HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

AGENDA

Regular Public Board Meeting **Monday, February 27, 2023**

Item		Responsibility	Page #
1	Call to Order – 7:00 p.m.	S. Binder	
2	Acknowledgement of Traditional Lands	R. Speck	
3	Presentation: Prince of Wales Public School – Equity Action Plan (EAP) Pilot Schools	K. Niemi	
4	Roll Call	S. Binder	
5	Approval of Agenda	S. Binder	
6	Declarations of Conflict of Interest	S. Binder	
7	Consent Agenda Items (a) Regular Public Board Meeting, January 23, 2023 (b) Closed Committee of the Whole Meeting, January 23, 2023 (c) Special Closed Committee of the Whole Meeting, January 24, 2023	S. Binder	3
8	Rise and Report from Committee of the Whole Closed Session	R. Prinzen	
9	Report from Trustees appointed to External Organizations (a) Ontario Public School Board Association (OPSBA)	A. Robertson	
10	Standing Committee Reports		
	(a) Governance and Policy Committee Meeting February 21, 2023	S. Binder	
	i) Policy 21: Integrity and Accountability Recommendation		7
	ii) Policy 22: Exclusion of a Student from School or Class Recommendation		11
	(b) Student Learning, Well-Being and Equity Committee Meeting February 6, 2023	S. Lewis	
	(c) Physical Planning, Finance and Building Committee Meeting February 13, 2023	K. Kramp	
	i) Long Term Capital Accommodation Plan Recommendation		13
	ii) Easthill Elementary School – Schedule and Contingency Planning		118
11	Statutory Committee Reports		
	(a) Audit Committee (nil)		
	(b) Board Student Discipline Committee (nil)		
	(c) Parent Involvement Committee February 22, 2023	R. Speck	
	(d) Special Education Advisory Committee January 26, & February 23, 2023	S. Lewis	
	(e) Supervised Alternative Learning Committee (nil)		

12	Advisory Committee Reports		
	(a) Accessibility Advisory Committee (nil)		
	(b) Equity and Inclusivity Advisory Committee meeting February 15, 2023	E. Charlton	
	(c) Indigenous Education Advisory Committee meeting February 8, 2023	S. Maracle	
	(d) Student Voice Committee	Student Trustees	120
	i) Student Voice Survey Report		
13	Administrative Committee Reports		
	(a) Information Technology Advisory Committee (nil)		
	(b) Mental Health Leadership Team January 24, 2023	R. Prinzen	
14	Ad Hoc Committee Report (nil)		
15	Chair's Report	S. Binder	
16	Director's Report	K. MacIver	
17	HPEDSB Staff Reports		
	(a) Mid-year Strategic Plan update	Senior Team	122
	(b) Mid-year Suspension/Expulsion	K. Niemi	126
	(c) Equity and Inclusive Education Updates	K. Niemi	128
	(d) 2023-2024 School Year Calendar	T. Elliott	130
	(e) HPE Learning Foundation Transition	K. MacIver	133
18	Calendar of Events March, 2023	S. Binder	
	(a) Governance and Policy Committee March 20, 2023		
	(b) Special Education Advisory Committee Meeting March 23, 2023		
	(c) Regular Public Board Meeting March 27, 2023		
	(d) Massassaga-Rednersville Public School Family Movie Night February 28, 2023		
	(e) Frankford Public School STEM/Passion Project Fair – during the day; STEM Parent Activities – evening		
	(f) Queen Elizabeth Belleville Community Assembly 10:00 a.m.		
19	Correspondence (nil)	S. Binder	
20	Unfinished Business (nil)	S. Binder	
21	Trustee Motions for Consideration (nil)		
22	Trustee Notice of Motion (nil)		
23	Adjournment	S. Binder	

Regular Public Board Meeting
January 23, 2023 @ 7:00 p.m.

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

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

Guests: D. Potts, L. Chisholm, K. Hyatt

Resource: K. Donnell, K. Dostaler, T. Elliott, K. MacIver, D. McFarlane, K. Niemi, N. Pfeiffer,

Minutes: D. Lucas, Executive Assistant

1. **Call to order**
   Chair Binder called the meeting to order at 7:05 p.m. and welcomed everyone to the Public Board meeting.

2. **Acknowledgement of Traditional Lands**
   Trustee Kramp offered the Land Acknowledgement

3. **Tweed Elementary School**
   Superintendent Elliott introduced presenters Katelyn Hyatt, Teacher; Lindsay Chisholm, Vice-principal; and Derek Potts, Principal to share a presentation on School-based Math Programming at Tweed Elementary School.

4. **Roll Call**
   Chair Binder requested a roll call of Trustees and Student Trustees, all members present.

5. **Approval of the agenda**
   Mover: **R. Prinzen**
   Seconder: **K. Hambly**

   That the agenda for the January 23, 2023 Regular Public Board Meeting be approved.

   Carried

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

7. **Consent Agenda Items**
   Mover: **S. Lewis**
   Seconder: **S. Maracle**

   Consent agenda items approved.

   Carried

8. **Rise and Report from the Closed Committee of the Whole**
   Vice-chair Prinzen brought forward a recommendation from the Closed Committee of the Whole meeting.
   Recommendation:
   Moved: **K. Hambly**
   Seconded: **E. Charlton**

   That the Hastings and Prince Edward District School Board approve the appointment of Ernie Parsons to fill the Board member vacancy representing the electoral districts of Sidney/Frankford, as defined in the *Education Act Part VII Section 221.1 (a) Vacancies*, effective immediately and ending November, 2026

Carried

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9. Swearing in of new Trustee
Director MacIver swore in Ernie Parson as new Trustee of Sidney/Frankford electoral area.

10. Report from External Organizations: Trustee Robertson shared:

- the Public Education Symposium is scheduled for January 26-28, 2023 with a number of Trustees attending and participating in professional development workshops and discussions,
- OPSBA Eastern Regional meeting is scheduled for Saturday January 28, 2023 from 9:00 – 10:00 a.m.,
- the next scheduled OPSBA Board of Directors meeting will take place at the end of February.

11. Standing Committee Reports:

(a) Governance and Policy Committee

A recommendation was brought forward from the Governance and Policy Committee meeting on January 16, 2023 to revoke Board Policy 3A and 3B:

Recommendation
Moved: S. Lewis
Seconded: K. Kramp

That the Hastings and Prince Edward District School Board of Trustees revoke sections 3A and 3B of Board Policy 3: Board Operations.

Carried

Director MacIver noted that this recommendation is required to remove these sections from HPEDSB Board Policies. The revised HPEDSB By-laws include section 5.12 Electronic Participation and the Governance Directive 7.3 Public Participation and Delegations.

(b) Physical Planning, Finance and Building Committee

Trustee Kramp shared highlights from the Physical Planning, Finance and Building Committee meeting held on January 9, 2023:

- overview of Budget, Revised Estimates and Financial Statements,
- Budget Processes and Timelines,
- Investment Report,
- Upcoming Tenders,
- Long Term Enrolment Projections Updates,
- Trustee Honoraria, and
- Key Performance Indicators.

(c) Student Learning, Well-Being and Equity Committee

Trustee Lewis shared highlights from the Student Learning, Well-Being and Equity Committee meeting held on January 11, 2023:

- reviewed the Governance Directive for the Student Learning, Well-being and Equity Committee,
- an overview of the School-College-Work initiative and the different dual credit delivery models offered in HPE,
- Qeval Program Review Process,
- 2020-2025 Strategic Plan,
- 2020-2025 Strategic Plan actions – metric development,

12. Statutory Committee Reports:

(a) Audit Committee –no report
(b) Board Student Discipline Committee - no report
(c) Parent Involvement Committee - no report

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(d) Special Education Advisory Committee – Trustee Lewis provided highlights from the December 15, 2022 meeting:
- Special Education Plan review process,
- student service update,
- "Kids Have Stress Too" presentation from Jolie Brant, Mental Health Lead, and
- the focus areas for SEAC this year,

(e) Supervised Alternative Learning Committee – no report

13. Advisory Committee Reports:

(a) Accessibility Advisory Committee -no report

(b) Equity and Inclusivity Advisory Committee – Trustee Charlton provided highlights from the December 14, 2022 meeting:
- reviewed the Governance Directive for this committee,
- Appointment of Jen Gibson, HPEDSB parent as co-chair along with Megan Adam, HPEDSB Equity and Inclusivity Coordinator,
- developed the HPEDSB Equity Action Plan as well as the creation of the EAP Implementation committee,
- Professional development for staff was discussed with trauma informed and sensitive schools and culturally responsive and relevant pedagogy being highlighted as priorities, and
- Yuliya Lohvyneko, Quinte Immigration Services gave a presentation on Ukrainian newcomers.

(c) Indigenous Education Advisory Committee – Trustee Maracle provided highlights from the December 7, 2022 meeting:
- recognition of Mike Brant for his 50 plus years of dedication and work in supporting Indigenous students in numerous roles,
- a report was shared on the success of the 10th Annual Provincial Indigenous Education Leads Gathering organized and hosted by Hastings and Prince Edward District School Board,
- the committee engaged in a priority activity to identify what areas they felt the most time and funding allocations should be placed from their perspectives and roles. The number one priority was Supporting Indigenous Students, and
- Community Engagement and Educator Learning & Supports were identified as the next areas of priority.

(d) Student Voice Committee – Student Trustee Webster provided highlights:
- in December a Google form was sent to all secondary students to receive feedback, a total of 200 responses were received. Information has been gathered from the form with areas of interest for students; mental health, access to technology and inclusivity in schools as well as Indigenous education,
- a formal report of data will come forward to the February 27, 2023 Regular Public Board Meeting with results.

14. Ad Hoc Committee Report: no report

15. Chair Report: no report

16. Director's Report: Director MacIver provided highlights:
- met with Ric Breese, MPP for Hastings-Lennox and Addington on December 9, 2022, extending an invitation to him to visit our schools,
- Todd Smith, MPP Bay of Quinte toured the tech classrooms at Bayside Secondary School on January 11, 2023. This provided the opportunity to share the many programs and opportunities HPEDSB has in developing skilled trades. There are currently sixteen Specialists High Skills Major programs across seven sites, many of these programs are supported by 191 skilled trades courses,

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- a future meeting will be set up between the two area MPP's, Chair and Vice-chair of the board, as per a board motion in June, 2022,
- the GoTo project has been launched; this project will provide one clear set of communication tools system wide and one email address. This is a 16 month project,
- a grant of $163,000 was received for Bayside Secondary School and Prince Edward Collegiate which will purchase two CNC Mills, one CNC Lathe, one CNC Plasma Cutter and two CNC Routers. A total of $238,000 from the Canadian Tooling and Machining Association (CTMA) grant has been received to date,
- schools are moving into final and culminating assignments for secondary schools and first report cards for elementary schools will be issued soon,
- to date there have been 117 staff and community members recognized as "Ray of Sunshine" award winners.

17. HPEDSB Staff Reports:

(a) Special Education update:

Superintendent Dostaler shared an update on the services provided by HPEDSB's Special Education Department and provided next steps the Student Services team is currently working on. To review the entire report submitted, click here and go to page 11.

(b) Kindergarten promotion:

Superintendent Elliott shared an update on the 2023-2024 Kindergarten Promotion that HPEDSB promotes annually in February. Promotion includes radio and online advertisements. The Kindergarten registration page on the website includes general information resources about Kindergarten, a central promotional video, links to individual HPEDSB school websites and easy navigation to online registration. To review the entire report submitted, click here and go to page 16.

(c) Mathematics update:

Superintendent Elliott shared an update on teaching and learning practices in mathematics that support educator capacity skills in service of increasing student achievement. To review the entire report submitted, click here and go to page 18.

(d) School-College-Work Initiative update:

Superintendent Niemi shared an overview of the School-College-Work Initiative (SCWI) and the impact on student achievement, learning and engagement. This initiative supports a specific engagement strategy aimed at supporting students towards graduation with their Ontario Secondary School Diploma (OSSD) background. To review the entire report submitted, click here and go to page 22.

18. Calendar of Events and meetings scheduled for February 2023:

Committee meetings and school events happening throughout the month of February are noted on the agenda.

19. Correspondence – nil

20. Unfinished Business - nil

21. Trustee Motions for Consideration - nil

22. Trustee Notice of Motions - nil

23. Meeting adjourned at 8:57 p.m.

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HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

Regular Public Board Meeting
Report 10(a)i
February 27, 2023

Decision _X_ Information __

To: Hastings and Prince Edward District School Board

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

Re: Policy 21: Integrity and Accountability Recommendation

Purpose

This recommendation comes forward to the Hastings and Prince Edward District School Board from the Governance and Policy Committee to approve the newly created Policy 21: Integrity and Accountability.

Link to Strategic Plan

1.7 Advocate for public education and demonstrate sound decision making through good governance.

Background

The Governance and Policy Committee reviewed draft Policy 21: Integrity and Accountability in December 2022. The policy was posted for public input; stakeholders were consulted with two public comments received from the consultation process. A final review of this policy was shared with the Governance and Policy Committee on February 21, 2023 with approval from the committee to proceed to Board for final approval.

Next Steps

Once approved by Board, this policy will be posted on the Board's website.

Recommendation

Moved:
Seconded

That the Hastings and Prince Edward District School Board approve Policy 21: Integrity and Accountability.

Appendix A

Policy 21: Integrity and Accountability

HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

BOARD POLICY 21	
Adopted	December, 2022
Last Revised	
Review Date	December, 2025

INTEGRITY AND ACCOUNTABILITY

1) Purpose

a) The Hastings and Prince Edward District School Board (HPEDSB) is committed to ethical and professional conduct and to maintaining and enhancing public confidence in the integrity of its trustees and employees. This policy enables trustees, employees, and the general public, including parents/guardians and students, to raise concerns about suspected wrongdoing by a trustee or employee of HPEDSB in respect to the business and operations of its schools, offices, and facilities. Protection against reprisal related to reporting of suspected wrongdoing is ensured through this policy. The Board is committed to the safety of the learning and working environments in all schools, offices, and facilities and the effective stewardship of its resources in accordance with all applicable laws.

2) Definitions

a) **Reprisal** includes any harassment, intimidation, threats, or discipline against a person for making a report to the Board about a suspected wrongdoing by a trustee or employee of HPEDSB in respect to the business and operations of its schools, offices, and facilities.

b) **Wrongdoing** includes but is not limited to:

i) an actual or suspected contravention of a federal or provincial law or regulation by a trustee or employee;
ii) an act or omission that creates danger to life, physical and/or mental health, safety of persons, or to the environment;
iii) any computer related activity involving the alteration, destruction, forgery, manipulation of data or unauthorized access for wrongdoing purposes;
iv) misappropriation of funds, supplies, resources or other assets;
v) irregular and/or improper accounting, internal controls, or auditing practices or conduct; time theft;
vi) deliberate non-compliance with Board policies and procedures;
vii) Conflicts of interest (personal or otherwise) influencing the objective decision making of one's duties;
viii) Unprofessional conduct or conduct that contravenes the HPEDSB Code of Conduct; and
ix) directing or counseling a person to commit any of the above.

3) Responsibilities

a) All employees and trustees are expected to act with honesty and integrity in the fulfillment of their responsibilities in accordance with the Board's Codes of Conduct, policies, and procedures.

b) Any individual or employee who has knowledge of an occurrence of wrongdoing or has reason to suspect that a wrongdoing has occurred, has the right and the obligation to report the occurrence using the methods of reporting already in place under the various policies, procedures and collective agreements.

c) Provided there are reasonable grounds, HPEDSB shall investigate all incidents of suspected or alleged acts of wrongdoing. An objective and impartial investigation will be conducted regardless of the position, title, length of service, or relationship with the Board, of any party who becomes the subject of such investigation.

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d) The process for addressing and resolving a reporting of suspected wrongdoing must be neutral, appropriately independent, transparent, fair, and timely. This includes informing the person who filed the report of the manner in which the disclosure was addressed.
e) The Board shall make every reasonable effort to discourage wrongdoing and shall establish and maintain internal controls to prevent and detect wrongdoing.

4) Reporting

a) Any individual or employee shall report the incident of wrongdoing to their supervisor or to the Director of Education. If the matter relates to a Trustee, individuals shall the incident to the Director of Education as Secretary of the Board. If the matter relates to the Director of Education, the individuals shall report the incident to the Chair of the Board.
b) The Board shall make every effort to ensure that a person, who in good faith brings forward suspicions of wrongdoing under this policy, and any associated persons, including witnesses, are protected from harassment, retaliation, or adverse employment or contract consequence.
c) All participants in an investigation of a suspected wrongdoing, including persons who make a report of suspected wrongdoing, witnesses, and the persons suspected to be responsible for wrongdoing, must keep the details and results of the investigation confidential, and only discuss the matter with those conducting the investigation.
d) Confidentiality will be maintained to every extent possible, but it should be understood that the nature of the investigation may be expanded beyond the complainant(s) and the respondent(s) during the investigation. Information will be shared should the issue require investigation by law enforcement or if disclosure is required by law.
e) Regardless of the outcome of the investigation, no action will be taken against a complainant unless it is shown the complainant knowingly and purposefully made a false, frivolous, malicious, or vexatious report. Any employee who knowingly and purposely makes a false, frivolous, malicious, or vexatious report may be subject to discipline, up to and including dismissal.
f) Reassignment or relocation for the safety and/or security of individuals involved is not considered disciplinary action.
g) A person who has reasonable grounds for believing they have suffered reprisal for making a complaint of suspected wrongdoing should make a complaint to their supervisor or the Director of Education.
h) An employee of HPEDSB who retaliates against someone who has reported a suspected wrongdoing in good faith is subject to discipline, up to and including dismissal.

5) Interference with an Investigation

a) No employee of HPEDSB or trustee shall wilfully obstruct management or others involved in an investigation of wrongdoing. Any person found to do so is subject to disciplinary measures up to and including dismissal.
b) No employee of HPEDSB or trustee shall destroy, alter, falsify or conceal a document, information or other thing they know or ought to know is likely relevant to an investigation of wrongdoing. Any person found to do so is subject to disciplinary measures up to and including dismissal.
c) No employee of HPEDSB or trustee shall direct, counsel, or cause in any manner any person to obstruct management or any others involved in an investigation of wrongdoing. Any person found to do so is subject to disciplinary measures up to and including dismissal.
d) No employee of HPEDSB or trustee shall direct counsel or cause in any manner any person to destroy, alter, falsify or conceal a document, information or other thing they know or ought to know is likely relevant to an investigation of wrongdoing. Any person found to do so is subject to disciplinary measures up to and including dismissal.

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6) Application of Policy

a) This policy does not affect or replace any duty to make a report that is required or permitted under legislation.
b) This policy does not affect any rights under a collective agreement, legislation, the *Ontario Human Rights Code*, or the *Canadian Charter of Rights and Freedoms*.
c) This policy does not supersede other Board policies, procedures, and protocols and a person making a report may be directed to use other available complaint resolution procedures and protocols.
d) The Director of Education has authority to issue operational procedures for reporting and investigating alleged wrongdoing involving employees.

Legal References:

- *Education Act*
- Ontario Human Rights Code
- Criminal Code of Canada (s.380(1)
- Occupational Health and Safety Act - Part III.0.I - Violence and Harassment Policies
- School Board Governance Act 2009
- Broader Public Sector Accountability Act, 2010

Resources:

- Code of Conduct
- Policy 8: Board Members Code of Conduct
- Procedure 145: District Code of Conduct and School Codes of Conduct
- Procedure 147: Technology Use
- Procedure 421: Safe Workplace – Violence in the Workplace
- Procedure 422: Safe Workplace- Workplace Harassment
- Procedure 426: Employee Conduct and Ethical Behaviour
- Procedure 450: Return of Board Property
- Procedure 460: Reporting Teacher and Early Childhood Educator Professional Misconduct

DRAFT

Decision _X_ Information __

To: Hastings and Prince Edward District School Board

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

Re: Policy 22: Exclusion of a Student from School or Class Recommendation

Purpose

This recommendation comes forward to the Hastings and Prince Edward District School Board from the Governance and Policy Committee to approve the newly created Policy 22: Exclusion of a Student from School or Class.

Link to Strategic Plan

1.7 Advocate for public education and demonstrate sound decision making through good governance.

Background

The Governance and Policy Committee reviewed draft Policy 22: Exclusion of a Student from School or Class in December 2022. The policy was posted for public input; stakeholders were consulted with two public comments received from the consultation process. A final review of this policy was shared with the Governance and Policy Committee on February 21, 2023 with approval from the committee to proceed to Board for final approval.

Next Steps

Once approved by Board, this policy will be posted on the Board's website.

Recommendation

Moved:
Seconded

That the Hastings and Prince Edward District School Board approve Policy 22: Exclusion of a Student from School or Class.

Appendix A

Policy 22: Exclusion of a Student from School or Class

POLICY 22	
Adopted	December, 2022
Last Revised	
Review Date	December, 2025

EXCLUSION OF A STUDENT FROM CLASS OR SCHOOL

1) Purpose

a) Hastings and Prince Edward District School Board (HPEDSB) recognizes that the *Education Act* gives all students the right to attend school, subject to certain limited exceptions. One such exception is the circumstance in which a student poses such a significant risk to the physical and/or mental well-being of themselves or other students that the student must be excluded from attending their class or school as the only means possible to ensure student safety.

2) Authority

a) The authority to exclude a student is outlined in Section 265(1)(m) of the *Education Act,* which states that it is the duty of a school principal:
"…subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils."

3) Exclusion

a) The Ministry of Education's Policy/Program Memorandum (PPM) 145: Progressive Discipline and Promoting Positive Student Behaviour states that the exclusion of a student is not to be used as a disciplinary measure. The Board therefore restricts the use of an exclusion to the limited circumstances where a principal deems it necessary to exclude a student from their class or school in order to ensure the safety of students. Exclusion is a last resort, to be imposed only after all other measures to maintain safety have been exhausted. Once imposed, an exclusion shall only remain in effect for as long as needed to reasonably provide for the physical and mental well-being of students.

b) Students have the right, under the *Education Act* and the *Ontario Human Rights Code*, to attend school without discrimination on grounds protected under the *Code*, including disability. The *Code* imposes a duty to accommodate students with disabilities up to the point of undue hardship, considering cost, outside sources of funding, if any, and health and safety requirements. The *Ontario Human Rights Code* has primacy over all other provincial legislation, regulations, and ministry and board policies and procedures. An exclusion of a student with a disability will only be appropriate when all accommodations of their disability, to the point of undue hardship, have been considered, and where appropriately implemented, safety is still a significant concern.

c) A principal considering whether to exercise their judgement to impose an exclusion under Section 265(1)(m) of the *Education Act* must discuss the decision with the school group superintendent and proceed in accordance with Procedure 391: Exclusion of a Student from Class or School.

d) An excluded student has the right to continue to receive educational services during the period of exclusion.

e) A student who is subject to an exclusion has a right to appeal to the Board of Trustees, in accordance with Procedure 391: Exclusion of a Student from Class or School.

Legal References:

- *Education Act* Section 265(1)(m)
- Ontario Human Rights Code

Resources:

- Procedure 391: Exclusion of a Student from Class or School
- Policy/Program Memorandum (PPM) 145: Progressive Discipline and Promoting Positive Student Behaviour

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HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

Regular Public Board Meeting
Report 10(c)i
February 27, 2023

Decision _X_ Information ___

To: Hastings and Prince Edward District School Board

From: Kari Kramp, Chair of the Physical Planning, Finance and Building Committee

Re: Long-Term Capital Accommodation Plan (LTCAP) – Updates and Recommendation

Purpose
To recommend approval of the 2023 Long-Term Capital Accommodation Plan.

Link to Strategic Plan
5.3 Improve public relations by providing information that is timely, transparent and accessible for all.

Background
The Long-Term Capital and Accommodation Plan (LTCAP) is a planning document that uses recent demographic information and enrolment projections to provide an overview of both short and long-term accommodation pressures at Hastings and Prince Edward District School Board (HPEDSB). The demographic projections were prepared by Watson & Associates Economists Ltd. in January 2023 and used to update the existing LTCAP. Some new accommodation options are presented in Appendix F.

Current situation
The LTCAP was reviewed at the public Physical Planning, Finance, and Building Committee meeting held on February 13. Based on comments, minor changes were made to the document, including: simplifying the information presented in Section 7 School Group Overview, refining Appendix A programs and Services to correct errors and omissions and to improve readability, and increasing the size of maps in Appendix F School Group Profiles.

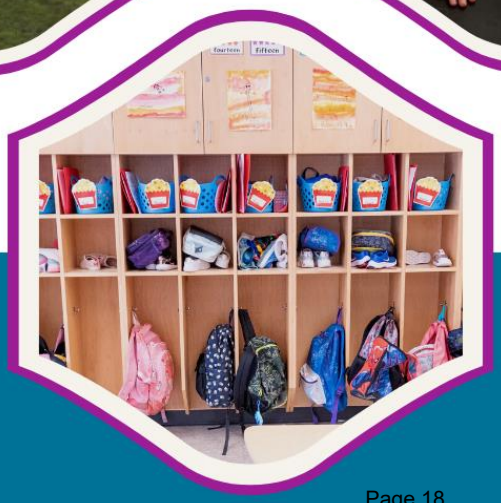
Recommendation
Moved:
Seconded:

> **That the Hastings and Prince Edward District School Board approve the Long-Term Capital Accommodation Plan.**

Appendices
Appendix A – Long-Term Capital Accommodation Plan

HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

2023 LONG-TERM CAPITAL AND ACCOMMODATION PLAN



Disclaimer

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

Acknowledgements

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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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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. As part of the commitment to priorities of the 2020-2025 Strategic Plan, it is important for HPEDSB ensure responsible communication, sharing information that is timely, transparent and accessible for all stakeholders.

The Board of Trustees 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 addresses the following:

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 information on enrolment, school buildings, demographics, community use of schools and transportation; and
3. provides a framework for decision making with respect to students over the next 10 years and schools.

This plan is a living document and will be monitored and updated as required. Accommodation planning is dynamic, therefore this document the accommodation options contained within should be viewed as proposed solutions at the time of drafting this document. The collection and analysis of information is an ongoing process, therefore specific accommodation proposals will be reviewed and be subject to public consultation prior to any final decision.

This document was originally approved by the Board of Trustees in October 2016. It was updated in 2018 to reflect projections prepared by Watson & Associates Economists Ltd. in 2017-2018 and the 2018-2019 enrolment data at the time of update. It is now being updated to reflect projections prepared by Watson & Associates Economists Ltd. in 2020-2021.

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 school board are affected because the cost of maintaining empty space is spread across all schools.

Between 2011 and 2016 the HPEDSB jurisdiction was relatively stable with an overall population growth of 914 persons, representing a 0.6% increase. This time period had a minor increase in elementary aged population (0.5%), while the secondary aged population had a major decline of over 1,770 people (-17%). However, over the last census period (2016-2021), the HPEDSB jurisdiction has experienced significant growth, especially in the City of Belleville. From 2016 to 2021, the total population grew by over 10,200 people. The elementary aged population grew by 458 people (+2.8%), while the secondary aged population continues to decline of 481 people, half of the change seen from 2011-2016.

Current projections indicate the following:

- elementary enrolment (Kindergarten to Grade 8) is projected to increase to approximately 11,515 students by 2031-2032, representing an 8% increase from existing 2022-23 figures;
- secondary enrolment (Grades 9 to 12) is projected to increase to approximately 5,135 students by 2031-2032, representing 11% change from existing 2022-2023 figures; and
- there is currently a total of 2,942 surplus spaces in elementary schools and 1,102 surplus spaces in secondary schools (2022).

HPEDSB elementary schools are, on average, 59 years old and many additions have been constructed over the years. Secondary schools are, on average, 68 years old, with most having at least one addition over the years. 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. This framework forms the basis for the development of specific recommendations for attendance/boundary area reviews, pupil accommodation reviews and/or program reviews. 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.

INTRODUCTION

1

1 Introduction

Hastings and Prince Edward District School Board is committed to providing students with dynamic, inclusive education 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 education opportunities while ensuring fiscal responsibility and to enhancing the learning environment in its schools for all students.

The Board of Trustees will consider from time to time, the need to consolidate, close or relocate a school(s) due to changes in curriculum, program considerations, student enrolment, community demographics, facility needs and other factors. In some circumstances, these considerations may result in the need to review attendance/boundary areas, pupil accommodation and/or programs 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 a final report and recommendation(s) from administration, presented to the Board of Trustees 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 its 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 HPEDSB commitment to provide equitable and sustainable learning environments through the following lenses:

1. student achievement and well-being;
2. effective stewardship of school board resources;
3. curriculum and program needs, funding and renewal needs, drive facility planning;
4. upgrades to the condition of facilities will occur, where feasible;
5. compliance with Ministry of Education guidelines for school consolidation and closure decisions;
6. open decision-making, oversight by the Board of Trustees 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. 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 needs, achievement and well-being.

The purpose of this 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;
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 over the next 10 years and schools.

This LTCAP is guided by Ministry of Education expectations and the 2020-2025 Strategic Plan, and will provide the framework and tools to integrate program, capital and facility renewal in a comprehensive approach. 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 (HPEDSB) serves approximately 15,300 students each day at 39 in-person schools (32 elementary, two K-12; four 7-12, one secondary) and one K-8 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.

Between 2011 and 2016 the HPEDSB jurisdiction was relatively stable with an overall population growth of 914 persons, representing a 0.6% increase. This time period had a minor increase in elementary aged population (0.5%), while the secondary aged population had a major decline of over 1,770 people (-17%). However, over the last census period (2016-2021), the HPEDSB jurisdiction has experienced significant growth, especially in the City of Belleville. From 2016 to 2021, the total population grew by over 10,200 people. The elementary aged population grew by 458 people (+2.8%), while the secondary aged population continues to decline of 481 people, half of the change seen from 2011-2016.

