to the benefit of boards, students and the community, and to optimize the use of public assets owned by the school board.^m

[Procedure 570: Community Planning and Partnership](#) describes the process for establishing facility partnerships with community partners and other entities and for effectively sharing planning information with community organizations, including land use and green space/park planning.

A public meeting is held annually in various locations to discuss potential planning and facility partnership opportunities with the public and community organizations.

6.3 Child care and early learning

HPEDSB recognizes that school boards play a key role in integrating and coordinating early-years and child care programs. Providing an environment where services can be co-located for the convenience of parents and families is an important consideration. Schools are a significant part of identifying local needs and priorities for community hubs.

A variety of child care and early learning programs are offered in many schools in HPEDSB. They provide children and families with a seamless transition to school and quality services in a safe, welcoming and inclusive learning environments. Programs are operated by community child care and early learning partners and are based on family and community needs.

Before and after school child care programs will be considered, where viable, in all schools with Grades K-6. Opportunities for infant, toddler and preschool child care programs and early learning partnerships will be considered on an ongoing basis based on community needs, and as part of the school board's planning process when building new schools and undertaking significant renovations, as described in [Procedure 570: Community Planning and Partnerships](#). Establishing child care programs in schools will be guided by [Procedure 575: Child Care Programs in Schools](#).

^m Ministry of Education, Community Planning and Partnerships Guideline, March 2015

SECTION 7

School Group Overview

7.0 School Group Overview

This section includes details on the current situation of schools in each school group, and this framework will form the basis for the development of specific recommendations for accommodation reviews under [Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review](#). This will be a multi-year plan which follows a process mandated by the Ministry of Education and includes opportunities for community involvement and input.

7.1 Pupil accommodation reviews

Before any significant change can be implemented, a pupil accommodation review is required. An accommodation review is a process undertaken by the school board to determine the future of a school or group of schools when decisions regarding consolidation, closure, or program relocation are made. An accommodation review takes into account the needs of all of the students in all schools in the review area and in a particular school group.

In March 2015 in consultation with various stakeholders, the Ministry of Education released The [Pupil Accommodation Review Guideline](#), providing a framework of minimum standards for school boards to use when undertaking pupil accommodation reviews to determine the future of a school or group of schools. This guideline ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.ⁿ

In the fall of 2017, the Ministry of Education undertook a consultation on proposed revisions to the Pupil Accommodation Review Guideline in consultation with various stakeholders and released a Draft Revised Pupil Accommodation Review Guideline. As of November 2018, the final document has not been released and pupil accommodation reviews are on hold throughout Ontario.

The board will update its [Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review](#) and [Procedure 570: Community Planning and Partnerships](#) to align with the revised Ministry of Education [Pupil Accommodation Guideline](#) once the final version is released.

7.2 School organization models as accommodation strategies

7.2.1 Current model

The following models are currently in place at elementary schools:

- 18 are Kindergarten to Grade 8
- 14 are Kindergarten to Grade 6

There is one secondary school operating as a Grade 9 to 12 model (Eastside Secondary), four that operate a Grade 7 to 12 model (Bayside Secondary School, Centennial Secondary School, North Hastings High School and Trenton High School), and two that are operating a K-12 model (Central Hastings School and Prince Edward Collegiate Institute).

HPEDSB currently operates a K-10 virtual school.

7.2.2 Grade 7–12 model

One strategy for using the surplus space at secondary schools is to utilize a Grade 7-12 model. The Grade 7-12 model addresses surplus space at secondary schools and offers improved program benefits to Grade 7 and 8 elementary students. In this model, Grades 7 and 8 students attend a secondary school.

ⁿ Ontario Ministry of Education, [Pupil Accommodation Review Guideline](#), March 2015

The board currently has experience with the Grade 7-12 model: Bayside Secondary School, Centennial Secondary School, North Hastings High School and Trenton High School have Grade 7 and 8 students. Many school boards across Ontario have been exploring or moving to a Grade 7-12 secondary model and many school boards in Eastern Ontario already employ this model at some or all of their secondary schools.

There can be positive program implications through mentoring programs and elementary to secondary connections in the model. The secondary facility can provide program opportunities or specialized classroom space, such as Science labs. A Grade 7-12 model may also increase student retention from Grade 8 to 9. From a space perspective, it also can provide the board with flexibility and adaptability of space if demographics change or programming needs evolve.

7.2.3 Kindergarten to Grade 12 model

School boards across Ontario has also been exploring or moving toward the K-12 model. There are school boards in Eastern Ontario who have implemented this model in new school builds. Currently, the K-12 model is provided at Central Hastings School and Prince Edward Collegiate Institute. The K-12 school model is a community school serving all students from entry to kindergarten through graduation from secondary programming. Many opportunities are offered for staff collaboration and student leadership and mentorship.

7.3 Attendance boundary changes as an accommodation strategy

Attendance boundary changes are another possible accommodation strategy.

Boundary reviews can be made for a variety of reasons, such as the following:

- Opening of a new school and establishing a new boundary and adjusting the boundaries of existing schools in the area;
- Changing the grade structure of an elementary school. In secondary schools it can be used for determining the boundaries for programs;
- Balancing enrolment and facilities, where one school may have too many students for its capacity and another may have too few;
- Upon approval by municipalities of new residential development, the area needs to be assigned to a school where capacity exists.

When a school board identifies a school that is projected to have long-term excess space, moving attendance boundaries and programs to balance enrolment between over and underutilized school may be considered prior to a public accommodation review.

School boundaries are also a key consideration when school closings and/or school consolidations are being proposed.

School boundaries are shown in Sections 7.6 to 7.19 and on maps in Appendix D. Boundaries can also be reviewed at [Tri-Board Student Transportation Services Inc.](#) web page.

7.4 Transition process

Upon the completion of a pupil accommodation review, when a decision has been made to consolidate schools, students may be transferred to a different school. It is essential for students to feel welcome at their new school. In these situations, transition plans will be created to make the move to a different school as smooth as possible. The transition plan organizes the transfer of students, program materials, equipment and school memorabilia from the closing school to the receiving school or schools.

Transition plans typically include opportunities for students and parents from the consolidating school(s) to come together, prior to the consolidation, to engage in activities together and to build a renewed sense of community. The transition process is generally planned in consultation with students, families and school staff.

7.5 Disposal of property

Should HPEDSB decide that a closed school is no longer needed for the purposes of the board, the facility can be declared “surplus to the needs of the board”. School boards can then proceed to lease or sell the surplus property to other organizations at fair market value in accordance with the process described in Ontario Regulation 444/98 *Disposition of Surplus Real Property* and with the Board’s [Procedure 580: Disposal of Real Property](#).

In an effort to encourage public properties to remain in the public sphere, school boards are required to first offer their properties to other public sector organizations in priority order (which includes other school boards, municipalities and other levels of government). If the surplus property is not leased or purchased by the public sector, then the property may be offered on the open market.

The Ministry of Education introduced a number of amendments to Ontario Regulation 444/98 *Disposition of Surplus Real Property* in 2016:

- Double the surplus property circulation period from 90 days to 180 days, providing listed public entities with 90 days to express interest in the property and an additional 90- days to submit an offer;
- Expand the list of public entities to receive notification of surplus property disposition to include: Coterminous School Boards; Entities delivering education services to section 23 students in the disposing board’s jurisdiction; District Social Services Administration Boards or Consolidated Municipal Service Managers; Colleges; Universities; Children’s Mental Health Agencies; Local Health Integration Networks; Public Health Boards; Ontario (Crown in Right of Ontario); Lower-Tier Municipalities; Upper-Tier Municipalities; Local Service Boards; First Nation and Métis Organizations; and the federal government (Crown in Right of Canada);
- Have all board-to-board sales be at fair market value;
- Introduce a maximum rate a school board can charge for leasing a school to another board; and
- Clarify that private education providers are not eligible to lease surplus property unless the property has first been circulated to listed public entities.^o

^o Ontario Ministry of Education, [Memorandum to Directors of Education, 2016:B06, Grants for Student Needs changes for 2015-16 and 2016-17](#), March 2016.

7.6 Bayside Secondary School

The Bayside school group is served by a single secondary school (Grade 7 -12) – Bayside Secondary School. As of September 2019, Bayside Secondary School was considered a Grade 7 to 12 facility as the grade 7 and 8 students from Bayside Public School were consolidated with BSS. The elementary feeder schools to Bayside Secondary School are shown below in Table 5 and Figure 5.

Table 5 - Bayside Elementary Feeder Schools

2020-2021 Bayside Secondary School (7-12)
Bayside Public School (K-6)
Bayside Secondary School (7-8)
Frankford Public School (K-8)
Stirling Public School (K-8)

Figure 6 illustrates that the current and projected secondary enrolment at Bayside Secondary School exceeds the capacity over the majority of the next 10-year period. This information is exclusive of the 7-8 elementary students. Larger figures can be found in Appendix D with additional data.

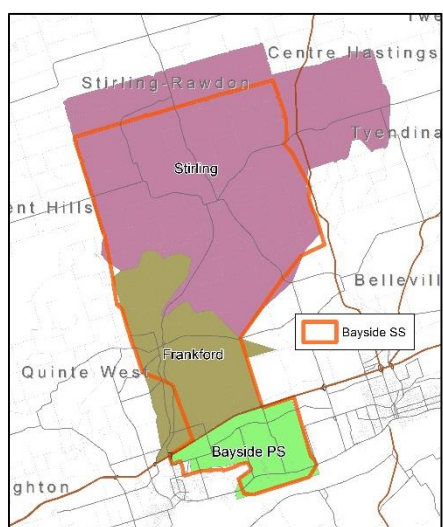


Figure 5 - Bayside School Group

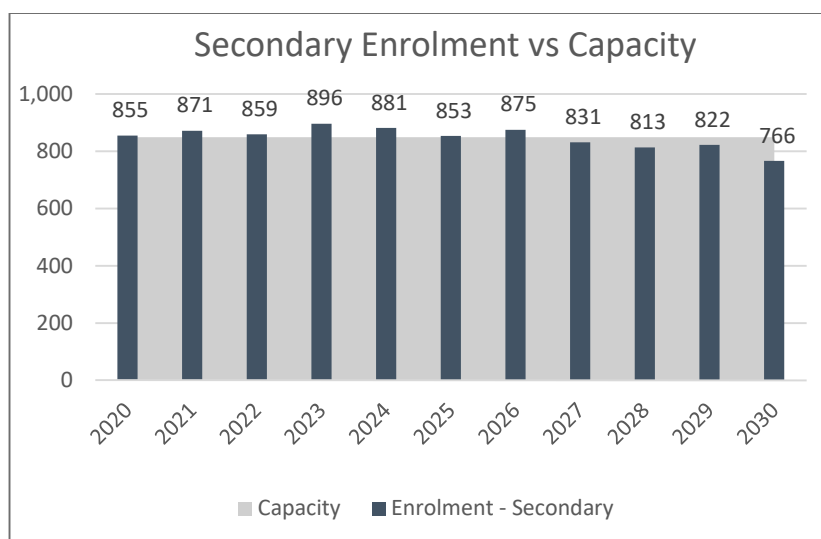


Figure 6 - Bayside SS Enrolment vs. Capacity

The school information and renewal needs are shown in Table 6 below.

Table 6 - Summary Capacity, Enrolment, and Renewal Needs - Bayside SS (9-12)

2020-2021 Year	Bayside SS
Capacity (OTG)	849
Enrolment	855
Surplus Capacity	-6
Utilization	100%
5 Year Renewal Needs from Date of Assessment (as outlined in Appendix C)	
Renewal Needs (Oct 2017)	\$18,332,196
Facility Condition Index (Oct 2017)	76%
Renewal Needs (Nov 2021)	\$17,631.74
Facility Condition Index (Nov 2021)	70%

7.7 Bayside elementary schools

There are four elementary schools in the Bayside School Group, including the elementary students at Bayside Secondary School, as shown in Figure 7. The list of Bayside elementary schools is shown in Table 7 below.

Table 7 - Bayside Elementary Schools

2020-2021 Year
Bayside Public School (K-6)
Bayside Secondary School (7-8)
Frankford Public School (K-8)
Stirling Public School (K-8)

Figure 8 illustrates the combined capacity of the four elementary schools. Larger figures can be found in Appendix D with additional data.

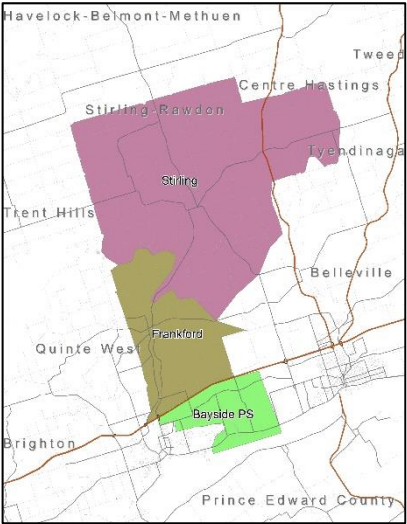


Figure 7 - Bayside School Group

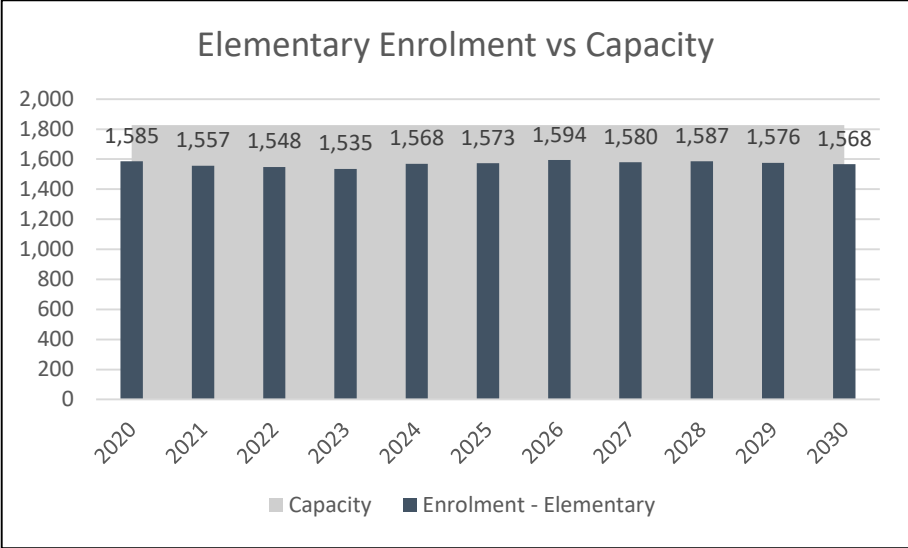


Figure 8 - Bayside Elementary Enrolment vs. Capacity

A total surplus capacity of 242 exists. The school information and renewal needs of the elementary schools are shown in Table 8 below.

Table 8 - Summary Capacity, Enrolment, and Renewal Needs of Bayside Elementary Schools

2020-2021 Year	Bayside PS	Bayside SS (7-8)	Frankford PS	Stirling PS	Total
Capacity (OTG)	421	196	398	812	1,827
Enrolment	382	193	304	706	1,585
Surplus Capacity	39	3	94	106	242
Utilization	91%	98%	76%	87%	87%
5 Year Renewal Needs from Date of Assessment (as outlined in Appendix C)					
Renewal Needs (Oct 2017)	\$2,931,076	-	\$1,989,685	\$0	\$4,920,761
Facility Condition Index (Oct 2017)	47%	-	23%	0%	-
Renewal Needs (Nov 2021)	\$2,555,500	-	\$3,622,337	\$293,855	\$6,471,692
Facility Condition Index (Nov 2021)	49%	-	39%	4%	-

7.8 Centennial Secondary School

Following the consolidation of secondary schools in Belleville, the following elementary feeder schools for Centennial Secondary School are shown in Table 9 below.

Table 9 –Centennial Elementary Feeder Schools

2020-2021 Centennial Secondary School (7-12)
Foxboro Public School (K-8)
Centennial Secondary School (7-8)
Park Dale School (K-8)
Prince Charles School (Belleville) (K-6)
Sir John A. Macdonald School (K-6)
Susanna Moodie Elementary School (K-8)

Figure 9 illustrates the school boundary and Figure 10 illustrates that Centennial Secondary School, of which excludes the 7-8 elementary students, is currently at 104% capacity (2020) and projected enrolment is anticipated to fall below capacity where it will stay fairly consistent below full capacity. Larger figures can be found in Appendix D with additional data.

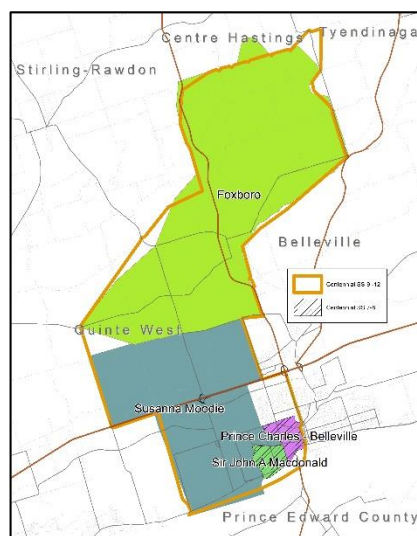


Figure 9 - Centennial School Group

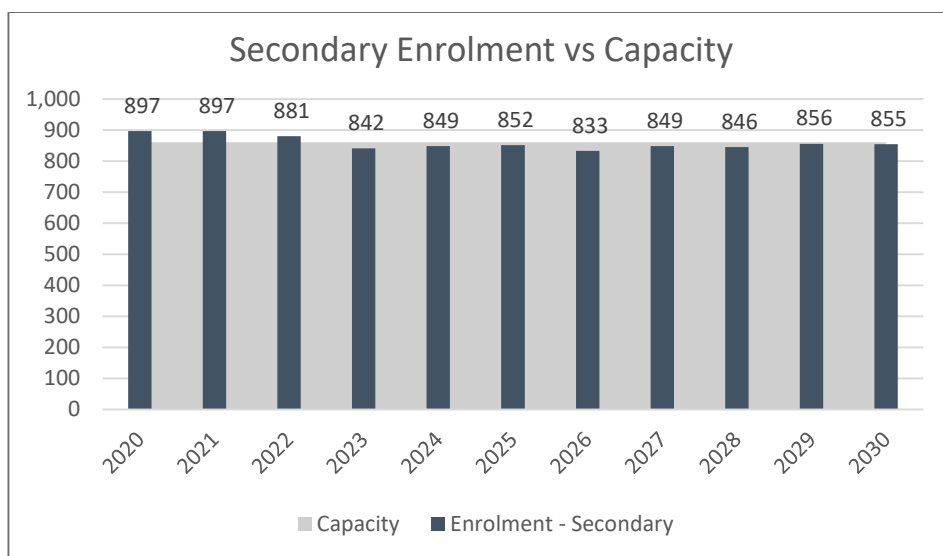


Figure 10 – Centennial SS Enrolment vs. Capacity

Enrolment is currently over capacity by 36 student places. The enrolment calculation does not include Grade 7 and 8 students at Centennial Secondary School. The school information and renewal needs of the school are shown in Table 10 below.

Table 10 - Summary Capacity, Enrolment, and Renewal Needs of Centennial Secondary School

2020-2021 Year	Centennial SS
Capacity (OTG)	861
Enrolment	897
Surplus Capacity	-36
Utilization	104%
5 Year Renewal Needs from Date of Assessment (as outlined in Appendix C)	
Renewal Needs (2017)	\$18,066,839
Facility Condition Index (2017)	67%
Renewal Needs (November 2021)	\$15,342,244
Facility Condition Index (November 2021)	57%

7.9 Centennial elementary schools

Six elementary schools are in the Centennial School Group, including the elementary students at Centennial Secondary School, as shown in Figure 11. The list of Centennial elementary schools is shown below.

Table 11 - Centennial Elementary Schools

2020-2021 Year
Centennial Secondary School (7-8)
Foxboro Public School (K-8)
Park Dale School (K-8)
Prince Charles School (Belleville) (K-6)
Sir John A. Macdonald School (K-6)
Susanna Moodie Elementary School (K-8)

Figure 12 illustrates that the combined capacity of the six elementary schools, including Centennial SS (7-8) provides an overall utilization rate of 79% based on 2020 enrolments and is projected to stay below capacity by 2030. Larger figures can be found in Appendix D with additional data.

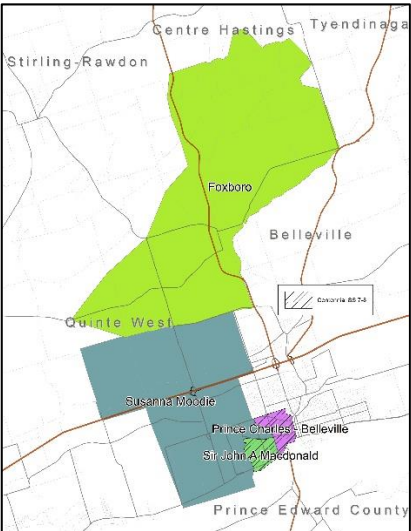


Figure 11 - Centennial School Group

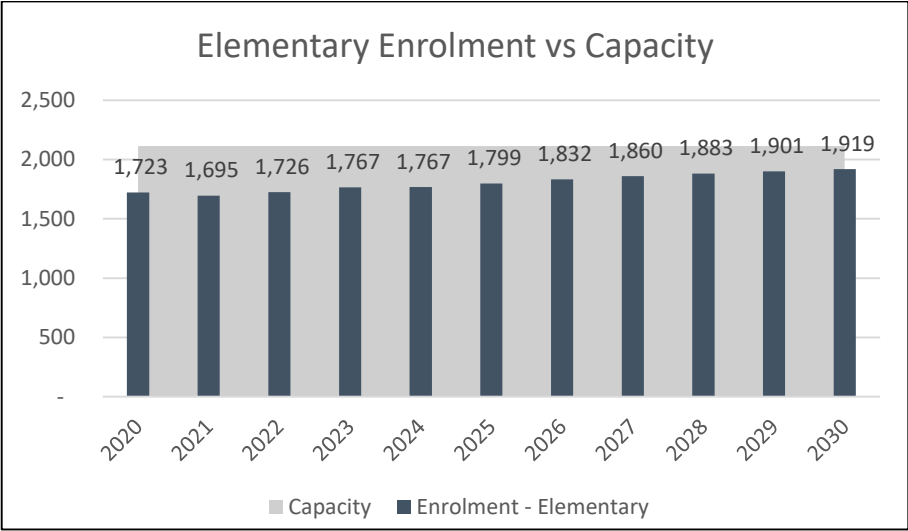


Figure 12 - Centennial Elementary Enrolment vs. Capacity

A total surplus capacity of 391 students exists. The school information and renewal needs are shown in Table 12 below.

Table 12 - Summary Capacity, Enrolment, and Renewal Needs of Centennial Elementary Schools

2020-2021 Year	Centennial SS (7-8)	Foxboro Public School	Park Dale School	Prince Charles School (Belleville)	Sir John A Macdonald School	Susanna Moodie Elementary School	Total
Capacity (OTG)	161	435	395	401	329	393	2,114
Enrolment	143	380	360	286	268	286	1,723
Surplus Capacity	18	55	35	115	61	107	391
Utilization	89%	87%	91%	71%	81%	73%	82%
5 Year Renewal Needs from Date of Assessment (as outlined in Appendix C)							
Renewal Needs (Oct 2017)	-	\$904,031	\$3,984,128	\$750,935	\$1,023,801	\$2,373,132	\$9,036,027
Facility Condition Index (Oct 2017)	-	11%	46%	9%	14%	31%	-
Renewal Needs (Nov 2021)	-	\$1,906,884	\$2,474,319	\$1,222,166	\$2,173,272	\$5,441,932	\$13,758,573
Facility Condition Index (Nov 2021)	-	26%	35%	24%	38%	78%	-

7.10 Central Hastings Secondary School

Central Hastings is served by a single secondary school (Grade 9 -12), Central Hastings School located in Madoc. In September 2021, Madoc PS was consolidated at Central Hastings School, establishing a K-12 school. The Central Hastings School Group elementary schools that feed Central Hastings School are shown below.

Table 13 - Central Hastings Secondary School Feeder Schools

2020-2021 Centre Hastings Secondary School (9-12)	
Central Hastings School - Elementary (Former Madoc Public School) (K-8)	
Madoc Township Public School (K-8)	
Marmora Public School (K-8)	
Tweed Elementary School (K-8)	

Figure 14 illustrates that the capacity of Central Hastings Secondary School in 2020-2021 greatly exceeds the current and projected enrolment. Larger figures can be found in Appendix D with additional data.

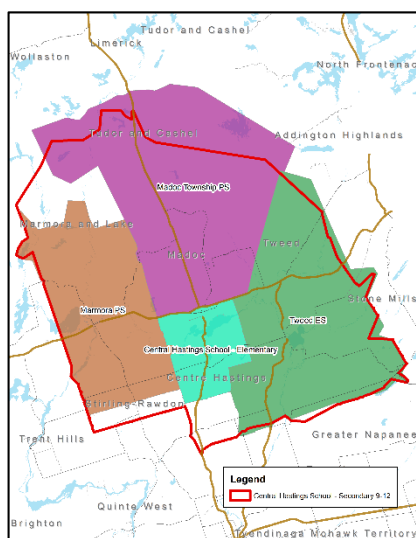


Figure 13 - Central Hastings School Group

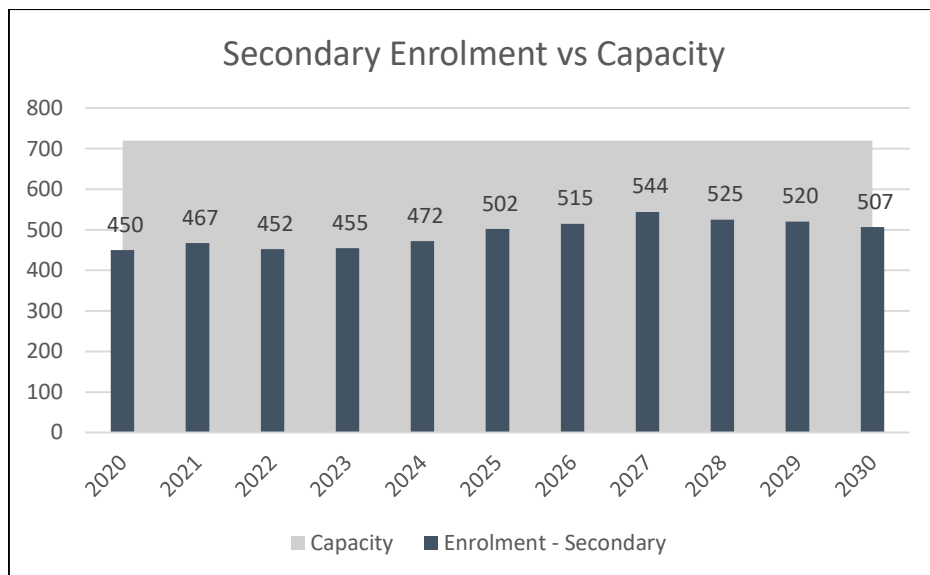


Figure 14 - Central Hastings Secondary Enrolment vs. Capacity

There is surplus capacity of 270 student places. The school information and renewal needs are shown in Table 14 below.