Current projections indicate the following:

- elementary enrolment (Kindergarten to Grade 8) is projected to increase to approximately 11,515 students by 2031-2032, representing an 8% increase from existing 2022-2023 figures;
- secondary enrolment (Grades 9 to 12) is projected to increase to approximately 5,135 students by 2031-2032, representing 11% change from existing 2022-2023 figures;
- there is currently a total of 2,942 surplus spaces in elementary schools and 1,102 surplus spaces in secondary schools; and
- there are significant school facility renewal needs of $213.7 million over a five-year period.

The average age of the schools is 61 years, resulting in a 5-year board-wide renewal cost approximately $213.7 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 January 2023 Long-Term Capital and Accommodation Plan has been developed based on updated enrolment projections prepared by Watson & Associates Economists Ltd. in 2022-2023. Enrolment projections were prepared by Watson & Associates Economists Ltd for Hastings and Prince Edward District School Board in the winter of 2022-2023 utilizing historical October 31 enrolments. The projections were prepared based on the planning areas/school groups that are 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, 2016 and 2021 Statistics Canada Census and outlines total population data as well as population cohort data and dwelling data. The development of the demographic and projection information also included a review of live birth data from 2012 to 2021. 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 15,300 students each day at 39 in-person schools (32 elementary, two K-12; four 7-12, one secondary) and one K-8 virtual school. Elementary schools are organized in groups linked to a secondary school, collectively known as school groups. The goal of providing a suitable and equitable range of learning opportunities in a school or school group requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or program relocation will consider the needs of all students in all schools in a particular school group or groups of schools.

Past pupil accommodation reviews and consolidation include the following:

- 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, accommodation and consolidation issues were identified, with the following changes implemented following public pupil accommodation reviews, or communication processes:

- 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.

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 accommodation strategies consistent with Ministry of Education (MOE), and HPEDSB policies and procedures.

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

PROGRAM CONSIDERATIONS

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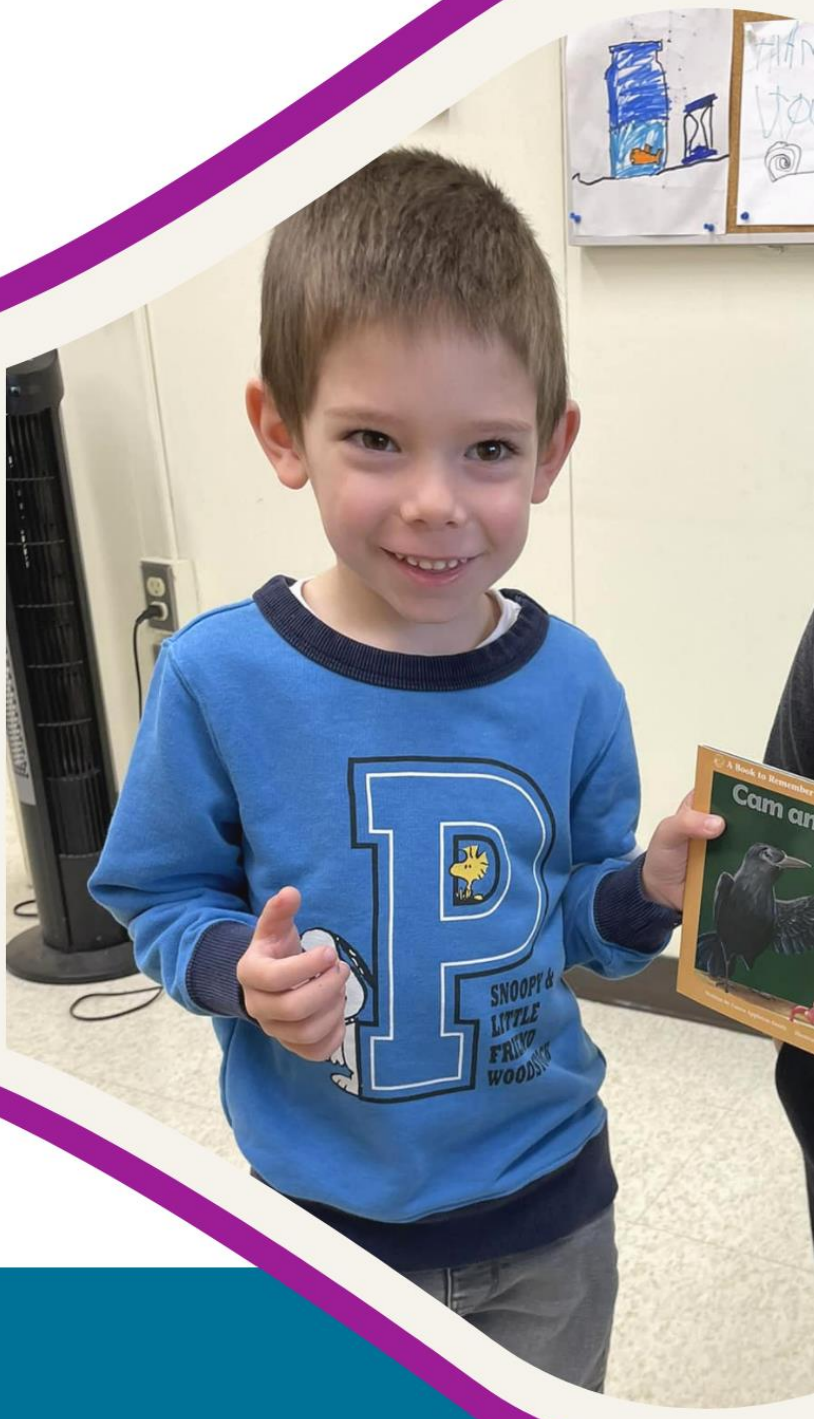


2 Program considerations

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 2022-2023 Programs and Services to Help Each Student Achieve Success, Elementary Special Education Resource Program Placements and Locations 2022-2023, Secondary Special Education Regional Programs Placements and Locations 2022-2023, 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.

French Immersion for secondary school students 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 once 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, and 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 at the same time. 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 Adventure Class, Destinations Grade 7 and 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 and experiential learning

Facilities such as the H.R. Frink Outdoor Education Centre and community facilities 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 should be given to having access to before and after school child care programs in all schools with Grades K-6 through child care partnerships, where feasible. Infant, toddler and preschool child care programs offered through community child care partners should be considered, where feasible. Early learning playgroup programs for parents, caregivers and children from birth to school age should be considered with community partners, where feasible. Appendix B illustrates the current full day childcare locations, as well as Before and After school child care and Early ON Programs.

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 the following:

- larger K-6 and K-8 schools enhance specialized program opportunities within the school, as well as for 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, therefore students remain in the same school community throughout their entire 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 also provides an opportunity to bring together staff from the Early Years to Grade 12 in one professional community; and
- 7-12 schools include all Intermediate (Grade 7-10) students in one building; students remain in the same building at the conclusion of Grade 8, while adjusting to Grade 9 credit courses; the increased numbers of Grade 7 and 8 students and staff in the school enrich specialized program opportunities, as well as extracurricular activities; the consolidation of multiple resources in one school supports a range of dynamic, inclusive education 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 could assist with increasing student retention from Grade 8 to 9.

DEMOGRAPHICS AND ENROLMENT

3

3 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 their enrolment declines. When funding decreases, all students in a board are affected because the cost of maintaining empty space is spread across all 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 reflects 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

Table 1 demonstrates the demographic trends from previous Census data across the HPEDSB jurisdiction (includes the Census Divisions of Prince Edward and Hastings). Between 2011 and 2016 the Board's jurisdiction held relatively stable with an overall population growth of 914 persons, representing a 0.6% increase. This time period had a minor increase in elementary aged population (0.5%) while the secondary aged population had a major decline of over 1,770 people (-17%). However, over the last census period (2016-2021), the Board's jurisdiction has seen some significant growth, especially in the City of Belleville. From 2016 to 2021, the total population grew by over 10,200 people. The elementary aged population grew by 458 people (+2.8%) where the secondary aged population continues to decline of 481 people, half of the change seen from 2011-2016.

Table 1: HPEDSB Historical Census Trends

Population Data	2006 Census	Share Of Total	2011 Census	Share Of Total	2016 Census	Share Of Total	2021 Census	Share Of Total
Total Population	**155,912**		**160,201**		**161,115**		**171,337**	
Pre-School Population (0-3)	5,908	3.8%	6,174	3.9%	6,050	3.8%	5,985	3.7%
Elementary School Population (4-13)	17,709	11.4%	16,286	10.2%	16,365	10.2%	16,823	10.5%
Secondary School Population (14-18)	10,945	7.0%	10,446	6.5%	8,675	5.4%	8,194	5.1%
Population Over 18 Years of Age	121,350	77.8%	127,295	79.5%	130,025	81.2%	140,335	87.6%
Females Aged 25-44	19,040	12.2%	17,140	10.7%	17,080	10.7%	17,760	11.1%

	2006-2011			2011-2016			2016-2021		
Population Data	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
Total Population	**4,289**	**2.8%**		**914**	**0.6%**		**10,222**	**6.3%**	
Pre-School Population (0-3)	**266**	**4.5%**	**0.1%**	**-124**	**-2.0%**	**-2.1%**	**-65**	**-1.1%**	**1.0%**
Elementary School Population (4-13)	**-1,423**	**-8.0%**	**-1.2%**	**79**	**0.5%**	**1.7%**	**458**	**2.8%**	**1.1%**
Secondary School Population (14-18)	**-499**	**-4.6%**	**-0.5%**	**-1,771**	**-17.0%**	**-16.5%**	**-481**	**-5.5%**	**10.9%**
Population Over 18 Years of Age	**5,945**	**4.9%**	**1.6%**	**2,730**	**2.1%**	**0.5%**	**10,310**	**7.9%**	**7.4%**
Females Aged 25-44	**-1,900**	**-10.0%**	**-1.5%**	**-60**	**-0.4%**	**1.2%**	**680**	**4.0%**	**2.8%**

3.2 Enrolment

Historically, the elementary enrolment had been in decline, however over the previous five years, the elementary panel has increased by approximately 3% where it was had declined by 17% between 2005-2006 and 2016-2017. The secondary enrolment has decreased by 2% over the previous 5-years. Table 2 illustrates the historical enrolment for elementary and secondary for HPEDSB, as well as the change over a 5-year period.

Table 2 - Historical Enrolment Trends by Panel

HPEDSB Historical Enrolment Trends							
	2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**5-year Change**	**% Change**
JK-8	10,370	10,376	10,182	10,146	10,702	333	3%
9-12	4,711	4,609	4,509	4,618	4,640	-71	-2%

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 – Historical and Projected Enrolment Capacity

	Capacity	**2022/23**	**2031/32**
Elementary Enrolment	13,644	10,702	11,515
Surplus Capacity		2,942	2,129
Secondary Enrolment	5,742	4,640	5,135
Surplus Capacity		1,102	607

Current projections indicate the following:

- elementary enrolment (Kindergarten to Grade 8) is projected to increase to approximately 11,515 students by 2031-2032, representing an 8% increase from existing 2022-2023 figures;
- secondary enrolment (Grades 9 to 12) is projected to increase to approximately 5,135 students by 2031-2032, representing 11% change from existing 2022-2023 figures;
- there is currently a total of 2,942 surplus spaces in elementary schools and 1,102 surplus spaces in secondary schools; and
- there are significant school facility renewal needs of $213.7 million over a five-year period.

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 78% and for secondary schools is 81%. The secondary school utilization rate does not include the elementary students located at secondary schools.

SCHOOL FACILITIES

4

4 School facilities

HPEDSB operates 39 in-person schools (32 elementary, two K-12; four 7-12, one secondary) and one K-8 virtual school, representing a wide variety of sizes, ages and building conditions. The cost of operating each school includes the direct costs of utilities, such a heat and electricity, as well as short-term maintenance and repair, preventative maintenance and long-term building renewal costs.

4.1 Size and age of facilities

The elementary school buildings total approximately 103,000 square meters. The secondary facilities total approximately 99,400 square meters. Together, the 39 physical school buildings occupy approximately 202,400 square meters of space.

The schools range in age from one year to more than 100 years. For example:

- four schools are 15 years or less;
- three schools are between 16 and 45 years;
- the majority of schools, 29 schools or 71%, were constructed 46 to 75 years ago; and
- four schools were constructed more than 75 years ago.

The elementary schools are, on average, 59 years of age and many additions have been constructed over the years. The average age of secondary schools is approximately 68 years with most having at least one addition over the years. Figures 1 and 2 summarize the age of elementary and secondary schools. Detailed information on school size and age can be found in Appendix C.

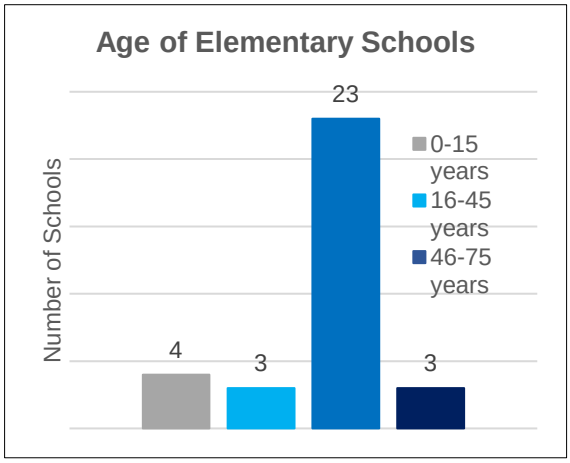


Figure 1 - Elementary School Age

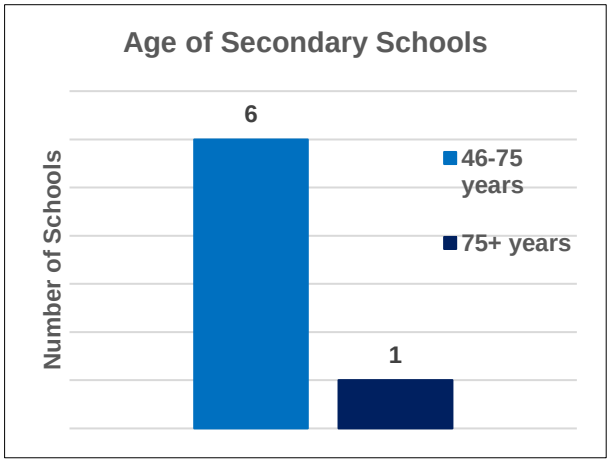


Figure 2 - Secondary School Age

4.2 On the Ground Capacity (OTG)

The Ministry of Education provides direction on school size, 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 who 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), representing the number of students that the facility can reasonably accommodate.

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

Table 4 - Classroom Loading

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 building a new school, constructing additions, 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 last cycle of new assessments 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 $213 million (Appendix D) in expected five-year renewal event costs, based on January 2023 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 data, the Ministry of Education releases a summary of the data province wide. The last comprehensive release was October 2017.

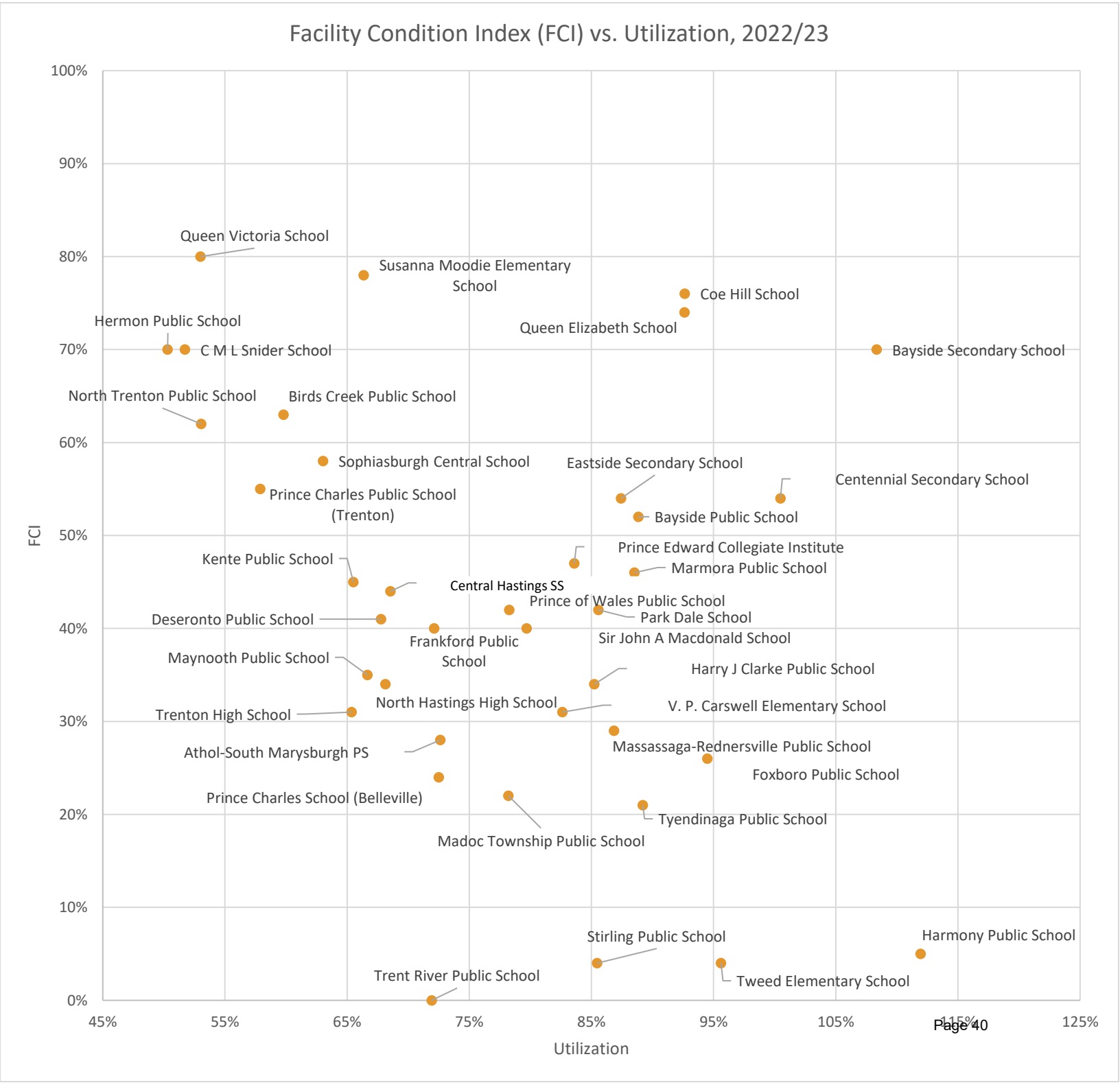
HPEDSB also accesses a third-party Ministry of Education database to review information at a point of time or over a number of years. This information is updated based on changes in the useful like of structures and systems overt time, building condition assessment, as well as the building renewal projects that are completed. This is illustrated in Appendix D. 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.

4.4 Utilization Rate

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



TRANSPORTATION

5

5 Transportation

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

5.1 Walking distance and busing 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.

Student walking distances are identified in the policy and are shown below:

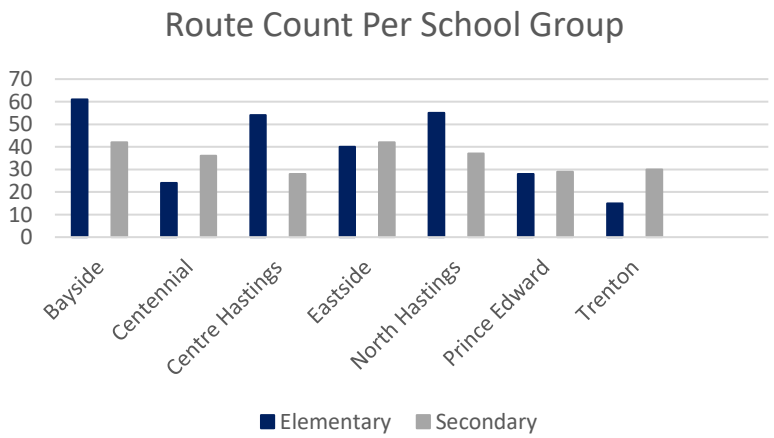
Walking Distances for Students		
Grade Level	**Distance to School**	**Distance to Bus Pick-up**
JK-6	1.6km	0.8km
Grade 7-8	3.2km	1.6km
Grade 9-12	3.2km	1.6km

Approximately 4,750 HPEDSB students are eligible to walk to school and approximately 8,200 students are eligible to be bused to school. While an additional 427 students are eligible to walk to school, they are bused due to identified safety hazards.

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

Tri-Board manages approximately 253 school bus elementary routes and approximately 200 secondary bus routes. Of those, 195 are elementary/secondary shared routes. Figure 4 illustrates the route count per school group.

Figure 4 - Route Count



Transportation distances for students to and from schools will be considered relative to accommodation strategies.

COMMUNITY USE OF SCHOOLS, COMMUNITY PARTNERSHIPS AND HUBS

6

6 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. Where feasible, consideration is given to ensuring 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 HPEDSB primary responsibility is to support student achievement and well-being, and ensure that the health and safety of students is protected. Within this context, HPEDSB 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 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 include the following:

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.

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 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 childcare 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 (Appendix B). 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 childcare 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.

SCHOOL GROUP OVERVIEW

7

7 School Group Overview

This section includes provides 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 considers the needs of all of the students in all schools in the review area and in a particular school group.

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, 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. As of November 2018, the final document has not been released and pupil accommodation reviews are on hold throughout Ontario.

Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review and Procedure 570: Community Planning and Partnerships will be updated 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

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

HPEDSB currently operates a K-8 virtual school that arose during the COVID-19 pandemic.

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.

As mentioned above, four schools operate a Grade 7-12 model: Bayside Secondary School, Centennial Secondary School, North Hastings High School and Trenton High School. 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 have also been exploring or moving toward the K-12 model. There are school boards in Eastern Ontario which have implemented this model in new school builds. Currently, the K-12 model is provided at Prince Edward Collegiate Institute and Central Hastings School. 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 a new school, 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; and
- 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 7.12 and on maps in Appendix E. 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 planned in consultation with students, families and school staff.

7.5 Disposal of property

Should the Board of Trustees 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 oard”. 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.

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, including the following:

- 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.

7.6 Bayside School Group

7.6.1 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 has been considered a Grade 7 to 12 facility as the Grade 7 and 8 students from Bayside Public School are 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

2022-2023 Bayside Secondary School (7-12)
Bayside Public School (K-6)
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. Larger figures can be found in Appendix E with additional data.

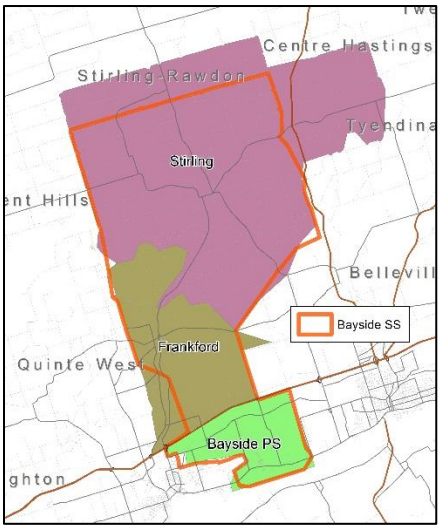


Figure 1 - Bayside School Group

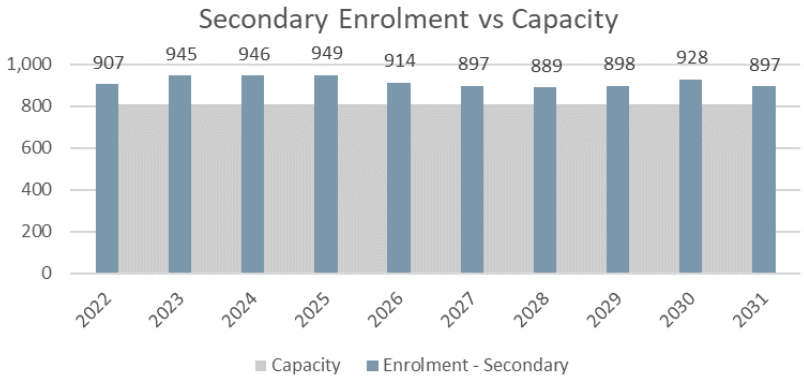


Figure 2 - Bayside SS Enrolment vs. Capacity

The school requires significant investment to meet renewal needs of $17.7 million, as shown in Table 6.

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

2022-2023 Year	Bayside SS
Capacity (OTG)	810
Enrolment	907
Surplus Capacity	-97
Utilization	112%
Renewal Needs	$17,700,824
Facility Condition Index	70%

7.6.2 Bayside elementary schools

There are three elementary schools in the Bayside School Group as shown in Figure 7. The list of Bayside elementary schools is shown in Table 7 below, as well as the elementary portion of Bayside Secondary School.

Table 7 - Bayside Elementary Schools

2022-2023 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 elementary schools. Larger figures can be found in Appendix E with additional data.

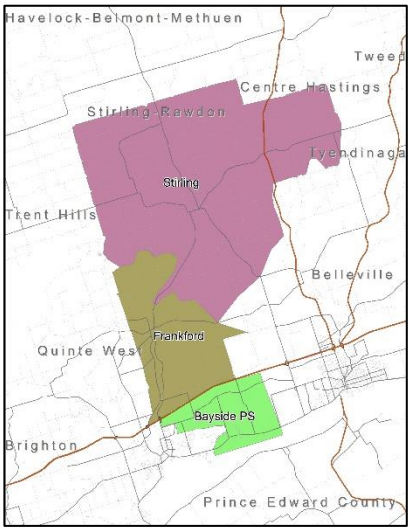


Figure 3 - Bayside School Group

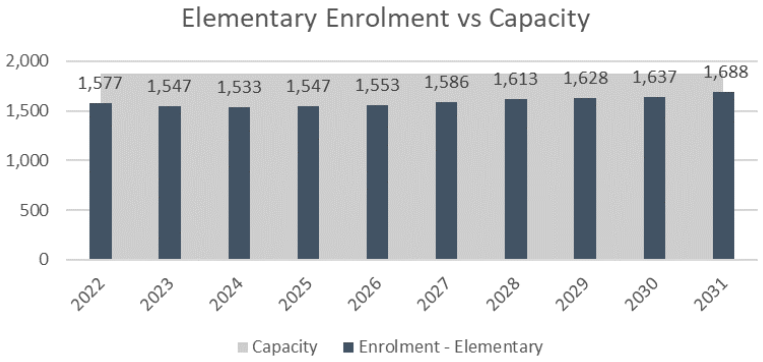


Figure 4 - Bayside Elementary Enrolment vs. Capacity

A small combined surplus capacity exists. Together, the renewal needs of the elementary schools over the next 5 years are $10.5 million, as shown in Table 8.

Table 8 - Summary Capacity, Enrolment, and Renewal of Bayside School Group Elementary Sites

2022-2023 Year	Bayside PS	Bayside SS (7-8)	Frankford PS	Stirling PS	Total
Capacity (OTG)	421	208	434	812	1,875
Enrolment	374	196	313	694	1,577
Surplus Capacity	47	12	121	118	298
Utilization	89%	94%	72%	85%	84%
Renewal Needs	$4,616,938		$3,818,750	$2,068,343	$10,504,031
Facility Condition Index	42%		40%	4%	-

Centennial School Group

7.6.3 Centennial Secondary School

Table 9 illustrates the elementary feeder schools for Centennial Secondary School.

Table 9 - Centennial Elementary Feeder Schools

2022-2023 Centennial Secondary School (9-12)
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, which excludes the 7-8 elementary students, is 109% capacity (2022) and projected enrolment is anticipated to continue to increase above capacity. Larger figures can be found in Appendix E with additional data.

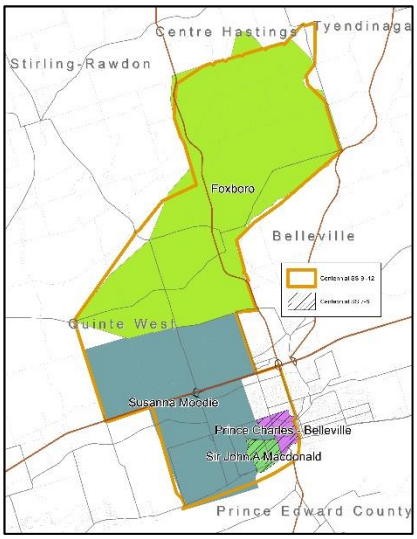


Figure 5 - Centennial School Group

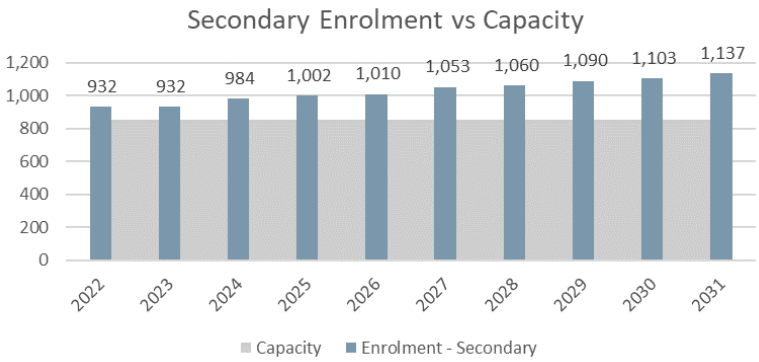


Figure 6 – Centennial SS Enrolment vs. Capacity

Enrolment is currently over capacity by 80 student places. The enrolment calculation does not include Grade 7 and 8 students at Centennial Secondary School. The renewal needs of the school over the next 5 years are in excess of $15 million, as shown in Table 10.

Table 10 - Summary Capacity, Enrolment, and Renewal of Centennial SS

2022-2023 Year	Centennial SS
Capacity (OTG)	852
Enrolment	939
Surplus Capacity	-80
Utilization	109%
Renewal Needs	$15,659,256
Facility Condition Index	54%

7.6.4 Centennial elementary schools

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

Table 11 - Centennial Elementary Schools

2022-2023 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 78% based on 2022 enrolments and is projected to stay below capacity by 2031. Larger figures can be found in Appendix E with additional data.

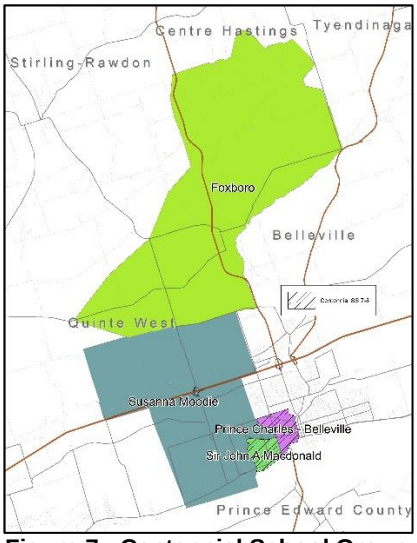


Figure 7 - Centennial School Group

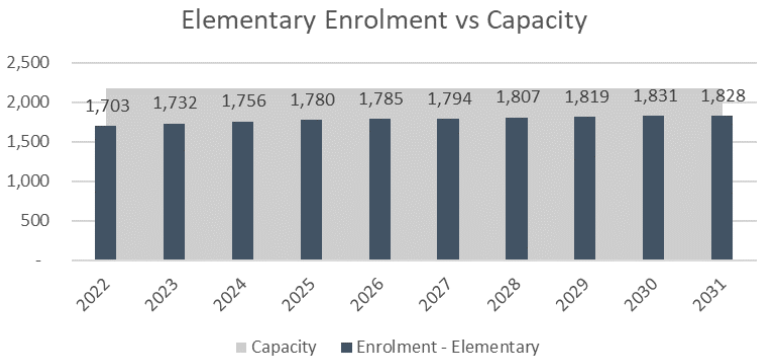


Figure 8 - Centennial Elementary Enrolment vs. Capacity

A surplus capacity of 473 students exists. These schools have combined renewal needs of $19M, over the next 5 years, as shown in Table 12.

Table 12 - Summary Capacity, Enrolment, and Renewal of Centennial School Group Elementary Sites

2022-2023 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)	196	435	409	400	320	416	2,176
Enrolment	121	411	350	290	255	276	1,703
Surplus Capacity	75	24	59	110	65	140	473
Utilization	62%	94%	86%	73%	80%	66%	78%
Renewal Needs		$3,258,368	$4,491,861	$2,269,854	$3,086,045	$6,275,829	$19,381,957
Facility Condition Index		26%	42%	24%	40%	78%	-

7.7 Central Hastings School Group

7.7.1 Central Hastings Secondary School

Central Hastings is served by a single secondary /combined school (K-12), Central Hastings School, and is located in Madoc. The Central Hastings School Group elementary schools that feed Central Hastings School are shown below in Table 13 and Figure 13.

Table 13 - Central Hastings School Group Elementary Feeder Schools

2022-2023 Central 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 greatly exceeds the current and projected enrolment. Larger figures can be found in Appendix E with additional data.

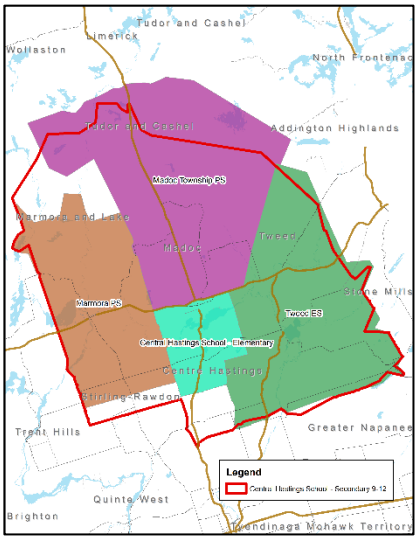


Figure 9 - Central Hastings School Group

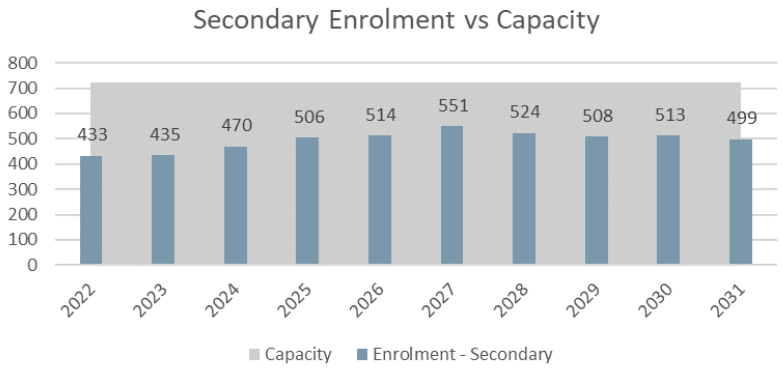


Figure 10 - Central Hastings Secondary Enrolment vs. Capacity

There is a surplus capacity of approximately 290 student places. The school requires investment to meet renewal needs of over $14 million over the next 5 years, as shown in Table 14.

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

2022-2023 Year	Central Hastings SS
Capacity (OTG)	723
Enrolment	433
Surplus Capacity	290
Utilization	60%
Renewal Needs	$14,168,238
Facility Condition Index	44%

7.7.2 Central Hastings elementary schools

The elementary schools in the Central Hastings School Group are shown in Table 15 and Figure 15 below.

Table 15 - Central Hastings Elementary Schools

2022-2023 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 elementary schools with a utilization rate of 87% based on 2022 enrolments and is projected to stay below full capacity by 2031. Larger figures can be found in Appendix E with additional data.

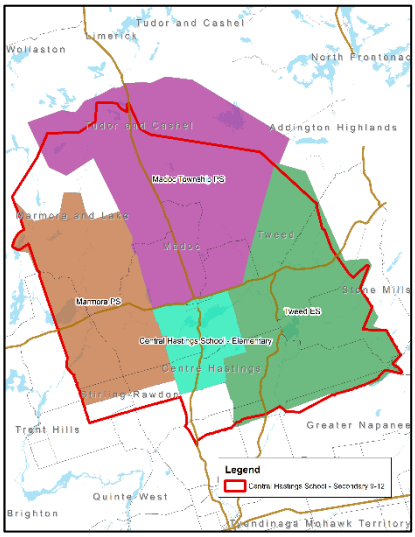


Figure 11 - Central Hastings School Group

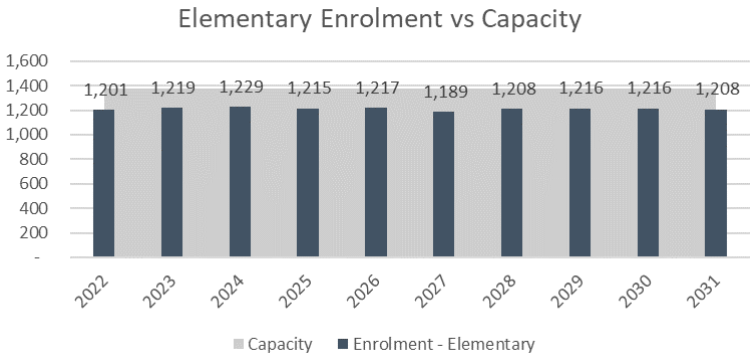


Figure 12 - Central Hastings Elementary Enrolment vs. Capacity

A combined surplus capacity of 176 students exists. Together, the renewal needs of the elementary schools over the next 5 years are in excess of $5 million, as shown in Table 16.

Table 16 - Summary Capacity, Enrolment, and Renewal of Central Hastings School Group Elementary Sites

2022-2023 Year	Central Hastings School (K-8)	Madoc Township PS	Marmora Public School	Tweed ES	Total
Capacity (OTG)	428	234	305	410	1,377
Enrolment	356	183	270	392	1,201
Surplus Capacity	72	51	35	18	176
Utilization	83%	78%	89%	96%	87%
Renewal Needs		$1,427,579	$2,398,276	$1,529,700	$5,355,555
Facility Condition Index		22%	46%	4%	-

7.8 Eastside School Group

7.8.1 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 School Group Elementary Feeder Schools

2022-2023 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)
Easthill Elementary School (K-8)*

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

Figure 17 illustrates the school boundary and Figure 18 illustrates that Eastside Secondary School is at a 87% utilization rate based on 2022 enrolment. Larger figures can be found in Appendix E with additional data.

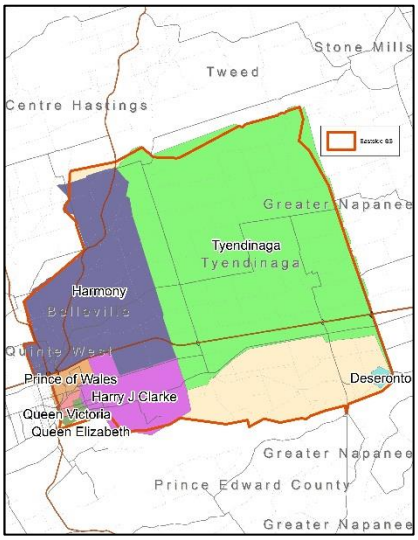


Figure 13 – Eastside School Group

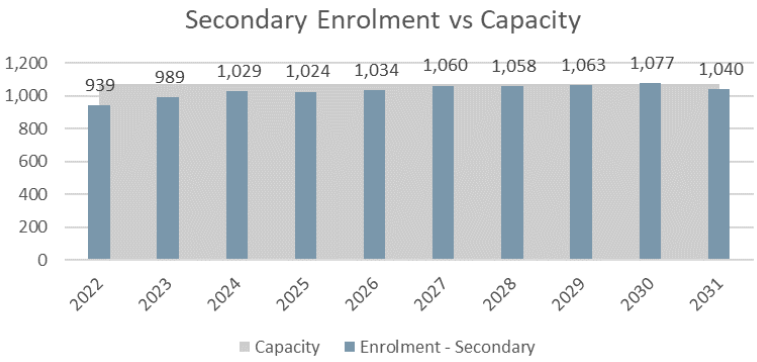


Figure 14 –Eastside SS Enrolment vs. Capacity

There was a surplus capacity of 135 student places in 2022. The renewal needs of the school over the next 5 years is close to $16 million, as shown in Table 18.

Table 18 - Summary Capacity, Enrolment, and Renewal of Eastside SS

2022-2023 Year	Eastside SS
Capacity (OTG)	1,074
Enrolment	939
Surplus Capacity	135
Utilization	87%
Renewal Needs	$15,940,999
Facility Condition Index	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.

7.8.2 Eastside elementary schools

There are currently seven elementary feeder schools in the Eastside School Group. The elementary schools are shown in Table 19 and Figure 19 below.

Table 19 - Eastside Elementary Schools

2022-2023 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)
Easthill Elementary School (K-8)*

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

Figure 20 illustrates that the combined capacity of the seven elementary schools provides a utilization rate of 85% based on current (2022) enrolments. Larger figures can be found in Appendix E with additional data.

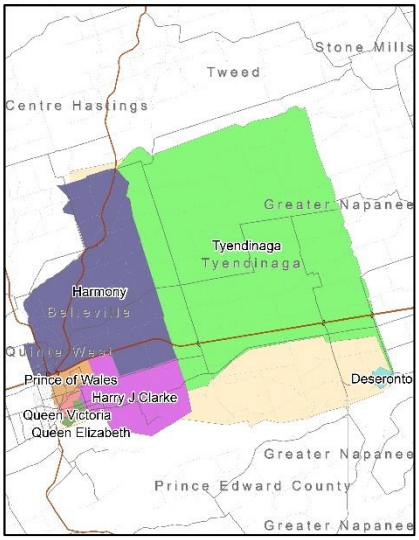


Figure 15 – Eastside School Group

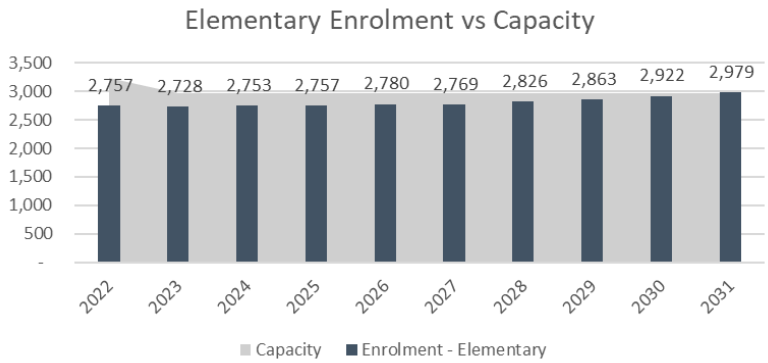


Figure 16 – Eastside Elementary Enrolment vs. Capacity

A surplus capacity of 482 students exists. Together, the renewal needs of the elementary schools over the next five years are approximately $25 million as shown in Table 20.

Table 20 - Summary Capacity, Enrolment, and Renewal of Eastside School Group Elementary Sites

2022-2023 Year	Deseronto Public School	Harmony Public School	Harry J Clarke Public School	Prince of Wales Public School	Queen Elizabeth School	Queen Victoria School	Tyendinaga Public School	Total
Capacity (OTG)	242	695	711	465	271	466	389	3,239
Enrolment	164	778	606	364	251	247	347	2,757
Surplus Capacity	78	-83	105	101	20	219	42	482
Utilization	68%	112%	85%	78%	93%	53%	89%	85%
Renewal Needs	$2,865,212	$752,514	$5,070,837	$4,115,652	$5,070,440	$7,473,878	$1,836,971	$25,348,533
Facility Condition Index	41%	5%	34%	42%	74%	80%	21%	-

7.9 North Hastings School Group

7.9.1 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 School Group Elementary Feeder Schools

2022-2023 North Hastings High School
Bird's Creek Public School (K-6)
Coe Hill School (K-6)
Hermon Public School (K-6)
Maynooth Public School (K-6)
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 E with additional data.

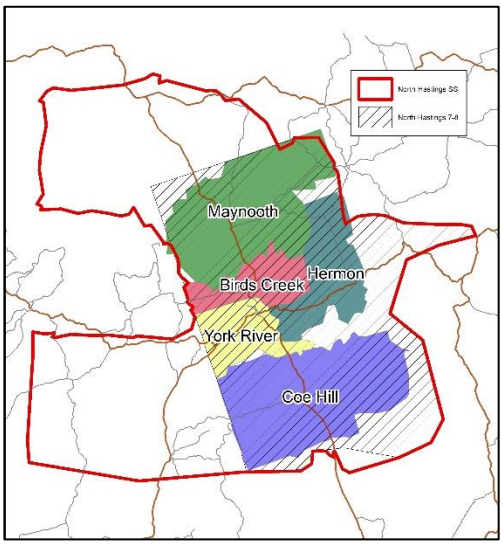


Figure 17 - North Hastings School Group

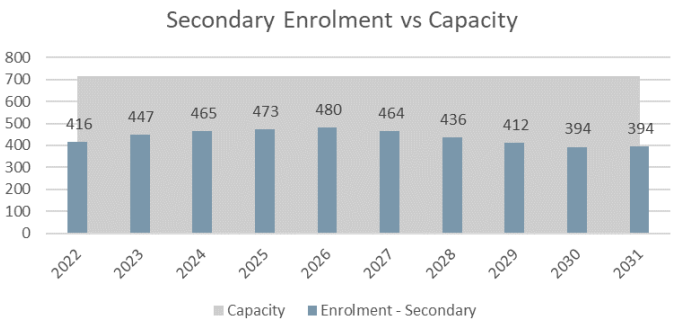


Figure 18 - North Hasting HS Enrolment vs. Capacity

There is a surplus capacity of 298 student places (2022). The school requires investment to meet renewal needs which are approximately $11 million, as shown in Table 22, over the next five years.

Table 22 - Summary Capacity, Enrolment, and Renewal of North Hastings Group Elementary Sites

2022-2023 Year	North Hastings HS
Capacity (OTG)	714
Enrolment	416
Surplus Capacity	298
Utilization	58%
Renewal Needs	$11,138,518
Facility Condition Index	34%

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

7.9.2 North Hastings elementary schools

The elementary schools in the North Hastings School Group (Figure 23) are shown in Table 23 below.

Table 23 – North Hastings School Group Elementary Feeder Schools

2022-2023 Year
Bird's Creek Public School (K-6)
Coe Hill School (K-6)
Hermon Public School (K-6)
Maynooth Public School K-6)
York River Public School (K-6)
North Hastings SS (7-8)

Figure 24 illustrates that the combined capacity of the five elementary, including North Hastings SS (7-8), schools provides a utilization rate of 62%. Larger figures can be found in Appendix E with additional data.

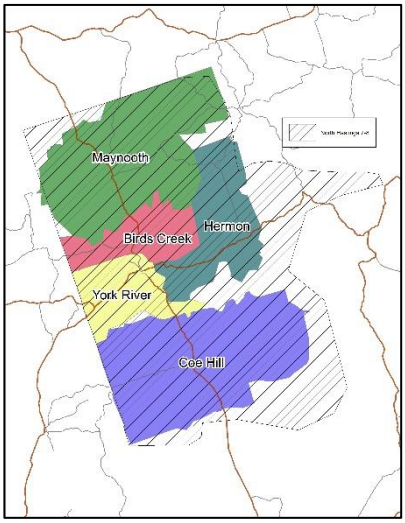


Figure 19 - North Hastings School Group

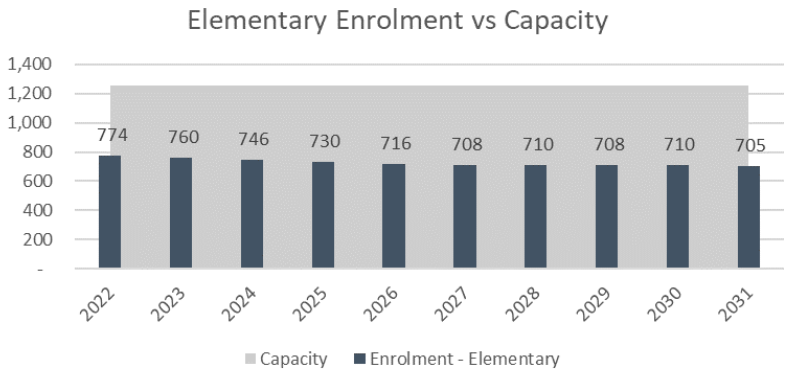


Figure 20 - North Hastings Elementary Enrolment vs. Capacity

A surplus capacity of approximately 480 student places exists (2022). All five of the schools also require investment to meet renewal needs. Together, the renewal needs of the elementary schools over the next five years is $17 million, as shown in Table 24.

Table 24 - Summary Capacity, Enrolment, and Renewal of North Hastings School Group Elementary Sites

2022-2023 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	474	168	1,254
Enrolment	119	88	83	102	197	185	774
Surplus Capacity	80	7	82	51	288	-17	480
Utilization	60%	93%	50%	67%	42%	110%	62%
Renewal Needs	$4,368,732	$2,672,799	$3,535,522	$2,281,417	$4,474,258		$17,332,728
Facility Condition Index	44%	76%	70%	35%	37%		-

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

7.10 Prince Edward School Group

7.10.1 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 - PECI School Group Elementary Feeder Schools

2022-2023 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)
Sophiasburgh Central School (K-8)
Prince Edward Collegiate Institute (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 E with additional data.

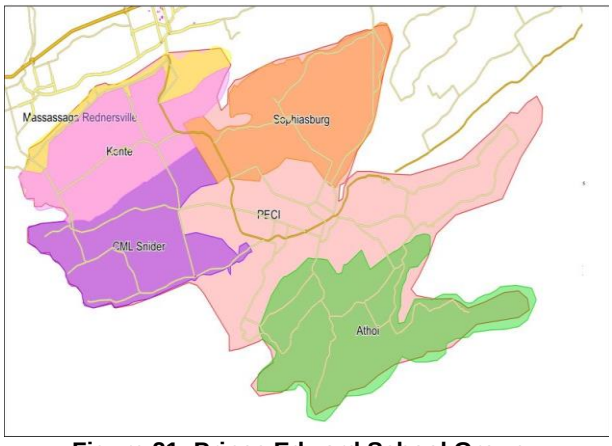


Figure 21 -Prince Edward School Group

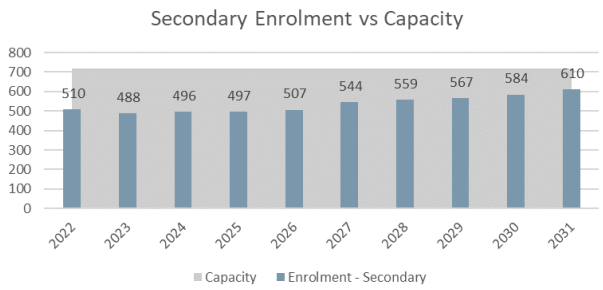


Figure 22 - Prince Edward CI Enrolment vs. Capacity

There is surplus capacity of 210 student places. The school requires significant to meet renewal needs, which are approximately $16.5 million, as shown in Table 26, over the next five years.

Table 26 - Summary Capacity, Enrolment, and Renewal of PECI

2022-2023 Year	Prince Edward CI
Capacity (OTG)	720
Enrolment	510
Surplus Capacity	210
Utilization	71%
Renewal Needs	$16,533,417
Facility Condition Index	47%

7.10.2 Prince Edward elementary schools

The elementary schools are in the Prince Edward school group (Figure 27) are shown in Table 27 below.

Table 27 - PECI School Group Elementary Feeder Schools

2022-2023 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)
Sophiasburgh Central School (K-8)
Prince Edward Collegiate Institute (K-8)

Figure 28 illustrates that the combined capacity of the five elementary schools provides a utilization rate of 74% (2022). This includes the elementary students at PECI. Larger Figures can be found in Appendix E with additional data.

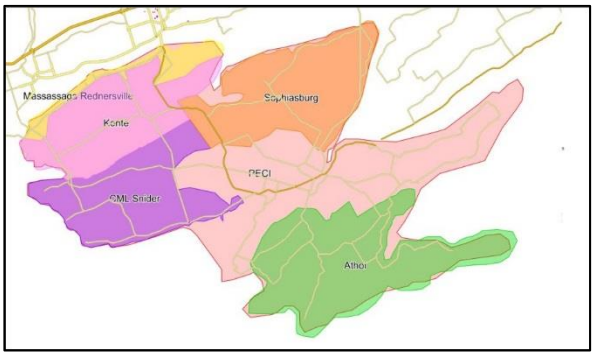


Figure 23 - Prince Edward School Group

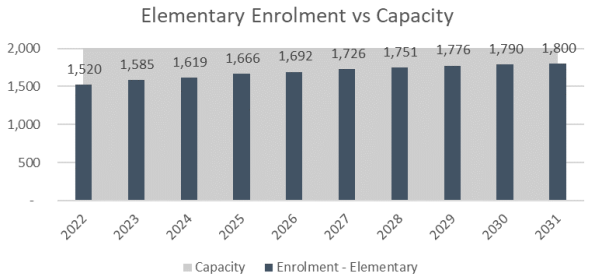


Figure 24 - Prince Edward Elementary Enrolment vs. Capacity

A surplus capacity of approximately 522 students exists (2022). Together, the renewal needs of the elementary schools over the next five years is $18 million, as shown in Table 28.

Table 28 - Summary Capacity, Enrolment, and Renewal of PECI School Group Elementary Sites

2022-2023 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)	190	466	348	190	257	591	2,042
Enrolment	138	241	228	165	162	586	1,520
Surplus Capacity	52	225	120	25	95	5	522
Utilization	73%	52%	66%	87%	63%	99%	74%
Renewal Needs	$1,482,197	$6,727,703	$3,811,124	$1,708,100	$4,770,375		$18,499,499
Facility Condition Index	28%	70%	45%	29%	58%		-

7.11 Trenton School Group

7.11.1 Trenton High School

Trenton is served by a single secondary school, Trenton High School (7-12). The Trenton School Group elementary schools that feed Trenton High School are shown below in Table 29 and Figure 29.

Table 29 - Trenton School Group Elementary Feeder Schools

2022-2023 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)

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

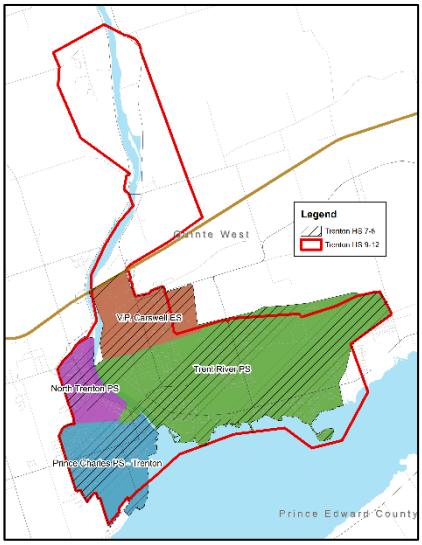


Figure 25 – Trenton School Group

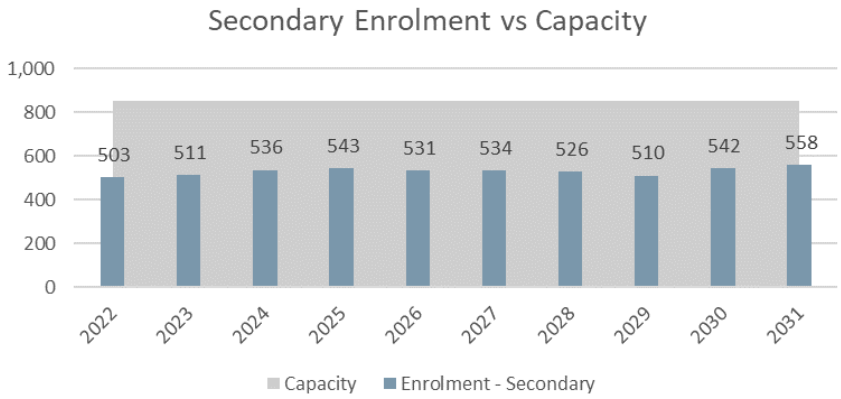


Figure 26 - Trenton HS Enrolment vs. Capacity

Grade 7 and 8 students in the Trenton elementary schools were consolidated into Trenton High School. The enrolment noted below excludes the Grade 7 and 8 students. In addition to surplus capacity of 346 student places (2022), Trenton High School requires investment to meet renewal needs which are $9 million, as shown in Table 30.

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

2022-2023 Year	Trenton HS
Capacity (OTG)	849
Enrolment	503
Surplus Capacity	346
Utilization	59%
Renewal Needs	$9,152,468
Facility Condition Index	31%

7.11.2 Trenton elementary schools

The list of Trenton elementary schools is shown in Table 31 below.

Table 31 - Trenton School Group Elementary Feeder Schools

2022-2023 Year
Trent River Public School (K-6)
North Trenton Public School (K-6)
Prince Charles Public School (Trenton) (K-6)
V. P. Carswell Elementary School (K-6)
Trenton HS (7-8)

Figure 32 illustrates that the combined capacity of the elementary schools provides a utilization rate of 70% based on 2022 enrolments. Larger figures can be found in Appendix E with additional data.

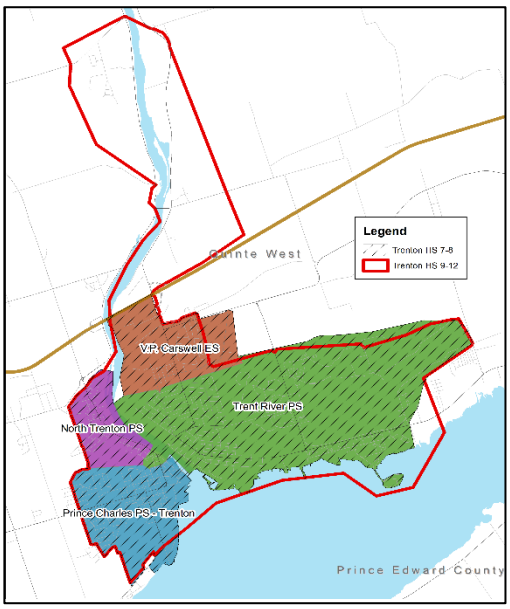


Figure 27 - Trenton School Group

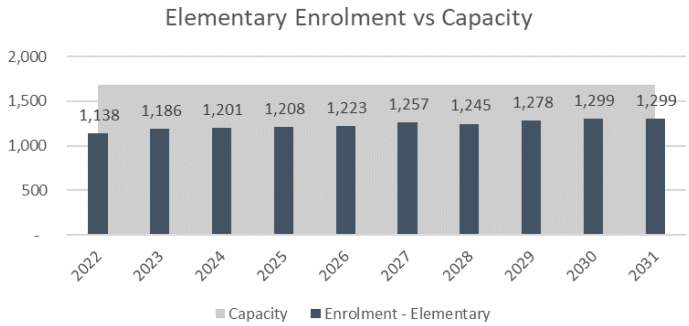


Figure 28 - Trenton Elementary Enrolment vs. Capacity

A surplus capacity of 511 students exists, including Trenton HS (7-8) as shown in Table 32. Together, the renewal needs of the elementary schools over the next five years is in excess of $11 million, as also shown in Table 32.

Table 32 - Summary Capacity, Enrolment, and Renewal of Trenton School Group Elementary Sites

2022-23 Year	North Trenton PS	Prince Charles PS (Trenton)	Trent River PS	V.P. Carswell ES	Trenton HS (7-8)	Total
Capacity (OTG)	164	444	609	190	274	1,681
Enrolment	87	257	438	157	231	1,170
Surplus Capacity	77	187	171	33	43	511
Utilization	53%	58%	72%	83%	84%	70%
Renewal Needs	$2,669,034	$5,157,193	$2,092,415	$1,789,106		$11,707,748
Facility Condition Index	62%	55%	0%	31%		-

7.12 Accommodation Options

Elementary enrolment (Kindergarten to Grade 8) is projected to increase to approximately 11,515 students by 2031-2032, representing an 8% increase from existing 2022-2023 figures.