Table 14 - Summary Capacity, Enrolment, and Renewal Needs of Central Hastings School

2020-2021 Year	Central Hastings School
Capacity (OTG)	720
Enrolment	450
Surplus Capacity	270
Utilization	63%
5 Year Renewal Needs from Date of Assessment (as outlined in Appendix C)	
Renewal Needs (Oct 2017)	\$6,984,076
Facility Condition Index (Oct 2017)	24%
Renewal Needs (Nov 2021)	\$10,929,183
Facility Condition Index (Nov 2021)	43%

7.11 Central Hastings elementary schools

Four elementary schools are in the Central Hastings School Group. The list of Central Hastings elementary schools is shown in Table 15 below.

Table 15 - Central Hastings Elementary Schools

2020-2021 Year
Central Hastings School - Elementary (Former Madoc PS) (K-8)
Madoc Township Public School (K-8)
Marmora Public School (K-8)
Tweed Elementary School (K-8)

Figure 16 illustrates that the combined capacity of the four elementary schools with a utilization rate of 90% based on 2020 enrolments and will stay below full capacity by 2030. Larger figures can be found in Appendix D with additional data.

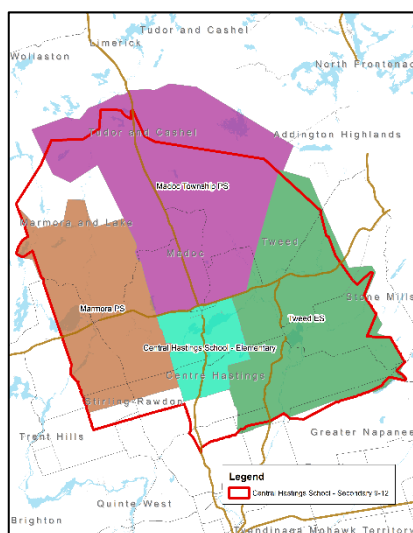


Figure 15 - Central Hastings School Group

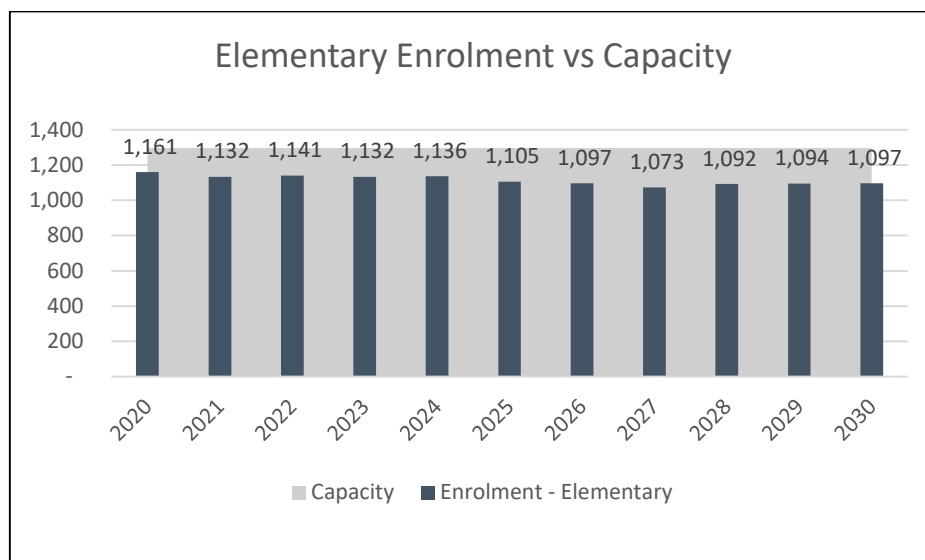


Figure 16 - Central Hastings Elementary Enrolment vs. Capacity

A combined surplus capacity of 136 students exists. The school information and renewal needs of the elementary schools are shown in Table 16.

Table 16 - Summary Capacity, Enrolment, and Renewal Needs of Central Hastings Elementary Schools

2020-2021 Year	Central Hastings School (K-8)	Madoc Township Public School	Marmora Public School	Tweed ES	Total
Capacity (OTG)	383	199	305	410	1,297
Enrolment	372	169	251	369	1,161
Surplus Capacity	11	30	54	41	136
Utilization	97%	85%	82%	90%	90%
5 Year Renewal Needs from Date of Assessment (as outlined in Appendix C)					
Renewal Needs (Oct 2017)	-	\$2,862,753	\$2,227,200	-	\$7,351,386
Facility Condition Index (Oct 2017)	-	53%	46%	-	-
Renewal Needs (Nov 2021)	-	\$1,742,452	\$2,052,106	\$249,635	\$7,029,700
Facility Condition Index (Nov 2021)	-	28%	45%	4%	-

7.12 Eastside Secondary School

Eastside Secondary School is located in Belleville and serves grade 9 – 12 students. The elementary feeder schools for Eastside Secondary School are shown in Table 17 below.

Table 17 – Eastside Area Elementary Feeder Schools

2020-2021 Eastside Secondary School
Deseronto Public School (K-8)
Harmony Public School (K-8)
Harry J Clarke Public School (K-8)
Prince of Wales Public School (K-8)
Queen Elizabeth School (Belleville) (K-8)
Queen Victoria School (K-6)
Tyendinaga Public School (K-8)

*Quinte Mohawk School, Federal School on Tyendinaga Territory

Figure 17 illustrates the school boundary and Figure 18 illustrates that Eastside Secondary School is at an 80% utilization rate based on 2020 enrolment. Larger figures can be found in Appendix D with additional data.

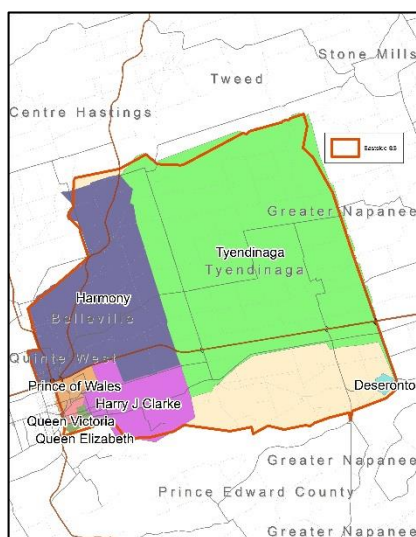


Figure 17 – Eastside School Group

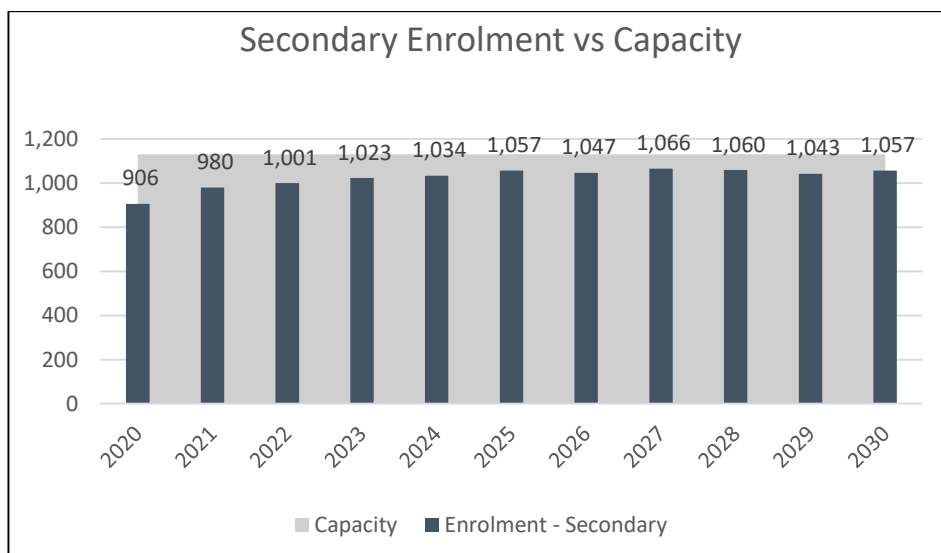


Figure 18 –Eastside SS Enrolment vs. Capacity

A surplus capacity of 225 student places exists (2020). The school information and renewal needs of the school are shown in Table 18.

Table 18 - Summary Capacity, Enrolment, and Renewal Needs of Eastside Secondary School

2020-2021 Year	Eastside SS
Capacity (OTG)	1,131
Enrolment	906
Surplus Capacity	225
Utilization	80%
5 Year Renewal Needs from Date of Assessment (as outlined in Appendix C)	
Renewal Needs (Oct 2017)	\$7,497,628
Facility Condition Index (Oct 2017)	28%
Renewal Needs (Nov 2021)	\$12,399,991
Facility Condition Index (Nov 2021)	54%

Eastside Secondary School welcomes students from Quinte Mohawk School in Tyendinaga. These students are supported through a formal tuition agreement reached collaboratively with the Mohawks of the Bay of Quinte, Aboriginal Affairs and Northern Development Canada and Hastings and Prince Edward District School Board. The tuition agreement and the partnership with the Mohawks of Bay of Quinte will need to be considered in any accommodation strategy.

7.13 Eastside elementary schools

Seven elementary feeder schools are in the Eastside School Group. The elementary schools are shown in Table 19 below.

Table 19 – Eastside Elementary Schools

2020-2021 Year
Deseronto Public School (K-8)
Harmony Public School (K-8)
Harry J Clarke Public School (K-8)
Prince of Wales Public School (K-8)
Queen Elizabeth School (Belleville) (K-8)
Queen Victoria School (K-6)
Tyendinaga Public School (K-8)

Figure 20 illustrates that the combined capacity of the seven elementary schools provides a utilization rate of 85% based on current (2020) enrolments. Larger figures can be found in Appendix D with additional data.

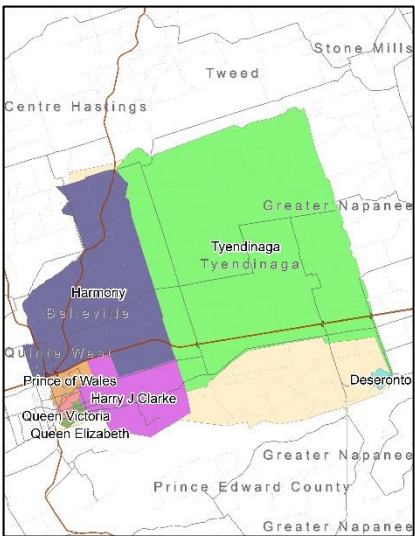


Figure 19 – Eastside School Group

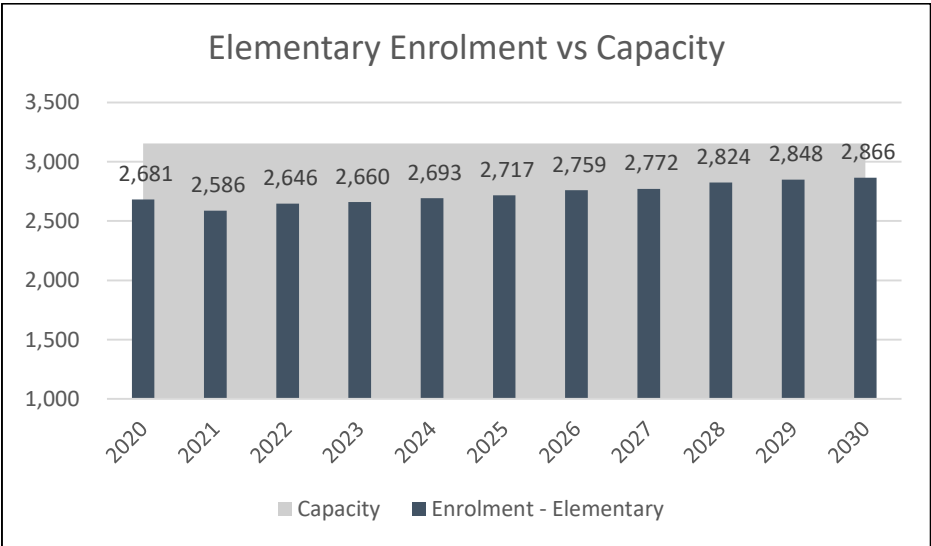


Figure 20 – Eastside Elementary Enrolment vs. Capacity

A total surplus capacity of 473 students exists. The renewal needs of the elementary schools are shown in Table 20 on the following page.

Construction began in fall 2021 for the new consolidated school, Easthill Elementary School, which will see the consolidation of Queen Elizabeth Public School and Queen Victoria Public School. School opening is anticipated for September 2023 at an On the Ground Capacity of 472.

Table 20 - Summary Capacity, Enrolment, and Renewal Needs of Eastside Elementary Schools

2020-2021 Year	Deseronto Public School	Harmony Public School	Harry J Clarke Public School	Prince of Wales Public School	Queen Elizabeth School (Belleville)	Queen Victoria School	Tyendinaga Public School	Total
Capacity (OTG)	256	695	711	474	254	415	349	3,154
Enrolment	183	696	621	370	246	246	319	2,681
Surplus Capacity	73	-1	90	104	8	169	30	473
Utilization	71%	100%	87%	78%	97%	59%	91%	85%
Renewal Needs (Oct 2017)	\$966,837	\$0	\$1,780,831	\$472,043	\$1,916,466	\$4,334,004	\$1,785,384	\$11,255,565
Facility Condition Index (Oct 2017)	16%	\$0	13%	6%	31%	50%	22%	-
Renewal Needs (Nov 2021)	\$2,771,402	\$260,156	\$4,374,050	\$3,734,444	\$3,369,827	\$6,605,182	\$1,656,027	\$22,771,088
Facility Condition Index (Nov 2021)	40%	5%	32%	41%	62%	78%	21%	-

7.14 North Hastings High School

North Hastings is served by a single secondary school (Grade 7 -12) – North Hastings High School located in Bancroft. In September of 2019, North Hastings Secondary School became a grade 7 – 12 facility, as the grade 7 and 8 students from York River Public School were consolidated with NHHS. The North Hastings School Group elementary schools that feed North Hastings High School are shown below in Table 21 and Figure 21.

Table 21 – North Hastings Elementary Feeder Schools

2020-2021 North Hastings High School (7-12)
Bird's Creek Public School (K-6)
Coe Hill School (K-6)
Hermon Public School (K-6)
Maynooth Public School (K-6)
North Hastings Secondary School (7-8)
York River Public School (K-6)

Figure 22 illustrates that the capacity of North Hastings High School, excluding NHHS (7-8), greatly exceeds the current and projected enrolment. Larger figures can be found in Appendix D with additional data.

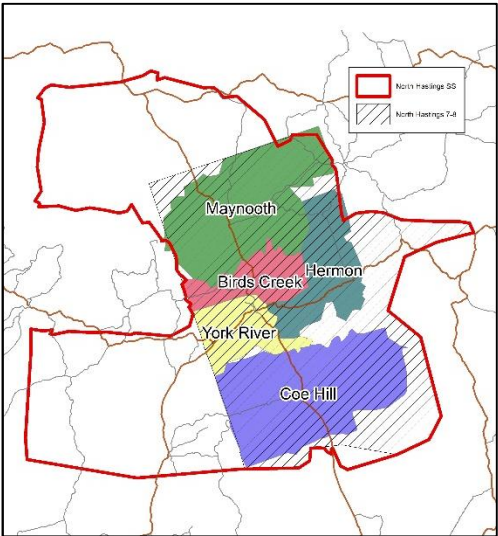


Figure 21 - North Hastings School Group

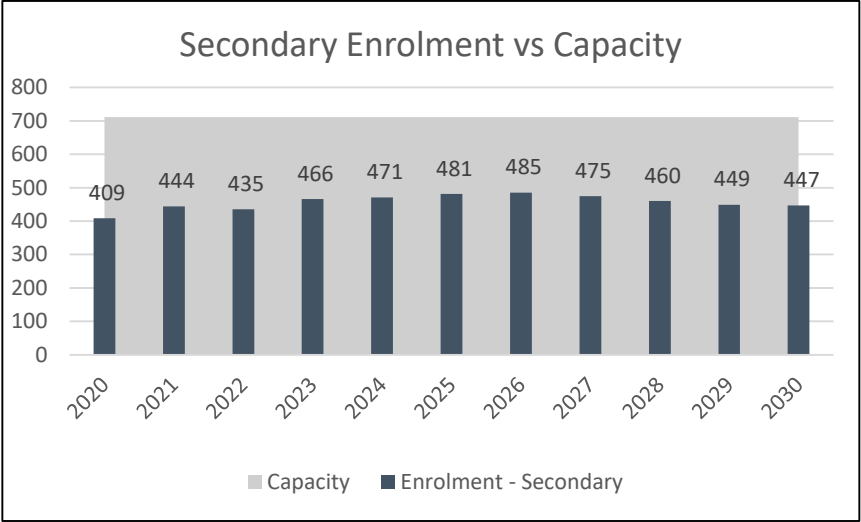


Figure 22 - North Hastings HS Enrolment vs. Capacity

There is a total surplus capacity of 302 student places in 2020. The school information and renewal needs are shown in Table 22.

Table 22 - Summary Capacity, Enrolment, and Renewal Needs of North Hastings High School

2020-2021 Year	North Hastings HS
Capacity (OTG)	711
Enrolment	409
Surplus Capacity	302
Utilization	58%
5 Year Renewal Needs from Date of Assessment (as outlined in Appendix C)	
Renewal Needs (Oct 2017)	\$18,489,028
Facility Condition Index (Oct 2017)	61%
Renewal Needs (Nov 2021)	\$12,198,125
Facility Condition Index (Nov 2021)	48%

The connection of schools in North Hastings to the Metis Organization of Ontario and to Kijicho Manito Madaouskarini Algonquin Nation should be noted.

7.15 North Hastings elementary schools

Six elementary schools are in the North Hastings School Group, including the elementary students at North Hastings High School (Figure 23). The list of North Hastings elementary schools is shown in Table 23 below.

Table 23 - North Hastings Elementary Schools

2020-2021 Year
Bird's Creek Public School (K-6)
Coe Hill School (K-6)
Hermon Public School (K-6)
Maynooth Public School (K-6)
North Hastings Secondary School (7-8)
York River Public School (K-6)

Figure 24 illustrates that the combined capacity of the five elementary, including North Hastings SS (7-8), schools provides a utilization rate of 59%. Larger figures can be found in Appendix D with additional data.

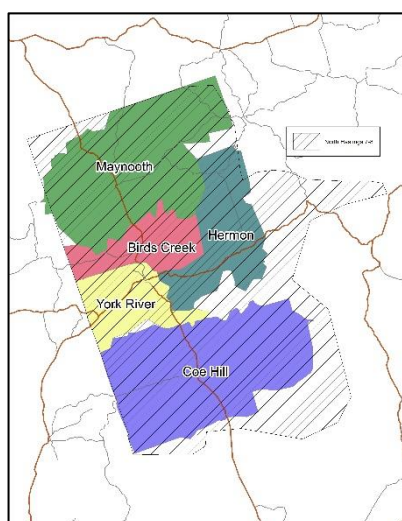


Figure 23 - North Hastings School Group

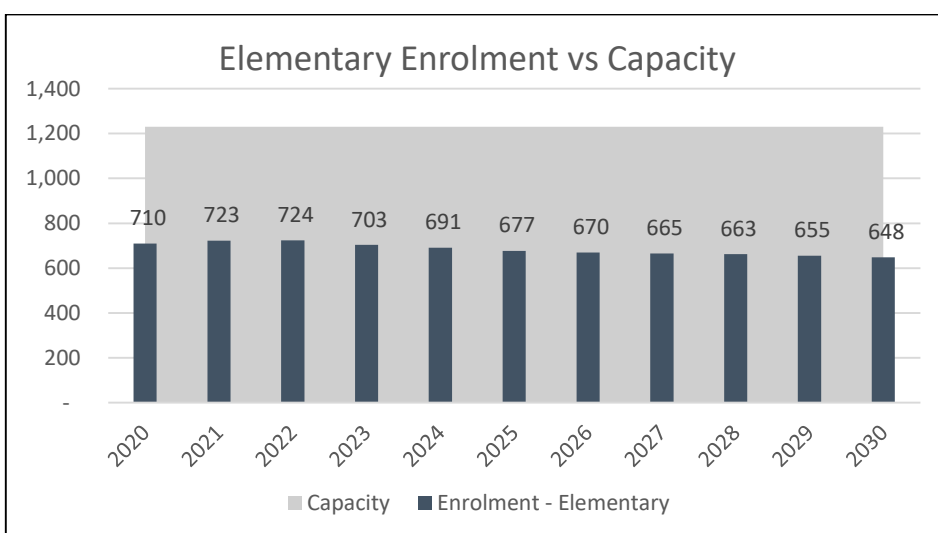


Figure 24 - North Hastings Elementary Enrolment vs. Capacity

A total surplus capacity of 520 students exists (2020). The school information and renewal needs of the elementary are shown in Table 24.

Table 24 - Summary Capacity, Enrolment, and Renewal Needs of North Hastings Elementary Schools

2020-2020 Year	Bird's Creek PS	Coe Hill School	Hermon PS	Maynooth PS	York River PS	North Hastings SS (7-8)	Total
Capacity (OTG)	199	95	165	153	462	156	1,230
Enrolment	130	57	70	100	198	155	710
Surplus Capacity	69	38	95	53	264	1	520
Utilization	65%	60%	42%	65%	43%	99%	58%
5 Year Renewal Needs from Date of Assessment (as outlined in Appendix C)							
Renewal Needs (Oct 2017)	\$3,602,489	\$1,503,002	\$3,224,900	\$2,430,385	\$3,389,549	-	\$14,150,325
Facility Condition Index (Oct 2017)	52%	38%	68%	51%	33%	-	-
Renewal Needs (Nov 2021)	\$3,121,608	\$1,143,833	\$2,489,413	\$1,210,469	\$2,356,179	-	\$10,321,502
Facility Condition Index (Nov 2021)	54%	57%	61%	28%	35%	-	-

The connection of schools in North Hastings to the Metis Organization of Ontario and to Kijicho Manito Madaouskarini Algonquin Nation should be noted.

7.16 Prince Edward Collegiate Institute

Prince Edward County is served by a single secondary/combined school (K-12) - Prince Edward Collegiate Institute located in Picton. The Prince Edward School Group elementary schools that feed Prince Edward Collegiate Institute are shown below in Table 25 and Figure 25.

Table 25 - Prince Edward County Elementary Feeder Schools

2020-2021 Prince Edward Collegiate Institute (K-12)
Athol-South Marysburgh Public School (K-8)
C M L Snider School (K-8)
Kente Public School (K-8)
Massassaga-Rednersville Public School (K-6)
Prince Edward Collegiate Institute (K-8)
Sophiasburgh Central School (K-8)

Figure 26 illustrates that the capacity of Prince Edward Collegiate Institute exceeds the current and projected enrolment. Kindergarten to Grade 8 elementary students are excluded in the secondary enrolment and capacity calculations. Larger figures can be found in Appendix D with additional data.

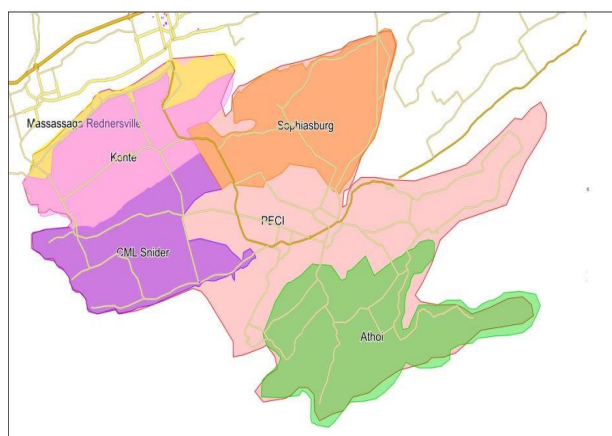


Figure 25 -Prince Edward School Group

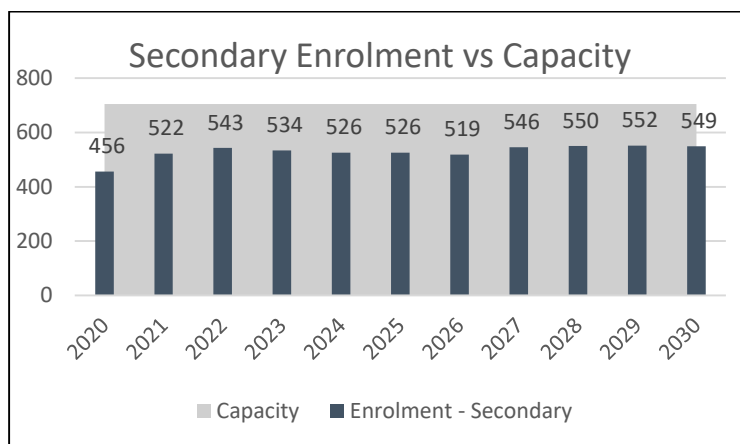


Figure 26 - Prince Edward CI Enrolment vs. Capacity

There is a total surplus capacity of 249 student places. The school information and renewal needs are shown in Table 26.

Table 26 –Summary Capacity, Enrolment, and Renewal Needs of Prince Edward Collegiate Institute

2020-2021 Year	Prince Edward CI
Capacity (OTG)	705
Enrolment	456
Surplus Capacity	249
Utilization	65%
5 Year Renewal Needs from Date of Assessment (as outlined in Appendix C)	
Renewal Needs (Oct 2017)	\$17,441,585
Facility Condition Index (Oct 2017)	52%
Renewal Needs (Nov 2021)	\$13,396,635
Facility Condition Index (Nov 2021)	43%

7.17 Prince Edward elementary schools

Six elementary schools are in the Prince Edward school group, including the elementary students at Prince Edward Collegiate Institute (Figure 30). The list of Prince Edward elementary schools is shown in Table 27 below.

Table 27 - Prince Edward Elementary Schools

2020-2021 Year
Athol-South Marysburgh Public School (K-8)
C.M.L Snider School (K-8)
Kente Public School (K-8)
Massassaga-Rednersville Public School (K-6)
Prince Edward Collegiate Institute (K-8)
Sophiasburgh Central School (K-8)

Figure 31 illustrates that the combined capacity of the five elementary schools provides a utilization rate of 54% (2018). This includes the elementary students at PEI. Larger Figures can be found in Appendix D with additional data.

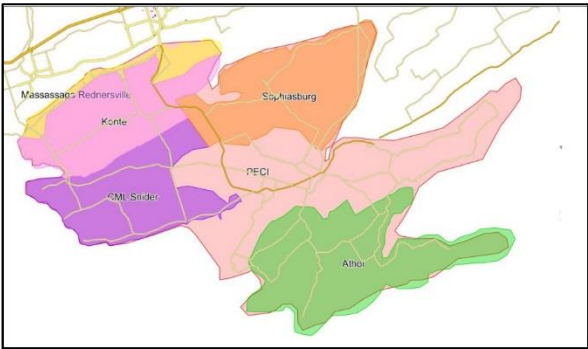


Figure 27 - Prince Edward School Group

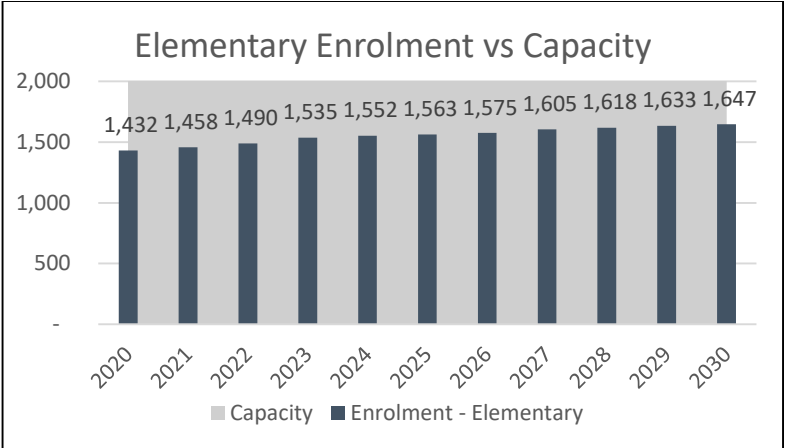


Figure 28 - Prince Edward Elementary Enrolment vs. Capacity

A total surplus capacity of 592 students exists (2020). The renewal needs of the elementary schools are shown in Table 28.

Table 28 - Summary Capacity, Enrolment, and Renewal of Prince Edward Elementary Schools

2020-2021 Year	Athol-South Marysburgh PS	C M L Snider School	Kente Public School	Massassaga-Rednersville Public School	Sophiasburgh Central School	PECI (K-8)	Total
Capacity (OTG)	202	464	355	190	233	580	2,024
Enrolment	137	241	227	155	116	556	1,432
Surplus Capacity	65	223	128	35	117	24	592
Utilization	68%	52%	64%	82%	50%	96%	71%
5 Year Renewal Needs from Date of Assessment (as outlined in Appendix C)							
Renewal Needs (Oct 2017)	\$841,247	\$2,233,769	\$2,565,450	\$317,956	\$1,831,007	-	\$7,789,429
Facility Condition Index (Oct 2017)	17%	26%	34%	6%	25%	-	-
Renewal Needs (Nov 2021)	\$1,387,394	\$6,588,539	\$3,611,505	\$1,704,783	\$4,807,497	-	\$18,099,718
Facility Condition Index (Nov 2021)	28%	70%	45%	29%	65%	-	-

7.18 Trenton High School

Trenton is served by a single secondary school – Trenton High School (7-12). Grade 7 and 8 students in the Trenton elementary schools were consolidated into Trenton High School. The Trenton School Group elementary schools that feed Trenton High School are shown below in Table 29 and Figure 29.

Table 29 - Trenton Area Elementary Feeder Schools

2020-2021 Trenton High School (7-12)
North Trenton Public School (K-6)
Prince Charles Public School (Trenton) (K-6)
V. P. Carswell Elementary School (K-6)
Trent River Public School (K-6)
Trenton High School (7-8)

Figure 30 illustrates that the capacity of the secondary school exceeds the current and projected enrolment. Larger figures can be found in Appendix D with additional data.

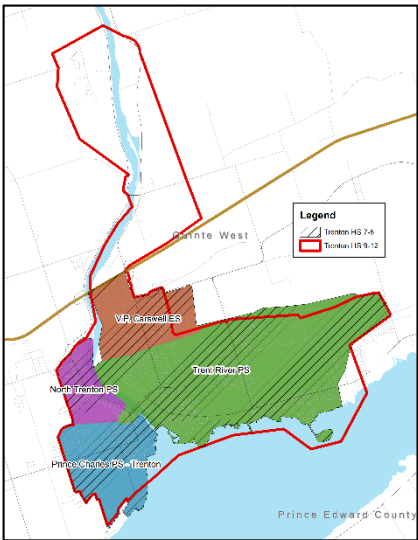


Figure 29 – Trenton School Group

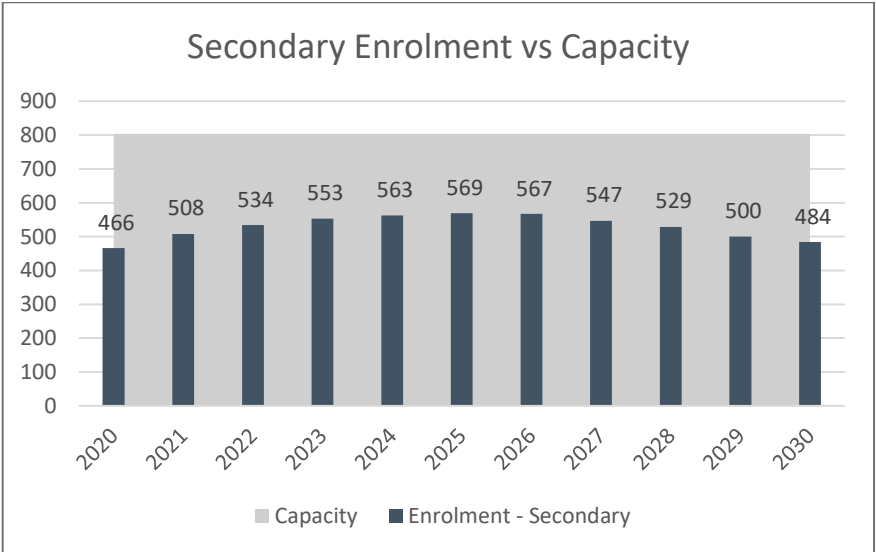


Figure 30 - Trenton HS Enrolment vs. Capacity

The enrolment noted below excludes the grade 7 and 8 students. There is a total surplus capacity of 338 student places (2020). Trenton High School information and renewal needs are shown in Table 30.

Table 30 - Summary Capacity, Enrolment, and Renewal of Trenton HS

2020-2021 Year	Trenton HS
Capacity (OTG)	804
Enrolment	466
Surplus Capacity	338
Utilization	58%
5 Year Renewal Needs from Date of Assessment (as outlined in Appendix C)	
Renewal Needs (Oct 2017)	\$14,530,178
Facility Condition Index (Oct 2017)	53%
Renewal Needs (Nov 2021)	\$6,899,751
Facility Condition Index (Nov 2021)	30%

7.19 Trenton elementary schools

The list of Trenton elementary schools, including the elementary students at Trenton High School, is shown in Table 31 below.

Table 31 - Trenton Elementary Schools

2020-2021 Year
Trent River Public School (K-6)
North Trenton Public School (K-6)
Prince Charles Public School (Trenton) (K-6)
Trenton HS (7-8)
V. P. Carswell Elementary School (K-6)

Figure 32 illustrates that the combined capacity of the five elementary schools provides a utilization rate of 71% based on 2020 enrolments. Larger figures can be found in Appendix D with additional data.

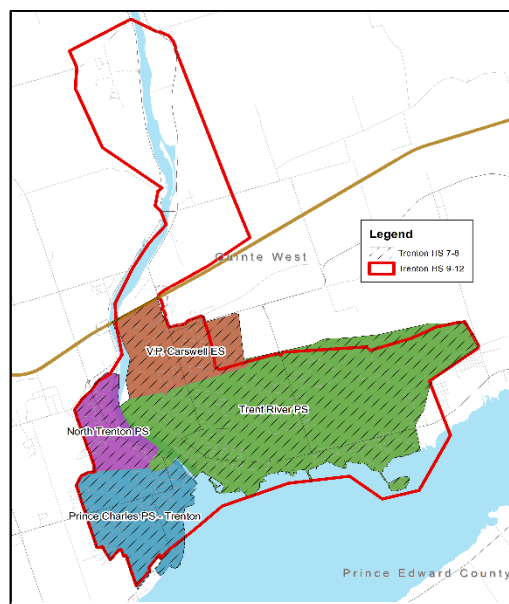


Figure 31 - Trenton School Group

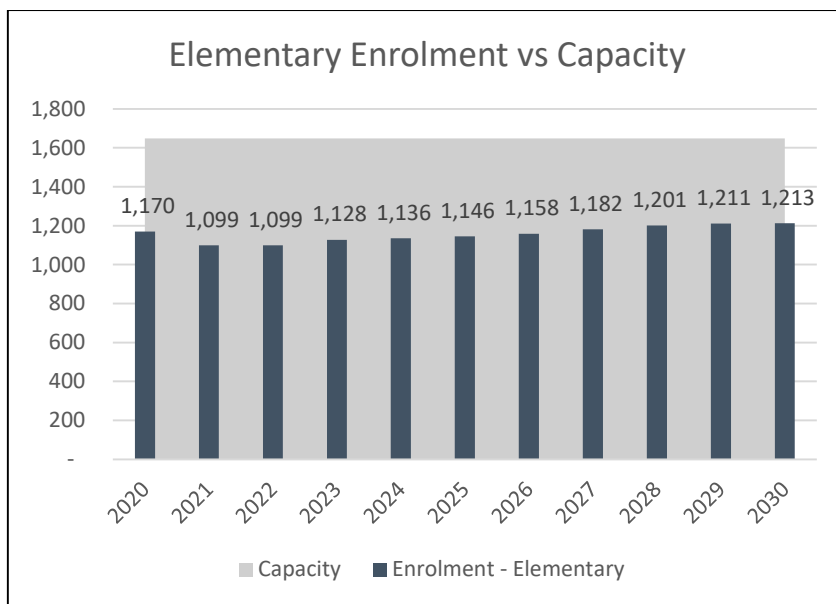


Figure 32 - Trenton Elementary Enrolment vs. Capacity

A total surplus capacity of 478 students exists. The school information and renewal needs of the elementary schools are shown in Table 32.

Table 32 - Summary Capacity, Enrolment, and Renewal of Trenton Elementary Schools

2020-21 Year	North Trenton PS	Prince Charles PS (Trenton)	Trent River PS	V.P. Carswell ES	Trenton HS (7-8)	Total
Capacity (OTG)	150	444	618	176	260	1,648
Enrolment	78	257	402	176	257	1,170
Surplus Capacity	72	187	216	0	3	478
Utilization	52%	58%	65%	100%	99%	71%
5 Year Renewal Needs from Date of Assessment (as outlined in Appendix C)						
Renewal Needs (Oct 2017)	\$1,806,345	\$3,902,612	-	\$2,362,003	-	\$8,070,960
Facility Condition Index (Oct 2017)	46%	47%	-	45%	-	-
Renewal Needs (Nov 2021)	\$2,158,745	\$3,027,452	-	\$1,222,533	-	\$6,408,730
Facility Condition Index (Nov 2021)	58%	53%	-	29%	-	-

SECTION 8
Glossary of Terms

8.0 Glossary of terms

Average Daily Enrolment (ADE): The calculation of the number of students enrolled in a school based on two count dates within the academic year- October 31st and March 31st. The ADE total is calculated by averaging these two full- time equivalent enrolments, which is meant to capture the second semester decline in enrolment as a result of students who graduated at the end of the first semester.

Board: Hastings Prince Edward District School Board

Boundary review: A review undertaken to alter the existing boundary of a school or group of schools. A boundary review may apply in an area with a new school opening, or in areas where enrolment distribution does not efficiently utilize available capacity.

Equity: Equality of access and outcome. An equity program is one that is designed to remove barriers to equality by identifying and eliminating discriminatory policies and practices. Such a program is intended both to remedy the effects of past discrimination and to prevent inequities.

Facility Condition Index (FCI): A building condition as determined by the Ministry of Education by calculating the ratio between the renewal needs and the replacement value for each facility.

Full-Day Kindergarten (FDK): The Full-Day Kindergarten program is a child- centered, developmentally appropriate, integrated, extended day program of learning for four and five-year-old children.

Full Time Equivalent (FTE): The adjusted head count enrolment to take into account part- time students.

Gross Floor Area (GFA): The total constructed floor area of a building taking into account all classrooms, offices, corridors, stairs, and other spaces.

Head count: The actual number of students attending a school at any given time for any program.

Live birth rate: The number of live births per 1,000 populations.

On the Ground Capacity (OTG): The student capacity of a school or group of schools as determined by the Ministry of Education by loading all school instructional spaces to current Ministry standards for class size requirements and room areas. The OTG is changed whenever a new school or addition is constructed or when a school or portion of a school is demolished.

Operating costs: These encompass all of the expenditures required to operate and maintain the school including heating, lighting, cleaning and routine maintenance.

Pupil accommodation review: A process, as defined in a school board pupil accommodation review policy, undertaken by a school board to determine the future of a school or group of schools. Any review of a school or group of schools where accommodation issues have been identified. Such accommodation issues may arise from enrolment pressures, excess surplus space, building condition concerns, program changes or changing demographics.

Renewal Needs: the costs of maintaining and repairing school facilities over a certain period of time, in this case 10 years.

School Group: A group of elementary schools that feed to a secondary school.

School Facilities Inventory System (SFIS): A Ministry of Education database system which tracks facility-related information for all schools in Ontario.

VFA facility: A Ministry of Education directed capital planning tool which describes the renewal needs of schools based on Ministry-directed condition assessments of school board facilities.

Utilization rate: The measurement of the physical use of the permanent school facility based on the comparison on Enrolment to the On-The-Ground (OTG) Capacity of the school. This calculation provides an understanding of whether a school group or group of schools is over or under capacity and by how much.

APPENDIX A

**2021-2022 Programs and Services to
Help Each Student Achieve Success**

VISION

**All students prepared and empowered
for the possibilities of today and tomorrow.**

Resource Document

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School Programs by School Group

The Ontario Curriculum outlines the knowledge, skills and characteristics that will support students to become personally successful, economically productive and actively engaged citizens. Our graduates are learners and leaders, who see themselves as connected citizens of the world as they apply relevant knowledge and skills, to make a difference in local, national and global environments.

All elementary programs are based upon Ontario curriculum expectations from each subject and grade. All secondary programs are based upon Ontario curriculum expectations identified for each subject, grade and course type.

Bayside School Group	
School	Programs
Bayside Public School	<p>The Ontario Curriculum.</p> <p>French Immersion: French Immersion begins in Grade 4. It provides an opportunity for students to develop French-language skills in a variety of subject areas. The content is the same as the regular program with French as the language of instruction. Students will have a minimum of 3800 hours of instruction in French by the end of Grade 8. When continuing French Immersion at Bayside Secondary School, students will complete 10 French Immersion credits that count towards the Ontario Secondary School Diploma. They will also receive a French Immersion Certificate to recognize their successful completion of the program.</p> <p>Child care: After school program offered for children up to age 12, in partnership with the YMCA of Central East Ontario.</p>
Frankford Public School	<p>The Ontario Curriculum.</p> <p>Child care: After school program offered for children up to age 12, in partnership with Hastings County Children’s Services.</p>
Stirling Public School	<p>The Ontario Curriculum.</p> <p>Child care: Before and after school program offered for children up to age 13, toddler and preschool age children, in partnership with Stirling Co-operative Nursery School.</p>
Bayside Secondary School	<p>The Ontario Curriculum.</p> <p>Advanced Placement: Advanced Placement (AP) provides opportunities for motivated and prepared students to experience university level courses while in high school, thereby fostering critical thinking, persistence and success.</p> <p>Life Skills Program (LSP): The Life Skills Program (LSP) is intended for students who have complex needs, who require a high level of support. Programming emphasis is on experiential learning, adaptive numeracy/ literacy</p>

skills, and community/independent living skills. Programming is provided through the Ontario Curriculum and Alternative (non-credit) courses (see Appendix E). Students may have the opportunity for supported integration opportunities within the school community. Students with complex special education needs may benefit from one of the two Identification, Placement, and Review Committee (IPRC) placement options with high levels of support provided in this program: · Special Education Class with Partial Integration; · Special Education Class Full-Time. Each LSP can include a range of exceptionalities, with placement priority for students who have significant complex learning needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for the LSP.

Community Integration Program (CIP): The Community Integration Program (CIP) is intended for students who are interested in pursuing an Ontario Secondary School Certificate (OSSC). Students work through compulsory course expectations in a highly-structured environment, while also having supported opportunities for integration in courses of personal interest. Students with special education needs may temporarily benefit from one of the two Identification, Placement, and Review Committee (IPRC) placement options with moderate levels of support provided in this program: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration. Each CIP can include a range of exceptionalities, with placement priority for students who have significant learning needs. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for the CIP. Upon completion of the OSSC requirements, students may continue to pursue additional credits toward the Ontario Secondary School Diploma (OSSD), transition to the community, workplace, or to a college CICE Program.

Environment Specialist High Skills Major (SHSM) - Bayside Outside: The Environment SHSM enables students to build a foundation of sector-focused knowledge and skills, before graduating and entering apprenticeship training, college, university, or entry-level positions in the workplace. Students receive a variety of certifications and graduates receive a customized diploma and seal representing this focus area of study. The nature of this program allows for the ultimate in experiential education: students learn through doing. Bayside Outside students will gain field training experience and earn industry-recognized certifications. Along with classwork and reports, students will engage in field trips and outdoor integrated studies to learn the academic material covered within the courses. This program is open to all students in all pathways.

French Immersion: Students learn French as a subject and French serves as the language of instruction in two or more other subjects. Academic courses in French Immersion are available in Grades 9 and Academic and Applied courses are available in Grade 10, and university preparation and open courses in Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are for French as a Second Language courses; six are for other

subjects in which French is the language of instruction. Students who successfully complete their ten credits receive a French Immersion certificate.

International Student Program: HPEDSB welcomes approximately 40 students to our schools each year from as many as 15 different countries. This provides our students an opportunity to learn about and develop an appreciation of other cultures. International students participate in a full range of courses and extra-curricular activities. Supports for students include tutorials, planned social activities, English as a Second Language courses, university preparation and regular visits from our Manager of International Education.

Specialist High Skills Major in Manufacturing (SHSM): The Manufacturing SHSM is a ministry-approved specialized program that allows students to focus their learning on manufacturing and design while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. The program includes two credits each in manufacturing and design at the Grade 11 and 12 level. Students will receive instruction from college instructors using the college facilities and the opportunity to achieve a college credit at no extra cost. This extra credit will be in either welding or machining. Students will also take part in sector-recognized certifications and/or training courses, at least two co-op courses in a manufacturing or design environment as well as the opportunity to take part in other reach ahead opportunities

Loyalist College Dual Credit: Students involved in the Manufacturing SHSM also have the opportunity to be registered in a team taught dual credit. In addition to their secondary school credit, they will receive a first year college credit (MANU 1000) through Loyalist College. The Loyalist College instructor comes to the high school to teach and work with the secondary school teacher to deliver the curriculum.

Multi Instructional Period (MSIP): The purpose of MSIP is for students to receive further support or time to improve and extend their learning in their subjects. MSIP reinforces the practice of assessment for learning by encouraging students to continue to engage in their school work to achieve further success through engagement or additional supports. Every student at Bayside has an MSIP and this program is unique to Bayside Secondary School. During MSIP, students have the opportunity to continue to engage in schoolwork from their classes and get help from their teachers if they need it to achieve provincial standard and beyond. Students also have the ability to access facilities across the school (technology, art room, tech area, etc.) during their MSIP.

e-Learning: Students from all secondary schools may register for courses that they cannot access in their home school. These students then get a login to our state-of-the-art e-Learning platform where they access course materials and assignments, and communicate with their teacher and virtual classmates. Course offerings are determined based on what schools are unable to offer in-house so it varies from year-to-year. There are several courses to choose from with more

being developed all the time. Students enjoy the flexibility that e-Learning offers, and will learn transferable skills such as time management, organization, work habits, as well as various technology skills.

St. Leonard's Home Education and Community Partnership Program (ECPP):

The ECPP provides intensive services and resources to support the needs of children and youth who struggle to engage in learning due to their complex social-emotional and mental health needs. Students in Grade 7 to 12, follow conditions as set by the courts and work towards academic achievement. There is a residential as well as a day-treatment program for students who have recently been discharged from St. Leonard's Home, but are still on probation. This expanded service assists students in transitioning out of custody to school and/or community. This program is located off the Bayside Campus.

Centennial School Group	
School	Programs
Foxboro Public School	<p>The Ontario Curriculum.</p> <p>Child care: Before and after school program offered for children up to age 12, in partnership with the YMCA of Central East Ontario.</p>
Park Dale School	<p>The Ontario Curriculum.</p> <p>International Student Program: International students attend and are supported at this school.</p> <p>Park Dale Education and Community Partnership Program (ECPP): The ECPP provides intensive services and resources to support the needs of children and youth who struggle to engage in learning due to their complex social-emotional and mental health needs. This program is in partnership with Quinte Children’s Treatment Centre - Ministry of Children, Community and Social Services. It provides service to children in Grades 3 to 6 with significant social-emotional needs. Programming is designed to support students to develop social skills, self-regulation, communication skills and improved academic achievement and well-being.</p> <p>Elementary Resource Program: Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Each student has an Individual Education Plan (IEP) with specific goals, learning expectations, accommodations, and possibly modifications and/or alternative program goals. Students who have more complex special education needs may temporarily benefit from one of the three IPRC placement options with the highest levels of support provided: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration; 3. Special Education Class Full-Time. Each Elementary Resource Program can include a range of exceptionalities, with placement priority for students who have significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for Elementary Resource Programs.</p> <p>Child care: Before and after school program offered for children up to age 12, in partnership with the YMCA of Central East Ontario and on-site child care centre for infant, toddler and preschool age children, in partnership with Quinte Child Care Centre.</p>

<p>Prince Charles School (B)</p>	<p>The Ontario Curriculum.</p> <p>Elementary Resource Program: Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Each student has an Individual Education Plan (IEP) with specific goals, learning expectations, accommodations, and possibly modifications and/or alternative program goals. Students who have more complex special education needs may temporarily benefit from one of the three IPRC placement options with the highest levels of support provided: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration; 3. Special Education Class Full-Time. Each Elementary Resource Program can include a range of exceptionalities, with placement priority for students who have significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for Elementary Resource Programs.</p> <p>Child care: Before and after school program offered for children up to age 12, in partnership with First Adventure Child Development Centre and Our Lady of Fatima School. The program is located at Our Lady of Fatima School. Prince Charles Belleville students accessing the program are transported by bus to school in the morning or to Our Lady of Fatima after school. Families interested in before or after school care should contact First Adventure Child Development Centre to indicate their interest.</p>
<p>Sir John A. Macdonald School</p>	<p>The Ontario Curriculum.</p> <p>Quinte Ballet School: Students attend and are supported at this school.</p> <p>Child care: A before and after school program offered for children up to age 12, in partnership with Hastings County Community and Social Services.</p>
<p>Susanna Moodie Elementary School</p>	<p>The Ontario Curriculum.</p> <p>Elementary Resource Program: Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Each student has an Individual Education Plan (IEP) with specific goals, learning expectations, accommodations, and possibly modifications and/or alternative program goals. Students who have more complex special education needs may temporarily benefit from one of the three IPRC placement options with the highest levels of support provided: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration; 3. Special Education Class Full-Time. Each Elementary Resource Program can include a range of exceptionalities, with placement priority for students who have significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for Elementary Resource Programs.</p>

	<p>Child care: Before and after school program offered for children up to age 12, in partnership with the YMCA of Central East Ontario.</p> <p>Destinations Class (2 classes): Grade 7 and 8 students who are innately curious and passionate about learning and leadership in the local, national and global contexts. Deep learning experiences build on learner strengths and needs, create new knowledge using real-life problem-solving, focus on digital fluency, and help all students identify their talents, purpose and passion. Students have opportunities to become active and responsible citizens who are technologically savvy.</p>
<p>Centennial Secondary School</p>	<p>The Ontario Curriculum.</p> <p>Life Skills Program (LSP): The Life Skills Program (LSP) is intended for students who have complex needs, who require a high level of support. Programming emphasis is on experiential learning, adaptive numeracy/ literacy skills, and community/independent living skills. Programming is provided through the Ontario Curriculum and Alternative (non-credit) courses (see Appendix E). Students may have the opportunity for supported integration opportunities within the school community. Students with complex special education needs may benefit from one of the two Identification, Placement, and Review Committee (IPRC) placement options with high levels of support provided in this program: · Special Education Class with Partial Integration; · Special Education Class Full-Time. Each LSP can include a range of exceptionalities, with placement priority for students who have significant complex learning needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for the LSP.</p> <p>Community Integration Program (CIP): The Community Integration Program (CIP) is intended for students who are interested in pursuing an Ontario Secondary School Certificate (OSSC). Students work through compulsory course expectations in a highly-structured environment, while also having supported opportunities for integration in courses of personal interest. Students with special education needs may temporarily benefit from one of the two Identification, Placement, and Review Committee (IPRC) placement options with moderate levels of support provided in this program: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration. Each CIP can include a range of exceptionalities, with placement priority for students who have significant learning needs. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for the CIP. Upon completion of the OSSC requirements, students may continue to pursue additional credits toward the Ontario Secondary School Diploma (OSSD), transition to the community, workplace, or to a college CICE Program.</p> <p>Elementary Resource Program: Programming emphasis is on literacy,</p>

numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Each student has an Individual Education Plan (IEP) with specific goals, learning expectations, accommodations, and possibly modifications and/or alternative program goals. Students who have more complex special education needs may temporarily benefit from one of the three IPRC placement options with the highest levels of support provided: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration; 3. Special Education Class Full-Time. Each Elementary Resource Program can include a range of exceptionalities, with placement priority for students who have significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for Elementary Resource Programs.