Secondary enrolment (Grade 9 to 12) is projected to increase to approximately 5,135 students by 2031-2032, representing 11% change from existing 2022-23 figures.

HPEDSB is experiencing enrolment pressures in certain areas of the district. Much of this increase is occurring in the Belleville to Trenton corridor, with accommodation pressures acute in the northeastern portion of Belleville and the Bayside area.

There is currently a moratorium on accommodation reviews limiting the ability of school boards to conduct pupil accommodation reviews.

Other mechanisms that could be used to address enrolment pressures include the following:

- capital priorities/business cases for new schools or additions;
- attendance /boundary area reviews/changes;
- temporary space (e.g., portables);
- programming review/changes;
- grade structure configurations;
- policies and procedures (e.g., out of boundaries); and
- school registrations (e.g., monitoring, pausing).

Appendix E illustrates some accommodation options to address current enrolment pressures at Harmony and Bayside. The options include:

- Harmony Public School and Foxboro Public School Boundary Changes
- Harmony Public School and Susanna Moodie Elementary School Boundary Changes (Belleville schools)
- Harmony Public School and Park Dale School Boundary Changes
- Harmony Public School and Foxboro Public School Boundary Changes (Belleville schools)
- Move French Immersion from Bayside Secondary School to Trenton area school(s)

8 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: The Hastings Prince Edward District School Board (Board of Trustees)

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.

HPEDSB: General reference to the school board as an organization, as compared to the Board of Trustees.

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, 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 thse 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
2022-2023 Programs and Services to Help Each Student Achieve Success

Elementary Special Education Resource Program
Placements and Locations – 2022-2023
April 7, 2022

Program Name	2022-2023
Elementary Resource Programs 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. 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: • Regular Class with Withdrawal Assistance; • Special Education Class with Partial Integration; • Special Education Class Full-Time. In these resource programs, students have access to a teacher with special education qualifications, who is assigned to support a specified number of students (*Ontario Regulation 298, Section 31*). Educational assistants are also assigned to the resource programs. 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. ***** As part of the annual review process, the location and/or continuation of elementary resource programs are subject to change *****	**Centennial Secondary School** (Intermediate) **Central Hastings School** (Primary/Junior/Intermediate) **Central Hastings School** (Primary/Junior/Intermediate) **Central Hastings School** (Primary/Junior/Intermediate) **North Hastings High School** (Intermediate) **Park Dale School** (Primary/Junior/Intermediate) **Prince Charles School Belleville** (Primary/Junior) **Prince Charles School Belleville** (Primary/Junior) **Prince Edward Collegiate Institute** (Primary, Junior, Intermediate) **Prince Edward Collegiate Institute** (Primary, Junior, Intermediate) **Prince of Wales Public School** (Primary/Junior/Intermediate) **Prince of Wales Public School** (Primary/Junior/Intermediate) **Queen Elizabeth School** (Primary/Junior/Intermediate) **Queen Elizabeth School** (Primary/Junior/Intermediate) **Susanna Moodie Elementary School** (Primary/Junior/Intermediate) **Trent River Public School** (Primary/Junior) **Trenton High School** (Intermediate) **Trenton High School** (Intermediate) **Tyendinaga Public School** (Primary/Junior/Intermediate) **Prince Charles Public School Trenton** (Primary/Junior) **York River Public School** (Primary/Junior)
Total	**21 Resource Programs**

Secondary Special Education Regional Program Placements and Locations – 2022-2023
Life Skills Program (LSP) and Community Integration Program (CIP)
April 7, 2021

School Name	2022-2023	
Bayside Secondary School	2 LSP 1 CIP	16 sections 6 sections
Centennial Secondary School	2 LSP 2 CIP	16 sections 12 sections
Central Hastings 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	**20 classes**	**138 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 *****

Education and Community Partnership Programs (ECPP)

Harmony ECPP Program: 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. Programming is designed to support students with complex social-emotional and mental health needs to stabilize, develop strategies to engage in learning and provide a supportive transition to a classroom in their community school. This program is located at Harmony Public School.

Madoc Township ECPP Program: This program is in partnership with Quinte Children's Treatment Centre - Ministry of Children, Community and Social Services and Algonquin and Lakeshore Catholic District School Board. It provides services for students from Grade 1 to 8. Programming is designed to support students with complex social-emotional and mental health needs to stabilize, develop strategies to engage in learning and provide a supportive transition to a classroom in their community school. This program is located at Madoc Township Public School.

North Trenton ECPP Program: This program is in partnership with Quinte Children's Treatment Centre - Ministry of Children, Community & Social Services. It is for students in Grade 1 to 4. Programming is designed to support students with complex social-emotional and mental health needs to stabilize, develop strategies to engage in learning and provide a supportive transition to a classroom in their community school. This program is located at North Trenton Public School.

Park Dale ECPP Program: This program is in partnership with Quinte Children's Treatment Centre - Ministry of Children, Community and Social Services. It provides service to children in Grade 3 to 6 with significant social-emotional needs. Programming is designed to support students with complex social-emotional and mental health needs to stabilize, develop strategies to engage in learning and provide a supportive transition to a classroom in their community school. This program is located at Park Dale School.

St. Leonard's Home ECPP Program: This program 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.

York River ECPP Program: This program is in partnership with Quinte Children's Treatment Centre - Ministry of Children, Community & Social Services. It is for students in Grades 1 to 6. Programming is designed to support students with complex social-emotional and mental health needs to stabilize, develop strategies to engage in learning and provide a supportive transition to a classroom in their community school. This program is located at York River Public School.

School Programs

ACE Arts PLUS Program: Students can join the thriving County Arts community while learning and growing as a 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 (AP): This program provides opportunities for motivated and prepared students to experience university level courses while in high school, thereby fostering critical thinking, persistence and success.

Adventure Class: Primary (Grade 1-3) and Junior (Grade 4-6) programs in a dual classroom, multi-grade setting. This multiage, alternative program runs through the combined efforts of parents, teachers and students. It encourages hands-on education, real life experiences and the development of the whole child. Programming emphasizes authentic learning, real life discovery and integrated life skills.

Catering with Class Program: This three-credit program 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.

Co-op Education Programs: Cooperative Education is an opportunity for students to learn valuable work skills while earning secondary school credits. Students are placed with our employer partners in various workplace settings based on their own interests and career aspirations.

Destinations Class: 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 chances to become active and responsible citizens who are technologically savvy.

Dual Credit – Automotive Service: 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. 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. Examples of repairs include tasks related to steering, suspension, brakes, tires, exhaust, engine drivability, powertrain and general maintenance.

Dual Credit - Communications Technology: 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.

Dual Credit - Construction: 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.

Dual Credit - Manufacturing: 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.

Dual Credit - Math: 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.

Dual Credit - Transportation: 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).

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 the e-Learning platform where they access course materials and assignments and communicate with their teacher and virtual classmates. 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.

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.

Extended French - Elementary: The Extended French Program is available to students 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. The program includes the study of French as a second language and the study of at least one other subject taught in French.

Extended French - Secondary: 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, an internationally recognized test of French proficiency.

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.

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.

French Immersion - Secondary: 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.

Geoventure: This is a four-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.

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.

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.

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.

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.

International Student Program (ISP): HPEDSB welcomes 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.

Junior Enrichment Development Initiative (JEDI): This is a two-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. JEDI participants are responsible, self-motivated students who work toward attaining a Junior Enrichment Certificate at the end of the 2-year program.

La Dolce Vita - The Sweet Life: This two-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.

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 schoolwork to achieve further success through engagement or additional supports. During MSIP, students have the opportunity to continue to engage in schoolwork from their classes and

get help from their teachers as well as the ability to access facilities across the school (technology, art room, tech area, etc.).

Music Theatre Program: The Music Theatre Program brings 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.

Northern Environmental Research and Development Studies (NERDS): This 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.

Northern Outdoor Studies (NOS): This is a four-credit 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.

Outer Limits: This four-credit program 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.

Quinte Ballet School: Students also attend Quinte Ballet School of Canada.

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.

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.

Specialist High Skills Major - Academy of Sport: The Specialist High Skills Major (SHSM) 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.

Specialist High Skills Major - Arts & Culture: 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.

Specialist High Skills Major - Construction: 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. 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.

Specialist High Skills Major - Environment: 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.

Specialist High Skills Major - Health & Wellness: 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.

Specialist High Skills Major - Hospitality & Tourism: 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 are of study.

Specialist High Skills Major - ICT: 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.

Specialist High Skills Major - Manufacturing: 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.

Specialist High Skills Major Non-Profit: 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.

Specialist High Skills Major - Sports: 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 are of study.

Specialist High Skills Major – Transportation: 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.

Student Leadership Program (SLP): This program 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.

School Programs	ACE Arts PLUS	AP	Adventure	Catering	Co-op	Destinations	Dual Credit – Automotive	Dual Credit - CommTech	Dual Credit - Construction	Dual Credit - Manufacturing	Dual Credit - Math	Dual Credit - Transportation	e-Learning	Entrepreneurship	Extended French - Elementary	Extended French - Secondary	Foundations	French Immersion - Elementary	French Immersion - Secondary	Geoventure	HOPE	Hockey Canada Skills	Hockey Skills Focus	IB	ISP	JEDI	La Dolce Vita	MSIP	Music Theatre	NERDS	NOS	Outer Limits	Quinte Ballet	Regional Arts	SHAPE	SHSM - Academy of Sport	SHSM - Arts & Culture	SHSM - Construction	SHSM - Environment	SHSM - Health & Wellness	SHSM - Hospitality & Tourism	SHSM - ICT	SHSM - Manufacturing	SHSM Non-Profit	SHSM - Sports	SHSM – Transportation	SLP
Elementary Schools																																														
Athol-South Marysburgh Public School																																														
Bayside Public School																		✓																												
Bayside Secondary School - Gr. 7-8																																													
Bird's Creek Public School																																													
C.M.L. Snider School																																													
Centennial Secondary School - Gr. 7-8																																													
Central Hastings School - Gr. K-8																		✓																												
Coe Hill School																																													
Deseronto Public School																																													
Foxboro Public School																																													
Frankford Public School																																													
Harmony Public School																																													
Harry J. Clarke Public School																		✓							✓																				
Hermon Public School																																													
Kente Public School																																													
Madoc Township Public School																																													
Marmora Public School																																													
Massassaga-Rednersville Public School																																													
Maynooth Public School																																													
North Hastings High School - Gr. 7-8																																													
North Trenton Public School																																													
Park Dale School																								✓																					
Prince Charles Public School - Trenton																		✓																											
Prince Charles School - Belleville																																													
Prince Edward Collegiate Institute - Gr. K-8																		✓																											
Prince of Wales Public School																																													
Queen Elizabeth School						✓																																							✓
Queen Victoria School			✓																																									
Sir John A. Macdonald Public School																																✓												
Sophiasburgh Central School																																													
Stirling Public School																																													
Susanna Moodie Elementary School						✓																																						
Trent River Public School																																													
Trenton High School - Gr. 7-8																																													
Tweed Elementary School																																													
Tyendinaga Public School																																													
V.P. Carswell Elementary School																																													
York River Public School															✓																															
Secondary Schools																																													
Bayside Secondary School		✓			✓					✓			✓					✓	✓						✓			✓										✓				✓				
Centennial Secondary School					✓							✓	✓												✓							✓	✓	✓		✓			✓					
Central Hastings School					✓						✓		✓	✓				✓				✓															✓							
Eastside Secondary School					✓		✓		✓	✓			✓				✓			✓	✓	✓		✓	✓			✓						✓			✓				✓			
North Hastings High School					✓								✓		✓											✓				✓	✓						✓							
Prince Edward Collegiate Institute	✓	✓			✓			✓					✓			✓		✓							✓																	✓		✓	
Trenton High School				✓	✓								✓														✓				✓									✓			✓	

APPENDIX B
2022-2023 Child Care Programs

2022-2023 Summary of all child care programs in schools			
School Name	**Full Day Child Care**	**Before & After School Child Care**	**Early ON Programs**
Elementary Schools			
Athol-South Marysburgh PS			The HUB
Bayside Public School		YMCA of Central East Ontario	
Bird's Creek Public School		North Hastings CS	
CML Snider School		The HUB	The HUB
Coe Hill School			North Hastings CS
Deseronto Public School			Family Space
Foxboro Public School		YMCA of Central East Ontario	
Frankford Public School		Hastings County C&HS	Family Space
Harmony Public School		YMCA of Central East Ontario	
Harry J. Clarke Public School		YMCA of Central East Ontario	
Hermon Public School			North Hastings CS
Kente Public School		The HUB	The HUB
Madoc Township Public School			
Marmora Public School		Central Hastings E&EC	
Massassaga Rednersville PS	The HUB	YMCA of Central East Ontario	
Maynooth Public School		North Hastings CS	
North Trenton Public School			
Park Dale School	Quinte Child Care	YMCA of Central East Ontario	
Prince Charles PS (Trenton)		YMCA of Central East Ontario	
Prince Charles School (Belleville)			
Prince of Wales Public School		YMCA of Central East Ontario	
Queen Elizabeth School		YMCA of Central East Ontario	
Queen Victoria School		YMCA of Central East Ontario	
Sir John A. Macdonald School		Hastings County C&HS	
Stirling Public School	Stirling Sprouts	Stirling Co-operative Nursery	
Sophiasburgh Central School		THE HUB	
Susanna Moodie ES		YMCA of Central East Ontario	
Trent River Public School		Hastings County C&HS	Family Space
Tweed Elementary School			

School Name	Full Day Child Care	Before & After School Child Care	Early ON Programs
Tyendinaga Public School		YMCA of Central East Ontario	
VP Carswell Elementary School		YMCA of Central East Ontario	
York River Public School		North Hastings CS	

Secondary Schools			
Bayside Secondary (BSS)			
Eastside Secondary (ESS)			
Central Hastings Secondary (CHSS)		Central Hastings E&EC	
Centennial Secondary (CSS)			
North Hastings High (NHHS)			
Prince Edward Collegiate (PECI)		THE HUB	THE HUB
Trenton High (THS)			

APPENDIX C
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

	OTG	GFA (m^2)	Year Built	Age
Bayside School Group				
Bayside Secondary School (7-12)	1,018	14,373	1970	53
Bayside Public School	421	2,899	1912/1964	111/59
Frankford Public School	434	3,082	1923	100
Stirling Public School	812	6,621	2013	10
Centennial School Group				
Centennial Secondary School (7-12)	1,048	16,503	1966	57
Foxboro Public School	435	3,428	1974	49
Park Dale School	409	3,740	1962	61
Prince Charles School (Belleville)	400	3,661	1949	74
Sir John A Macdonald School	320	2,762	1967	56
Susanna Moodie Elementary School	416	3,840	1979	44
Central Hastings School Group				
Central Hastings Secondary School (K-12)	1,151	14,507	1934	89
Madoc Township Public School	234	1,596	1961	62
Marmora Public School	305	3,283	1950	73
Tweed Elementary School	410	3,324	2013	10
Eastside School Group				
Eastside Secondary School	1,074	13,932	1959	64
Deseronto Public School	242	2,701	1956	67
Harmony Public School	695	5,431	2014	9
Harry J Clarke Public School	711	5,497	1961	62
Prince of Wales Public School	465	4,020	1983	40
Queen Elizabeth School	271	2,517	1951	72
Queen Victoria School	466	4,108	1912	111
Tyendinaga Public School	389	3,577	1966	57
Easthill Elementary School (2023)	472	4,515		-

	OTG	GFA (m2)	Year Built	Age
North Hastings School Group				
North Hastings High School (7-12)	882	11,053	1947	76
Birds Creek Public School	199	2,060	1951	72
Coe Hill School	95	1,107	1949	74
Hermon Public School	165	1,313	1969	54
Maynooth Public School	153	1,301	1953	70
York River Public School	474	3,956	1972	51
Prince Edward School Group				
Prince Edward Collegiate Institute (K-12)	1,311	15,502	1953	70
Athol-South Marysburgh Public School	190	1,598	1966	57
C M L Snider School	466	4,753	1922	101
Kente Public School	348	3,342	1966	57
Massassaga-Rednersville Public School	190	2,273	1956	67
Sophiasburgh Central School	257	2,114	1965	58
Trenton School Group				
Trenton High School (7-12)	1,123	13,592	1955	68
North Trenton Public School	164	1,280	1957	66
Prince Charles Public School (Trenton)	444	3,818	1960	63
Trent River Public School	609	5,429	2017	6
V. P. Carswell Elementary School	190	1,661	1965	58

APPENDIX D
Renewal Needs Over Five Years and Facility Condition Index

Table 34:Renewal Needs Over 5 Years and Facility Condition Index

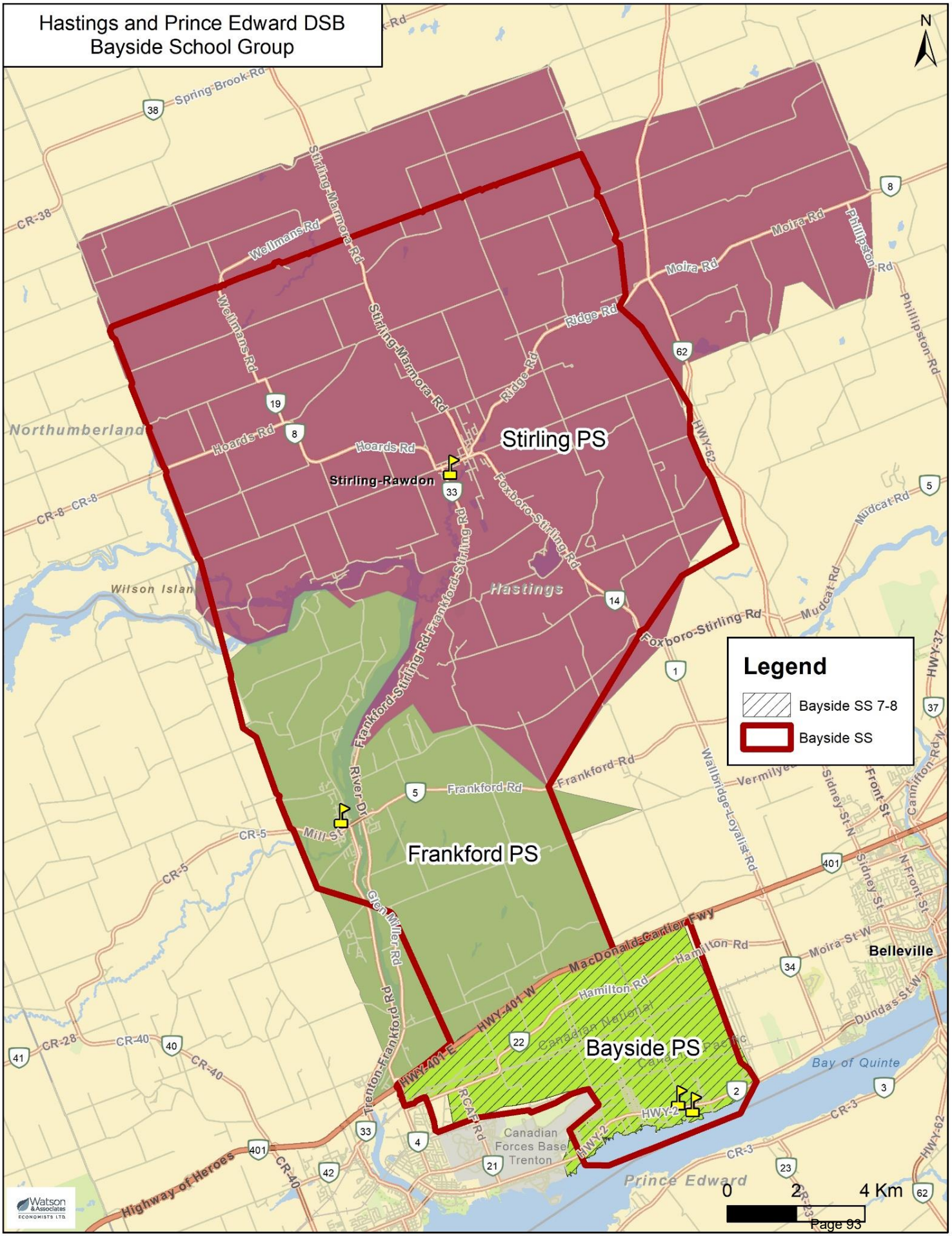
School Name	GFA (m^2)	Year Built	Age	Replacement Cost	5 Year Renewal	5 Year FCI	Assessment Year
Athol-South Marysburgh PS	1,598	1966	57	$5,264,959	$1,482,197	28%	2018
Bayside Public School - Annex	926	1912	111	$3,489,213	$1,120,775	32%	2017
Bayside Public School	1,973	1964	59	$6,509,309	$3,496,163	52%	2017
Bayside Secondary School	14,373	1970	53	$25,018,288	$17,700,824	70%	2017
Birds Creek Public School	2,060	1951	72	$6,716,951	$4,368,732	63%	2019
C M L Snider School	4,753	1922	101	$9,627,927	$6,727,703	70%	2018
Centennial Secondary School	16,503	1966	57	$28,040,194	$15,659,256	54%	2017
Centre Hastings Secondary School	14,507	1934	89	$32,305,502	$14,168,238	44%	2020
Coe Hill School	1,107	1949	74	$3,358,476	$2,672,799	76%	2019
Deseronto Public School	2,701	1956	67	$6,910,761	$2,865,212	41%	2018
Eastside Secondary School	13,932	1959	64	$29,058,531	$15,940,999	54%	2020
Foxboro Public School	3,428	1974	49	$8,400,378	$3,258,368	26%	2018
Frankford Public School	3,082	1923	100	$9,236,543	$3,818,750	40%	2018
Harmony Public School	5,431	2014	9	$14,783,806	$752,514	5%	2020
Harry J Clarke Public School	5,497	1961	62	$14,677,345	$5,070,837	34%	2018
Hermon Public School	1,313	1969	54	$4,984,685	$3,535,522	70%	2019
Kente Public School	3,342	1966	57	$8,109,936	$3,811,124	45%	2018
Madoc Township Public School	1,596	1961	62	$6,377,297	$1,427,579	22%	2017
Marmora Public School	3,283	1950	73	$5,144,478	$2,398,276	46%	2017
Massassaga-Rednersville Public School	2,723	1956	67	$5,905,114	$1,708,100	29%	2018
Maynooth Public School	1,301	1953	70	$5,408,914	$2,281,417	35%	2019
North Hastings High School	11,053	1947	76	$30,439,622	$11,138,518	34%	2019
North Trenton Public School	1,280	1957	66	$4,065,943	$2,669,034	62%	2017
Park Dale School	3,740	1962	61	$9,067,826	$4,491,861	42%	2019
Prince Charles Public School (Trenton)	3,818	1960	63	$8,594,932	$5,157,193	55%	2017
Prince Charles School (Belleville)	3,661	1949	74	$9,282,243	$2,269,854	24%	2018
Prince Edward Collegiate Institute	15,502	1953	70	$34,789,573	$16,533,417	47%	2017
Prince of Wales Public School	4,020	1983	40	$9,073,488	$4,115,652	42%	2018
Queen Elizabeth School	2,517	1951	72	$6,411,415	$5,070,440	74%	2013

School Name	GFA (m^2)	Year Built	Age	Replacement Cost	5 Year Renewal	5 Year FCI	Assessment Year
Queen Victoria School	4,108	1912	111	$9,284,236	$7,473,878	80%	2013
Sir John A Macdonald School	2,762	1967	56	$7,702,032	$3,086,045	40%	2018
Sophiasburgh Central School	2,114	1965	58	$7,683,371	$4,770,375	58%	2018
Stirling Public School	6,621	2013	10	$17,847,867	$2,068,343	4%	2020
Susanna Moodie Elementary School	3,840	1979	44	$7,986,892	$6,275,829	78%	2017
Trent River Public School	5,429	2017	6	----	$2,092,415	0%	Not Assessed
Trenton High School	13,592	1955	68	$28,675,028	$9,152,468	31%	2017
Tweed Elementary School	3,324	2013	10	$9,430,526	$1,529,700	4%	2020
Tyendinaga Public School	3,577	1966	57	$8,444,593	$1,836,971	21%	2018
V. P. Carswell Elementary School	1,661	1965	58	$5,500,264	$1,789,106	31%	2019
William R. Kirk School	421 – instructional areas only	1972	51	$2,320,286	$3,534,025	151%	2019
York River Public School	3,956	1972	51	$11,988,304	$4,474,258	37%	2017
Elementary				**$269,270,024**	**$109,967,022**	**41%**	
Secondary				**$210,647,024**	**$103,827,745**	**49%**	
Total				**$479,917,048**	**$213,794,767**	**45%**	

Table 35: Renewal Needs Per School Group

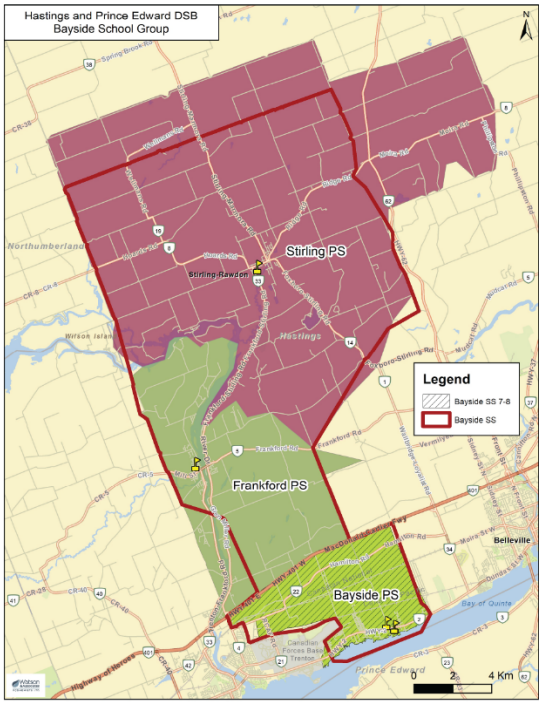
Renewal Needs by School Group			
	Elementary	**Secondary**	**Total**
Bayside School Group	$10,504,031	$17,700,824	$28,204,855
Centennial School Group	$19,381,957	$19,193,281	$38,575,238
Central Hastings School Group	$5,355,555	$14,168,238	$19,523,793
Eastside School Group	$27,185,504	$15,940,999	$43,126,503
North Hastings School Group	$17,332,728	$11,138,518	$28,471,246
Prince Edward School Group	$18,499,499	$16,533,417	$35,032,916
Trenton School Group	$11,707,748	$9,152,468	$20,860,216
Total	**$109,967,022**	**$103,827,745**	**$213,794,767**

APPENDIX E
HPEDSB School Group Profiles


Hastings and Prince Edward DSB
Bayside School Group
N
Legend
Bayside SS 7-8
Bayside SS
Stirling PS
Frankford PS
Bayside PS
Stirling-Rawdon
Northumberland
Wilson Island
Hastings
Belleville
Prince Edward
Bay of Quinte
Canadian Forces Base Trenton
Wellmans Rd
Stirling-Marmora Rd
Hoards Rd
Ridge Rd
Moira Rd
Phillipston Rd
Foxboro-Stirling Rd
Frankford-Stirling Rd
Frankford Rd
River Dr
Mill St
Glen Miller Rd
Trenton-Frankford Rd
Wallbridge-Loyalist Rd
Hamilton Rd
MacDonald-Cartier Fwy
HWY-401 W
HWY-401 E
HWY-2
Highway of Heroes
Spring Brook Rd
Mudcat Rd
Vermilye
Sidney St N
Front St
Cannifton Rd N
N Front St
Moira St W
Dundas St W
Canadian National
Canadian Pacific
RCAF Rd
0
2
4 Km
Watson & Associates ECONOMISTS LTD.

Bayside School Group

School Name	On-the-Ground Capacity	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Bayside Secondary School (9-12)	810	907	945	946	949	914	897	889	898	928	897
Bayside Secondary School (7-8)	208	196	180	166	160	180	192	200	178	219	238
Bayside Public School	421	374	384	405	428	426	468	469	502	477	506
Frankford Public School	434	313	308	298	298	286	280	285	285	284	283
Stirling Public School	812	694	675	663	661	661	646	659	663	658	660
Elementary	**1,875**	**1,577**	**1,547**	**1,533**	**1,547**	**1,553**	**1,586**	**1,613**	**1,628**	**1,637**	**1,688**
Secondary	**810**	**907**	**945**	**946**	**949**	**914**	**897**	**889**	**898**	**928**	**897**
Total	**2,685**	**2,484**	**2,491**	**2,479**	**2,496**	**2,466**	**2,483**	**2,502**	**2,526**	**2,565**	**2,585**



Elementary

1,875 Building Capacity

0 Portables

16% Walkers

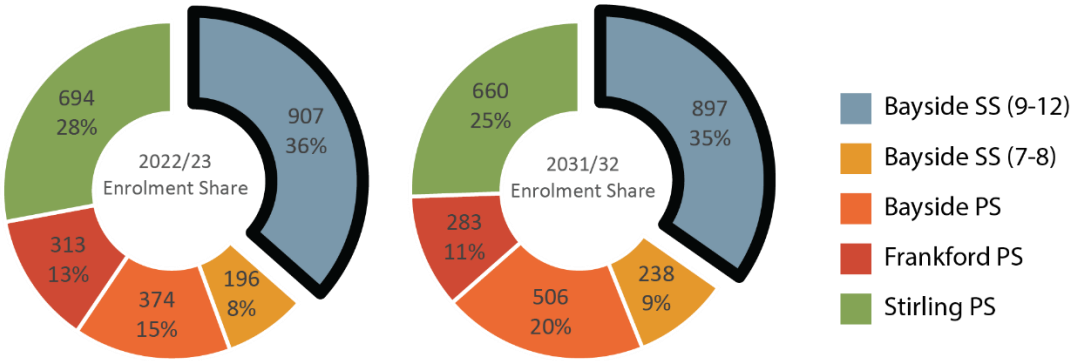
7.7km Avg. Travel Distance

84% Utilization

1,875 Total Capacity

65% Bussed

17% of Enrolment is French Immersion



Secondary

810 Building Capacity

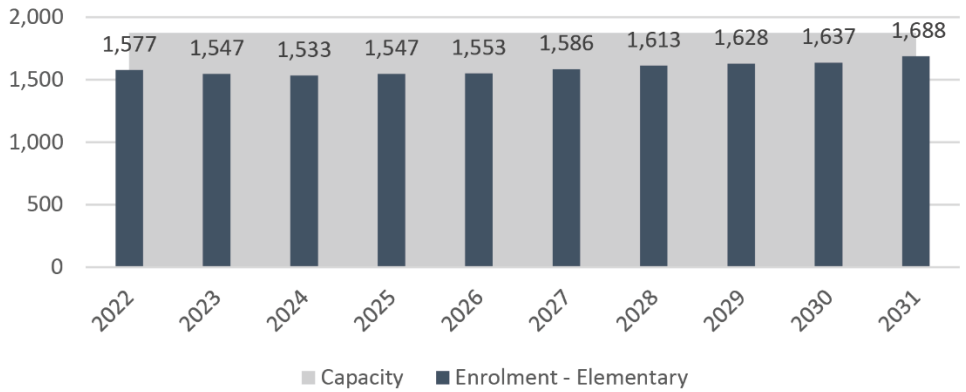
1 Portables

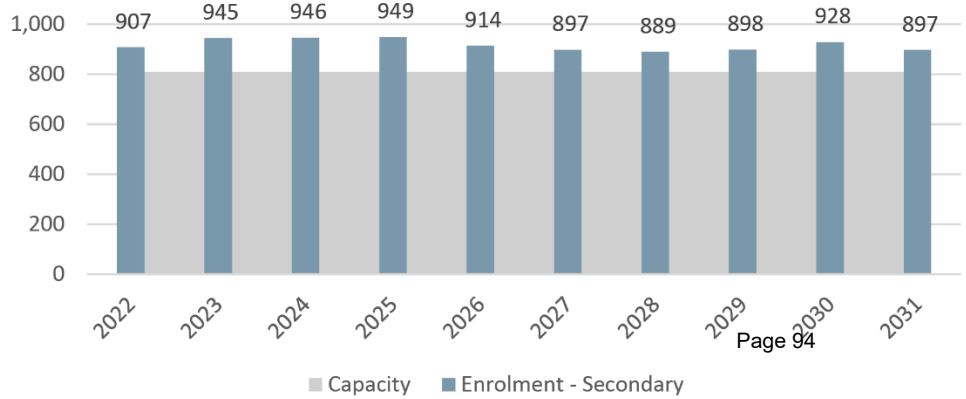
15.8km Avg. Travel Distance

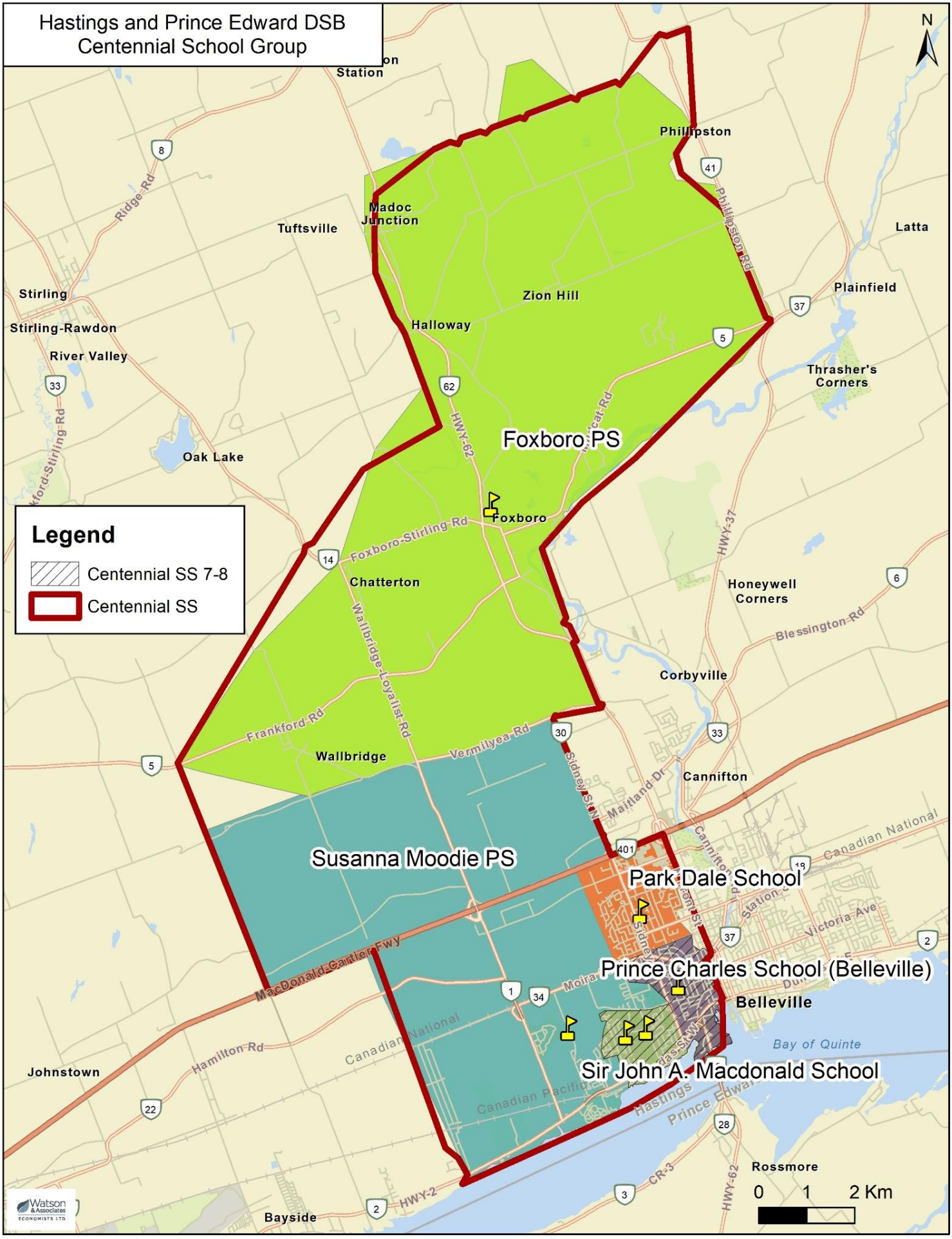
112% Utilization

831 Total Capacity

44% of Enrolment is French Immersion

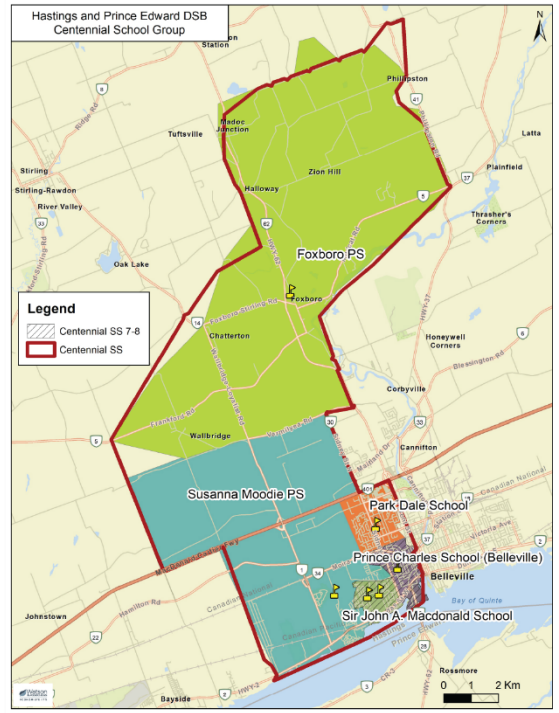





Hastings and Prince Edward DSB
Centennial School Group
N
Legend
Centennial SS 7-8
Centennial SS
Foxboro PS
Susanna Moodie PS
Park Dale School
Prince Charles School (Belleville)
Sir John A. Macdonald School
Phillipston
Madoc Junction
Tuftsville
Latta
Stirling
Zion Hill
Plainfield
Stirling-Rawdon
Halloway
River Valley
Thrasher's Corners
Oak Lake
Foxboro
Chatterton
Honeywell Corners
Corbyville
Wallbridge
Cannifton
Belleville
Johnstown
Rossmore
Bayside
Bay of Quinte
Ridge Rd
Phillipston Rd
HWY-62
HWY-37
Foxboro-Stirling Rd
Wallbridge-Loyalist Rd
Frankford Rd
Vermilyea Rd
Maitland Dr
Blessington Rd
MacDonald-Cartier Fwy
Hamilton Rd
Canadian National
Canadian Pacific
Victoria Ave
Moira
Hastings
Prince Edward
HWY-2
CR-3
0 1 2 Km
Watson & Associates ECONOMISTS LTD.

Centennial School Group

School Name	On-the-Ground Capacity	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Centennial Secondary School (9-12)	852	932	932	984	1,002	1,010	1,053	1,060	1,090	1,103	1,137
Centennial Secondary School (7-8)	196	121	152	162	153	153	157	146	162	155	143
Foxboro Public School	435	411	415	434	449	452	454	459	457	460	446
Park Dale School	409	350	333	341	337	328	317	315	312	302	305
Prince Charles School (Belleville)	400	290	292	283	280	272	270	260	249	249	244
Sir John A. Macdonald School	320	255	255	251	260	253	254	256	250	250	248
Susanna Moodie Elementary School	416	276	285	283	300	326	342	371	390	416	442
Elementary	**2,176**	**1,703**	**1,732**	**1,756**	**1,780**	**1,785**	**1,794**	**1,807**	**1,819**	**1,831**	**1,828**
Secondary	**852**	**932**	**932**	**984**	**1,002**	**1,010**	**1,053**	**1,060**	**1,090**	**1,103**	**1,137**
Total	**3,028**	**2,635**	**2,664**	**2,740**	**2,782**	**2,796**	**2,846**	**2,868**	**2,909**	**2,934**	**2,965**



Elementary

2,176 Building Capacity

1 Portables

53% Walkers

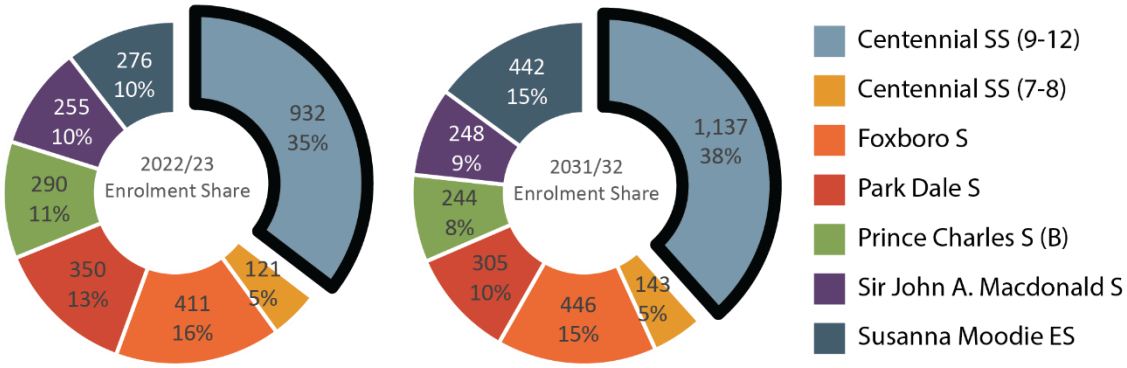
3.5km Avg. Travel Distance

78% Utilization

2,199 Total Capacity

35% Bussed

0% of Enrolment is French Immersion



Secondary

852 Building Capacity

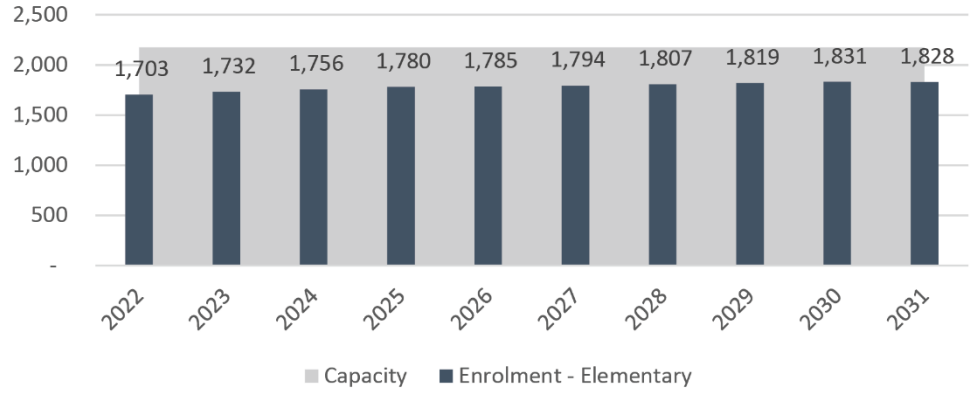
0 Portables

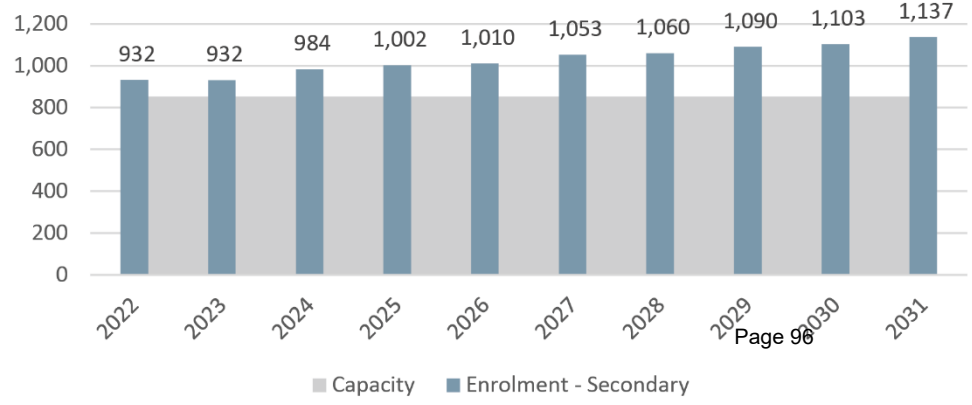
8.2 Avg. Travel Distance

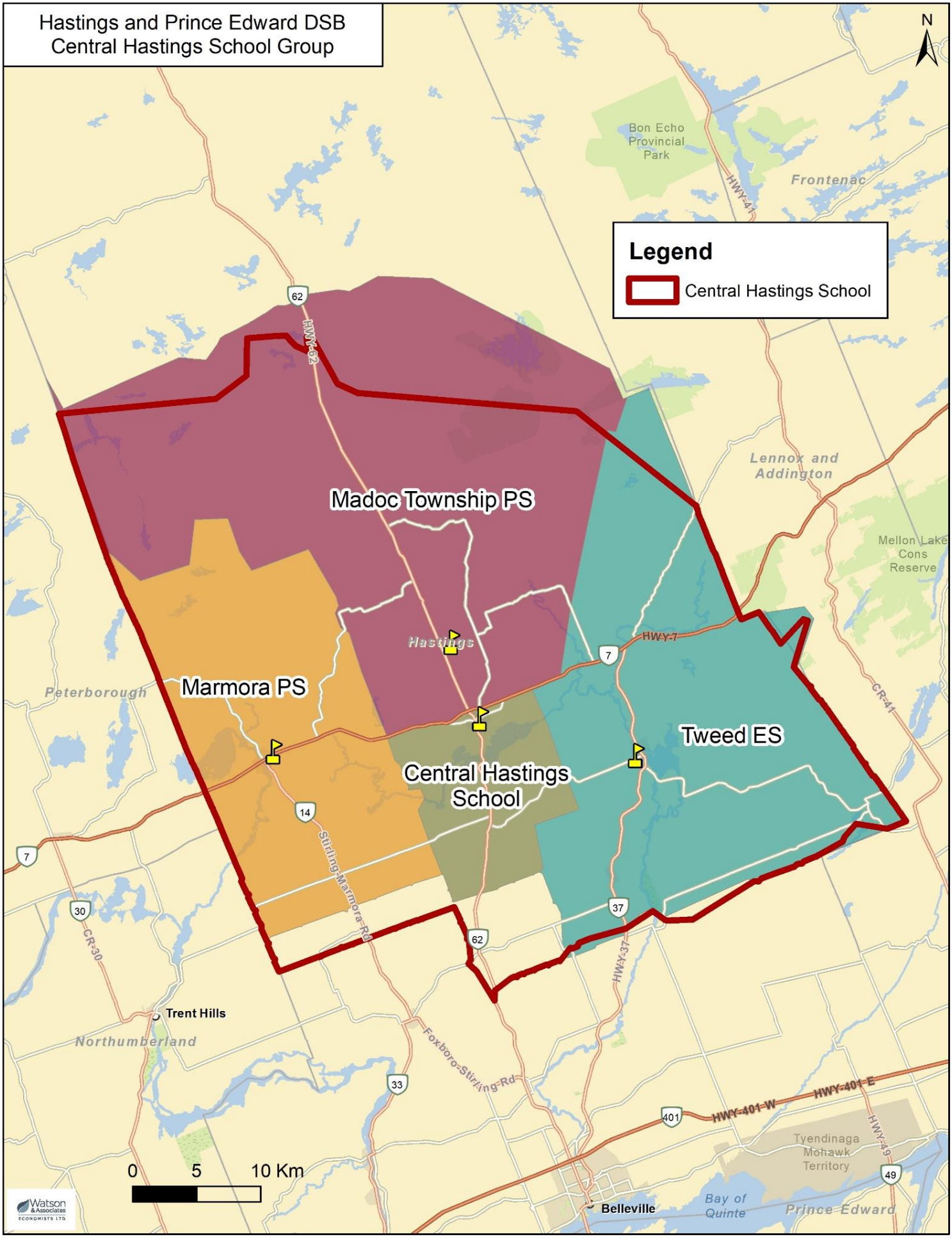
109% Utilization

852 Total Capacity

0% of Enrolment is French Immersion



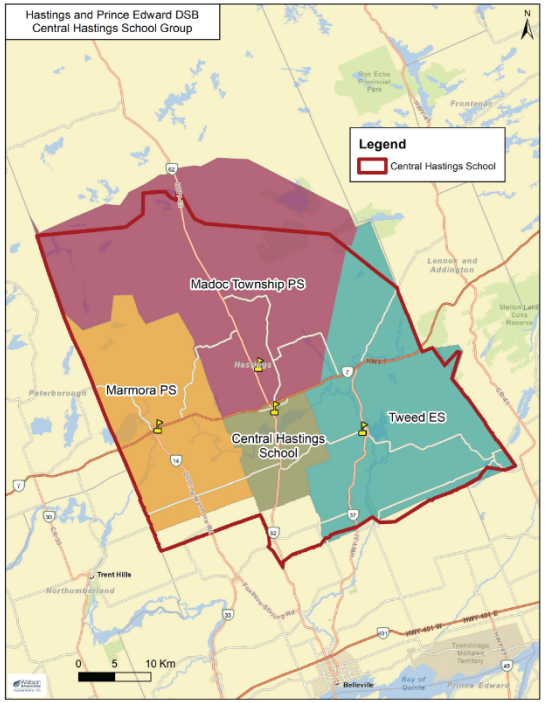



Hastings and Prince Edward DSB
Central Hastings School Group
N
Legend
Central Hastings School
Madoc Township PS
Marmora PS
Tweed ES
Central Hastings School
Bon Echo Provincial Park
Frontenac
Lennox and Addington
Mellon Lake Cons Reserve
Hastings
Peterborough
Trent Hills
Northumberland
Tyendinaga Mohawk Territory
Belleville
Bay of Quinte
Prince Edward
HWY-62
HWY-7
HWY-41
HWY-37
HWY-401 W
HWY-401 E
HWY-49
CR-30
CR-41
Stirling-Marmora-Rd
Foxboro-Stirling-Rd
0 5 10 Km
Watson & Associates ECONOMISTS LTD.

Central Hastings School Group

School Name	On-the-Ground Capacity	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Central Hastings School - Secondary	723	433	435	470	506	514	551	524	508	513	499
Central Hastings School - Elementary*	428	356	354	352	341	340	328	333	331	335	324
Madoc Township Public School	234	183	196	200	191	196	200	210	207	211	211
Marmora Public School	305	270	282	280	280	277	273	274	272	273	283
Tweed Elementary School	410	392	388	396	402	403	388	392	406	397	391
Elementary	**1,377**	**1,201**	**1,219**	**1,229**	**1,215**	**1,217**	**1,189**	**1,208**	**1,216**	**1,216**	**1,208**
Secondary	**723**	**433**	**435**	**470**	**506**	**514**	**551**	**524**	**508**	**513**	**499**
Total	**2,100**	**1,634**	**1,654**	**1,699**	**1,721**	**1,731**	**1,740**	**1,732**	**1,724**	**1,729**	**1,707**

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



Elementary

1,377 Building Capacity

0 Portables

18% Walkers

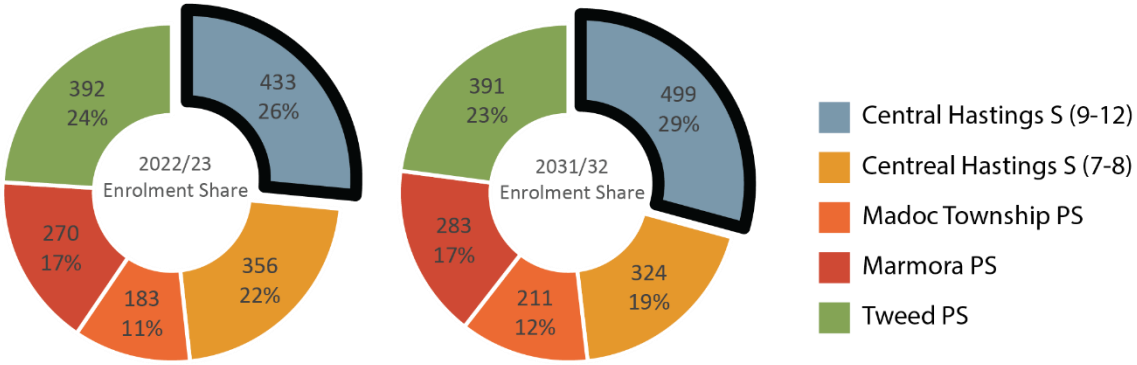
9.2km Avg. Travel Distance

87% Utilization

1,377 Total Capacity

69% Bussed

4% of Enrolment is French Immersion



Secondary

723 Building Capacity

0 Portables

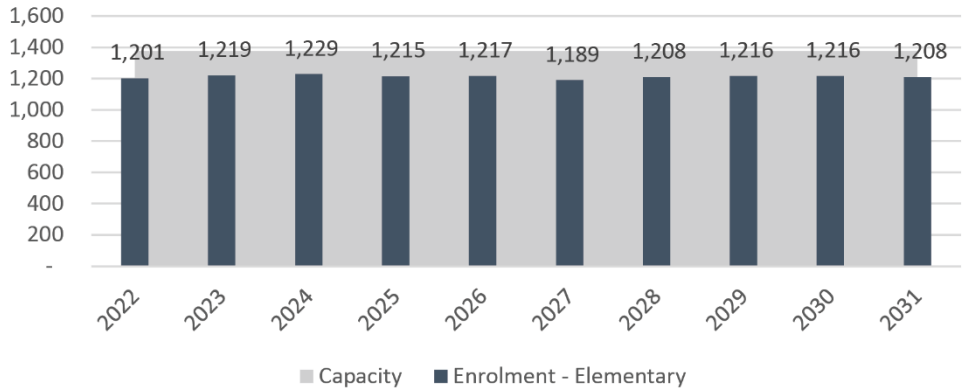
16.5 Avg. Travel Distance

60% Utilization

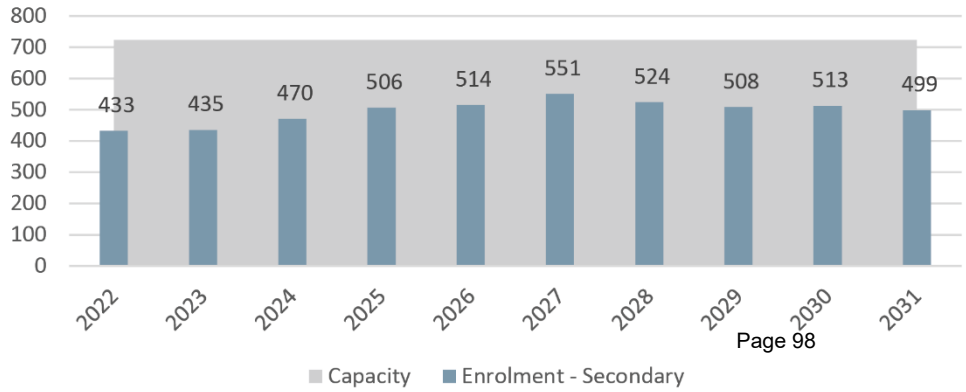
723 Total Capacity

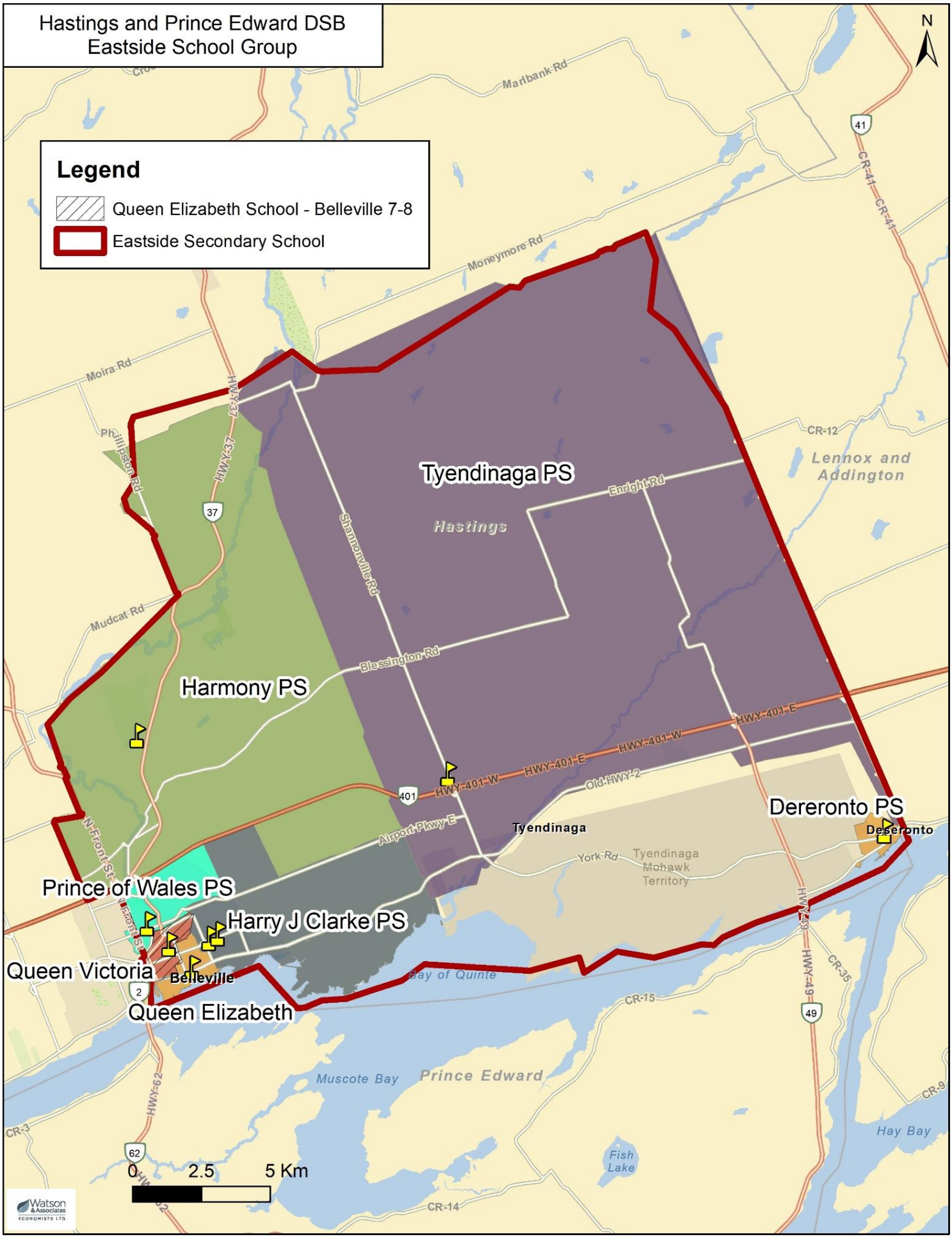
0% of Enrolment is French Immersion

Elementary Enrolment vs Capacity



Secondary Enrolment vs Capacity

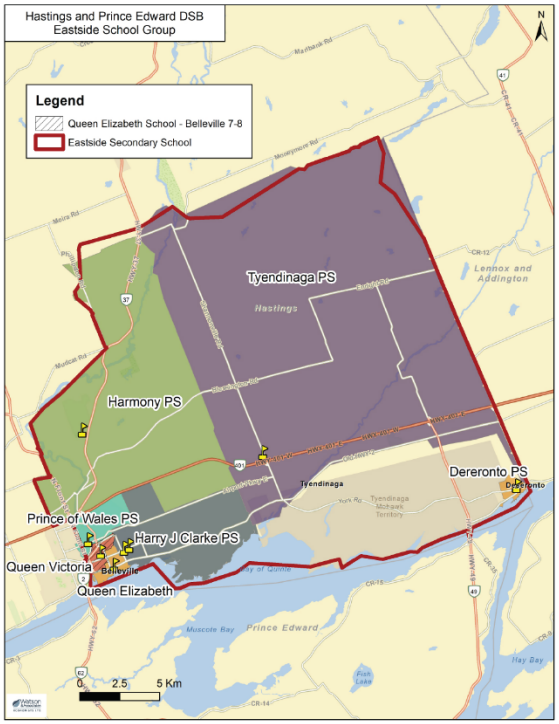



Hastings and Prince Edward DSB
Eastside School Group
N
Legend
Queen Elizabeth School - Belleville 7-8
Eastside Secondary School
Tyendinaga PS
Harmony PS
Prince of Wales PS
Harry J Clarke PS
Queen Victoria
Queen Elizabeth
Dereronto PS
Tyendinaga
Belleville
Deseronto
Hastings
Prince Edward
Lennox and Addington
Tyendinaga Mohawk Territory
Bay of Quinte
Muscote Bay
Hay Bay
Fish Lake
Marlbank Rd
Moneymore Rd
Moira Rd
Phillipston Rd
Mudcat Rd
Shannonville Rd
Enright Rd
Blessington Rd
Airport Pkwy E
York Rd
Old HWY-2
HWY-401-W
HWY-401-E
HWY-37
HWY-62
HWY-49
CR-41
CR-12
CR-15
CR-14
CR-35
CR-9
CR-3
N Front St
0
2.5
5 Km
Watson & Associates ECONOMISTS LTD.