International Student Program: HPEDSB welcomes approximately 40 students to our school each year from as many as 15 different countries. This provides our students an opportunity to learn about and develop an appreciation of other cultures. International students participate in a full range of courses and extra-curricular activities. Supports for students include tutorials, planned social activities, English as a Second Language courses, university preparation and regular visits from our homestay coordinator.

Link Crew: Senior students are trained to be Link Crew Leaders who act as positive role models and motivators. Student mentors and teachers help guide junior students to discover what it takes to be successful during their high school transition.

Regional Arts Program: The Visual and Performing Arts Program provides students with an inspiring and creative learning experience. The program offers students who have a passion for instrumental music, vocal music, visual art and drama, the opportunity to study with like-minded students, guided by highly skilled teachers. In Grades 9 and 10, students will study the Arts in an integrated model that allows them to choose a Major and Minor area of focus. Students will be challenged and encouraged in a collaborative arts environment that provides many enriched opportunities including: professional guest speakers, workshops, field trips and performances. There is an application and audition process for all students seeking this unique program.

Arts & Culture Specialist High Skills Major (SHSM) – The Arts & Culture SHSM is an opportunity for senior students to receive specialized training and experiences to guide them towards a post-secondary experience in the Arts. The program is designed to prepare students for the workplace, college, or university, and offers several certification and reach ahead opportunities that students can take advantage of. Graduates of the program receive a customized diploma indicating that they are uniquely trained in the areas of arts and culture.

Health & Wellness Specialist High Skills Major (SHSM) – The Health & Wellness SHSM is an opportunity for senior students to receive specialized training and experiences to guide them towards a post-secondary experience in the Health fields. The program is designed to prepare students for the workplace, college, or university, and offers several certification and reach ahead opportunities that students can take advantage of. Graduates of the program receive a customized diploma indicating that they are uniquely trained in the areas of health and wellness.

Loyalist College Dual Credit: This is an opportunity for students in a senior Transportation Technology class to earn a college credit while still in high school. The college instructor comes to the high school to teach and work with the secondary school teacher to deliver the curriculum. Students earn their secondary course credit and a first year college credit (AMST 1024).

SHAPE (South Hastings Alternative Personalized Education): In Belleville, SHAPE on Palmer Road offers an alternative education setting for students who require additional support in obtaining credits toward graduation. Students must be registered at Centennial SS and must be referred through the Student Success Team.

e-Learning: Students from all secondary schools may register in courses that they cannot access in their home school. These students then get a login to our state-of-the-art e-Learning platform where they access course materials and assignments, and communicate with their teacher and virtual classmates. Course offerings are determined based on what schools are unable to offer in-house so vary from year-to-year. We have several courses to choose from with more being developed all the time. Students enjoy the flexibility that e-Learning offers, and will learn transferable skills such as time management, organization, and work habits, as well as various technology skills.

Quinte Ballet School of Canada Professional Training Program (PTP): Designed to provide students with innovative training, connect them to the dance world and support them every step of the way to become the dancer they want to be. As a result of a unique instructional approach, Quinte Ballet School of Canada students become self-sufficient, independent thinkers. They are creative, critical and analytical individuals. Graduates are renowned not just for their technique, creativity and versatility, but also for their professionalism, discipline and work ethic. Although the Quinte Ballet School Community Program is not an HPEDSB program, the students attend CSS for academic studies.

Central Hastings School Group	
School	Programs
Madoc Township Public School	<p>The Ontario Curriculum.</p> <p>Centre Hastings Education and Community Partnership Program (ECPP): The ECPP provides intensive services and resources to support the needs of children and youth who struggle to engage in learning due to their complex social-emotional and mental health needs. This program is in partnership with Algonquin Lakeshore Catholic District School Board and Quinte Children’s Treatment Centre - Ministry of Children, Community and Social Services. This program provides service for students from Grade 1 to 8 with social-emotional needs following a holistic strength-based approach and focused on academic achievement and well-being.</p> <p>Child care can be provided by Central Hastings Early Education and Child Care and bussing is provided to Madoc Township from there.</p>
Marmorra Public School	<p>The Ontario Curriculum.</p> <p>Early Learning Partnership: Early learning playgroup and early years program support provided in partnership with Gateway Community Health Centre and Family Space Quinte Inc. <i>These programs are temporarily suspended due to COVID-19.</i></p> <p>Child care: Before and after school program offered for children up to age 12, in partnership with the Central Hastings Early Education and Child Care.</p>
Tweed Elementary School	<p>The Ontario Curriculum.</p> <p>Early Learning Partnership: Early learning playgroup and early years program support provided in partnership with Gateway Community Health Centre and Family Space Quinte Inc. <i>These programs are temporarily suspended due to COVID-19.</i></p> <p>Child care: Before and after school child care is not yet available at this school.</p>
Central Hastings School	<p>The Ontario Curriculum.</p> <p>Construction Specialist High Skills Major (SHSM): The Construction SHSM enables students to build a foundation of sector-focused knowledge and skills before entering apprenticeship training, college, university, or an entry-level position in the workplace.</p> <p>Life Skills Program (LSP): These programs are for students in secondary school who are typically identified with the exceptionality of Intellectual - Developmental Disability (I-DD). Programming emphasis is on life skills, adaptive numeracy/literacy skills, and community/independent living skills.</p>

Community Integration Program (CIP): The Community Integration Program (CIP) is intended for students who are interested in pursuing an Ontario Secondary School Certificate (OSSC). Students work through compulsory course expectations in a highly-structured environment, while also having supported opportunities for integration in courses of personal interest. Students with special education needs may temporarily benefit from one of the two Identification, Placement, and Review Committee (IPRC) placement options with moderate levels of support provided in this program: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration. Each CIP can include a range of exceptionalities, with placement priority for students who have significant learning needs. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for the CIP. Upon completion of the OSSC requirements, students may continue to pursue additional credits toward the Ontario Secondary School Diploma (OSSD), transition to the community, workplace, or to a college CICE Program.

Elementary Resource Program: Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Each student has an Individual Education Plan (IEP) with specific goals, learning expectations, accommodations, and possibly modifications and/or alternative program goals. Students who have more complex special education needs may temporarily benefit from one of the three IPRC placement options with the highest levels of support provided: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration; 3. Special Education Class Full-Time. Each Elementary Resource Program can include a range of exceptionalities, with placement priority for students who have significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for Elementary Resource Programs.

e-Learning: Students from all secondary schools may register in courses that they cannot access in their home school. These students then get a login to our state-of-the-art e-Learning platform where they access course materials and assignments, and communicate with their teacher and virtual classmates. Course offerings are determined based on what schools are unable to offer in-house so vary from year-to-year. We have several courses to choose from with more being developed all the time. Students enjoy the flexibility that e-Learning offers, and will learn transferable skills such as time management, organization, and work habits, as well as various technology skills.

Loyalist College Dual Credit: Through a partnership with Loyalist College, there is an opportunity for students to earn a college credit in their grade 12 college Math course. The college instructor comes to the high school to teach and work with the secondary school teacher to deliver the curriculum. Students earn their secondary course credit and a first year college credit at the same time.

Hockey Skills Focus Program: The Hockey Skills Focus Program is open to both females and males regardless of their previous hockey experience. Students receive 45 hours of on-ice skills with the focus on individual skill development and improvement. They also experience 45 hours of off-ice fitness and skill related development using the most innovative training techniques and equipment. In-class instruction consists of tactical development for all player positioning; both offensive and defensive aspects of the game. This is a Health & Physical Education one credit program.

Entrepreneurship Business Program: The Entrepreneurship Business Program enables students to participate in authentic business ventures, such as the Smoothery which is the first cooperative student-run business in HPEDSB where students learn how to operate, finance, market and produce smoothies. Students also learn aspects connected to retail as they operate the Armoury, the school's store.

French Immersion: French Immersion begins in Grade 4. It provides an opportunity for students to develop French-language skills in a variety of subject areas. The content is the same as the regular program with French as the language of instruction. Students will have a minimum of 3800 hours of instruction in French by the end of Grade 8.

Early Learning Partnership: Early learning playgroup and early years program support provided in partnership with Family Space Quinte Inc. *These programs are temporarily suspended due to COVID-19.*

Child care: Before and after school program offered for children up to age 12, in partnership with the Central Hastings Early Education and Child Care.

Eastside School Group	
School	Programs
Deseronto Public School	<p>The Ontario Curriculum.</p> <p>Early Learning Partnership: Early learning playgroup and early years program support provided in partnership with Family Space Quinte Inc.</p> <p>Before and after school child care is not yet available at this school.</p>
Harmony Public School	<p>The Ontario Curriculum.</p> <p>Harmony Education and Community Partnership Program (ECP): The ECP provides intensive services and resources to support the needs of children and youth who struggle to engage in learning due to their complex social-emotional and mental health needs. This program is in partnership with Quinte Children's Treatment Centre - Ministry of Children, Community and Social Services. It is for students in Grades 4 to 8, who have demonstrated a need for intense, mental health services with possible access to a residential-based therapy component. This program is designed to meet the educational needs of the children and youth in care as well as those in transition to a regular day school.</p> <p>Child care: Before and after school program offered for children up to age 12, in partnership with the YMCA of Central East Ontario.</p>
Harry J. Clarke Public School	<p>The Ontario Curriculum.</p> <p>French Immersion: French Immersion begins in Grade 4. It provides an opportunity for students to develop French-language skills in a variety of subject areas. The content is the same as the regular program with French as the language of instruction. Students will have a minimum of 3800 hours of instruction in French by the end of Grade 8.</p> <p>International Student Program: International students attend and are supported at this school.</p> <p>Child care: Before and after school program offered for children up to age 12, in partnership with the YMCA of Central East Ontario.</p>
Prince of Wales Public School	<p>The Ontario Curriculum.</p> <p>Elementary Resource Program: Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Each student has an Individual Education Plan (IEP) with specific goals, learning expectations, accommodations, and possibly modifications and/or alternative program goals. Students who have more complex</p>

	<p>special education needs may temporarily benefit from one of the three IPRC placement options with the highest levels of support provided: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration; 3. Special Education Class Full-Time. Each Elementary Resource Program can include a range of exceptionalities, with placement priority for students who have significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for Elementary Resource Programs.</p> <p>Child care: Before and after school program offered for children up to age 12, in partnership with the YMCA of Central East Ontario.</p>
<p>Queen Elizabeth School (B)</p>	<p>The Ontario Curriculum.</p> <p>Elementary Resource Program: Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Each student has an Individual Education Plan (IEP) with specific goals, learning expectations, accommodations, and possibly modifications and/or alternative program goals. Students who have more complex special education needs may temporarily benefit from one of the three IPRC placement options with the highest levels of support provided: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration; 3. Special Education Class Full-Time. Each Elementary Resource Program can include a range of exceptionalities, with placement priority for students who have significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for Elementary Resource Programs.</p> <p>Student Leadership Program: The Student Leadership Program (SLP) is a specialized program that allows students to gain valuable leadership skills through inquiry based learning. The SLP challenges students to develop their leadership skills on a school community and global platform. SLP students will also enhance their skills and knowledge by participating in a variety of workshops and certificate programs.</p> <p>Destinations Program (2 classes): Grade 7 and 8 students who are innately curious and passionate about learning and leadership in the local, national and global contexts. Deep learning experiences build on learner strengths and needs, create new knowledge using real-life problem-solving, focus on digital fluency, and help all students identify their talents, purpose and passion. Students have opportunities to become active and responsible citizens who are technologically savvy.</p> <p>Child care: After school care program offered for children up to age 12, in partnership with the YMCA of Central Ontario.</p>

<p>Queen Victoria School</p>	<p>The Ontario Curriculum.</p> <p>Child care: Before and after school care program offered for children up to age 12, in partnership with the YMCA of Central Ontario.</p>
<p>Tyendinaga Public School</p>	<p>The Ontario Curriculum.</p> <p>Elementary Resource Program: Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Each student has an Individual Education Plan (IEP) with specific goals, learning expectations, accommodations, and possibly modifications and/or alternative program goals. Students who have more complex special education needs may temporarily benefit from one of the three IPRC placement options with the highest levels of support provided: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration; 3. Special Education Class Full-Time. Each Elementary Resource Program can include a range of exceptionalities, with placement priority for students who have significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for Elementary Resource Programs.</p> <p>Child care: Before and after school program offered for children up to age 12, in partnership with the YMCA of Central Ontario.</p>
<p>Eastside Secondary School</p>	<p>The Ontario Curriculum.</p> <p>International Baccalaureate (IB) Program: The IB Program is an international program designed to develop citizens who become lifelong learners through an exposure to education which stimulates their curiosity and fosters a spirit of discovery, as well as an enjoyment of learning. The IB Diploma encompasses Grades 11 and 12 students' final two years of high school. Students experience a learning environment where they are challenged to think, encouraged to discuss and collaborate. They are taught an understanding of different cultures from around the world, and are encouraged to constantly reflect on their experiences and learning. The extended essay component teaches the research and study skills universities desire. While the program is very intense, it is also exhilarating for those that crave knowledge and understanding as well as develop important life and leadership skills.</p> <p>Foundations Program: In order to provide a challenging enrichment program that allows students to develop the knowledge and skills required to succeed in the International Baccalaureate Program and university, the Foundations Program is for students in Grades 9 and 10. Based on International Baccalaureate ideals, the program includes a holistic approach to the learner and school, as well as a global understanding fostered in the curriculum discussion.</p>

ICT (SHSM): Digital Media is the primary focus of the program which includes graphic design, TV production, internet live streaming, photography, radio broadcasting, digital sound recording, animation, web design and networking. This holistic approach reflects the philosophy and evolution of twenty first century digital media, and the approach post-secondary institutions and the labour force are investing in. Students will learn transferable skills and how to apply these technologies to real life situations.

Academy of Sport Specialized High Skills Major (SHSM): The Academy of Sport allows students to explore the many aspects of the business and performance of sport. The Academy is open to students in Grades 11 and 12 who are interested in pursuing a bundle of courses specifically tailored to sports performance and management, as well as earning industry accreditation in related areas. Students will be able to make important connections to both community and post-secondary destinations.

Construction (SHSM): The SHSM Construction program allows students to customize their secondary school experience to prepare for a future in the Construction sector. In addition to the requisite co-op placement, career exploration and opportunities to earn industry certifications, students will learn and develop skills to utilize construction tools and materials in a team environment. This program will be of benefit to students who like to work with their hands, enjoy complex and challenging problem-solving situations, and like to design and build relevant projects.

Hockey Canada Skills Academy: The Hockey Canada Skills Academy aims to enhance academic achievement through the motivation of establishing a balance between academics and athletics within the school system. The program maximizes arena availability during school hours thus allowing players to train throughout the year to further enhance their individual technical and tactical skills. This is a one credit program.

Geoventure: Geoventure is a 4-credit program designed to link the expectations of four courses together into a meaningful and authentic learning experience over a semester of study. Using outdoor skills and community involvement as a vehicle, students will be immersed in learning about themselves as active community members. This unique opportunity will provide foundation skills for decision making and personal growth.

Music Theatre Program: The Music Theatre Program bring professional-quality productions to the community. Students develop practical experience in all aspects of production including those on stage and behind the scenes, gain knowledge through presentations conducted by guests from the theatre community, participate in trips to live professional musical theatre productions, acquire positive teamwork and leadership skills and share in the excitement of the opening night of their production.

Life Skills Program (LSP): The Life Skills Program (LSP) is intended for students who have complex needs, who require a high level of support. Programming emphasis is on experiential learning, adaptive numeracy/ literacy skills, and community/independent living skills. Programming is provided through the Ontario Curriculum and Alternative (non-credit) courses (see Appendix E). Students may have the opportunity for supported integration opportunities within the school community. Students with complex special education needs may benefit from one of the two Identification, Placement, and Review Committee (IPRC) placement options with high levels of support provided in this program: · Special Education Class with Partial Integration; · Special Education Class Full-Time. Each LSP can include a range of exceptionalities, with placement priority for students who have significant complex learning needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for the LSP.

Community Integration Program (CIP): The Community Integration Program (CIP) is intended for students who are interested in pursuing an Ontario Secondary School Certificate (OSSC). Students work through compulsory course expectations in a highly-structured environment, while also having supported opportunities for integration in courses of personal interest. Students with special education needs may temporarily benefit from one of the two Identification, Placement, and Review Committee (IPRC) placement options with moderate levels of support provided in this program: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration. Each CIP can include a range of exceptionalities, with placement priority for students who have significant learning needs. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for the CIP. Upon completion of the OSSC requirements, students may continue to pursue additional credits toward the Ontario Secondary School Diploma (OSSD), transition to the community, workplace, or to a college CICE Program.

Haudenosaunne Opportunity for Personal Education (HOPE): On the Tyendinaga Mohawk Territory, HOPE offers a similar alternative educational setting for high school students of Mohawk ancestry and provides programming with a concentration on Mohawk culture. This is a partnership between Eastside Secondary School and Mohawks Bay of Quinte. Students must apply through the Eastside Student Success Team to be admitted. Students in the HOPE program are registered as Eastside Secondary School Students.

SHAPE (South Hastings Alternative Personalized Education): In Belleville, SHAPE on Palmer Road offers an alternative education setting for students who require additional support in obtaining credits toward graduation. Students must be registered at Eastside Secondary School and must be referred through the Student Success Team.

International Student Program: We welcome approximately 40 students to our school each year from as many as 15 different countries. This provides our students an opportunity to learn about and develop an appreciation of other cultures. International students participate in a full range of courses and extra-curricular activities. Supports for students include tutorials, planned social activities, English as a Second Language courses, university preparation and regular visits from our homestay coordinator.

e-Learning: Students from all secondary schools may register in courses that they cannot access in their home school. These students then get a login to our state-of-the-art e-Learning platform where they access course materials and assignments, and communicate with their teacher and virtual classmates. Course offerings are determined based on what schools are unable to offer in-house so vary from year-to-year. We have several courses to choose from with more being developed all the time. Students enjoy the flexibility that e-Learning offers, and will learn transferable skills such as time management, organization, and work habits, as well as various technology skills.

Loyalist College Dual Credits: This is an opportunity for students in a senior Construction Technology and Manufacturing Technology to earn a college credit while still in high school. The college instructor comes to the high school to teach and work with the secondary school teacher to deliver the curriculum. Students also have the opportunity to visit and make use of the facility at Loyalist College. Students earn their secondary course credit and a first year college credit.

Automotive Service Dual Credit Program: This course enables students to put their mechanical ability and technical knowledge to the test. Students will be working on a variety of vehicles throughout the semester. This course will focus on the diagnosis and repair of vehicles. These vehicles will include marine craft, cars, trucks, motorcycles and a variety of other gas powered equipment. Student learning will take place as you take on the diagnosis and repair of “real world” customer concerns with their equipment. The vast majority of learning in this course will be practical in nature and students will be supported by the instructor as they attempt each task. Tasks will vary dependent on customer needs. Examples of repairs include tasks related to steering, suspension, brakes, tires, exhaust, engine drivability, powertrain and general maintenance. This is an awesome opportunity to build on your existing mechanical knowledge and to enhance your hands on skills.

North Hastings School Group	
School	Programs
Bird's Creek Public School	<p>The Ontario Curriculum.</p> <p>Child Care: Before and after school program offered for children up to age 12, in partnership with the North Hastings Children's Services.</p>
Coe Hill School	<p>The Ontario Curriculum.</p> <p>Child Care: Child care is not yet available at this school.</p>
Hermon Public School	<p>The Ontario Curriculum.</p> <p>Child Care: Child care is not yet available at this school.</p>
Maynooth Public School	<p>The Ontario Curriculum.</p> <p>Let's Craft With Me: This program is an opportunity for caregivers to come to the school with their child to engage in crafting and conversation, and engage with Indigenous culture. <i>This program is temporarily suspended due to COVID-19.</i></p> <p>Child Care: After school program offered for children up to age 12, in partnership with the North Hastings Children's Services.</p>
York River Public School	<p>The Ontario Curriculum.</p> <p>Extended French: The Extended French Program is available to students in grades 5 - 6 who have an interest in extending their learning of French as a second language. French is the language of instruction for a minimum of 25 percent of the total instructional time at every grade level of the program and provides approximately 630 hours of instruction in French by the end of Grade 6. The program includes the study of French as a second language and the study of at least one other subject taught in French.</p> <p>Elementary Resource Program: Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Each student has an Individual Education Plan (IEP) with specific goals, learning expectations, accommodations, and possibly modifications and/or alternative program goals. Students who have more complex special education needs may temporarily benefit from one of the three IPRC placement options with the highest levels of support provided: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration; 3. Special Education Class Full-Time. Each Elementary Resource Program can include a range of exceptionalities, with placement priority for students who have significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate</p>

	<p>candidates for Elementary Resource Programs.</p> <p>Child care: After school program offered for children up to age 12, in partnership with North Hastings Children’s Services.</p>
<p>North Hastings High School</p>	<p>The Ontario Curriculum.</p> <p>Co-op Education Programs: North Hastings High School has almost 200 community partnerships for Cooperative Education placements. Some of these include, auto body shops, local grocery stores, day care placements, lawyer offices, veterinary offices, and placements in the forestry sector.</p> <p>Life Skills Program (LSP): This program is for students in secondary school who are typically identified with the exceptionality of Intellectual - Developmental Disability (I-DD). Programming emphasis is on life skills, adaptive numeracy/literacy skills, and community/independent living skills.</p> <p>Community Integration Program (CIP): The Community Integration Program (CIP) is intended for students who are interested in pursuing an Ontario Secondary School Certificate (OSSC). Students work through compulsory course expectations in a highly-structured environment, while also having supported opportunities for integration in courses of personal interest. Students with special education needs may temporarily benefit from one of the two Identification, Placement, and Review Committee (IPRC) placement options with moderate levels of support provided in this program: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration. Each CIP can include a range of exceptionalities, with placement priority for students who have significant learning needs. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for the CIP. Upon completion of the OSSC requirements, students may continue to pursue additional credits toward the Ontario Secondary School Diploma (OSSD), transition to the community, workplace, or to a college CICE Program.</p> <p>Elementary Resource Program: Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Each student has an Individual Education Plan (IEP) with specific goals, learning expectations, accommodations, and possibly modifications and/or alternative program goals. Students who have more complex special education needs may temporarily benefit from one of the three IPRC placement options with the highest levels of support provided: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration; 3. Special Education Class Full-Time. Each Elementary Resource Program can include a range of exceptionalities, with placement priority for students who have significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for Elementary Resource Programs.</p>

Northern Environmental Research and Development Studies (N.E.R.D.S.)

NERDS is a four credit program which is offered to Grade 12 students in the second semester, every two years. This program is for students who enjoy the outdoors and who may be interested in pursuing a post-secondary college or university career in natural resources, natural sciences or environmental sciences. Students will be involved in a wide variety of projects which will include data collection, analysis, and communication of information as part of on-going monitoring and scientific research. In addition, there is the possibility of obtaining credits through the Loyalist College School of Biosciences and the Fleming College School of Natural Resources.

Northern Outdoor Studies (NOS): The NOS class is a 4-credit high school program offered to Grade 11 and 12 students every second year. Since 1997, this program has been preparing students for direct-entry into the workforce with employers in selected sectors such as logging, resource and wildlife management, and ecotourism. Students study ecology, resource and forestry management, recreation services, community leadership, and other topics related to employment patterns in the area. The Northern Outdoor Studies Program has worked closely with industry to identify recognized training and certifications that students should achieve while completing their secondary school diploma. Before finishing the program, each student assembles their own portfolio highlighting the certifications, skills, and knowledge they have gained throughout the course. Employers in the community are actively involved in curriculum development, work placement initiatives, and the development of skills profiles for entry-level workers.

Environment Specialist High Skills Major (SHSM): The Environment SHSM enables students to build a foundation of sector-focused knowledge and skills, before graduating and entering apprenticeship training, college, university, or entry-level positions in the workplace. Students receive a variety of certifications and graduates receive a customized diploma and seal representing this focus area of study.

NHHS House System: North Hastings High School is proud of its' unique house system which is comprised of four Houses: Earth, Wind, Water and Fire. This system promotes and rewards participation in all capacities of school life: athletics, academics, leadership and the Arts. Students earn points for every act of participation and have healthy competition that doubles as school spirit. This system has become recognized locally, provincially and nationally, with presentations being shared at municipal meetings, board forums and provincial conferences. Attached to this house system is the unique Peer to Peer (P2P) Program, where a Grade 9 student is matched with a senior student who is their mentor. These students work together at the annual Grade 9 Activity Day, as well as various other activities throughout the school year. This program is unique in providing mentorship for students as they enter and transition to high school.

Junior Enrichment Development Initiative (JEDI): JEDI is a 2-year, non-credit program, in which Grade 9 and 10 students are challenged to further develop global competencies by participating in leadership activities, cultural events and volunteer work within the community. Each year, the JEDI program takes part in several different educational tours and destinations including New York City, Washington D.C., Boston, Ottawa or Toronto. Team members also receive visits from many guest speakers who educate them on a variety of interesting subjects. The JEDI program supports driven and curious students in the Academic pathway, who can maintain an 80% course average. JEDI members are responsible, self-motivated students who work toward attaining a Junior Enrichment Certificate at the end of the 2-year program. *This program is temporarily suspended due to COVID-19.*

e-Learning: Students from all secondary schools may register in courses that they cannot access in their home school. These students then get a login to our state-of-the-art e-Learning platform, where they access course materials and assignments, and communicate with their teacher and virtual classmates. Course offerings are determined based on what schools are unable to offer in-house so vary from year-to-year. We have several courses to choose from with more being developed all the time. Students enjoy the flexibility that e-Learning offers, and will learn transferable skills such as time management, organization, and work habits, as well as various technology skills.