Eastside School Group

School Name	On-the-Ground Capacity	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Eastside Secondary School	1,074	939	989	1,029	1,024	1,034	1,060	1,058	1,063	1,077	1,040
Easthill Elementary School*	472	-	469	474	462	460	443	444	428	434	428
Deseronto Public School	242	164	167	167	173	166	163	159	156	158	157
Harmony Public School	695	778	778	789	803	837	848	885	911	952	976
Harry J Clarke Public School	711	606	618	631	645	653	668	697	717	731	766
Prince of Wales Public School	465	364	358	348	348	348	338	326	332	322	328
Queen Elizabeth School (Belleville)*	271	251	-	-	-	-	-	-	-	-	-
Queen Victoria School*	466	247	-	-	-	-	-	-	-	-	-
Tyendinaga Public School	389	347	338	344	325	316	310	316	319	325	325
Elementary	**3,239**	**2,757**	**2,728**	**2,753**	**2,757**	**2,780**	**2,769**	**2,826**	**2,863**	**2,922**	**2,979**
Secondary	**1,074**	**939**	**989**	**1,029**	**1,024**	**1,034**	**1,060**	**1,058**	**1,063**	**1,077**	**1,040**
Total	**4,313**	**3,696**	**3,717**	**3,782**	**3,781**	**3,814**	**3,830**	**3,885**	**3,926**	**3,999**	**4,019**

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



Elementary

3,239 Building Capacity

5 Portables

42% Walkers

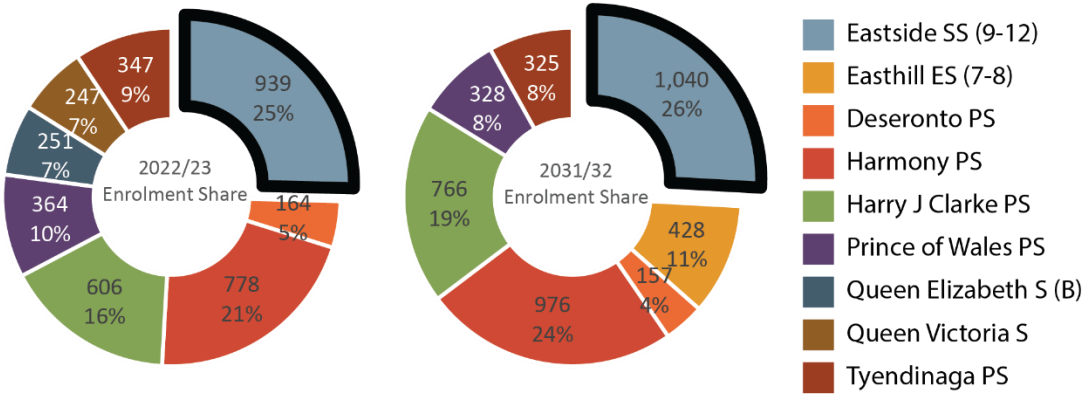
4.3km Avg. Travel Distance

85% Utilization

3,354 Total Capacity

48% Bussed

5% of Enrolment is French Immersion



Secondary

1,074 Building Capacity

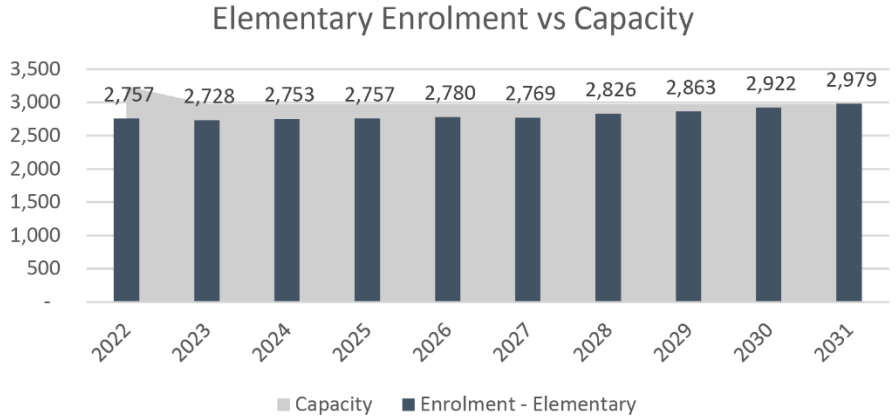
0 Portables

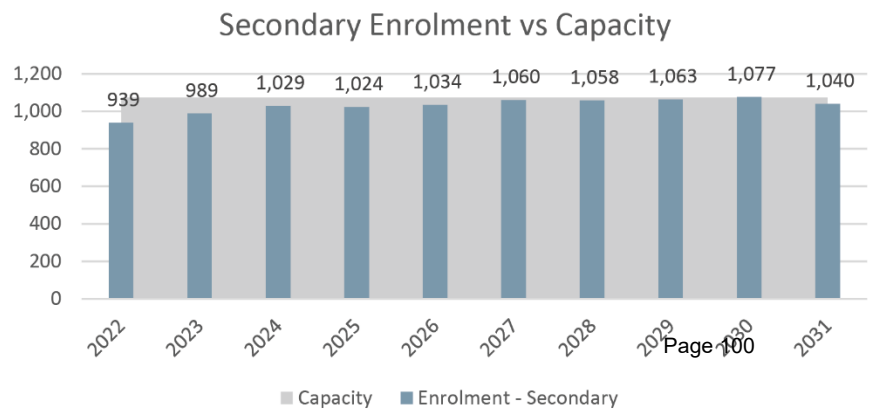
10.0 Avg. Travel Distance

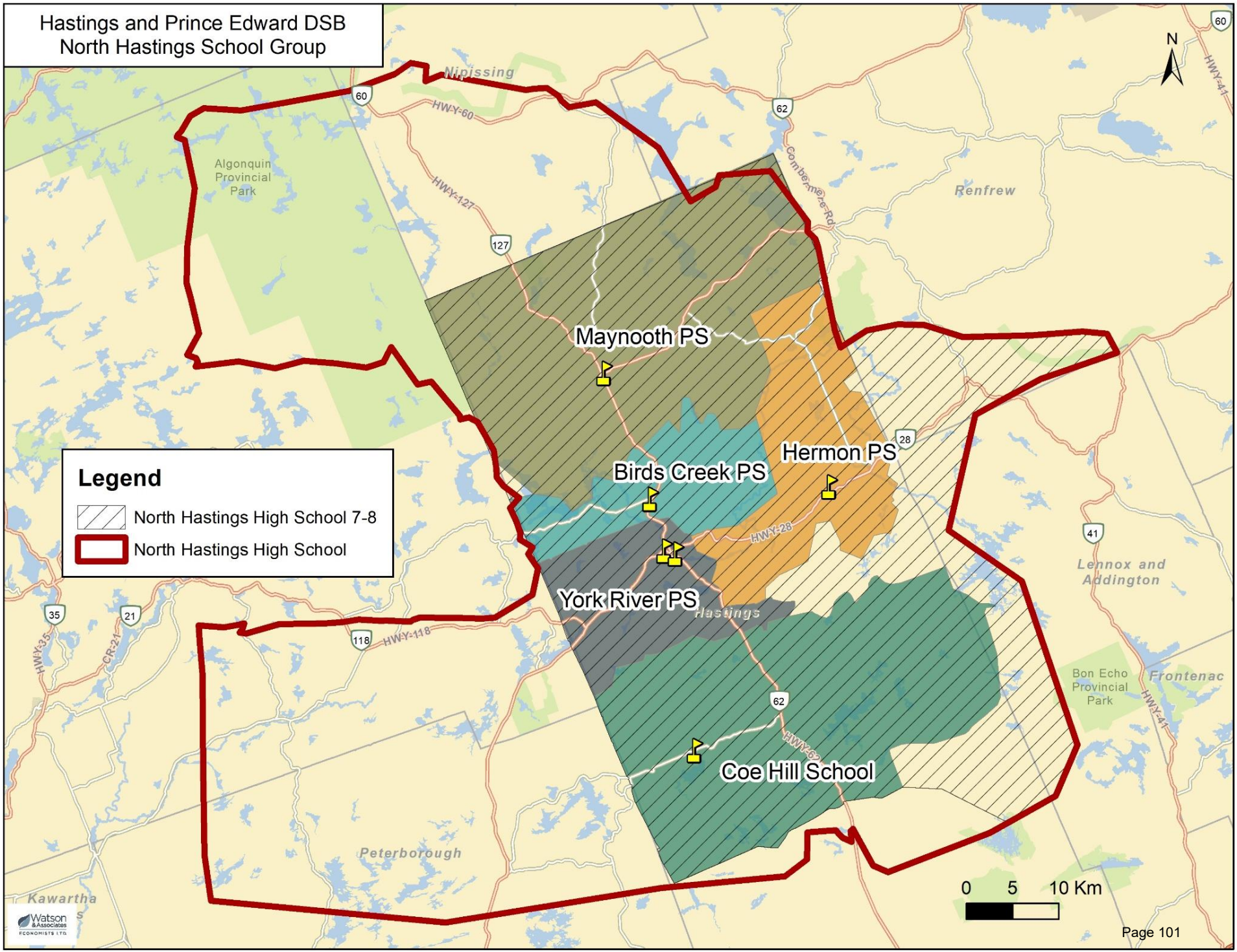
87% Utilization

1,074 Total Capacity

0% of Enrolment is French Immersion

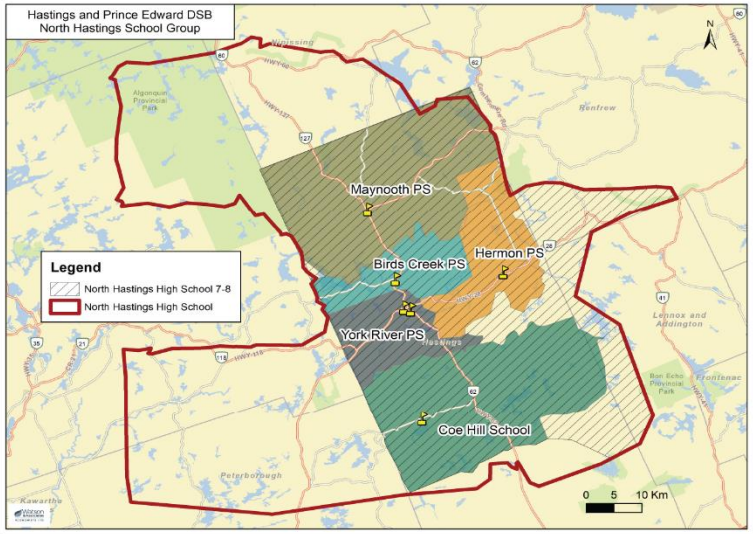





Hastings and Prince Edward DSB
North Hastings School Group
Legend
North Hastings High School 7-8
North Hastings High School
Maynooth PS
Birds Creek PS
Hermon PS
York River PS
Coe Hill School
Algonquin Provincial Park
Nipissing
Renfrew
Lennox and Addington
Hastings
Peterborough
Kawartha
Bon Echo Provincial Park
Frontenac
HWY-60
HWY-127
HWY-28
HWY-118
HWY-62
HWY-35
HWY-41
CR-21
Combermere Rd
N
0 5 10 Km

North Hastings School Group

School Name	On-the-Ground Capacity	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
North Hastings High School (9-12)	714	416	447	465	473	480	464	436	412	394	394
North Hastings High School (7-8)	168	185	182	176	165	147	138	139	148	155	147
Birds Creek Public School	199	119	129	133	127	126	125	116	116	109	106
Coe Hill School	95	88	82	78	78	77	74	74	78	71	72
Hermon Public School	165	83	81	90	93	98	100	97	91	92	92
Maynooth Public School	153	102	99	99	100	98	94	101	101	106	106
York River Public School	474	197	186	171	168	170	178	182	175	178	181
Elementary	**1,254**	**774**	**760**	**746**	**730**	**716**	**708**	**710**	**708**	**710**	**705**
Secondary	**714**	**416**	**447**	**465**	**473**	**480**	**464**	**436**	**412**	**394**	**394**
Total	**1,968**	**1,190**	**1,207**	**1,211**	**1,203**	**1,196**	**1,173**	**1,145**	**1,120**	**1,104**	**1,099**



Elementary

1,254 Building Capacity

0 Portables

5% Walkers

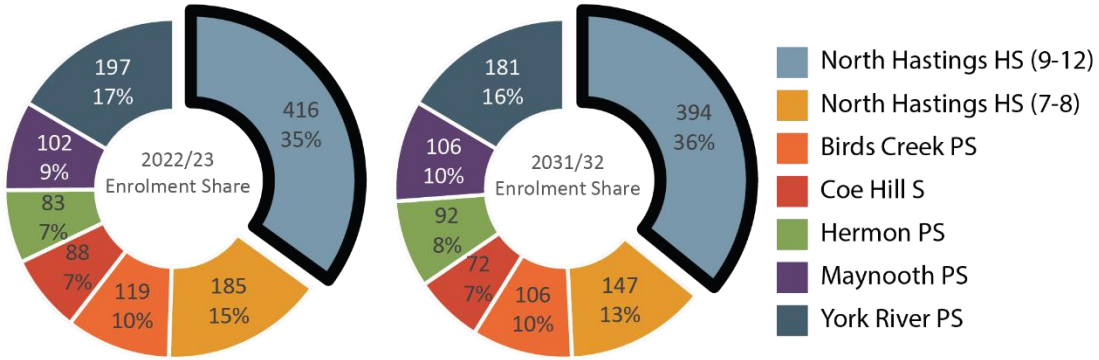
12.1km Avg. Travel Distance

62% Utilization

1,254 Total Capacity

84% Bussed

3% of Enrolment is Extendend French Immersion



Secondary

714 Building Capacity

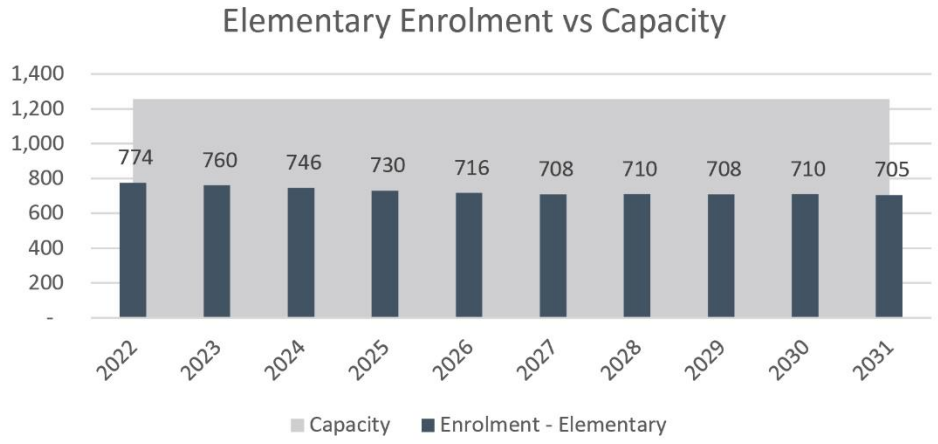
0 Portables

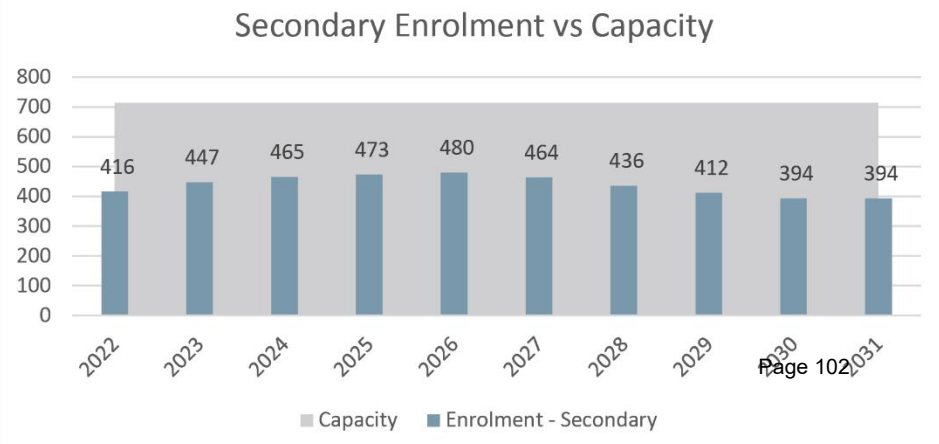
16.8 Avg. Travel Distance

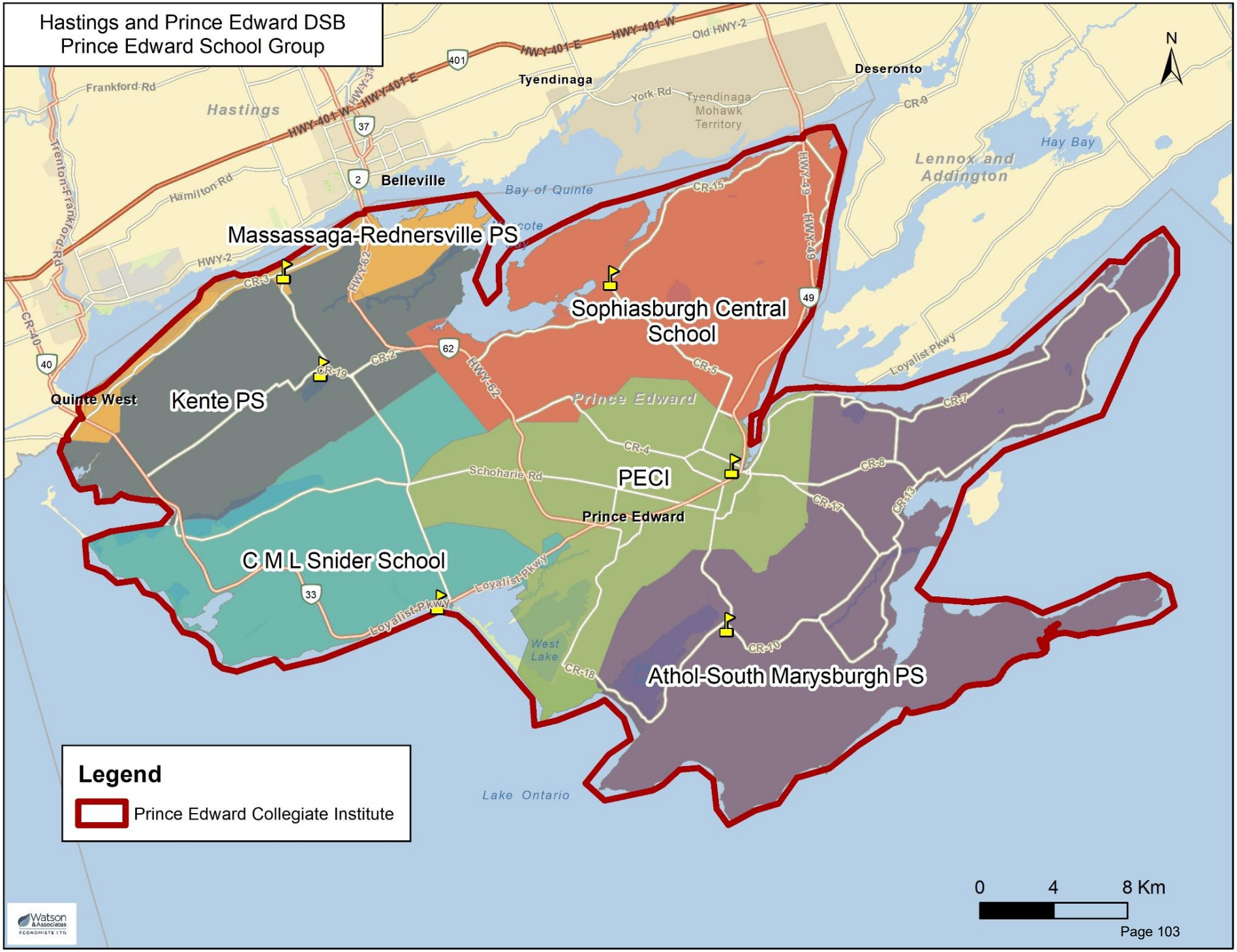
58% Utilization

714 Total Capacity

0% of Enrolment is French Immersion

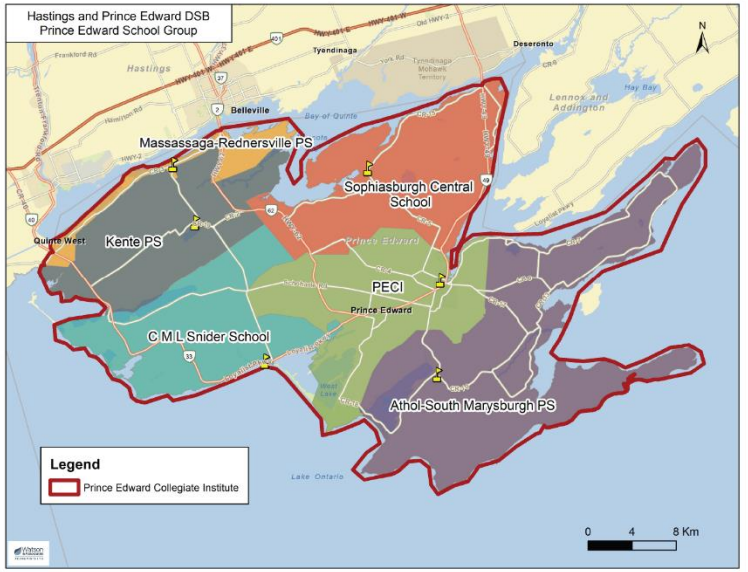





Hastings and Prince Edward DSB
Prince Edward School Group
Massassaga-Rednersville PS
Sophiasburgh Central School
Kente PS
PECI
C M L Snider School
Athol-South Marysburgh PS
Belleville
Tyendinaga
Deseronto
Quinte West
Prince Edward
Hastings
Bay of Quinte
Lake Ontario
Tyendinaga Mohawk Territory
Lennox and Addington
Hay Bay
West Lake
Frankford-Rd
Trenton-Frankford-Rd
Hamilton-Rd
York-Rd
Schoharie-Rd
Loyalist-Pkwy
HWY-401-W
HWY-401-E
Old HWY-2
HWY-2
HWY-37
HWY-62
HWY-49
CR-3
CR-40
CR-19
CR-2
CR-15
CR-5
CR-4
CR-9
CR-7
CR-8
CR-17
CR-13
CR-10
CR-18
401
37
2
40
62
49
33
N
Legend
Prince Edward Collegiate Institute
0
4
8 Km
Watson & Associates ECONOMISTS LTD.

Prince Edward School Group

School Name	On-the-Ground Capacity	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Prince Edward Collegiate Institute (9-12)	720	510	488	496	497	507	544	559	567	584	610
Prince Edward Collegiate Institute (K-8)	591	586	625	641	653	681	708	726	751	761	762
Athol-South Marysburgh PS	190	138	141	146	156	148	148	152	150	156	159
C M L Snider School	466	241	247	251	251	253	248	246	243	239	247
Kente Public School	348	228	249	255	266	270	275	280	285	280	276
Massassaga-Rednersville Public School	190	165	159	164	169	170	172	169	167	172	177
Sophiasburgh Central School	257	162	163	162	171	171	176	178	180	181	179
Elementary	**2,042**	**1,520**	**1,585**	**1,619**	**1,666**	**1,692**	**1,726**	**1,751**	**1,776**	**1,790**	**1,800**
Secondary	**720**	**510**	**488**	**496**	**497**	**507**	**544**	**559**	**567**	**584**	**610**
Total	**2,762**	**2,030**	**2,073**	**2,115**	**2,162**	**2,198**	**2,270**	**2,309**	**2,343**	**2,374**	**2,410**



Elementary

2,042 Building Capacity

0 Portables

16% Walkers

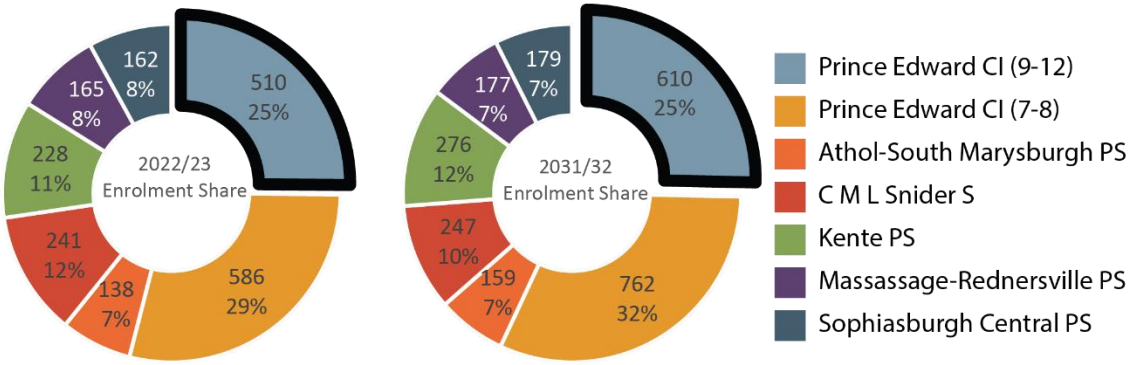
8.9km Avg. Travel Distance

74% Utilization

2,042 Total Capacity

71% Bussed

5% of Enrolment is French Immersion



Secondary

720 Building Capacity

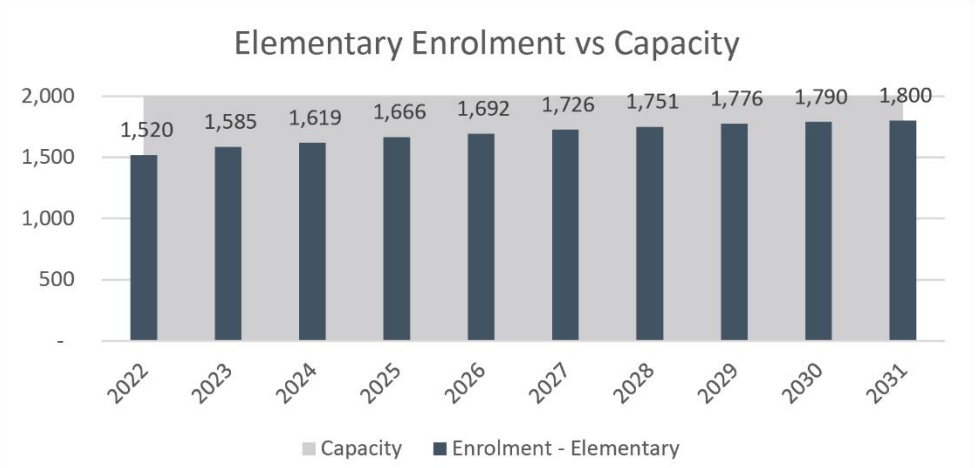
0 Portables

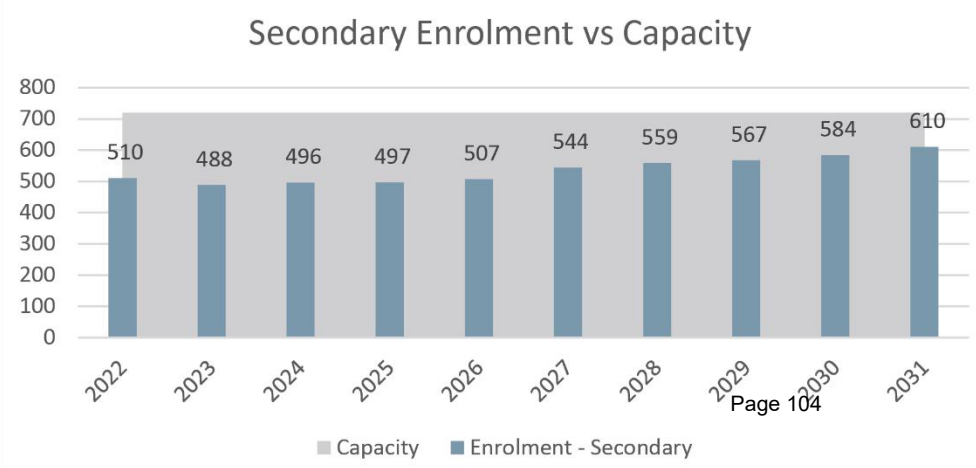
12.7km Avg. Travel Distance

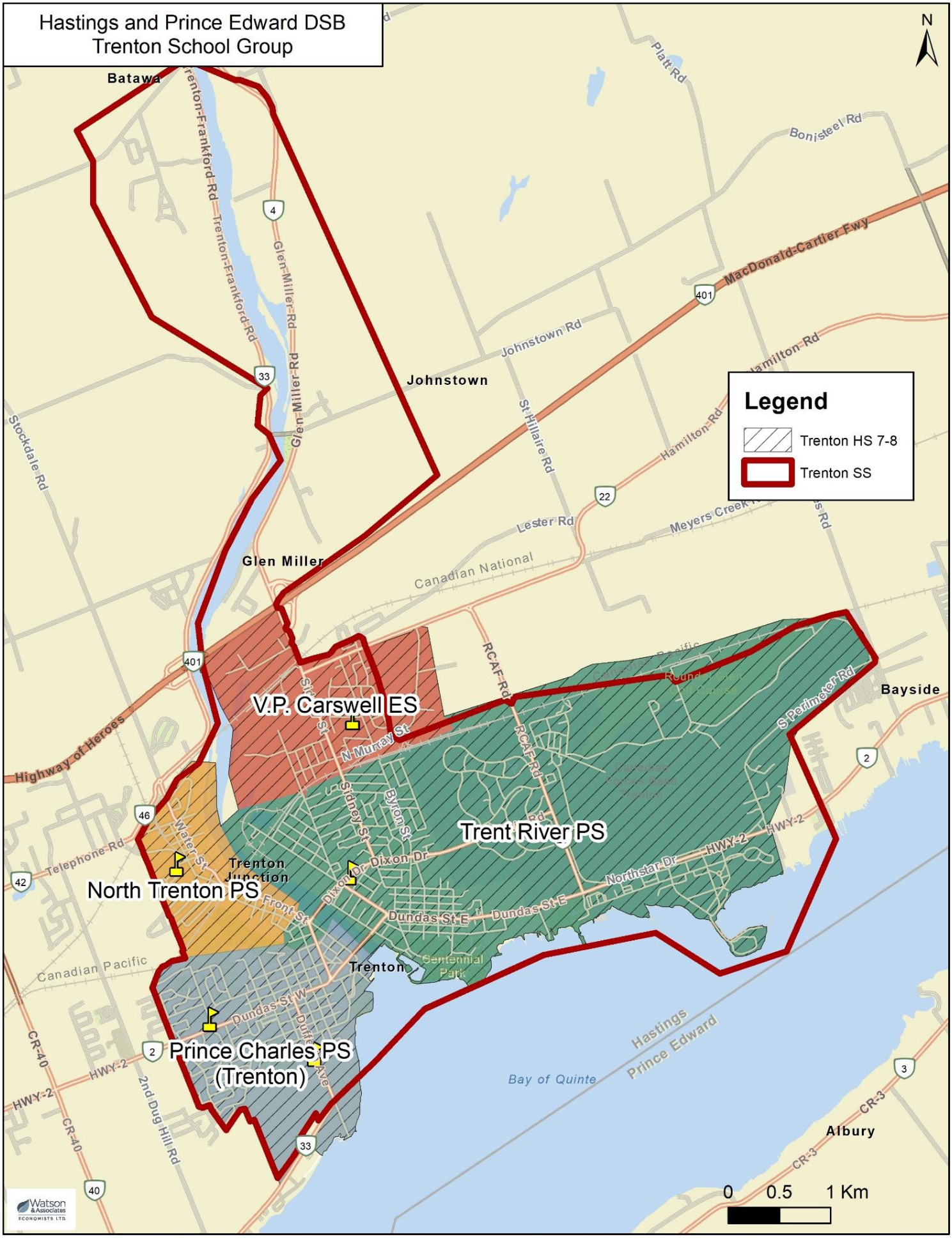
71% Utilization

2,042 Total Capacity

0% of Enrolment is French Immersion

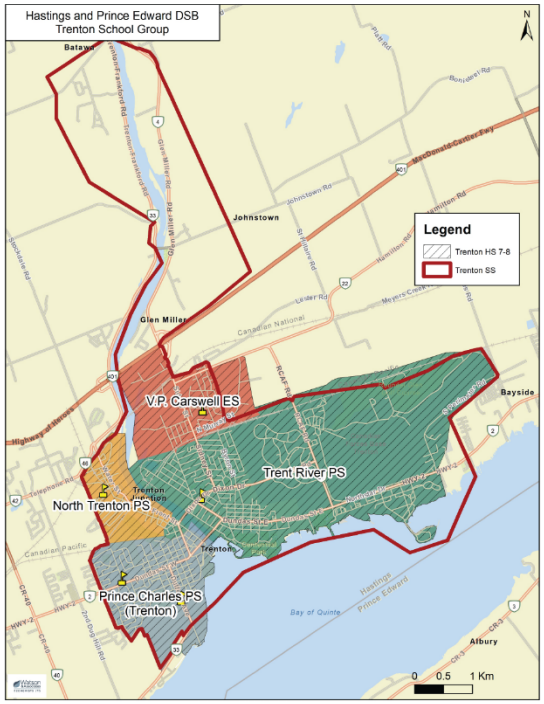





Hastings and Prince Edward DSB
Trenton School Group
N
Batawa
Trenton-Frankford-Rd
Glen-Miller-Rd
Platt Rd
Bonisteel Rd
MacDonald-Cartier Fwy
Johnstown Rd
Johnstown
St Hillaire Rd
Hamilton Rd
Stockdale Rd
Lester Rd
Meyers Creek
Glen Miller
Canadian National
Legend
Trenton HS 7-8
Trenton SS
V.P. Carswell ES
RCAF Rd
S Perimeter Rd
Bayside
Highway of Heroes
N Murray St
Sidney St
Byron St
Trent River PS
Dixon Dr
Northstar Dr
HWY-2
Telephone-Rd
Water St
Trenton Junction
North Trenton PS
Front St
Dundas St E
Canadian Pacific
Trenton
Centennial Park
Dundas St W
Prince Charles PS
(Trenton)
Duff Ave
2nd Dug Hill Rd
CR-40
Hastings
Prince Edward
Bay of Quinte
Albury
CR-3
0 0.5 1 Km
Watson & Associates Economists Ltd.

Trenton School Group

School Name	On-the-Ground Capacity	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Trenton High School (9-12)	849	503	511	536	543	531	534	526	510	542	558
Trenton High School (7-8)	274	231	239	230	223	225	216	242	264	263	271
North Trenton Public School	164	87	80	80	80	79	80	80	77	78	78
Prince Charles Public School (Trenton)	444	257	254	245	248	250	265	256	259	256	257
Trent River Public School	609	438	460	467	478	489	498	493	500	502	503
V. P. Carswell Elementary School	190	157	161	170	173	182	190	199	200	199	197
Elementary	**1,681**	**1,170**	**1,194**	**1,192**	**1,201**	**1,225**	**1,249**	**1,270**	**1,300**	**1,298**	**1,307**
Secondary	**849**	**503**	**511**	**536**	**543**	**531**	**534**	**526**	**510**	**542**	**558**
Total	**2,530**	**1,673**	**1,705**	**1,728**	**1,744**	**1,756**	**1,783**	**1,796**	**1,810**	**1,840**	**1,866**



Elementary

1,681 Building Capacity

0 Portables

68% Walkers

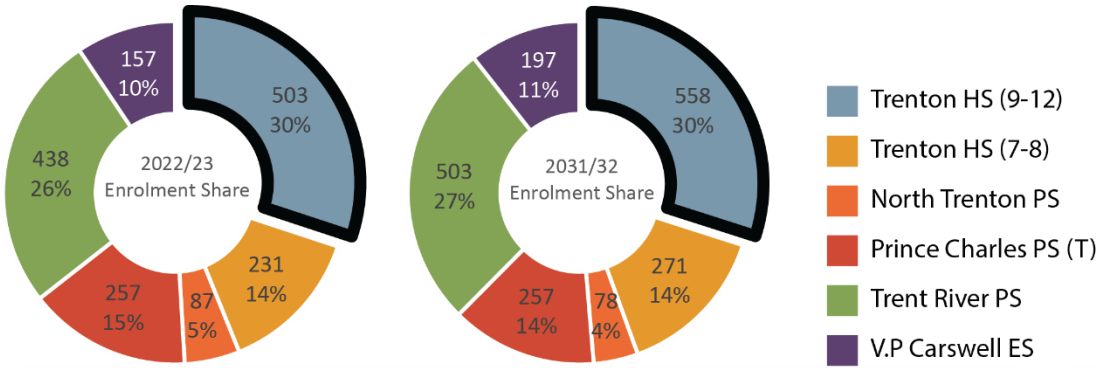
2.3km Avg. Travel Distance

70% Utilization

1,681 Total Capacity

20% Bussed

2% of Enrolment is French Immersion



Secondary

849 Building Capacity

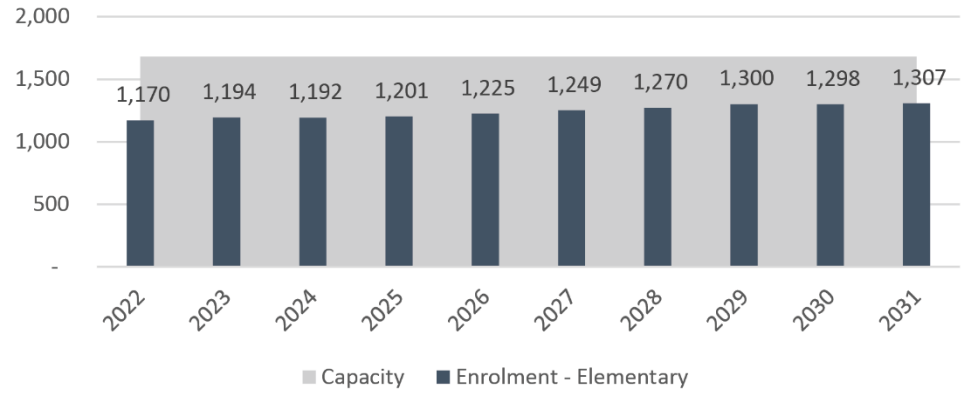
0 Portables

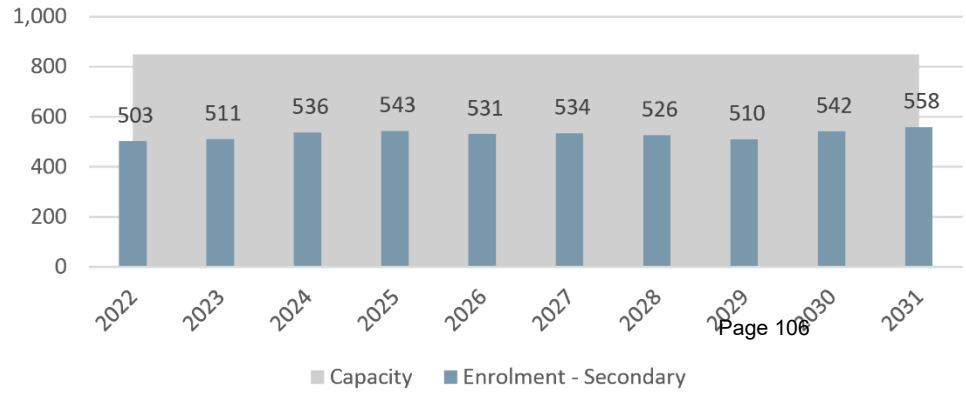
3.9km Avg. Travel Distance

59% Utilization

849 Total Capacity

0% of Enrolment is French Immersion





APPENDIX F
Accommodation Options

Watson & Associates ECONOMISTS LTD.

Hastings and Prince Edward DSB

2023 Accommodation Options

Impacts on Enrolment

What Impacts Enrolment?

Many elements of enrolment are directly linked to demographics and socio-economic factors

- Overall population and development trends
- Pre-school and school-aged population changes
- Births
- Employment and Economic Factors
- Government Policy

Local and Enrolment Factors

- Historical enrolment patterns
- Junior Kindergarten trends
- Grade structure ratios
- Enrolment share

Impacts on Enrolment

Impacts of COVID-19

- National
  - Change in Migration Patterns
  - Rise in telecommuting
- Provincial
  - Inter and intra-provincial Migration
  - Growth in satellite communities
- Localized
  - Recent growth in Population
- Enrolment
  - Increase in enrolment after steady decline/minimal growth

Existing Conditions

School	OTG	Total Enrolment 2022	2022 Utilization
Foxboro PS	435	411	94%
Frankford PS	434	313	72%
Harmony PS	695	778	112%
Harry J Clarke PS	711	606	85%
Prince Charles PS (Belleville)	400	290	73%
Stirling PS	812	694	85%
Bayside PS	421	374	89%
North Trenton PS	164	87	53%
Prince Charles PS - Trenton	444	257	58%
Trent River PS	609	438	72%
V P Carswell ES	190	157	83%
Bayside SS - Elementary	208	196	94%
Trenton HS - Elementary	274	231	84%
Bayside SS - Secondary	810	907	112%
Trenton HS - Secondary	849	503	59%

Source: Elementary October 31, 2022 Enrolments by Grade - OnSIS draft as of 2022 Dec 20

Accommodation Options

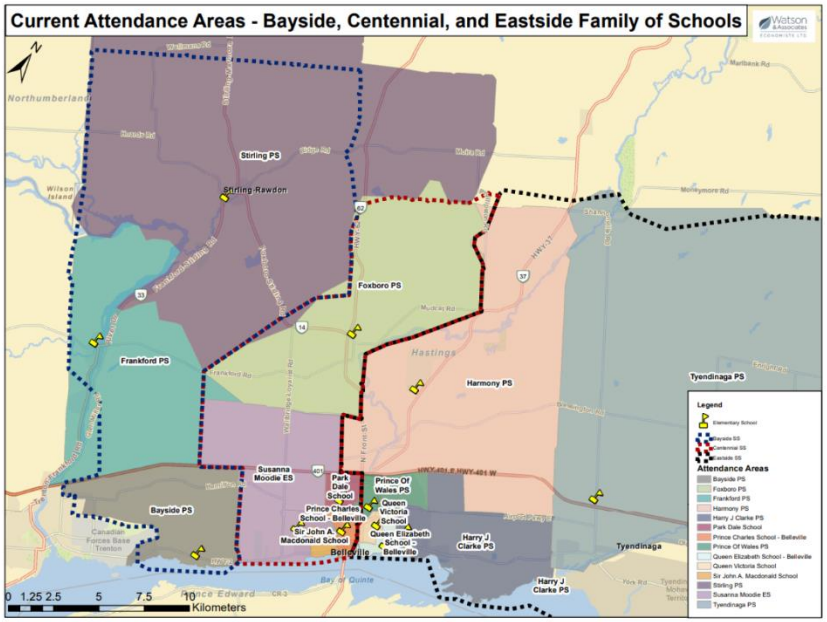
- Closures/Consolidations (unavailable due to 2017 Moratorium)
- Programming
- Attendance Area Changes
- Grade Structure Configurations
- Temporary Space (Portables)
- Policies (Out-of-boundaries)

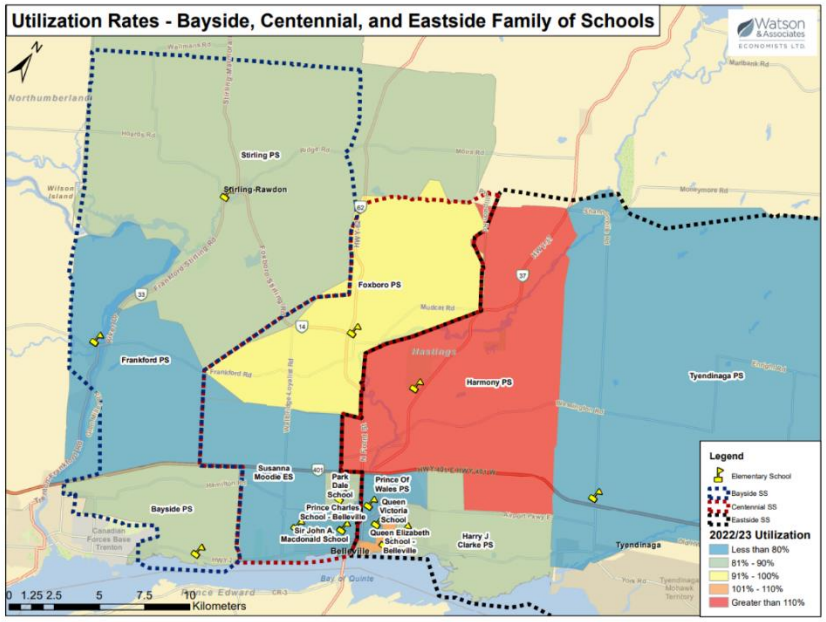
Accommodation Opportunities

1. Harmony PS/Foxboro PS Boundary Changes
2. Harmony PS/Susanna Moodie or Harmony PS/Park Dale School (Belleville Schools) Boundary Changes
3. Harmony PS/Foxboro PS (Belleville Schools) Boundary Changes
4. Move French Immersion from BSS to Trenton area site(s)

Current Situation

Current Attendance Areas and Utilization Rates – Bayside, Centennial and Eastside Family of Schools

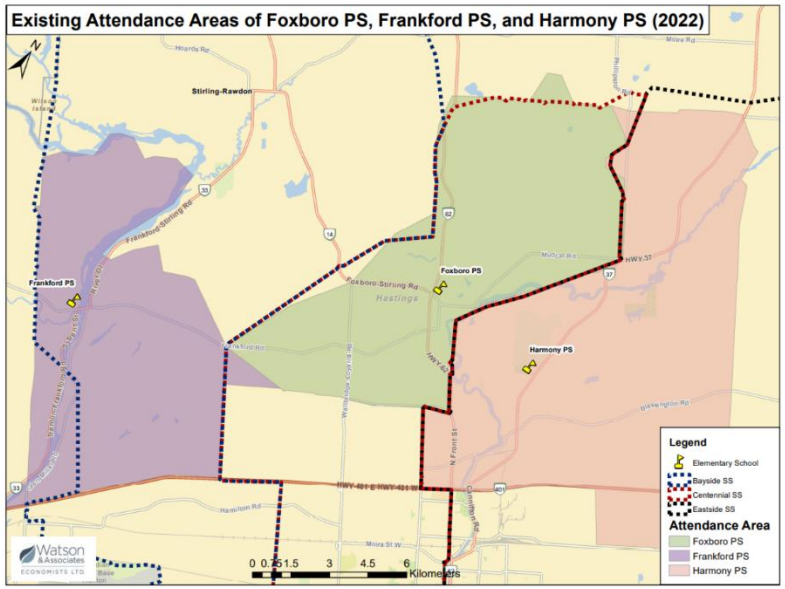


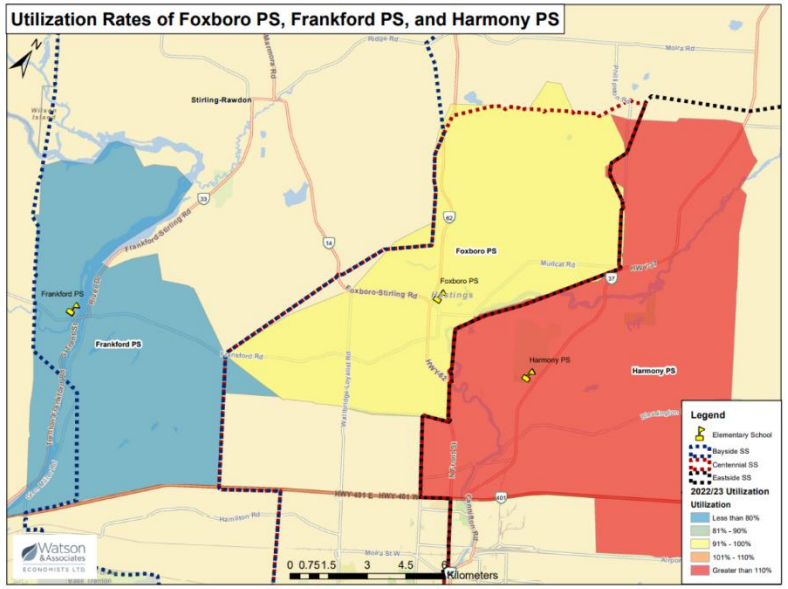


Source: Elementary October 31, 2022 Enrolments by Grade - OnSIS draft as of 2022 Dec 20

Current Situation

Current Attendance Areas and Utilization Rates – Foxboro PS, Frankford PS, and Harmony PS





Source: Elementary October 31, 2022 Enrolments by Grade - OnSIS draft as of 2022 Dec 20

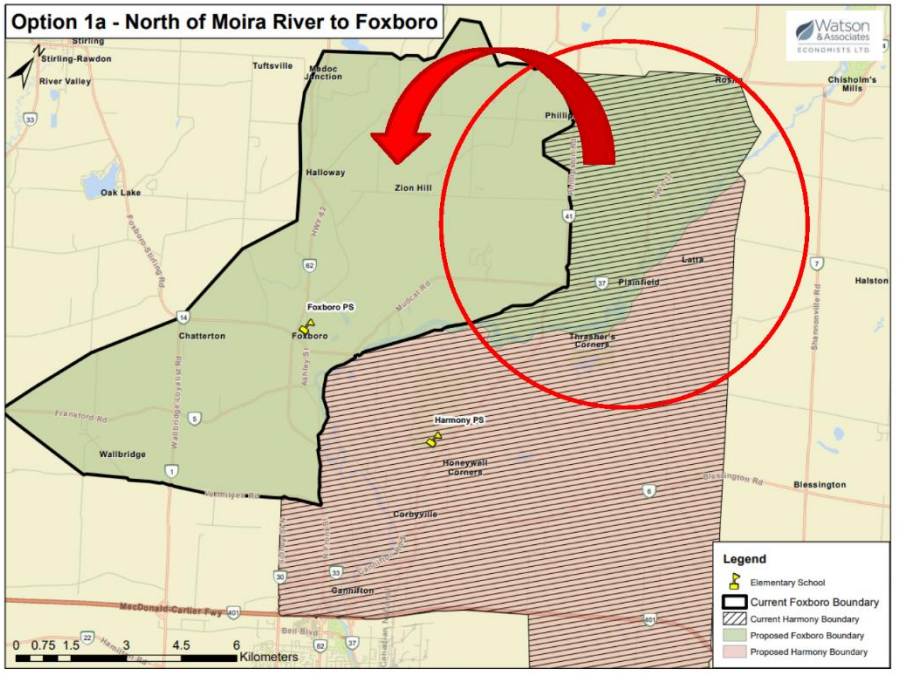
1. Harmony PS/Foxboro PS Boundary Changes

Option Area 1 - North of Moira River to Foxboro

- Contains 48 Students (K-6)
- Current grade 7-8 students to have the option to complete elementary grades at existing school.

School Name	OTG	2022 Enrolment	2022 Utilization
Foxboro PS	435	411	94%
Harmony PS	695	778	112%

School Name	OTG	With Area 1 Change	With Area 1 Change - Utilization
Foxboro PS	435	459	106%
Harmony PS	695	730	105%



2a. Harmony PS/Susanna Moodie ES Boundary Change

Option Area 2 - West of Front St (HWY 62)

Phase 1:

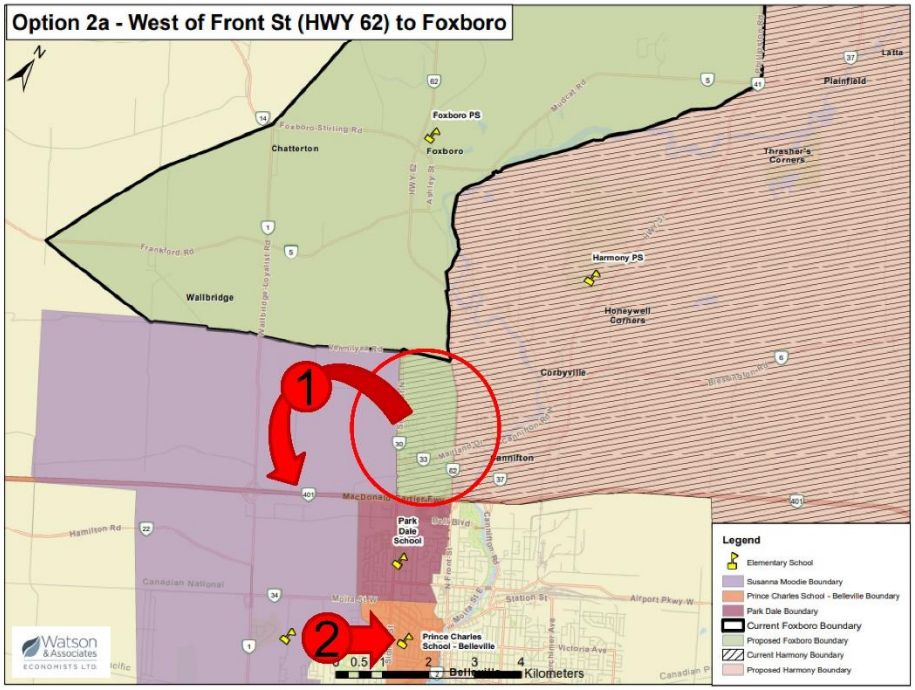
- Contains 117 Students (K-6)
- Current grade 7-8 students to have the option to complete elementary grades at existing school.
- Can Park Dale School accommodate an addition/portables?

Phase 2:

- With significant residential growth expected within Susanna Moodie ES, option to make additional boundary change between Susanna Moodie Elementary School and Prince Charles School (Belleville) if required.

School Name	OTG	2022 Enrolment	2022 Utilization
Susanna Moodie ES	416	276	66%
Harmony PS	695	778	112%
Prince Charles PS (Belleville)	400	290	73%

School Name	OTG	With Area 2 Change	With Area 2 Change - Utilization
Susanna Moodie ES	416	393	94%
Harmony PS	695	661	95%
Prince Charles PS (Belleville)	400	290	73%



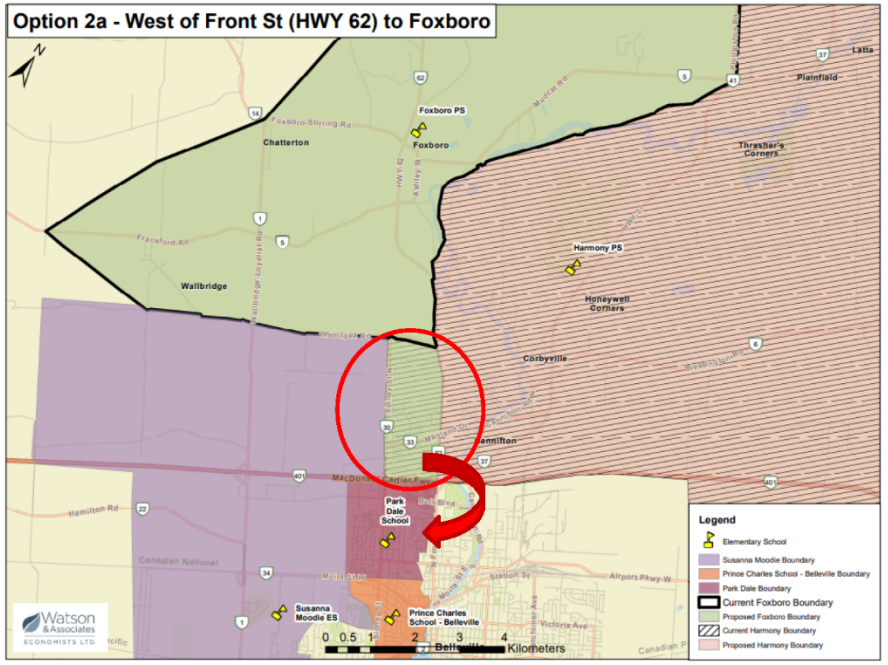
2a. Harmony PS/Park Dale Boundary Change

Option Area 2 - West of Front St (HWY 62)

- Contains 117 Students (K-6)
- Current grade 7-8 students to have the option to complete elementary grades at existing school.
- Can Park Dale School accommodate an addition/portables?