Extended French: The Extended French Program is available to students in grades 7 - 8 who have an interest in extending their learning of French as a second language. French is the language of instruction for a minimum of 25 percent of the total instructional time at every grade level of the program and provides approximately 630 hours of instruction in French by the end of Grade 8 (if Extended French is begun in Grade 5 the total approximate hours of instruction by the end of Grade 8 would be 1260 hours). The program includes the study of French as a second language and the study of at least one other subject taught in French.

Prince Edward School Group	
School	Programs
Athol-South Marysburgh Public School	<p>The Ontario Curriculum.</p> <p>Early Learning Partnership: Early learning playgroup and early years support provided in partnership with The HUB Child and Family Centre. <i>These programs are temporarily suspended due to COVID-19.</i></p>
C.M.L. Snider School	<p>The Ontario Curriculum.</p> <p>Child care: Before and after school program offered for children up to age 12, and preschool program during the day, in partnership with The HUB Child and Family Centre.</p> <p>Early Learning Partnership: Early learning playgroup and early years support provided in partnership with The HUB Child and Family Centre. <i>These programs are temporarily suspended due to COVID-19.</i></p>
Kente Public School	<p>The Ontario Curriculum.</p> <p>Child care: Before and after school program offered for children up to age 12, and preschool program during the day, in partnership with The HUB Child and Family Centre.</p> <p>Early Learning Partnership: Early learning playgroup and early years support provided in partnership with The HUB Child and Family Centre. <i>These programs are temporarily suspended due to COVID-19.</i></p>
Massassauga-Rednersville Public School	<p>The Ontario Curriculum.</p> <p>Child care: Before and after school program offered for children up to age 12 in partnership with the YMCA; On-site child care centre for infant, toddler and preschool age children, in partnership with The HUB Child and Family Centre.</p> <p>Early Learning Partnership: Early learning playgroup and early years support provided in partnership with The HUB Child and Family Centre.</p>
Sophiasburgh Central School	<p>The Ontario Curriculum.</p> <p>Early Learning Partnership: Early learning playgroup and early years support provided in partnership with The HUB Child and Family Centre. <i>These programs are temporarily suspended due to COVID-19.</i></p> <p>Child Care: Child care is not yet available at this school.</p>
Prince Edward Collegiate Institute	<p>The Ontario Curriculum.</p>

ACE Arts PLUS Program: Students can join the thriving County Arts community while learning and growing as a PECE student! ACE Arts Plus gives Grade 9 students that chance to take two Arts courses in Grade 9 and begin a specialization in the Arts that can lead to an Arts Major Certificate along with their high school diplomas.

Advanced Placement: Advanced Placement (AP) allows students to pursue university-level studies while still in high school. AP results are accepted by many Canadian universities which increasingly offer advanced standing (university credit) to candidates with good AP grades. Students may take one or more AP courses.

Life Skills Program (LSP): The Life Skills Program (LSP) is intended for students who have complex needs, who require a high level of support. Programming emphasis is on experiential learning, adaptive numeracy/ literacy skills, and community/independent living skills. Programming is provided through the Ontario Curriculum and Alternative (non-credit) courses (see Appendix E). Students may have the opportunity for supported integration opportunities within the school community. Students with complex special education needs may benefit from one of the two Identification, Placement, and Review Committee (IPRC) placement options with high levels of support provided in this program: · Special Education Class with Partial Integration; · Special Education Class Full-Time. Each LSP can include a range of exceptionalities, with placement priority for students who have significant complex learning needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for the LSP.

Community Integration Program (CIP): The Community Integration Program (CIP) is intended for students who are interested in pursuing an Ontario Secondary School Certificate (OSSC). Students work through compulsory course expectations in a highly-structured environment, while also having supported opportunities for integration in courses of personal interest. Students with special education needs may temporarily benefit from one of the two Identification, Placement, and Review Committee (IPRC) placement options with moderate levels of support provided in this program: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration. Each CIP can include a range of exceptionalities, with placement priority for students who have significant learning needs. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for the CIP. Upon completion of the OSSC requirements, students may continue to pursue additional credits toward the Ontario Secondary School Diploma (OSSD), transition to the community, workplace, or to a college CICE Program.

Elementary Resource Program: Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Each student has an Individual Education Plan (IEP) with specific goals, learning expectations, accommodations, and possibly modifications and/or

alternative program goals. Students who have more complex special education needs may temporarily benefit from one of the three IPRC placement options with the highest levels of support provided: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration; 3. Special Education Class Full-Time. Each Elementary Resource Program can include a range of exceptionalities, with placement priority for students who have significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for Elementary Resource Programs.

French Immersion (Elementary): French Immersion begins in Grade 4. It provides an opportunity for students to develop French-language skills in a variety of subject areas. The content is the same as the regular program with French as the language of instruction. Students will have a minimum of 3800 hours of instruction in French by the end of Grade 8.

Extended French: PECL offers Extended French for Grade 9 to 12 students who are interested in increasing their confidence and proficiency in the French language. Learning another language provides significant cognitive and academic benefits, where students inspire and motivate each other to become life-long language learners and active world citizens. The secondary Extended French program is intended for students who are graduating from French Immersion/Extended French in Grade 8, or who have an equivalent background in French. Students completing this program will receive a certificate in bilingual studies, and when enrolled in Grade 12 FSL will be eligible to participate in the Diplôme d'études langue française (DELF) exam, and internationally recognized test of French proficiency.

Specialist High Skills Major: Crank it Up! The SHSM in Transportation provides students with a strong foundation for a wide variety of careers in the transportation sector, from those focusing on the service, repair and modification of vehicles and vehicle systems to those related to the organization and management of transportation services and mass-transit systems. The SHSM-Transportation enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, College, University or an entry-level position in the workplace.

Specialist High Skills Major: Change the World! The SHSM in Non-Profit provides students with a strong foundation for collaborating on the common good, and transforming shared beliefs and hopes into action. Students will consider how to shape their boldest dreams, highest ideals, and noblest causes. Students will learn how the non-profit sector feeds, heals, shelters, educates, inspires, enlightens, and nurtures people of every age, gender, race, and socioeconomic status, from coast to coast, border to border, and beyond. Students from every pathway will participate in practical civic engagement and leadership opportunities.

e-Learning: Students from all secondary schools may register in courses that they cannot access in their home school. These students then get a login to our state-of-the-art e-Learning platform where they access course materials and assignments,

and communicate with their teacher and virtual classmates. Course offerings are determined based on what schools are unable to offer in-house so vary from year-to-year. We have several courses to choose from with more being developed all the time. Students enjoy the flexibility that e-Learning offers, and will learn transferable skills such as time management, organization, and work habits, as well as various technology skills.

Loyalist College Dual Credit: This is an opportunity for students in a senior Communications Technology class to earn a college credit while still in high school. The college instructor comes to the high school to teach and work with the secondary school teacher to deliver the curriculum. Students earn their secondary course credit and a first year college credit in TV & New Media.

International Student Program: We welcome a number of students to our school each year from as many as 15 different countries. This provides our students an opportunity to learn about and develop an appreciation of other cultures. International students participate in a full range of courses and extra-curricular activities. Supports for students include tutorials, planned social activities, English as a Second Language courses, university preparation and regular visits from our homestay coordinator.

Food for Home Nutrition Pantry: The purpose of the Nutrition Pantry is to provide nutritious food for home on a weekly basis for food insecure students. This is an opportunity, provided in conjunction with the Learning Foundation, to further support PECIs most vulnerable students and families with nutrition.

Child care: Before and after school program offered for children up to age 12, and preschool program during the day, in partnership with The HUB Child and Family Centre.

Trenton School Group	
School	Programs
North Trenton Public School	<p>The Ontario Curriculum.</p> <p>North Trenton Education and Community Partnership Program: The ECPP provides intensive services and resources to support the needs of children and youth who struggle to engage in learning due to their complex social-emotional and mental health needs.</p> <p>This program is in partnership with Quinte Children’s Treatment Centre - Ministry of Children, Community and Social Services. This program provides service for students in Grade 1 to Grade 4, with significant social-emotional needs. Programming is designed to support students to develop social skills, self-regulation, self-advocacy, and improved academic achievement and well-being.</p> <p>Early Learning Partnership: Early learning playgroup and early years program support provided in partnership with Family Space Quinte Inc.</p> <p>Child care is not yet available at this school.</p>
Prince Charles Public School (T)	<p>The Ontario Curriculum.</p> <p>Child care: Before and after school program offered for children up to age 12, in partnership with the YMCA of Central East Ontario.</p> <p>French Immersion: French Immersion begins in Grade 4. It provides an opportunity for students to develop French-language skills in a variety of subject areas. The content is the same as the regular program with French as the language of instruction. Students will have a minimum of 3800 hours of instruction in French by the end of Grade 8. They attend Prince Charles Public School (T) until Grade 6 and then move on to Bayside Secondary School for Grades 7 and 8. When continuing French Immersion at the secondary level at Bayside Secondary School, students will complete 10 French Immersion credits that count towards the Ontario Secondary School Diploma. They will also receive a French Immersion Certificate to recognize their successful completion of the program.</p>
Trent River Public School	<p>The Ontario Curriculum.</p> <p>Elementary Resource Program: Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Each student has an Individual Education Plan (IEP) with specific goals, learning expectations, accommodations, and possibly modifications and/or alternative program goals. Students who have more complex special education needs may temporarily benefit from one of the three IPRC placement options with the highest levels of support provided: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration; 3. Special Education Class Full-Time. Each Elementary Resource Program can</p>

	<p>include a range of exceptionalities, with placement priority for students who have significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for Elementary Resource Programs.</p> <p>Early Learning Partnership: Early learning playgroup and early years program support provided in partnership with Family Space Quinte Inc.</p> <p>Child care: Before and after school program offered for children up to age 12, in partnership with Hastings County Community and Social Services.</p>
<p>V. P. Carswell Elementary School</p>	<p>The Ontario Curriculum.</p> <p>Elementary Resource Program: Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Each student has an Individual Education Plan (IEP) with specific goals, learning expectations, accommodations, and possibly modifications and/or alternative program goals. Students who have more complex special education needs may temporarily benefit from one of the three IPRC placement options with the highest levels of support provided: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration; 3. Special Education Class Full-Time. Each Elementary Resource Program can include a range of exceptionalities, with placement priority for students who have significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for Elementary Resource Programs.</p>
<p>Trenton High School</p>	<p>The Ontario Curriculum.</p> <p>Life Skills Program (LSP): This program is for students in secondary school who are typically identified with the exceptionalities of Intellectual - Developmental Disability (I-DD), and/or Communication - Autism (C-A), and/or Multiple. Programming emphasis is on life skills, adaptive numeracy/literacy skills, and community/independent living skills.</p> <p>Community Integration Program (CIP): The Community Integration Program (CIP) is intended for students who are interested in pursuing an Ontario Secondary School Certificate (OSSC). Students work through compulsory course expectations in a highly-structured environment, while also having supported opportunities for integration in courses of personal interest. Students with special education needs may temporarily benefit from one of the two Identification, Placement, and Review Committee (IPRC) placement options with moderate levels of support provided in this program: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration. Each CIP can include a range of exceptionalities, with placement priority for students who have significant learning needs. Students with exceptionalities of Intellectual –</p>

Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for the CIP. Upon completion of the OSSC requirements, students may continue to pursue additional credits toward the Ontario Secondary School Diploma (OSSD), transition to the community, workplace, or to a college CICE Program.

Elementary Resource Program: Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Each student has an Individual Education Plan (IEP) with specific goals, learning expectations, accommodations, and possibly modifications and/or alternative program goals. Students who have more complex special education needs may temporarily benefit from one of the three IPRC placement options with the highest levels of support provided: 1. Regular Class with Withdrawal Assistance; 2. Special Education Class with Partial Integration; 3. Special Education Class Full-Time. Each Elementary Resource Program can include a range of exceptionalities, with placement priority for students who have significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for Elementary Resource Programs.

Catering with Class Program: This 3-credit course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

Outer Limits: This 4-credit has been providing students with the opportunity to experience education in a hands-on environment for over 10 years. It offers students the chance to develop skills related to Ecotourism, and Environment and Resource Management while developing an appreciation for the environment and outdoor recreation. Through participation in this program students develop skills in outdoor survival, cycling, rock climbing, and canoeing. Each activity involves certification in the different disciplines. These certifications assist students in employment opportunities in related fields.

Hospitality & Tourism Specialist High Skills Major (SHSM): The Hospitality & Tourism SHSM enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Graduates of the program receive a customized diploma and seal indicating this specialized area of study.

La Dolce Vita - The Sweet Life: This 2-credit package program combines Communication Technology and Aesthetics to allow the student to explore, share

and promote their aesthetics experience. From special effects to runway makeup and nail design, students will explore, design, create, electronically document and experience “the sweet life” through a truly unique and rewarding hands-on experience.

Sports Specialist High Skills Major (SHSM): The Sports SHSM enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Graduates of the program receive a customized diploma and seal indicating this specialized area of study.

e-Learning: Students from all secondary schools may register in courses that they cannot access in their home school. These students then get a login to our state-of-the-art e-Learning platform where they access course materials and assignments, and communicate with their teacher and virtual classmates. Course offerings are determined based on what schools are unable to offer in-house so vary from year-to-year. We have several courses to choose from with more being developed all the time. Students enjoy the flexibility that e-Learning offers, and will learn transferable skills such as time management, organization, and work habits, as well as various technology skills.

SYSTEM PROGRAMS

Growing with Character

All students and staff are engaged in character education. Growing with Character is our intentional approach to provide learning opportunities that promote social and emotional learning in children. We do this by modeling, teaching and expecting demonstrations of various character traits, including caring, cooperation, honesty, humour, integrity, respect, responsibility and trustworthiness. Growing with Character supports creating safe, caring, respectful and inclusive learning environments where students develop a foundation for good character.

The Hastings and Prince Edward Learning Foundation

The Hastings and Prince Edward Learning Foundation raises funds for programs and services that overcome barriers and help students succeed in school. We believe that all students should have the support they need to realize well-being and success, and we're committed to creating equal opportunities for all students. Our programs are universally accessible to all students, breaking down barriers and levelling the playing field in a non-stigmatizing way.

Student Nutrition Ontario – Southeast

Student nutrition programs in schools not only feed students, but also role model healthy eating habits, provide a sense of belonging for students at school and help them be able to focus in the classroom. The Hastings and Prince Edward Learning Foundation is the Lead Agency of Student Nutrition Ontario – Southeast. The Southeast region includes, Food for Thought (Lanark county), The Food for Sharing Project (Kingston Frontenac, Lennox, Addington counties) and Food for Learning (Hastings and Prince Edward counties). Contact Kellie Brace 613-966-1170 ext. 62232 or Cherie Hardie 613-966-1170 ext. 62377

Food for Learning

Food for Learning helps provide support to schools to ensure that they can offer daily breakfast, lunch and/or snack programs. Contact Vicky Struthers 613-966-1170 ext. 62378, Also Kellie Brace, Cherie Hardie

Student Emergency Fund

The Student Emergency Fund provides immediate assistance to students in crisis situations. Most requests continue to be for food at home, clothing and hygiene items. Contact Maribeth deSnoo 613-966-1170 ext. 62205 Also, Vicky Struthers

The Good Backpack Program

The Good Backpack program ensures that all children have the opportunity to participate completely in their education, regardless of their family's financial status or means. Contact Maribeth deSnoo 613-1170 ext. 62205, Also Vicky Struthers

Prom Project

Prom Project provides students in Hastings and Prince Edward counties with the opportunity to select formal wear, free of charge, to attend their formals and/or graduation ceremonies. Prom Project commemorates the achievements of students who have overcome adversity, and help them celebrate in style. Contact Maribeth deSnoo 613-966-1170 ext. 62205 Also Vicky Struthers.

Food for Home *Pilot Program*

The goal of Food for Home is to provide our most vulnerable, and food insecure youth with nutrition. Food for Home will provide support, in the form of a weekly \$50 Grocery Gift Card for 11 weeks. These 11 weeks includes the Summer Break, Christmas, and March Break. Contact Maribeth deSnoo 613-966-170 ext. 62205, Also Vicky Struthers

Len & Olive Black Memorial Fund

The Len & Olive Black Memorial Fund supports students facing financial hardship who:

- 1) Require assistance with purchasing materials and items to allow them to fully participate in courses, leveling the playing field for all students
- 2) Would like to pursue post-secondary education and need assistance with the application fee.

Contact Maribeth deSnoo 613-966-1170 ext. 62205, Also Vicky Struthers

Bring Your Own Device (secondary students only)

This monetary support will breakdown financial barriers for those students who couldn't afford the purchase cost of a Chromebook, while allowing all students to participate equally in this learning initiative. Contact Maribeth deSnoo 613-966-1170 ext. 62205, Also Vicky Struthers

Summer School for Secondary School Students

Summer School offers online courses to secondary students during the month of July. Online learning, known as e-Learning, is becoming part of education in all course types, including college, university and the workplace.

e-Learning courses allow for more flexibility in a student's timetable. They can also provide access to programming that may not be available at the school.

HPEDSB currently offers a variety of e-Learning courses taught by qualified teachers. The e-Learning experience can be innovative, relevant and engaging for students who enjoy the online learning environment. e-Learning courses have the same curriculum requirements as face-to-face classes, as set out by the Ministry of Education.

In addition, HPEDSB is a member of the Ontario e-Learning Consortium (OeLC). This organization is made up of several Ontario school boards which have agreed to open their e-Learning courses to students from all member school boards. This approach provides students with access to courses that meet their needs and interests.

Another summer school program offered to students is SWAC (School Within a College). Students have the opportunity to attend one dual credit at Loyalist College.

For more information about Summer School e-Learning, students should contact their school's guidance counsellor.

Contact: Curriculum Services, 613-966-1170 ext. 62113

Adult Education

Quinte Adult Education offers programs to students 18 years of age and older. This program supports adults to complete the Ontario Secondary School Diploma (Grade 12), obtain college/ university prerequisites and/or upgrade skills to further careers.

All courses offered are secondary school credits, which can be obtained in several ways: e-Learning, correspondence courses, Learn While You Earn Co-op, Equivalency, Apprenticeship (OYAP), Prior Learning Assessment Testing (PLAR), and Maturity Credits.

Offices are located in:

- Belleville (main site) at Kirk Building, 224 Palmer Road, 613-962-3133
- Bancroft, please contact the Belleville office
- Madoc, CHAP (Centre Hastings Alternative Program), located at Centre Hastings Secondary School, 129 Elgin Street, Madoc
- Trenton, 46 Dundas Street West, 613-394-3740
- Picton, please contact the Belleville office

International Student Program (ISP)

The International Student Program provides a positive educational and cultural experience for international students from around the world.

Through engaging with people from other countries and cultures, students and employees within HPEDSB schools, and local host families, learn about and develop an appreciation of other cultures.

Each new school year the program welcomes approximately 120 students from countries such as, Germany, Mexico, Brazil, Austria, Japan, Korea, Taiwan, Italy, France, Switzerland, Hong Kong and Spain.

Contact: International Student Program, 613-966-1170 ext. 2415

Website: <http://www.hpedsb.on.ca/students/distance-education/international-student-program/>

International Student Exchange Programs

International exchange programs enrich the learning experiences of students in the global context. HPEDSB has partnership agreements with the following organizations to support International Student Exchange Programs:

1. International Student Exchange (ISE)
2. Rotary International (Belleville)

Contact: Secondary School Guidance departments or Curriculum Services, 613-966-1170

First Nation, Métis and Inuit Education

Hastings and Prince Edward District School Board is committed to the implementation of the Ministry of Education's First Nations, Métis and Inuit Education Policy Framework, which includes initiatives that support learning and achievement of First Nation, Métis and Inuit students with a vision to support and ensure that:

- First Nation, Métis, and Inuit students in Ontario have the knowledge, skills and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce.
- All students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspective.

In addition, the Board is committed to implementing the recommendations of the Truth and Reconciliation Commission where applicable such as:

- Providing training for all staff on the colonial history and legacy experienced by Indigenous people
- Supporting teaching staff in implementing the revised mandatory curriculum that supports and builds student capacity for intercultural understanding, empathy, and mutual respect.
- Engaging and enabling Indigenous parents and the Indigenous community to be active participants in the education of their children

SYSTEM SERVICES

Curriculum Services

The Curriculum Services Team supports continuous professional learning for educators and administrators premised on the belief that all students can learn, progress and achieve. The professional learning plan for educators is represented in the Board Improvement Plan for Student Achievement and Well-Being (BIP). Educators ensure that all children and students will be inspired to reach their full potential, with access to equitable and rich learning experiences from Kindergarten through to graduation from secondary school.

Achieving excellence and equity are realized through the development of the knowledge and skills that our graduates will require to becoming personally successful, economically productive and actively engaged citizens.

The Curriculum Services Team supports the following:

- Adult Education
- Assessment and evaluation
- Board Improvement Plan (BIP)
- Board Leadership Development
- Data analysis and research
- Differentiated instruction
- Dual Credits - Congregated and Team Taught
- Early Years - EarlyON, Childcare, Before and After School
- e-Learning and virtual learning environments
- Experiential Learning programs
- Indigenous Education
- Guidance
- Healthy Active Living
- Languages
- Ministry of Education initiatives
- Networked learning communities
- Ontario Curriculum (all subjects, courses and pathways K-12)
- Outdoor Learning and the Frink Conservation program
- Pathways
- Professional learning for educators
- School Effectiveness Framework (SEF)
- School Improvement Plans for Student Achievement (SIPSA)
- School Year Calendar
- Specialist High Skills Majors (SHSMs)
- Strategic planning
- Student engagement
- Student Success initiatives
- Summer School and Summer Learning Programs
- Technology

Inclusive and Safe Schools

Through our commitment to achieving excellence and equity, all children and students will be inspired to reach their full potential and must feel engaged and included.

Our schools are places where educators and students value diversity, respect each other, and see themselves reflected in their learning. It is particularly important to provide the best possible learning opportunities and supports for students who may be at risk of not succeeding. This often includes, but is not limited to, some of our Aboriginal students, children and youth in care, children and students with special education needs, recent immigrants and children from families experiencing poverty.

Our work has been focused on ensuring that no child or youth will have anything in the way to stop them from reaching their potential. The fundamental principle driving this work is that every student has the opportunity to succeed, regardless of ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socioeconomic status or other factors.

Our schools are safe and welcoming learning environments. All elementary schools have a Safe Arrival program that makes every reasonable effort to make timely contact with parents, guardians or caregivers when a student does not arrive at school as expected.

A computerized voicemail system contacts parents, guardians or caregivers when secondary students do not arrive at school or individual classes, as expected.

Students feel safe and welcome, and know that well-being is supported inside and outside of school.

All schools and buildings are equipped with:

- full video surveillance systems
- remote door entry systems (buzzer systems) in all elementary schools

Student Services

HPEDSB believes that all students can achieve success. For this purpose, are provided with enabling, inclusive, and dynamic educational experiences in the least restrictive learning environment possible.

Instruction that is responsive to the strengths, abilities and needs of each student can be achieved through a variety of instructional approaches:

- Universal Design for Learning,
- Differentiated Instruction, and
- The Tiered Approach to Prevention and Intervention.

Based on the Continuous Assessment Process, early intervention, proactive program planning and ongoing support are essential to maximize student achievement. A wide variety of interventions and accommodations are implemented within the regular class program as appropriate to support student needs as classroom teachers are the key educators for a student's literacy and numeracy development. In specific circumstances, a system referral for a placement outside of the regular classroom may be considered based on specific criteria to meet the programming needs of some exceptional learners with highly complex needs.

Student Services provides the following:

- mental health services
- social work services
- child and youth worker services
- attendance counsellor services
- psychological services
- speech and language services
- blind and low-vision services
- deaf and hard of hearing services
- applied behaviour analysis services
- resource coordinator services
- access to specialized Education Centre personnel (administrative support, learning support coordinators, assistive technology learning coaches, itinerant resource teacher/coaches, system lead and superintendent of education)

Technology Enabled Learning

Students have access to a wide variety of learning technologies in all of our schools. Educators inspire students to learn by engaging them with the mindful use of technology to support learning from Kindergarten to Grade 12.

Our up-to-date learning environment includes the following:

- fibre-optic high speed network to our schools
- wireless infrastructure in all our schools to support bring your own device
- interactive whiteboards and projectors in classrooms
- computers and internet access in every classroom
- mobile technologies, including laptops, Chromebooks, iPads and eBooks
- access to assistive technology for all students
- online collaboration tools, such as Google Apps for Education (GAFE), Virtual Learning Environment VLE (D2L Desire to Learn)
- modern library system in all school learning commons

Community Use of Schools

The Community Use of Schools Program supports strong, vibrant, healthy school communities by providing the community with access to affordable space after school hours. Community organizations and not-for-profit groups are able to provide a variety of programs and activities for youth and adults in a safe and welcoming school environment. Programs and activities are based on local school and community needs and include educational, recreational, cultural and health and well-being.

Contact: Community Use of Schools Liaison 613-966-1170 x 62361

Child Care and Early Learning Programs & Services

A variety of child care and early learning programs are offered in many schools where there is viability and demand. They provide children and families with a seamless transition to school and quality services in safe, welcoming and inclusive environments. Child care and learning programs and services support student achievement and well-being and build strong, vibrant, health school communities. Programs are operated by community child care and early learning partners and are based on family and community needs. They include the following:

- child care for infant, toddler and preschool age children
- before and after school child care for children in Kindergarten to Grade 6
- EarlyON playgroup and programs for parents, caregivers and children from birth to age 6

Contact Early Learning Lead, Curriculum Services, 613-966-1170 x 62138

H.R. Frink Outdoor Education Centre

The H.R. Frink Outdoor Education Centre is a conservation area and outdoor education centre located north of Belleville. Students and educators from Hastings and Prince Edward District School Board (HPEDSB) visit throughout the school year for curriculum-based natural science, outdoor education, leadership activities, and experiential learning programs.

The 14 kilometers of trails are open to public from dawn to dusk at this 138-hectare (341 acres) conservation area owned by Quinte Conservation and leased to HPEDSB. Multiple groups may simultaneously enjoy the facilities that include various trails, an outdoor pavilion, low ropes challenge course, a provincially significant wetland that is home to the endangered Blanding's Turtle, and a spring sugar bush program. Winter programming includes hikes, ski tours and snowshoeing.

The H.R. Frink Outdoor Education Centre partners with HPEDSB secondary school leadership and co-op programs, Loyalist College, Trent University and Queen's University.

Contact: H.R. Frink Outdoor Education Centre 613-477-2828 or Curriculum Services, 613-966-12170
Questions and information: frink.centre@hpedsb.on
Bookings: frink.bookings@hpedsb.on.ca

Tri-Board Transportation Services

Tri-Board Transportation Services provides safe, secure, on-time transportation for schools in our jurisdiction.

Our transportation department is continually monitoring and reviewing our transportation system for safety, route efficiencies and adherence to the Board Policies.

Contact: 613-354-1981 or 1-866-569-6638



Elementary Special Education Resource Program Placements and Locations – 2021-2022
April 21, 2021

Program Name	2021-2022
<p>Elementary Resource Programs</p> <p>Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Students are provided with programming expectations specific to their learning profiles. Each student has an Individual Education Plan with specific goals, learning expectations, accommodations, and possibly modifications.</p> <p>Students with more complex special education needs may temporarily benefit from one of the three Identification, Placement, and Review Committee (IPRC) placement options with the highest levels of support provided in these resource programs:</p> <ul style="list-style-type: none"> • Regular Class with Withdrawal Assistance; • Special Education Class with Partial Integration; • Special Education Class Full-Time. <p>In these resource programs, students have access to a teacher with special education qualifications, who is assigned to support a specified number of students (<i>Ontario Regulation 298, Section 31</i>). Educational assistants are also assigned to the resource programs.</p> <p>Each elementary resource program can include a range of exceptionalities, with placement priority for students with significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for the elementary resource programs.</p> <p>*** As part of the annual review process, the location and/or continuation of elementary resource programs are subject to change ***</p>	<p>Centennial Secondary School (Intermediate)</p> <p>Centre Hastings Secondary School (Primary/Junior/Intermediate)</p> <p>Centre Hastings Secondary School (Primary/Junior/Intermediate)</p> <p>Centre Hastings Secondary School (Primary/Junior/Intermediate)</p> <p>North Hastings High School (Intermediate)</p> <p>Park Dale School (Primary/Junior/Intermediate)</p> <p>Prince Charles School Belleville (Primary/Junior)</p> <p>Prince Charles School Belleville (Primary/Junior)</p> <p>Prince Edward Collegiate Institute (Primary, Junior, Intermediate)</p> <p>Prince Edward Collegiate Institute (Primary, Junior, Intermediate)</p> <p>Prince of Wales Public School (Primary/Junior/Intermediate)</p> <p>Prince of Wales Public School (Primary/Junior/Intermediate)</p> <p>Queen Elizabeth School (Primary/Junior/Intermediate)</p> <p>Queen Elizabeth School (Primary/Junior/Intermediate)</p> <p>Susanna Moodie Elementary School (Primary/Junior/Intermediate)</p> <p>Trent River Public School (Primary/Junior)</p> <p>Trenton High School (Intermediate)</p> <p>Trenton High School (Intermediate)</p> <p>Tyendinaga Public School (Primary/Junior/Intermediate)</p> <p>V.P. Carswell Elementary School (Primary/Junior)</p> <p>York River Public School (Primary/Junior)</p>
<p>Total</p>	<p>21 Resource Programs</p>



Secondary Special Education Regional Program Placements and Locations – 2021-2022
Life Skills Program (LSP) and Community Integration Program (CIP)
 April 21, 2021

School Name	2021-2022	
Bayside Secondary School	1 LSP 1 CIP	8 sections 6 sections
Centennial Secondary School	2 LSP 2 CIP	16 sections 12 sections
Centre Hastings Secondary School	1 LSP 2 CIP	8 sections 12 sections
Eastside Secondary School	1 LSP 2 CIP	8 sections 12 sections
North Hastings High School	1 LSP 1 CIP	8 sections 6 sections
Prince Edward Collegiate Institute	1 LSP 1 CIP	8 sections 6 sections
Trenton High School	1 LSP 2 CIP	8 sections 12 sections
Total	19 classes	130 sections

Secondary Regional Programs

Life Skills Program

- Programming emphasis is on life skills, adaptive numeracy/literacy skills, and community/independent living skills through alternative (non-credit) courses.
- Students in LSP will leave secondary school with a Certificate of Accomplishment.

Community Integration Program

- Programming emphasis is on the completion of Ministry credits, Leveled Literacy Intervention reading program, development of technology skills to support learning, and work experience.
- Students have the opportunity to graduate secondary school with an Ontario Secondary School Certificate (OSSC), which requires successful completion of a minimum of 14 Ontario Ministry of Education credits (7 compulsory and 7 elective).

*** As part of the annual review process, the location and/or continuation of secondary regional programs are subject to change ***

APPENDIX B

**On-the-Ground Capacity, Gross Floor Area and
Age of HPEDSB Schools**

Table 33 – On the Ground Capacity, Gross Floor Area and Age of Elementary & Secondary Schools^P

	OTG	GFA (m²)	Year Built	Age
Bayside School Group				
Bayside Secondary School (7-12)	1,045	14,215	1970	51
Bayside Public School	421	2,954	1912/1964	109/57
Frankford Public School	398	3,580	1923	98
Stirling Public School	812	9,981	2013	8
Centennial School Group				
Centennial Secondary School (7-12)	1,022	16,258	1966	55
Foxboro Public School	435	3,464	1974	47
Park Dale School	395	2,966	1962	59
Prince Charles School (Belleville)	401	3,608	1949	72
Sir John A Macdonald School	329	2,830	1967	54
Susanna Moodie Elementary School	393	3,719	1979	42
Centre Hastings School Group				
Centre Hastings Secondary School (K-12)	1,103	14,954	1934	87
Madoc Township Public School	185	1,570	1961	60
Marmora Public School	305	2,799	1950	71
Tweed Elementary School	410	3,819	2013	8
Eastside School Group				
Eastside Secondary School	1,131	13,882	1959	62
Deseronto Public School	256	2,330	1956	65
Harmony Public School	695	5,209	2014	7
Harry J Clarke Public School	711	5,494	1961	60
Prince of Wales Public School	474	3,882	1983	38
Queen Elizabeth School	254	2,337	1951	70
Queen Victoria School	415	3,883	1912	109
Tyendinaga Public School	349	3,203	1966	55

^P Ministry of Education, SFIS Database

	OTG	GFA (m2)	Year Built	Age
North Hastings School Group				
North Hastings High School (7-12)	867	11,204	1947	74
Birds Creek Public School	199	2,002	1951	70
Coe Hill School	95	1,152	1949	72
Hermon Public School	165	1,300	1969	52
Maynooth Public School	153	1,200	1953	68
York River Public School	462	3,845	1972	49
Prince Edward School Group				
Prince Edward Collegiate Institute (K-12)	1,285	16,936	1953	68
Athol-South Marysburgh Public School	202	1,473	1966	55
C M L Snider School	464	4,830	1922	99
Kente Public School	355	3,317	1966	55
Massassaga-Rednersville Public School	190	2,156	1956	65
Sophiasburgh Central School	233	2,545	1965	56
Trenton School Group				
Trenton High School (7-12)	1,064	12,884	1955	66
North Trenton Public School	150	1,291	1957	64
Prince Charles Public School (Trenton)	444	3,606	1960	61
Trent River Public School	618	5,193	2017	4
V. P. Carswell Elementary School	176	1,508	1965	56

APPENDIX C

Renewal Needs Over Five Years and Facility Condition Index

Table 34 – Renewal Needs Over 5 Years and Facility Condition Index⁹

School Name	GFA (m ²)	Year Built	Age	Replacement Cost	5 Year Renewal (2017)	5 Year FCI (2017)	5 Year Renewal (2021)	5 Year FCI (2021)	Year Assessed
Athol-South Marysburgh PS	1,473	1966	55	\$4,961,285	\$841,247	17%	\$1,387,394	28%	2018
Bayside Public School - Annex	446	1912	109	\$3,353,718			\$1,125,031	32%	2017
Bayside Public School	2,508	1964	57	\$6,256,535	\$2,931,076	47%	\$2,555,500	49%	2017
Bayside Secondary School	14,215	1970	51	\$24,046,837	\$18,332,196	76%	\$17,631,734	70%	2017
Birds Creek Public School	2,002	1951	70	\$6,926,911	\$3,602,489	52%	\$3,121,608	54%	2019
C M L Snider School	4,830	1922	99	\$8,568,629	\$2,233,769	26%	\$6,588,539	70%	2018
Centennial Secondary School	16,258	1966	55	\$26,951,419	\$18,066,839	67%	\$15,342,244	57%	2017
Central Hastings School	14,954	1934	87	\$29,271,345	\$6,984,076	24%	\$10,929,183	43%	2020
Coe Hill School	1,152	1949	72	\$3,930,971	\$1,503,002	38%	\$1,143,833	57%	2019
Deseronto Public School	2,330	1956	65	\$6,008,184	\$966,837	16%	\$2,771,402	40%	2018
Eastside Secondary School	13,882	1959	62	\$26,598,855	\$7,497,628	28%	\$12,399,991	54%	2020
Foxboro Public School	3,464	1974	47	\$7,915,859	\$904,031	11%	\$1,906,884	26%	2018
Frankford Public School	3,580	1923	98	\$8,703,796	\$1,989,685	23%	\$3,622,337	39%	2018
Harmony Public School	5,209	2014	7	\$12,490,529			\$260,156	5%	2020
Harry J Clarke Public School	5,494	1961	60	\$13,830,781	\$1,780,831	13%	\$4,374,050	32%	2018
Hermon Public School	1,300	1969	52	\$4,730,490	\$3,224,900	68%	\$2,489,413	61%	2019
Kente Public School	3,317	1966	55	\$7,642,169	\$2,565,450	34%	\$3,611,505	45%	2018
Madoc Public School	3,316	1958	63	\$8,534,875	\$2,261,433	26%	\$2,985,507	35%	2013
Madoc Township Public School	1,570	1961	60	\$5,363,443	\$2,862,753	53%	\$1,742,452	28%	2017
Marmora Public School	1,714	1950	71	\$4,847,753	\$2,227,200	46%	\$2,052,106	45%	2017
Massassaga-Rednersville Public School	2,156	1956	65	\$5,564,517	\$317,956	6%	\$1,704,783	29%	2018
Maynooth Public School	1,200	1953	68	\$4,797,117	\$2,430,385	51%	\$1,210,469	28%	2019
North Hastings High School	11,204	1947	74	\$30,072,376	\$18,489,028	61%	\$12,198,125	48%	2019
North Trenton Public School	1,291	1957	64	\$3,908,051	\$1,806,345	46%	\$2,158,745	58%	2017
Park Dale School	2,966	1962	59	\$8,622,644	\$3,984,128	46%	\$2,474,319	35%	2019
Prince Charles Public School (Trenton)	3,606	1960	61	\$8,261,168	\$3,902,612	47%	\$3,027,452	53%	2017
Prince Charles School (Belleville)	3,608	1949	72	\$8,242,884	\$750,935	9%	\$1,222,166	24%	2018
Prince Edward Collegiate Institute	16,936	1953	68	\$33,438,726	\$17,441,585	52%	\$13,396,635	43%	2017
Prince of Wales Public School	3,882	1983	38	\$8,218,364	\$472,043	6%	\$3,734,444	41%	2018
Queen Elizabeth School	2,337	1951	70	\$6,269,924	\$1,916,466	31%	\$3,369,827	62%	2013
Queen Victoria School	3,883	1912	109	\$8,748,738	\$4,334,004	50%	\$6,605,182	78%	2013
Sir John A Macdonald School	2,830	1967	54	\$7,257,793	\$1,023,801	14%	\$2,173,272	38%	2018
Sophiasburgh Central School	2,545	1965	56	\$7,240,207	\$1,831,007	25%	\$4,807,497	65%	2018
Stirling Public School	9,981	2013	8	\$14,327,943			\$293,855	4%	2020
Susanna Moodie Elementary School	3,719	1979	42	\$7,676,740	\$2,373,132	31%	\$5,441,932	78%	2017

⁹ Ministry of Education, School Facility Condition Data, October 10, 2017 & VFA data, November 2021

Trent River Public School	5,193	2017	4	\$12,000,000					Not Assessed
Trenton High School	12,884	1955	66	\$27,561,603	\$14,530,178	53%	\$6,899,751	30%	2017
Tweed Elementary School	3,819	2013	8	\$8,261,168			\$249,635	4%	2020
Tyendinaga Public School	3,203	1966	55	\$7,957,524	\$1,785,384	22%	\$1,656,027	21%	2018
V. P. Carswell Elementary School	1,508	1965	56	\$5,266,168	\$2,362,003	45%	\$1,222,533	29%	2019
William R. Kirk School	1,645	1972	49		\$2,443,732	N/A	\$2,097,416	109%	2019
York River Public School	3,845	1972	49	\$10,326,743	\$3,389,549	33%	\$2,356,179	35%	2017
Elementary				\$257,013,621	\$62,574,453	24%	\$85,446,034	33%	
Secondary				\$197,941,161	\$103,785,262	52%	\$90,895,079	46%	
Total				\$454,954,782	\$166,359,715	37%	\$176,341,113	39%	

APPENDIX D

HPEDSB School Groups Background Information[†]

[†] Watson & Associates Economists Ltd, *The Hastings and Prince Edward District School Board 15 Year Enrolment Projections*, Spring 2018.

Bayside School Group

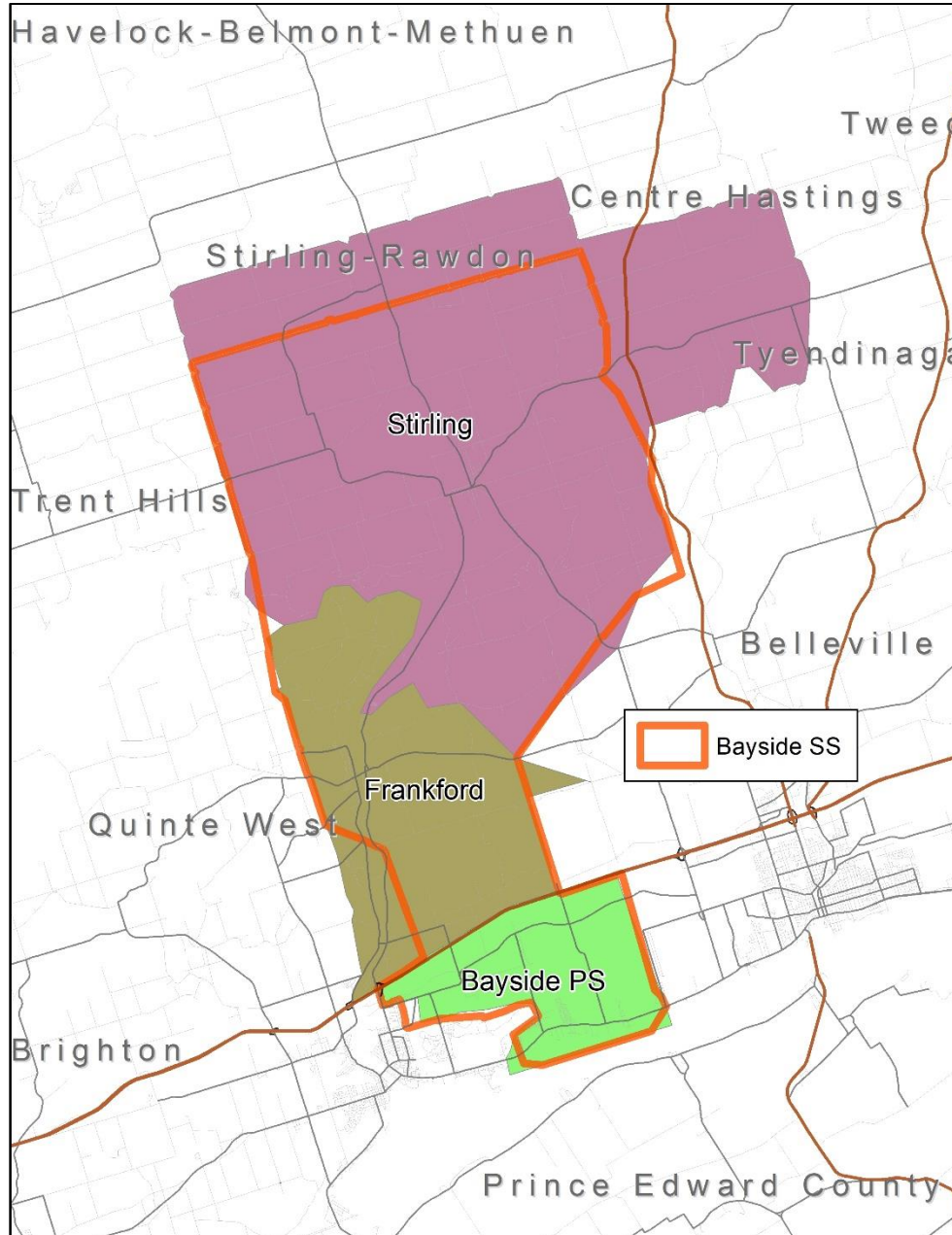


Figure 33 Bayside School Group (SG) Boundary Map

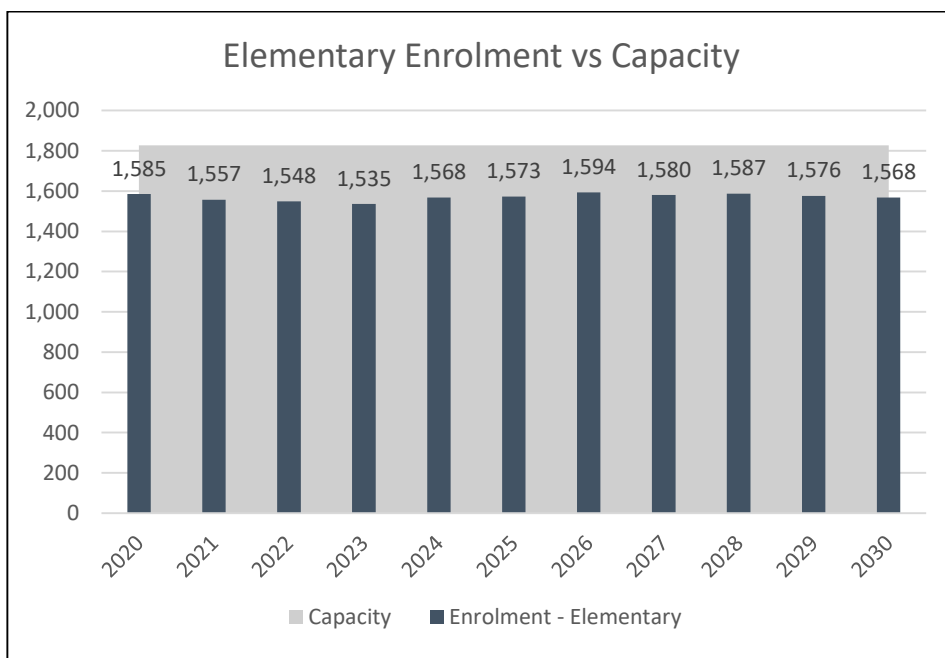


Figure 34 Bayside SG Elementary Enrolment vs. Capacity

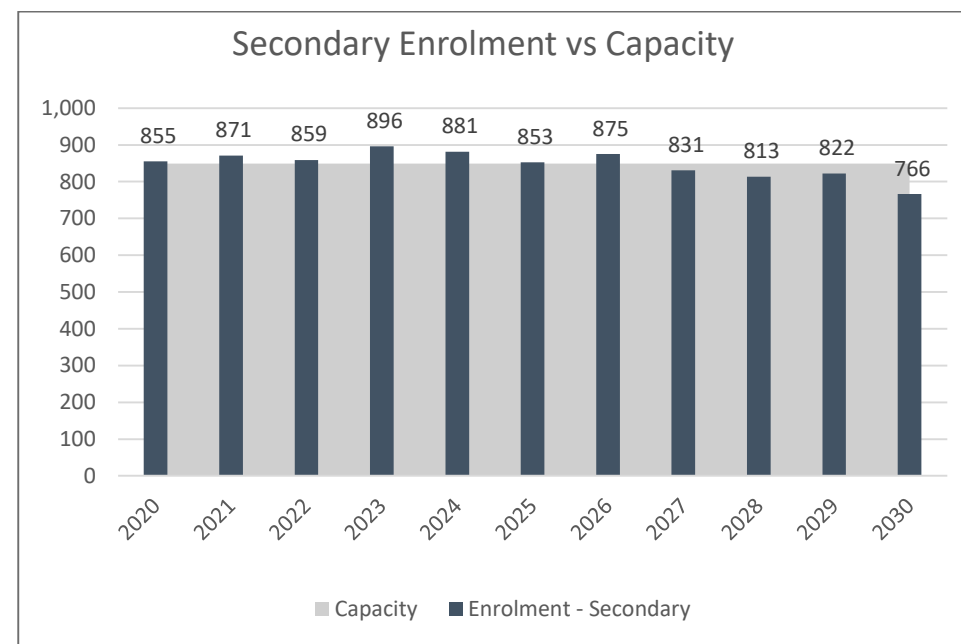


Figure 35 Bayside SG Secondary Enrolment vs. Capacity

Table 35 Elementary & Secondary Projected Enrolment By Year and School (2020/21 – 2030/31)

School Name	On-the-Ground Capacity	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Bayside Secondary School (9-12)	849	860	855	871	859	896	881	853	875	831	813	822	766
Bayside Secondary School (7-8)	196	208	193	212	172	155	160	180	223	221	205	190	193
Bayside Public School	421	382	382	347	384	409	434	426	408	409	415	417	405
Frankford Public School	398	314	304	297	307	304	299	297	293	292	299	301	304
Stirling Public School	812	724	706	702	685	668	676	670	669	658	668	668	665
Elementary	1,827	1,628	1,585	1,557	1,548	1,535	1,568	1,573	1,594	1,580	1,587	1,576	1,568
Secondary	849	860	855	871	859	896	881	853	875	831	813	822	766
Total	2,676	2,488	2,440	2,428	2,407	2,431	2,449	2,426	2,469	2,411	2,400	2,398	2,334

Centennial School Group

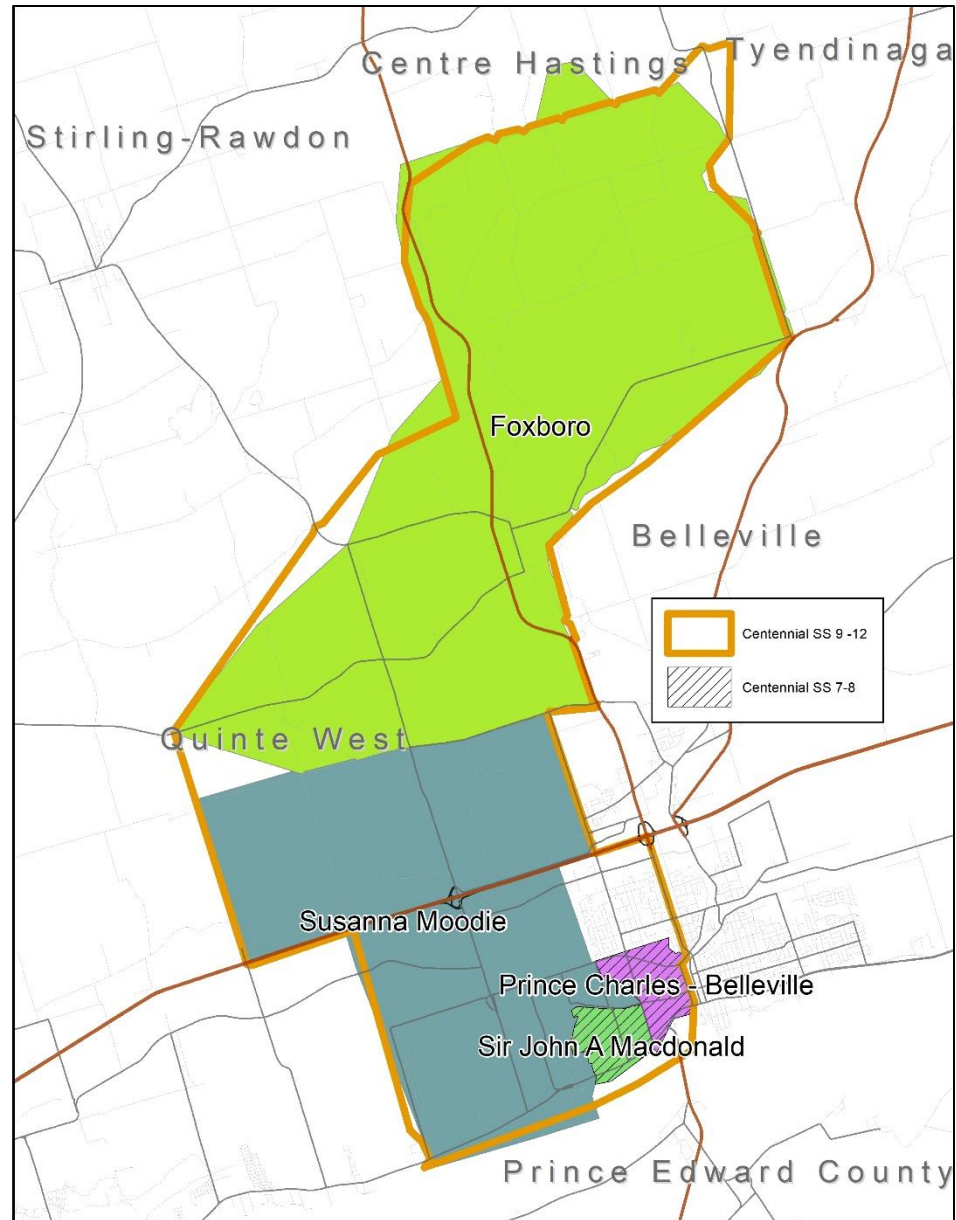


Figure 36 Centennial School Group (SG) Boundary Map

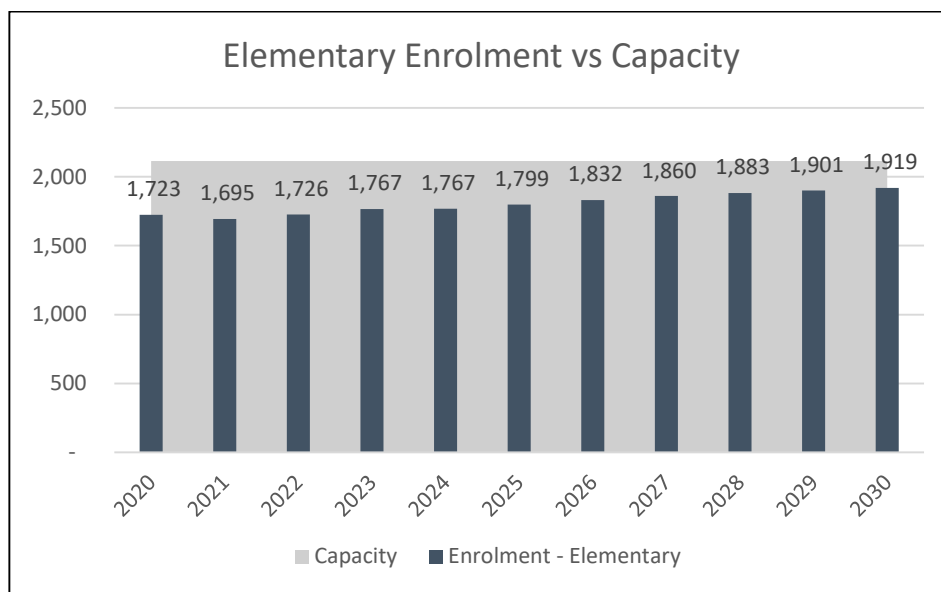


Figure 37 Centennial SG Elementary Enrolment vs. Capacity

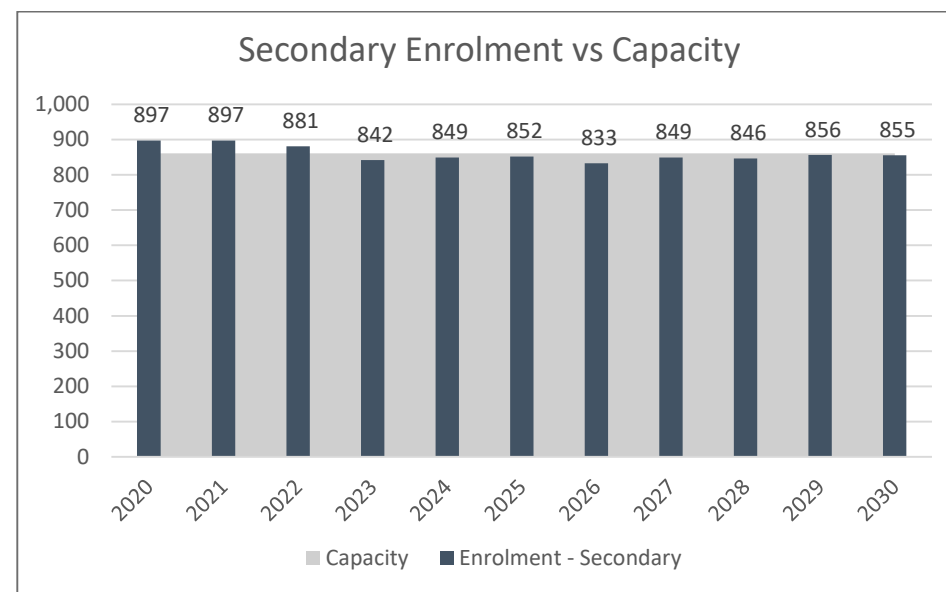


Figure 38 Centennial SG Secondary Enrolment vs. Capacity

Table 36 Elementary & Secondary Projected Enrolment By Year and School (2020/21 – 2030/31)

School Name	On-the-Ground Capacity	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Centennial Secondary School (9-12)	861	918	897	897	881	842	849	852	833	849	846	856	855
Centennial Secondary School (7-8)	161	123	143	111	125	140	127	124	128	132	122	128	134
Foxboro Public School	435	385	380	418	417	423	421	431	431	432	433	430	431
Park Dale School	395	338	360	336	340	333	338	334	338	335	342	342	341
Prince Charles School (Belleville)	401	300	286	282	292	306	312	317	322	334	348	356	363
Sir John A Macdonald School	329	284	268	260	260	257	254	266	266	272	272	274	278
Susanna Moodie Elementary School	393	239	286	288	291	308	316	326	347	355	366	371	372
Elementary	2,114	1,669	1,723	1,695	1,726	1,767	1,767	1,799	1,832	1,860	1,883	1,901	1,919
Secondary	861	918	897	897	881	842	849	852	833	849	846	856	855
Total	2,975	2,587	2,620	2,592	2,607	2,609	2,616	2,651	2,665	2,709	2,729	2,757	2,774

Central Hastings School Group

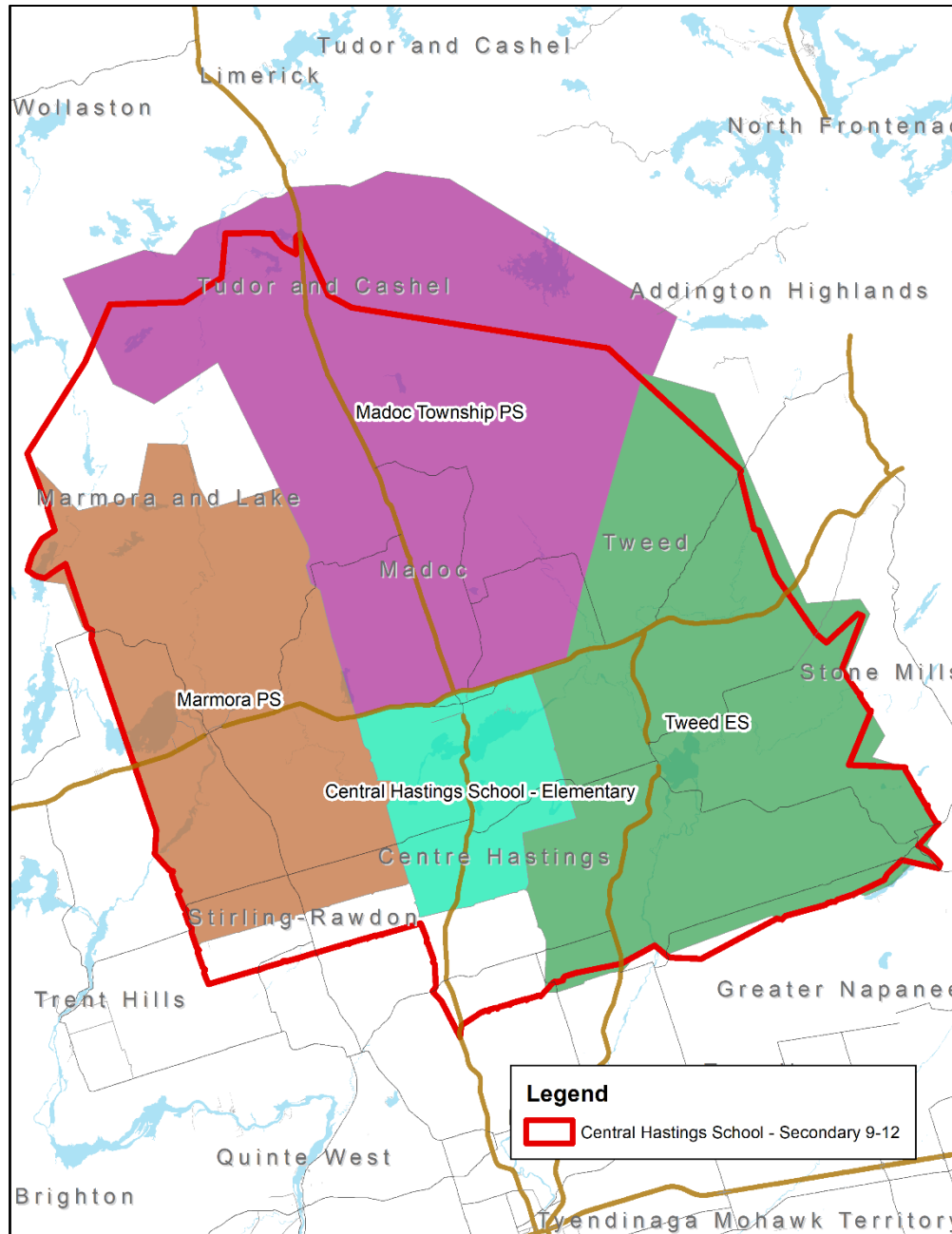


Figure 39 Central Hastings School Group (SG) Boundary Map

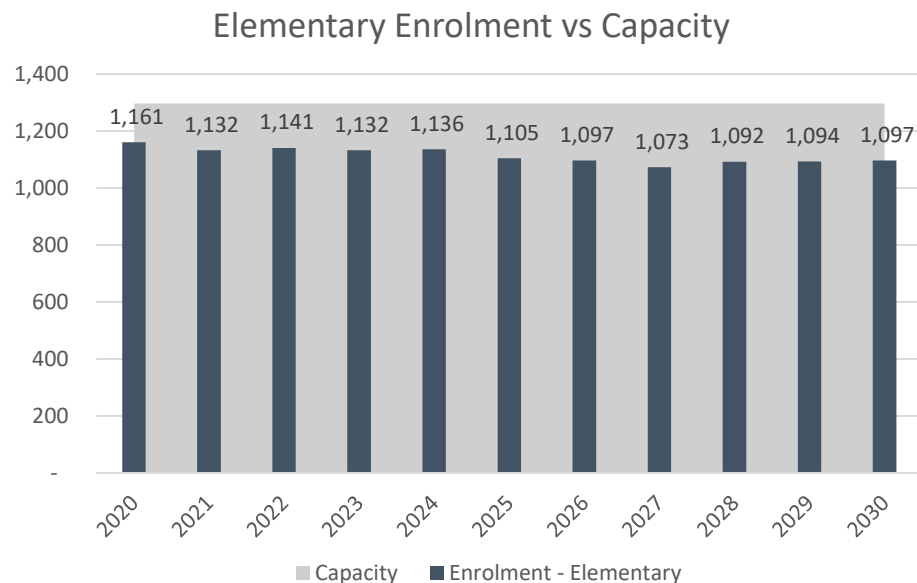


Figure 40 Central Hastings SG Elementary Enrolment vs. Capacity

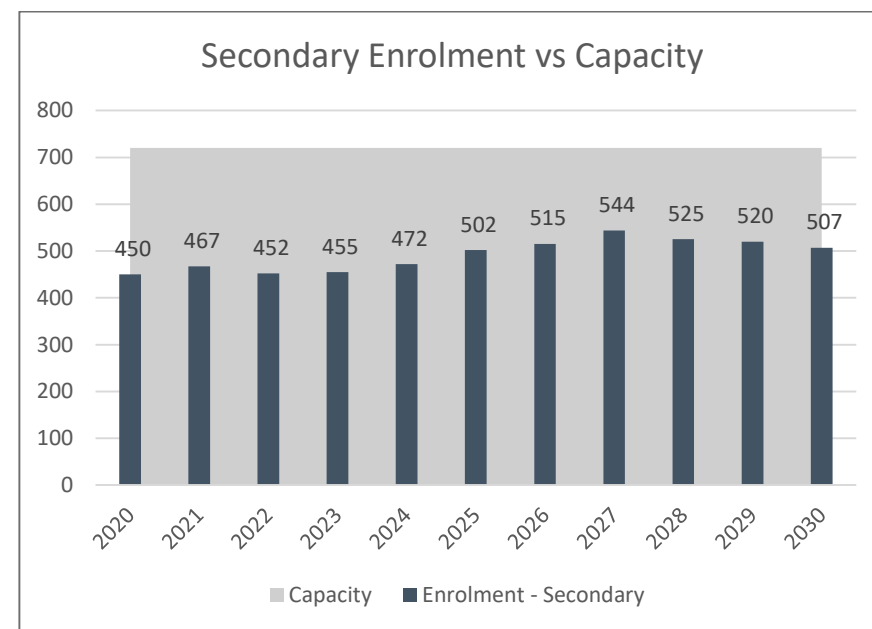


Figure 41 Central Hastings SG Secondary Enrolment vs. Capacity

Table 37 Elementary & Secondary Projected Enrolment By Year and School (2020/21 – 2030/31)

School Name	On-the-Ground Capacity	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Central Hastings Secondary School	720	497	450	467	452	455	472	502	515	544	525	520	507
Central Hastings School - Elementary*	383	343	372	341	330	326	317	300	301	286	291	293	295
Madoc Township Public School	199	156	169	154	157	159	168	155	152	159	168	158	157
Marmora Public School	305	264	251	265	270	270	270	265	264	261	261	262	266
Tweed Elementary School	410	363	369	372	384	378	381	384	379	367	373	381	379
Elementary	1,297	1,126	1,161	1,132	1,141	1,132	1,136	1,105	1,097	1,073	1,092	1,094	1,097
Secondary	720	497	450	467	452	455	472	502	515	544	525	520	507
Total	2,017	1,623	1,611	1,599	1,593	1,587	1,608	1,607	1,612	1,617	1,617	1,614	1,604

*Madoc PS consolidated in September 2021 into Central Hastings School.

Eastside School Group

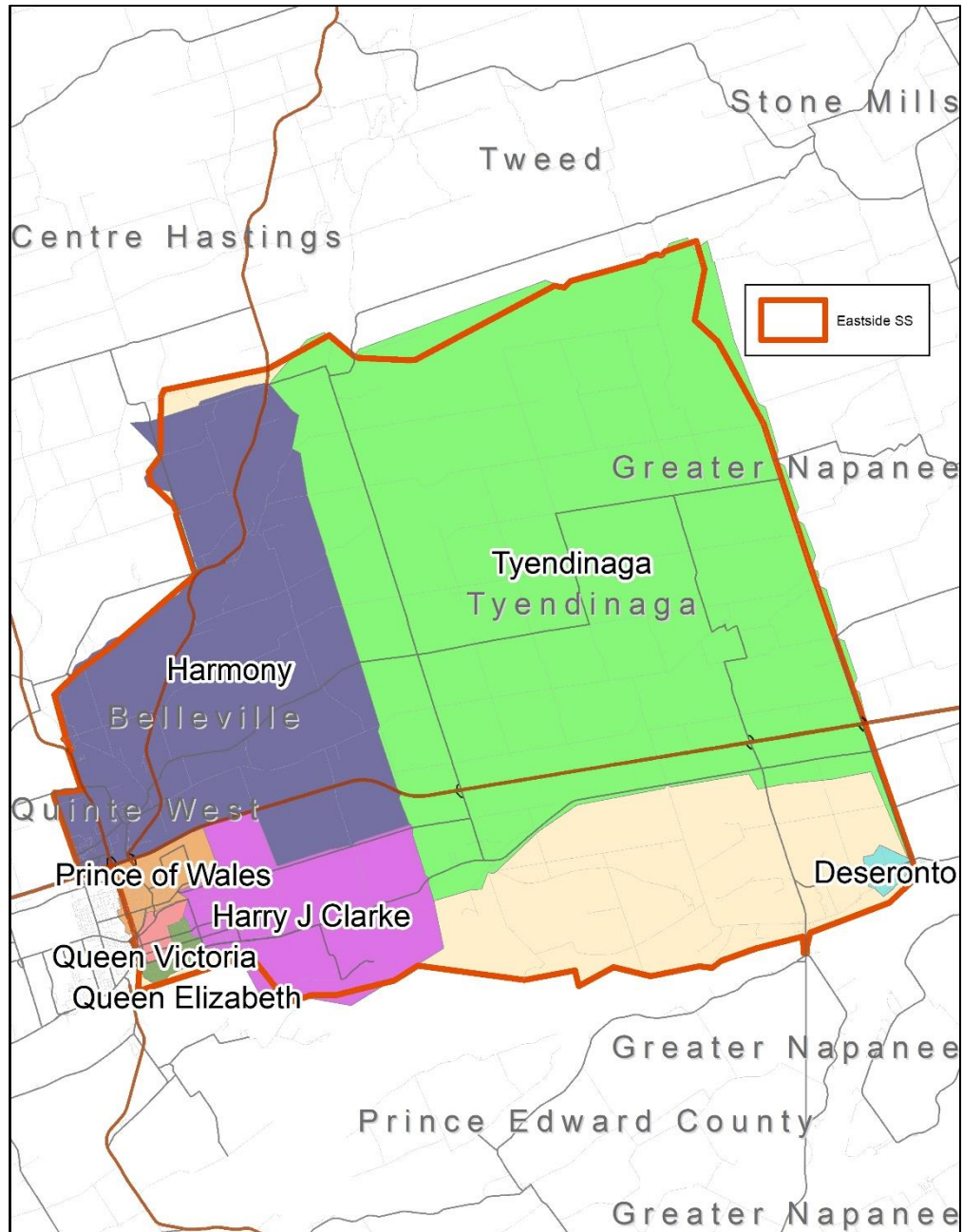


Figure 42 Eastside School Group (SG) Boundary Map

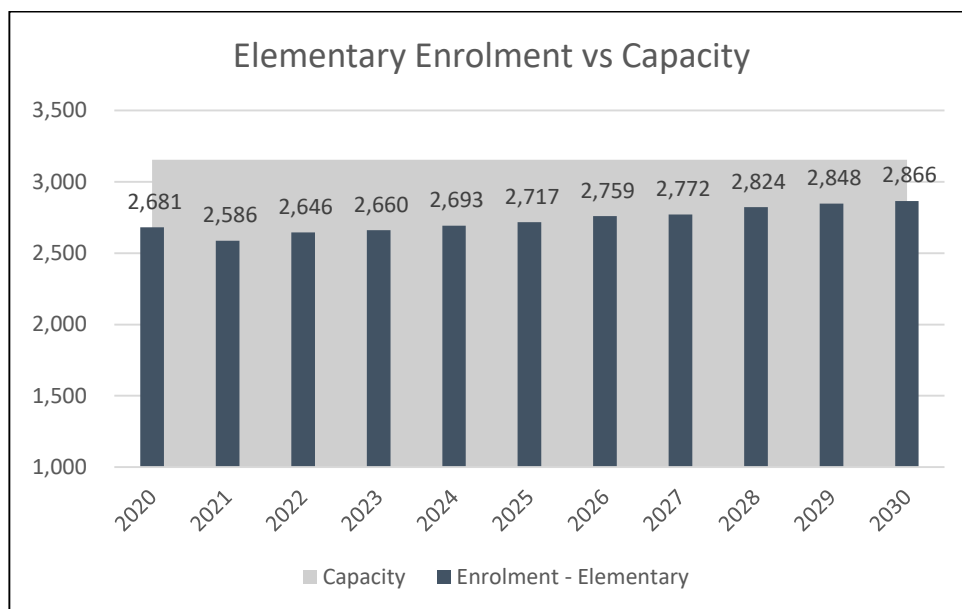


Figure 43 Eastside SG Elementary Enrolment vs. Capacity

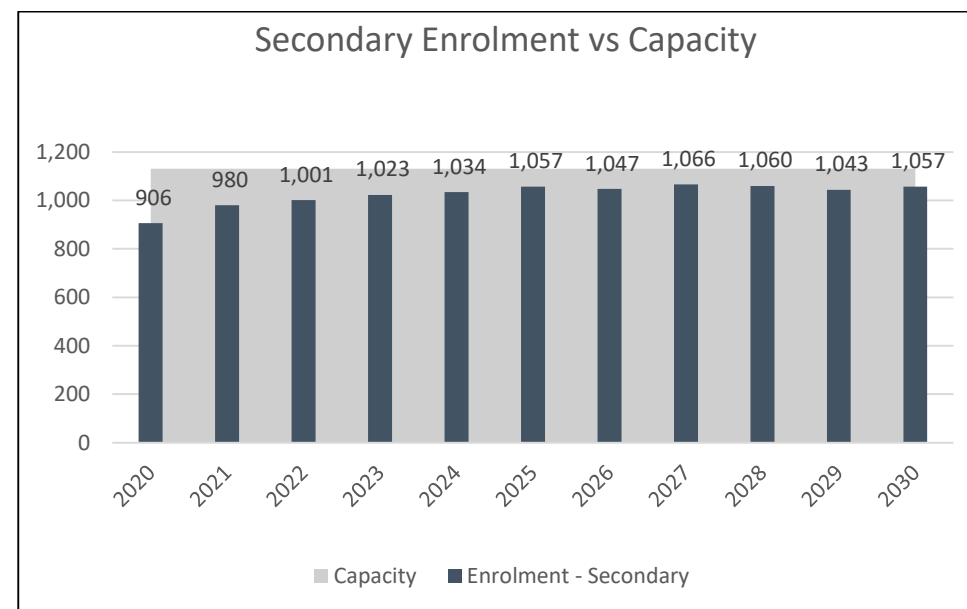


Figure 44 Eastside SG Secondary Enrolment vs. Capacity

Table 38 Elementary & Secodnary Projected Enrolment By Year and School (2020/21 – 2030/31)

School Name	On-the-Ground Capacity	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Eastside Secondary School	1,131	948	906	980	1,001	1,023	1,034	1,057	1,047	1,066	1,060	1,043	1,057
Easthill Elementary School*	472	-	-	-	-	462	484	485	495	493	508	505	501
Deseronto Public School	256	177	183	167	175	179	180	186	189	192	193	198	198
Harmony Public School	695	685	696	732	742	753	769	774	795	792	808	809	826
Harry J Clarke Public School	711	625	621	557	575	583	574	587	599	616	633	641	643
Prince of Wales Public School	474	375	370	341	360	362	363	369	373	373	374	387	388
Queen Elizabeth School (Belleville)*	254	241	246	239	217	-	-	-	-	-	-	-	-
Queen Victoria School*	415	244	246	225	253	-	-	-	-	-	-	-	-
Tyendinaga Public School	349	330	319	325	325	321	323	314	308	306	308	309	310
Elementary	3,154	2,677	2,681	2,586	2,646	2,660	2,693	2,717	2,759	2,772	2,824	2,848	2,866
Secondary	1,131	948	906	980	1,001	1,023	1,034	1,057	1,047	1,066	1,060	1,043	1,057
Total	4,285	3,625	3,587	3,566	3,647	3,683	3,727	3,774	3,806	3,838	3,884	3,891	3,923

*To consolidate in September 2023 at Easthill Elementary School (Queen Elizabeth School - Belleville + Queen Victoria School), OTG 472.

North Hastings School Group

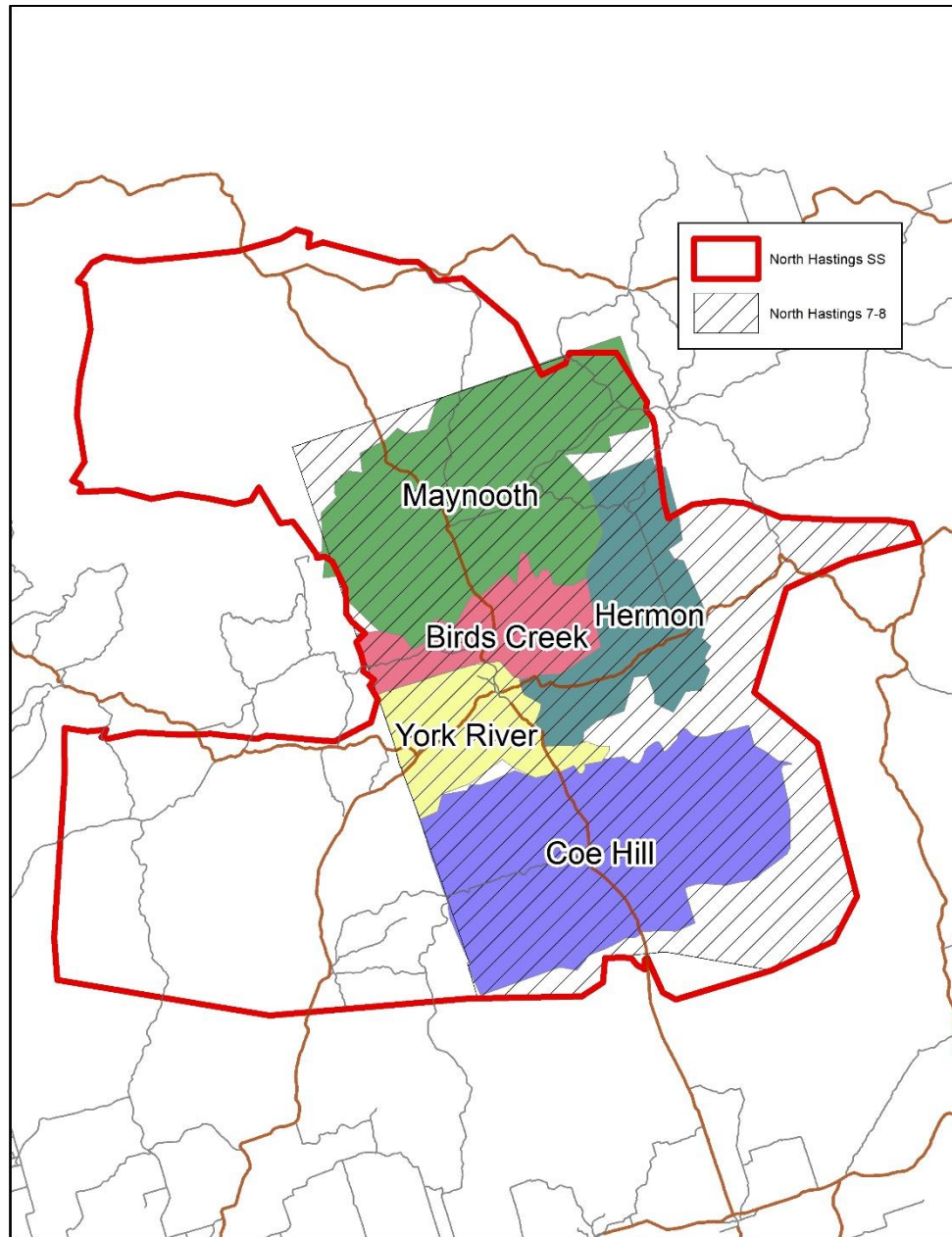


Figure 45 North Hastings School Group (SG) Boundary Map

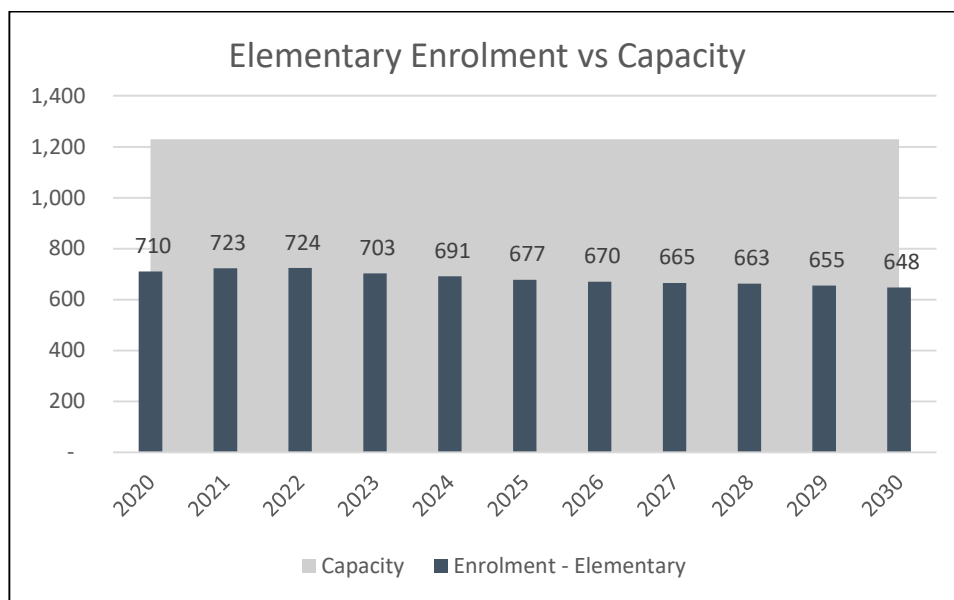


Figure 46 North Hastings SG Elementary Enrolment vs. Capacity

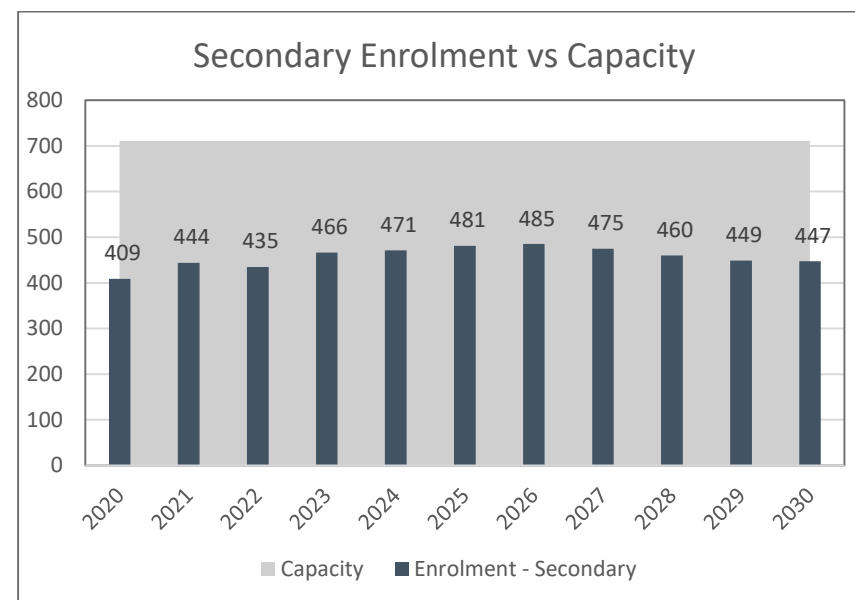


Figure 47 North Hastings SG Secondary Enrolment vs. Capacity

Table 39 Elementary & Secondary Projected Enrolment By Year and School (2020/21 – 2030/31)

School Name	On-the-Ground Capacity	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
North Hastings High School (9-12)	711	431	409	444	435	466	471	481	485	475	460	449	447
North Hastings High School (7-8)	156	157	155	168	172	163	160	157	151	143	148	147	144
Birds Creek Public School	199	130	130	117	113	108	107	107	110	110	109	107	106
Coe Hill School	95	50	57	60	63	63	65	67	67	67	66	66	65
Hermon Public School	165	67	70	74	73	65	64	62	63	62	61	60	60
Maynooth Public School	153	105	100	108	107	107	105	101	96	94	93	92	92
York River Public School	462	219	198	196	196	198	191	183	183	189	185	182	181
Elementary	1,230	728	710	723	724	703	691	677	670	665	663	655	648
Secondary	711	431	409	444	435	466	471	481	485	475	460	449	447
Total	1,941	1,159	1,119	1,167	1,159	1,169	1,162	1,158	1,155	1,140	1,123	1,104	1,095

Prince Edward School Group

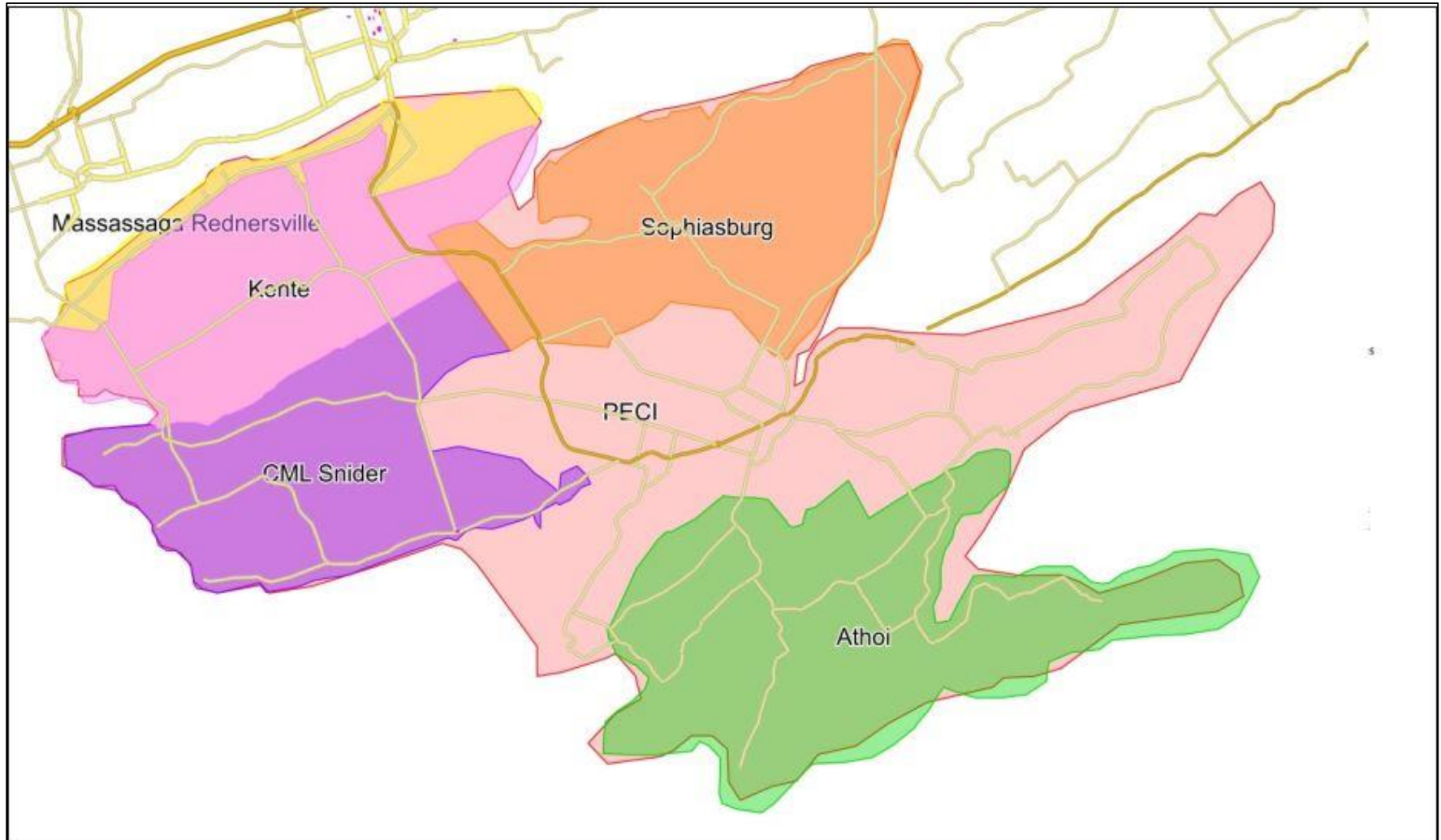


Figure 48 Prince Edward County School Group (SG) Boundary Map

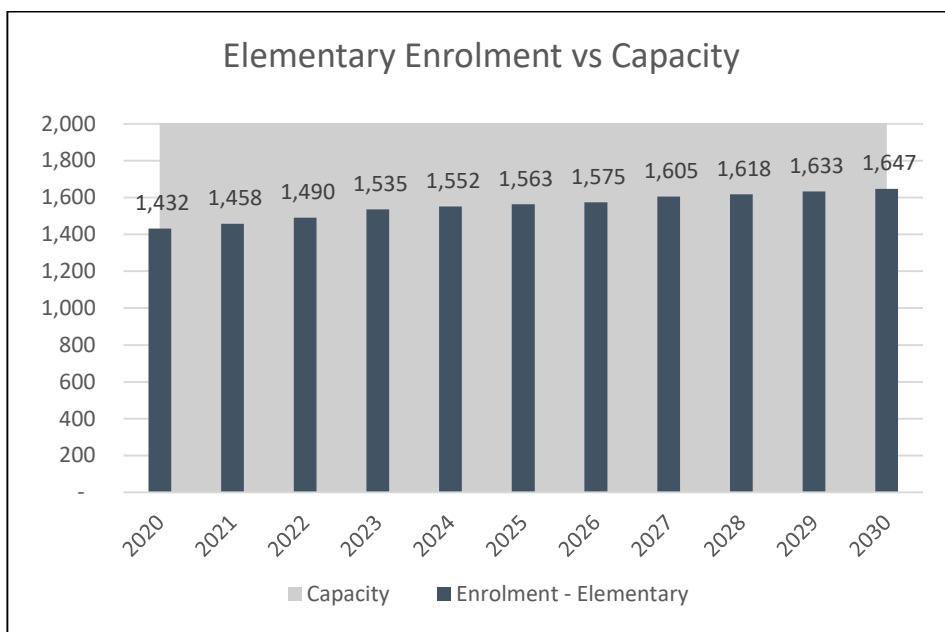


Figure 49 Prince Edward SG Elementary Enrolment vs. Capacity

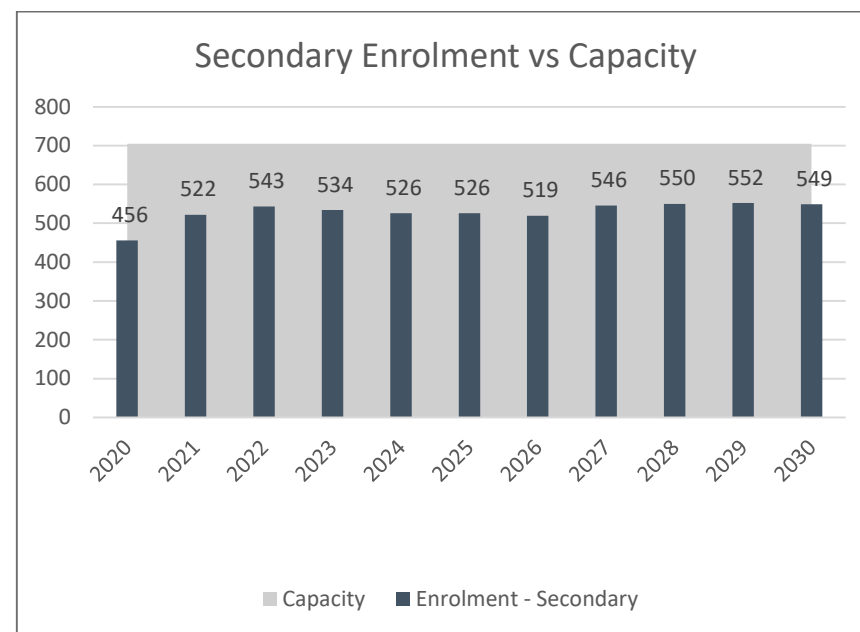


Figure 50 Prince Edward SG Secondary Enrolment vs. Capacity

Table 40 Elementary & Secondary Projected Enrolment By Year and School (2020/21 – 2030/31)

School Name	On-the-Ground Capacity	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Prince Edward Collegiate Institute (9-12)	705	505	456	522	543	534	526	526	519	546	550	552	549
Prince Edward Collegiate Institute (K-8)	580	562	556	581	581	605	622	632	647	665	675	689	695
Athol-South Marysburgh PS	202	135	137	142	150	156	158	164	153	154	158	157	161
C M L Snider School	464	235	241	237	237	239	234	231	234	235	234	234	238
Kente Public School	355	232	227	207	223	240	244	244	250	252	256	260	258
Massassaga-Rednersville Public School	190	134	155	164	164	164	161	156	156	159	155	154	155
Sophiasburgh Central School	233	118	116	126	134	132	134	135	134	139	140	139	141
Elementary	2,024	1,416	1,432	1,458	1,490	1,535	1,552	1,563	1,575	1,605	1,618	1,633	1,647
Secondary	705	505	456	522	543	534	526	526	519	546	550	552	549
Total	2,729	1,921	1,888	1,980	2,033	2,069	2,078	2,089	2,094	2,151	2,168	2,185	2,196

Trenton School Group

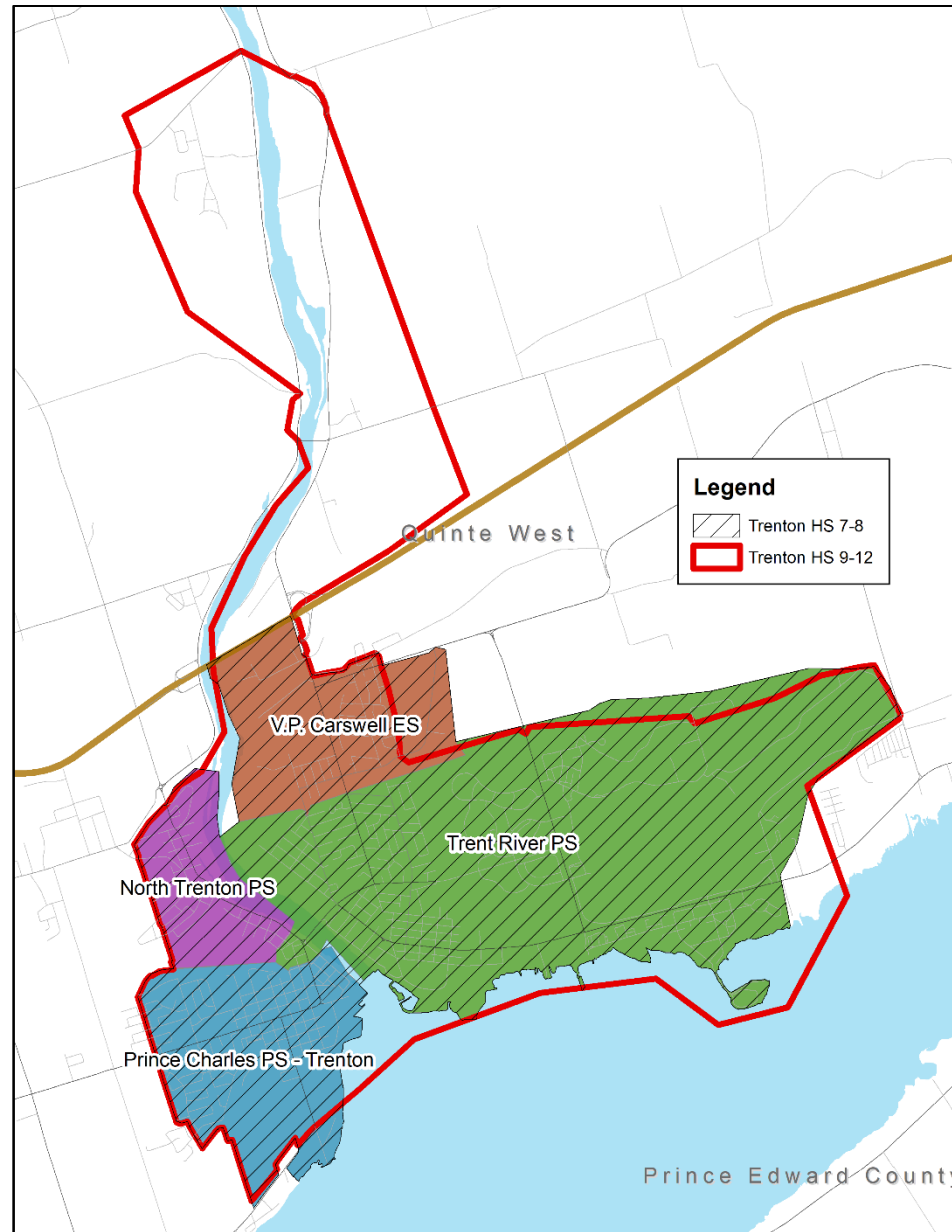


Figure 51 Trenton School Group (SG) Boundary Map

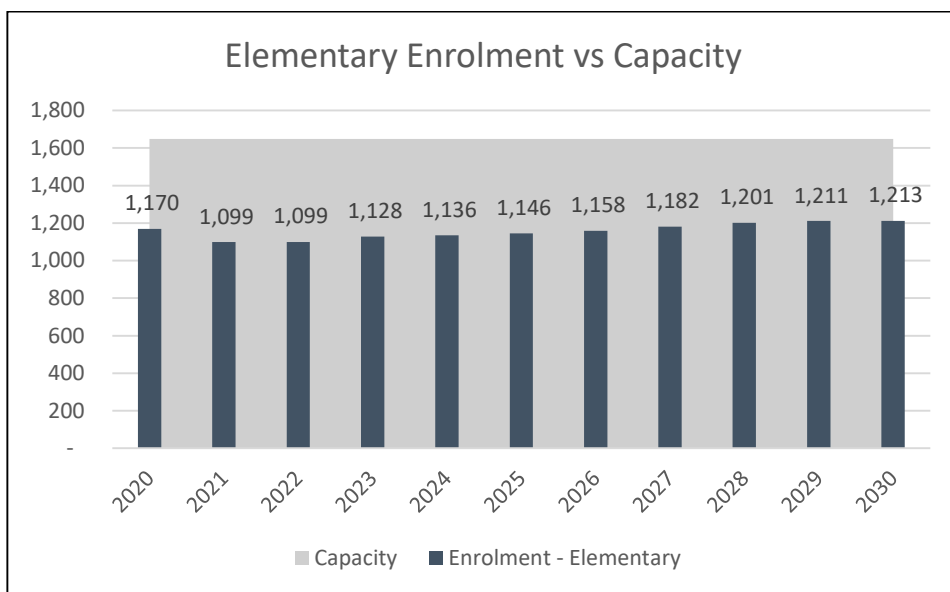


Figure 52 Trenton SG Elementary Enrolment vs. Capacity

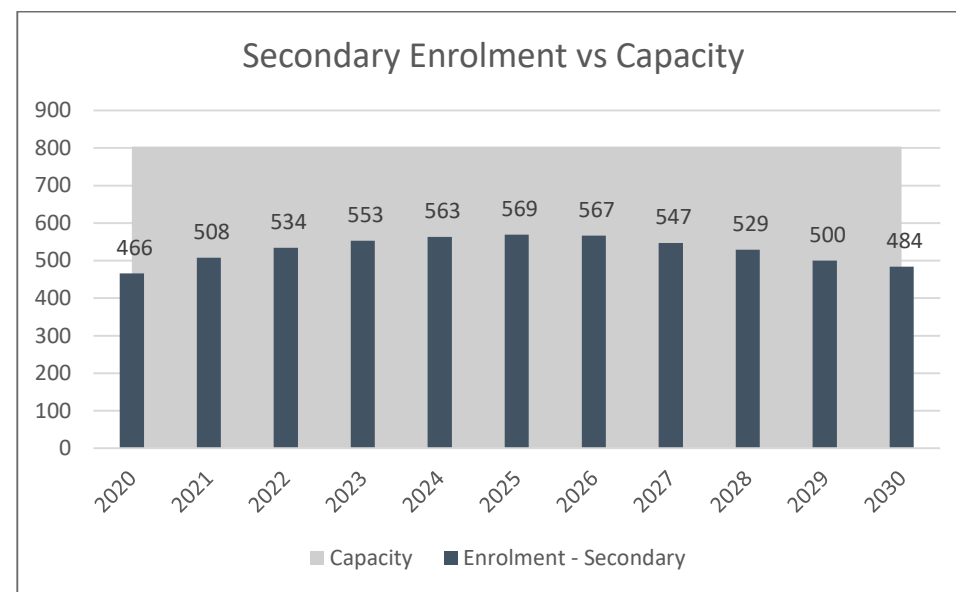
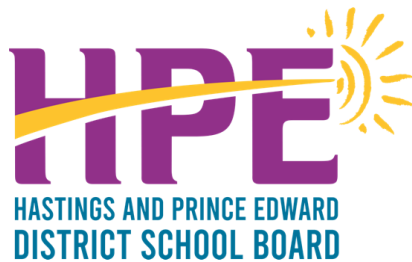


Figure 53 Trenton SG Secondary Enrolment vs. Capacity

Table 41 Elementary & Secondary Projected Enrolment By Year and School (2020/21 – 2030/31)

School Name	On-the-Ground Capacity	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Trenton High School (9-12)	804	496	466	508	534	553	563	569	567	547	529	500	484
Trenton High School (7-8)	260	229	257	212	219	234	221	211	209	218	224	237	238
North Trenton Public School	150	72	78	74	70	70	75	77	79	77	85	83	84
Prince Charles Public School (Trenton)	444	265	257	234	224	228	222	230	236	249	241	243	245
Trent River Public School	618	408	402	418	422	435	449	463	465	463	473	475	475
V. P. Carswell Elementary School	176	167	176	160	165	161	168	165	170	175	178	174	170
Elementary	1,648	1,141	1,170	1,099	1,099	1,128	1,136	1,146	1,158	1,182	1,201	1,211	1,213
Secondary	804	496	466	508	534	553	563	569	567	547	529	500	484
Total	2,452	1,637	1,636	1,607	1,633	1,681	1,699	1,715	1,725	1,729	1,730	1,711	1,697

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Decision ___ Information X

To: Hastings and Prince Edward District School Board

From: Nick Pfeiffer, Superintendent, Business Services

Re: Grant Adjustment Update

Purpose

To provide an update on a grant adjustment related to reporting changes for school On The Ground capacity.

Background

On August 6, 2021, the board was notified by the Ministry of Education that as a result of recent changes to the On The Ground (OTG) capacity of schools, the amounts of the 2021-22 grant related to school operations and school renewal would be reduced by about \$1.3 million. Details were provided in report C-1 at the Committee of the Whole public meeting on September 13, 2021.

When the elementary students were first consolidated at secondary schools, errors in adjusting the OTG in the Ministry school facility database were created. The effect of the OTG errors is that the board was overfunded for building operations and renewal at some secondary schools with elementary students, notably PECl, for 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22.

At the September 13, 2021 meeting of the Committee of the Whole, management committed to conducting an internal review of circumstance leading to the OTG errors and to bringing the results of this review to Audit Committee.

Current situation

Management conducted an internal review into the circumstances leading to the negative grant adjustments and the existing internal controls related to reported changes in OTG. The results of this review were reported to the Audit Committee on November 10, 2021, and internal controls have been modified to prevent future OTG errors. The Regional Internal Audit Team is also conducting an internal audit into this matter with a report to Audit Committee in June.

The OTG changes were incorporated into the revenue for the 2020-21 Financial Statements and into the revenue for the 2021-22 Revised Estimates. School Operations and School Renewal allocations were reduced as a result of the changed OTG. The impact in the Revised Estimates of these OTG changes is a grant reduction of approximately \$1.3 million compared to budget.

Upon review of 2019-20 school facility OTG, the Ministry is implementing a similar negative grant reduction for School Operations and School Renewal allocations already received by the board. The magnitude of the reduction is approximately \$1.3 million and is expected to be recovered from payments to the board in the current year. It should be noted that the size of the change in grant is below the materiality threshold and the 2019-20 financial statements will not be changed.

However, the impact in the current year of the repayment for the 2019-20 grant is a further reduction of \$1.3 million in grant payments which is not shown in the Revised Estimates. The 2021-22 Revised Estimates show increases in revenues and expenses with an overall in-year surplus for compliance of \$19,605. With the decrease in payments to recover the 2019-20 grant reduction, it is projected that there will be an in-year deficit of about \$1.3 million.

There is some complexity in how the grant reduction will impact accumulated surplus. Approximately \$1.1 million of the grant reduction primarily relates to school operations allocation funding which was previously recognized as operating revenue. The remaining \$0.2 million for the recovery of school renewal funding is to be recognized as deferred revenue. As a result, of the total recovery of \$1.3 million, it is anticipated that the projected accumulated surplus at 2021-22 year-end will decrease from \$12,374,424 estimated in Revised Estimates to about \$11.3 million. It is expected that the \$5,067,727 for school renewal deferred revenue projected at 2021-22 year-end will decrease to about \$4.9 million.

The Ministry has stated that the 2017-18 and 2018-19 OTG data will remain as submitted and no further changes are required.