School Name	OTG	2022 Enrolment	2022 Utilization
Park Dale School	409	350	86%
Harmony PS	695	778	112%

School Name	OTG	With Area 2 Change	With Area 2 Change - Utilization
Park Dale School	409	467	114%
Harmony PS	695	661	95%



10

3. Harmony PS/Foxboro PS Boundary Changes

Option Area 1 + 2

Contains 165 Students (K-6)

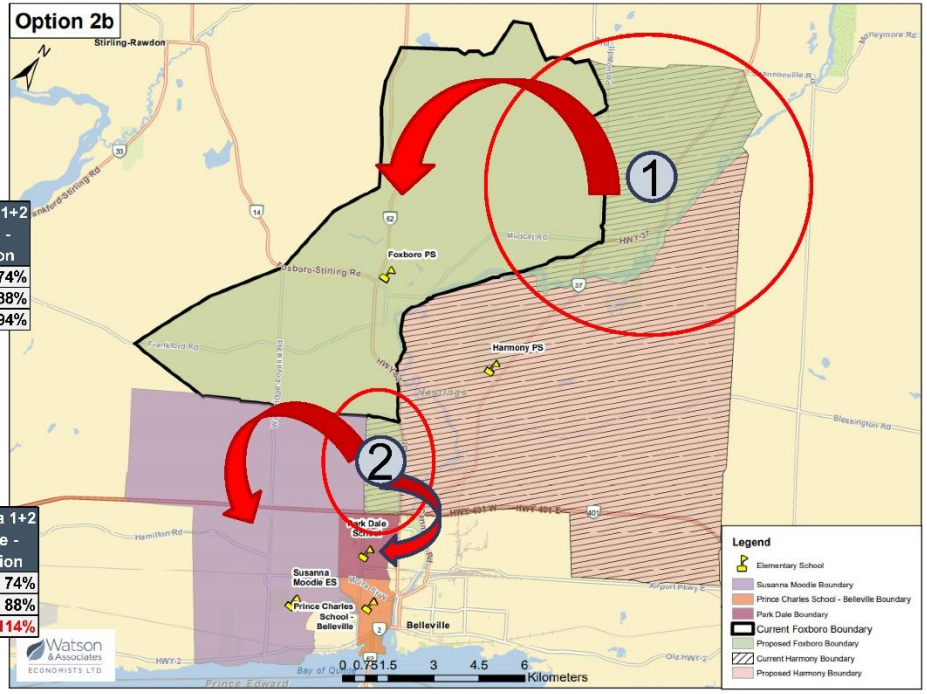
- Boundary changes with Foxboro PS (Area 1) & Susanna Moodie ES (Area 2)

School Name	OTG	2022 Enrolment	2022 Utilization	With Area 1+2 Change	With Area 1+2 Change - Utilization
Foxboro PS	435	276	63%	324	74%
Harmony PS	695	778	112%	613	88%
Susanna Moodie ES	416	276	66%	393	94%

OR

- Boundary changes with Foxboro PS (Area 1) & Park Dale S (Area 2)

School Name	OTG	2022 Enrolment	2022 Utilization	With Area 1+2 Change	With Area 1+2 Change - Utilization
Foxboro PS	435	276	63%	324	74%
Harmony PS	695	778	112%	613	88%
Park Dale School	409	350	86%	467	114%

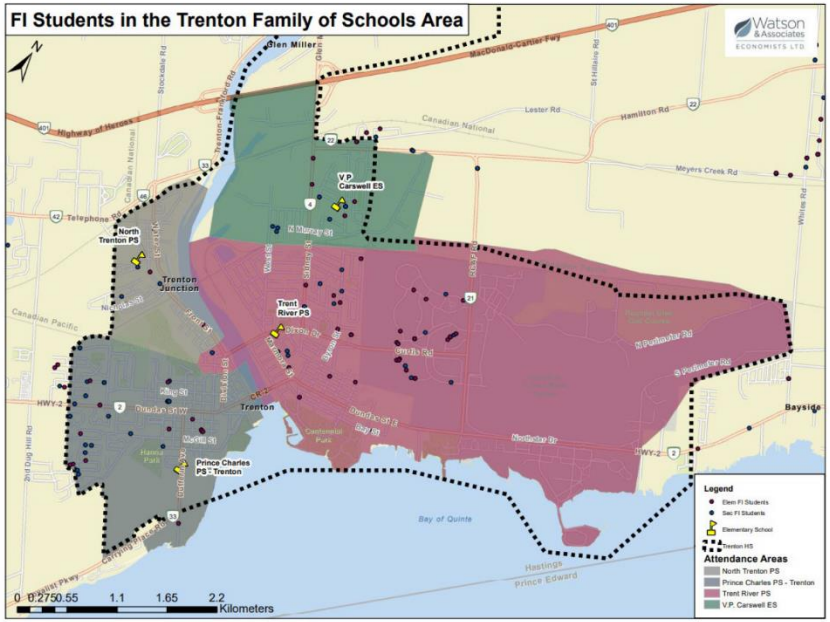


4. Move French Immersion from BSS to Trenton area site(s)

- Currently ~280 Elementary FI Students (4-8)
  - 4-6 attend Bayside PS
  - 7-8 attend Bayside SS (Elem)

1. a) All Bayside FI moves to Trenton Area Schools.
2. 9-12 FI Students to Trenton HS (~380)

School	OTG	Eng 2022	FI 2022	Total Enrolment	Surplus Space
Bayside PS	421	244	130	374	-47
North Trenton PS	164	87	0	87	-77
Prince Charles PS - Trenton	444	238	19	257	-187
Trent River PS	609	438	0	438	-171
V P Carswell ES	190	157	0	157	-33
Bayside SS	208	66	130	196	-12
Trenton HS	274	231	0	231	-43
Total Elementary	**2,310**	**1,461**	**279**	**1,740**	**-570**
Bayside SS	810	524	383	907	97
Trenton SS	849	503	0	503	-346
Total Secondary	**1,659**	**1,027**	**383**	**1,410**	**-249**



4. Move French Immersion from BSS to Trenton area site(s)

Status Quo			
School	OTG	2022 Enrolment	2022 Utilization
Bayside PS	421	374	89%
North Trenton PS	164	87	53%
Prince Charles PS - Trenton	444	257	58%
Trent River PS	609	438	72%
V P Carswell ES	190	157	83%
Bayside SS	208	196	94%
Trenton HS	274	231	84%
Total Elementary	**2,310**	**1,740**	**75%**
Bayside SS	810	907	112%
Trenton SS	849	503	59%
Total Secondary	**1,659**	**1,410**	**85%**

FI to Trenton Area			
School	OTG	2022 Enrolment	2022 Utilization
Bayside PS	421	244	58%
North Trenton PS	164	87	53%
Prince Charles PS - Trenton	444	387	87%
Trent River PS	609	438	72%
V P Carswell ES	190	157	83%
Bayside SS	208	66	32%
Trenton HS	274	361	132%
Total Elementary	**2,310**	**1,740**	**75%**
Bayside SS	810	524	65%
Trenton SS	849	886	104%
Total Secondary	**1,659**	**1,410**	**85%**

FI To Trenton Area
- 4-6 FI to Prince Charles PS (Trenton)
- 7-12 FI to Trenton SS

  - Provides opportunity to consolidate Bayside PS at Bayside SS

For Consideration:
- Should the FI program be K-8?

- Should FI be separate in Trenton and Bayside? Or Should there be a local Trenton area FI program and Bayside area FI program?

FI at Bayside PS/SS and Prince Charles PS/Trenton HS			
School	OTG	2022 Enrolment	2022 Utilization
Bayside PS	421	367	87%
North Trenton PS	164	87	53%
Prince Charles PS - Trenton	444	264	59%
Trent River PS	609	438	72%
V P Carswell ES	190	157	83%
Bayside SS	208	169	81%
Trenton HS	274	258	94%
Total Elementary	**2,310**	**1,740**	**75%**
Bayside SS	810	844	104%
Trenton SS	849	566	67%
Total Secondary	**1,659**	**1,410**	**85%**

HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

Regular Public Board Meeting
Report 10(c)ii
February 27, 2023

Decision __ Information _X__

To: Hastings and Prince Edward District School Board

From: Nick Pfeiffer, Superintendent of Business Services
Kristen Niemi, Superintendent of Innovation and Inclusion Services
Kim Horrigan, Senior Manager, Facility Services

Re: Easthill Elementary School – Schedule and Contingency Planning

Purpose
To provide an update on the estimated construction schedule of the Easthill Elementary School (EES) and to provide options for contingency planning.

Link to Strategic Plan
5.3 Improve public relations by providing information that is timely, transparent and accessible for all.

Background
The 2020-2025 Strategic Plan has a goal of ensuring responsible communications by providing information that is timely, transparent and accessible for all. This update provides stakeholders with timely information about schedule concerns for the completion of the construction Eastside Elementary School.

Easthill Elementary School (EES) is a new school under construction that is planned for completion in July 2023 to consolidate the students from Queen Elizabeth School – Belleville (QEB) and Queen Victoria School (QVS) in September 2023. Easthill Elementary School is located on the site of Queen Elizabeth School on Macdonald Avenue in Belleville.

Current situation
Recently, construction of the school has fallen behind the schedule, and the contractor is requesting additional time. Although construction continues and the targeted early July completion of the building is being maintained, it is prudent to plan for contingency options in case the contractor is unable to complete the work within the schedule.

<u>Contingency Options</u>
The options being examined can be divided into two parts: how to combine the students while the new school construction continues past September 2023, and when to move the students to the new Easthill Elementary School once building construction is completed.

Public input will be sought on the following two questions:

Q1: How should the students be organized before moving into EES?
a) Combine the students from the beginning and place them at QEB and QVS.
b) Combine the students from the beginning and place them at QVB and another school.
c) Keep the students separated at QEB and QVS (like they are this year).

Q2: When should the students be moved into EES?
a) As soon as it is possible after construction is completed
b) After a natural break (e.g., January 2024)
c) September 2024

Considerations

There are a number of considerations that will be examined for each option:

- Financial
- Student transportation
- Staffing
- Construction variables
- Additional factors (e.g., permits)
- Board work requirements & timelines

Next Steps

- Presentation to QEB and QVS staff on March 2, 2023.
- Town Hall with QEB and QVS families on March 2, 2023 at 6:00 p.m.
- Feedback survey to be completed by staff and families following the meetings.
- Detailed cost-benefit analysis about the various options.

Decision _X_ Information __

To: Hastings and Prince Edward District School Board

From: Student Trustees - Lawson Hung, Shoshannah Spencer, Julia Webster

Re: Student Voice Feedback

Purpose

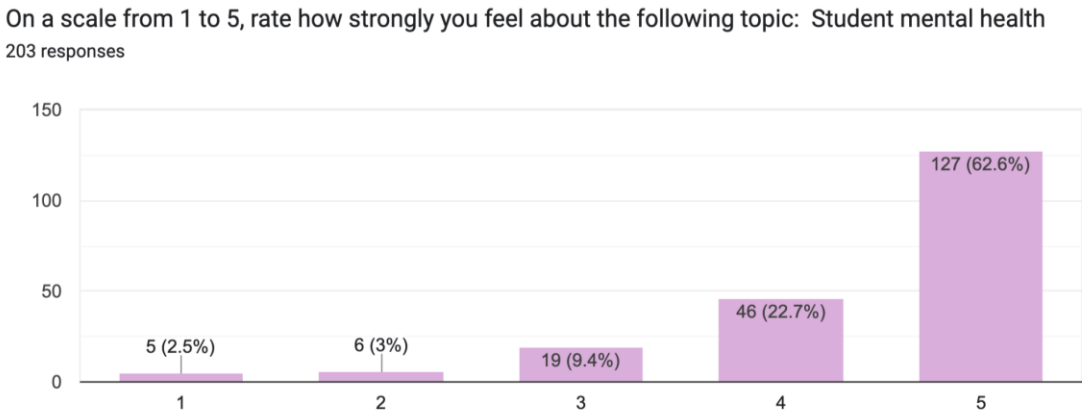
To update the Board and other stakeholders on student voice and feedback on a variety of topics.

Background

In December of 2022, a Google Form was released to secondary students which outlined key "areas of improvement/topics" to gather feedback on the priorities of students.
The form was divided into three sections. The first section asked students what school they attend, what grade they are, and asked them to rate how strongly they feel about certain topics on a scale from one to five. Those topics were student mental health, access to technology, environmentalism, diversity and representation, and Indigenous education within schools. The second section prompted students to list suggestions for initiatives regarding topics they feel strongly about and gave them an opportunity to pose questions about student trustees. The third section of the form collected student opinion regarding student trustee visits to schools and student voice participation.
This Google Form came in response to the feedback received during school visits.

Current situation

In January 2023, the results of the Google Form were reviewed. Out of 203 responses, there was almost an even split of responses from each grade. Grade Nine (22.2%), Grade 10 (27.1%), Grade 11 (27.6%), and Grade 12 (23.2%), and representation from every secondary school. Students were asked to rate how strongly they feel regarding certain topics, with one being "I don't feel strongly about this topic" and five being "I feel strongly about this topic". The following are the results of the students who ranked "I feeling strongly about this topic", in order of importance: Student Mental Health (62.6%), Access to Technology (47.3%), Diversity and Inclusion Activities and Representation within Schools (38.9%), Indigenous Education within Schools (34.5%) and Environmental Footprint and Sustainability of Schools (12.8%).



Student Voice is captured in the following quotations:

"I would like to see more Indigenous education and history spoken about in classrooms altogether, supporting the reconciliation of Indigenous peoples and the Indigenous community." - Grade 10 Student, CHS

"I feel strongly about student mental health, our mental health affects our school performance." - Grade 10 Student, BSS

"More access to technology More vegetarian food options More clubs featuring diversity and inclusivity" - Grade 11 Student, ESS

The responses of this form also made it clear that many students are not aware of the resources available at schools. Many responders were unaware of the mental health support workers and counselors within their school and how to access them privately.

Next Steps

1. In collaboration with the Mental Health Lead, a follow-up Google Form will be sent out to students to gather feedback specifically regarding Student Mental Health in schools, given it was highlighted as the number one priority.

2. A Student Voice conference is being scheduled for the end of April and will include our Mental Health Lead and Social Workers to discuss the mental health supports available to students and how to establish clear communication about these resources and supports.

HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

Regular Public Board Meeting
Report 17(a)
February 27, 2023

Decision ___ Information _X_

To: Hastings and Prince Edward District School Board

From: Katherine MacIver, Director of Education

Re: Strategic Plan Mid-Year Update

Purpose

To provide Trustees with a mid-year overview of focused progress to date on priorities and goals as outlined in the 2020-2025 HPEDSB Strategic Plan.

Link to Strategic Plan

Mid-year update and progress on Strategic Plan

Background

The Strategic Plan is monitored closely to ensure that the goals set out by the Board of Trustees are advanced in meaningful and effective ways. Each year, departments create an action plan outlining the focused work they will undertake directly linked to the goals of the HPEDSB Strategic Plan. Goals may be continuation or refinement of previous years' work or may be new work as identified by rising needs or context. Departments identify specific actions and metrics that will be used to measure progress and impact of the work.

Board Policy 4: Corporate Board Job Description item #7 outlines the responsibilities of trustees to monitor the Strategic Plan. While staff bring reports to board throughout the year to assist with this monitoring, a mid-year update provides an overall snapshot of progress and focus areas. The Director's Annual Report is a yearly report, which summarizes the accomplishments and milestones connected to the Strategic Plan. This report comes forward at the annual Organizational Meeting of the Board.

Current situation

Progress has been made in a number of areas at this mid-point. While staff shortages and labour action have had some impact, departments and schools are able to further the work without the restrictions of the pandemic.
Highlights include:

- leadership development and capacity building
- early literacy development
- staff recruitment
- individual education plan review
- skilled trades development

Appendix A

Strategic Plan Slide Show

Mid-year/Mid-plan Strategic Plan Update to the Board of Trustees

February 27, 2023

HPE
HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

LEARNING TOGETHER

Strategic Priority

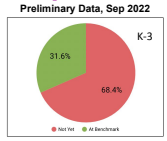
Improve Student Success and Achievement

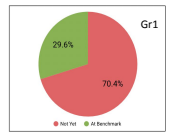
- Annual increase in the percentage of students meeting the provincial standards in Grade 3, 6, 9, and 10 assessments
- **Annual increase in students (Kindergarten to Grade 3) reading at benchmarks by establishing a comprehensive early literacy strategy, with an emphasis on speech and oral language development and phonemic and phonetic competence levels**
- Annual increase in individual secondary school graduation rates, and overall Hastings and Prince Edward District School Board graduation rate, year over year, meeting provincial standard by 2025 (85%)
- Annual increase in the number of adult students achieving an Ontario Secondary School Diploma (OSSD)
- Annual increase in the number of students in Grades 9 to 12 achieving credit benchmarks (8 for 8 credits in Grade 9, and 16 for 16 credits in Grade 10)
- Increase in the number of students accessing Ontario Youth Apprenticeship Programs (OYAP), Dual Credits and Specialist High Skills Major (SHSM) opportunities

Early Literacy Development

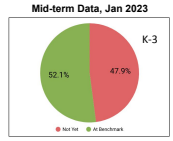
- Early literacy data illustrates growth in students reaching phonemic and phonics benchmarks, as measured by HPEDSB screening tools in K-3
- The greatest gains made between pre- and mid-term benchmark screening data, for early years, occurred for students in Grade 1
- Educators are supported by curriculum coordinators and school-based learning partners to implement changes in teaching practices, aligned with the HPEDSB Foundational Literacy Guide and Ministry of Education Ontario Language Curriculum

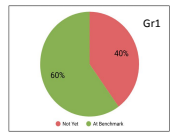
Preliminary Data, Sep 2022





Mid-term Data, Jan 2023



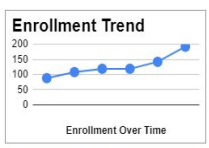


Strategic Priority

Improve Student Success and Achievement

- Annual increase in the percentage of students meeting the provincial standards in Grade 3, 6, 9, and 10 assessments
- 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
- Annual increase in individual secondary school graduation rates, and overall Hastings and Prince Edward District School Board graduation rate, year over year, meeting provincial standard by 2025 (85%)
- Annual increase in the number of adult students achieving an Ontario Secondary School Diploma (OSSD)
- Annual increase in the number of students in Grades 9 to 12 achieving credit benchmarks (8 for 8 credits in Grade 9, and 16 for 16 credits in Grade 10)
- **Increase in the number of students accessing Ontario Youth Apprenticeship Programs (OYAP), Dual Credits and Specialist High Skills Major (SHSM) opportunities**

Specialist High Skills Major (SHSM) Programs



Enrollment	
Total Students 2016-2017	88
Total Students 2017-2018	108
Total Students 2018-2019	119
Total Students 2019-2020	119
Total Students 2020-2021	142
Total Students 2021-2022	192

Three new programs will be added in 2023-2024, with two in the skilled trades:

- CONSTRUCTION at North Hastings HS
- MANUFACTURING at Prince Edward CI
- HOSPITALITY AND TOURISM at Centennial SS

Easy access to skilled trades information

- A new Skilled Trades Planning Tool is available on the HPEschools.ca website

➔ *Once on the web page, simply select a trade from the drop-down Trade Name list to learn more about the different pathway options*

Strategic Priority

Foster a Culture of Excellence and High Expectations For All

- **Decisions will be made from a student-centred approach considering the impact on students and connected to this plan**
- Improve the student experience as informed and evidenced by the annual completion of secondary school exit surveys
- Provide universally designed learning opportunities and supports based on each student's learner profile
- Enhance staff potential and professional development experiences through the utilization of employee growth plans, performance appraisals and recognition opportunities
- Recognize and celebrate innovation and excellence on an annual basis
- Enhance leadership development and succession planning through specific training and mentorship opportunities
- Advocate for public education and demonstrate sound decision making through good governance

BEHAVIOUR SUPPORT SERVICES

- Revised Procedure 381: Supporting Students with Autism Spectrum Disorder
- Resources added to the Student Services web page to support educators
- Enhanced Sonderly Training:
  - 27 educators enrolled (teachers, DECEs and EAs)
  - 25 have completed the online training and are currently enrolling in the live session
- Ontario Educators Online Autism Training Program:
  - 17 educators enrolled in various courses (teacher, admin, behaviour team, and EAs)
  - Courses include ADHD in the Classroom, ABA for Educators Level 1, and Core Teaching Strategies for Autistic Students

SPEECH AND LANGUAGE SERVICES

- Procedure 377: Speech and Language Services Delivery Model, was created and shared throughout HPEDSB
- Continued pilot study of Story Champs, Tier 1 whole class intervention
  - Story Champs is an evidence-based, narrative program to improve both oral and written narratives for students in Kindergarten to Grade 3
  - Piloting three schools (a continuation of the 1 school pilot at York River Public School)
  - Pre-data collected, post-data will be analyzed next

Strategic Priority

Foster a Culture of Excellence and High Expectations For All

- **Decisions will be made from a student-centered approach considering the impact on students and connected to this plan**
- Improve the student experience as informed and evidenced by the annual completion of secondary school exit surveys
- Provide universally designed learning opportunities and supports based on each student's learner profile
- Enhance staff potential and professional development experiences through the utilization of employee growth plans, performance appraisals and recognition opportunities
- Recognize and celebrate innovation and excellence on an annual basis
- Enhance leadership development and succession planning through specific training and mentorship opportunities
- Advocate for public education and demonstrate sound decision making through good governance

Area of Focus

STAFF RECRUITMENT

- Our recruiting focus is yielding positive results despite worker shortages throughout the province
- 207 new workers at HPEDSB (external recruitment data since September 2022)
  - Elementary teachers: **4**
  - Elementary occasional teachers: **18**
  - Casual educational assistants: **28**
  - Other permanent/temp external: **31**
  - Emergency supply: **81**
  - Secondary teachers: **9**
  - Secondary occasional teachers: **14**
  - Casual clerical: **15**
  - Custodial: **7**
- 154 emergency workers support schools when qualified staff cannot be secured
- Staff absence fill rates have increased from an average of 72% pre-Winter Break to 86%; this includes returning to staff professional learning

Ongoing recruiting to welcome more to our HPE Schools family

Strategic Priority

Foster a Culture of Excellence and High Expectations For All

- Decisions will be made from a student-centered approach considering the impact on students and connected to this plan
- Improve the student experience as informed and evidenced by the annual completion of secondary school exit surveys
- Provide universally designed learning opportunities and supports based on each student's learner profile
- Enhance staff potential and professional development experiences through the utilization of employee growth plans, performance appraisals and recognition opportunities
- Recognize and celebrate innovation and excellence on an annual basis
- **Enhance leadership development and succession planning through specific training and mentorship opportunities**
- Advocate for public education and demonstrate sound decision making through good governance

Areas of Focus

LEADERSHIP DEVELOPMENT OF BUSINESS DEPARTMENTS

Opportunities: Employee growth, communications, processes, time management, project management

Scope: All Business Department managers, supervisors, coordinators receive professional development opportunities in management and leadership

Project Status		
Develop training modules	In progress	17 managers
Provide in-house and other training	In progress	
Co-learning between departments	In progress	16 modules
Assess areas of growth	Not yet started	

Strategic Priority

Ensure Responsible Communications

- Promote Hastings and Prince Edward District School Board as the system of choice through a new unified corporate and school identity
- **Improve experience through revisioned and diverse communication platforms**
- Improve public relations by providing information that is timely, transparent and accessible for all
- Increase awareness and presence through the sharing of compelling student, staff and school experiences
- Increase engagement in the number of parents participating in Parent Involvement Committee events and school councils

Areas of Focus

1. NEW WEBSITE
Launched November 1, 2022

- 185,784 page views from December 1, 2022 to January 31, 2023
- 47,766 new visitors
- 15,257 returning visitors

Most viewed pages/sections

1. Careers
2. Kindergarten
3. School Calendar
4. Policies and Procedures
5. Ray of Sunshine
6. Senior Team

2. SOCIAL MEDIA **@HPEschools**
September 1, 2022 to January 21, 2023

- ★ 674 **FACEBOOK** posts
- ★ 4.9K reactions and likes
- ★ 3.2K engagements

- ★ 270 **TWITTER** posts
- ★ 835 reactions and likes
- ★ 4.9K engagements

- ★ 191 **INSTAGRAM** posts
- ★ 6.1K reactions and likes
- ★ 4.9K engagements

"In the end, it is important to remember that we cannot become what we need to be by remaining what we are."

@HPEschools

Decision: ___ **Information:** _X_

To: Hastings and Prince Edward District School Board

From: Kristen Niemi, Superintendent of Education, Innovation and Inclusion Services
Tina Jones, System Lead, Innovation and Inclusion Services

Re: Suspension and Expulsion Data Report

Purpose

To share suspension and expulsion data for the first half of the 2022-23 school year.

Link to Strategic Plan

2.1 Create environments where students and staff feel safe and are supported to learn, work and thrive
2.3 Reduce the number of student suspensions and expulsions

Background

HPEDSB has developed Procedure 378: Progressive Discipline and Promoting Positive Student Behaviour, to promote a safe learning and working environment in all schools of the district and to assist students in recognizing the behaviours required for optimal learning, achievement, good citizenship and well-being. Progressive discipline uses a continuum of preventative measures, corrective and supportive interventions and responses to address inappropriate behaviour, and to build upon strategies that promote positive behaviours. Bias-free and progressive discipline is built on a foundation of positive practices used to develop a safe school climate in which all students can reach their full potential.

Current situation

We are continuing to work as a system to shift our culture of discipline from a punitive to a supportive learning stance focused on ensuring students are supported to access the services they require to enable them to be successful while maintaining a safe learning and working environment for all.

The focus of the Safe Schools Team has shifted to working more integratively with schools to support students who require access to alternative education learning opportunities and/or non-academic supports. The team will continue to work in collaboration with various community agencies to support students who require alternative programming such as Quantum Learning Space, The John Howard Society, PASS + (Positive Alternative Student Support), St. Leonard's Community Support, Prevention and Residential Services.

When prevention and intervention strategies to promote positive behavior have not been successful, Procedure 378 provides direction for the delivery of possible responses to be used by administrators. Principals or designates have a duty under the *Education Act* to maintain order in schools.

In the case of serious incidents, principals or designates will issue a suspension or expulsion (see Appendix A).

Next steps

- The Innovation and Inclusion Services team and school group superintendents will continue to work collaboratively with school teams to address complex student profiles in order to improve educational outcomes and maintain safety.

Appendix A: Suspension and Expulsion Data

Criteria	2018/19 Sem. 1	2018/19 Sem. 2	2019/20 Sem.1	2019/20 Sem. 2	2020/21 Sem. 1	2020/21 Sem. 2	2021/22 Sem. 1	2021/22 Sem. 2	2022/23 Sem 1
Total Suspensions	**1213**	**1227**	**1316**	**377**	**324**	**88**	**432**	**642**	**730**
Suspensions - Students with an Individual Education Plan (IEP)	517 **(42.6%)**	534 **(43.5%)**	641 **(48.7%)**	177 **(46.9%)**	167 **(51.5%)**	33 **(37.5%)**	229 **(53%)**	348 **(54%)**	388 **(53%)**
Suspensions - Students who have engaged in the Self - Identification process	231 **(19%)**	194 **(15.8%)**	168 **(12.7%)**	52 **(13.7%)**	48 **(14.8%)**	11 **(12.5%)**	69 **(15.9%)**	90 **(14%)**	133 **(18%)**
Suspensions - Students suspended multiple times	253 **(20.8%)**	244 **(19.8%)**	256 **(19.5%)**	56 **(14.9%)**	53 **(16.4%)**	7 **(7.9%)**	80 **(18.5%)**	130 **(20%)**	150 **(21%)**

Note:

1. Given the implications of the global COVID-19 pandemic, the data collected between 2019-20 to 2021-22 reflects a significant portion of time in which students learned from home.
2. The transition to Aspen has impacted the documentation of suspensions.
3. A total of three students are currently enrolled in the expulsion program and working on a variety of courses. The central Safe Schools team continues to support students who are on a formal expulsion program.

HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

Regular Public Board Meeting
Report 17(c)
February 27, 2023

Decision ___ Information _X_

To: Hastings and Prince Edward District School Board

From: Kristen Niemi, Superintendent of Education, Innovation and Inclusion Services
Megan Adam, Coordinator, Innovation and Inclusion Services

Re: Equity and Inclusive Education Updates

Purpose
To provide an update on the progress of the Equity Acton Plan and highlight classroom-based learning activities during Black History Month.

Link to Strategic Plan
3.1 “Strengthen Community through Equity and Social Justice” - Provide intentional resources and opportunities to create a culture of acceptance, adopting principles of equity which reflect the diversity of our students, their families, and staff

3.2 “Strengthen Community through Equity and Social Justice” - Create inclusive environments by increasing the visibility and recognition of diversity, including the celebration of Black History Month, Pride Month, and Indigenous History Month

Background
The Equity Action Plan (2021-24) was developed with stakeholder voice (the Equity and Inclusivity Advisory Committee, students, families, staff, community partners). This plan aligns with the Ministry of Education’s Equity Action Plan.

Current situation
During the 2022-23 school year, HPEDSB formed the Equity and Inclusivity Advisory Committee comprised predominantly of external stakeholders to advise on equity with HPEDSB, specifically regarding action steps in the Equity Action Plan. The Equity Action Plan Implementation Committee was created and includes twelve pilot schools that are focused on intentionally completing action steps from the Equity Action Plan. An Equity Action Plan Implementation Plan has been developed and maps out how 20 out of the 25 actions will be implemented by June 2024.

To date, the Equity and Inclusivity Advisory Committee has met twice this school year to receive presentations related to Equity and discuss the implementation of the Equity Action Plan. The twelve pilot schools involved in the Equity Action Plan Implementation Committee are on a continuum of learning and creating school-based equity teams that include community stakeholders and student voice. Staff members and individuals involved in school-based equity teams are involved in learning through a Street Data book club, reviewing and revising the Resource Guide to Support Gender Identity and Gender Expression, and creating a HPEDSB Equity Walk tool that will be used by all schools next school year.

Black History Month
During the month of February, Black History Month is recognized in HPEDSB in celebration and recognition of the many achievements and contributions Black Canadians have made today and throughout history. Resources to support student learning during Black History Month were distributed to all staff and were also included in the first issue of Innovation and Inclusion Matters, a

publication sent out by the Innovation and Inclusion Services department. School-based recognition and celebrations taking place during the month of February involve student voice and include the highlight of Black Canadians on school announcements and bulletin boards, and full day celebration events.

Next Steps

- An Equity professional learning plan is being developed and includes trauma-informed practices training for all HPEDSB staff and Human Rights training for school administrators.
- The twelve pilot schools will implement school equity teams during the 2022-23 school year with all schools doing so during the 2023-24 school year.

HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

Regular Public Board Meeting
Report 17(d)
February 27, 2023

Decision _X_ Information ___

To: Hastings and Prince Edward District School Board

From: Tina Elliott, Superintendent of Education, Curriculum Services

Re: 2023-2024 School Year Calendar Recommendation

Purpose
To seek approval for the School Year Calendar for 2023-2024.

Link to Strategic Plan
5.3 Ensure Responsible Communication – Improve public relations by providing information that is timely, transparent and accessible for all.

Background
Each spring, district school boards are required to establish a school year calendar for the next school year in accordance with Regulation 304 "School Year Calendar" and Regulation 364/15. These regulations set the beginning and end dates for the school year, stipulate school holidays, and prescribe the minimum number of instructional days (194), and the maximum number of professional activity days (7), examination days (10), and board designated holidays.

Current Situation
The annual school year calendar is designed in collaboration with Algonquin & Lakeshore Catholic District School Board and the Limestone District School Board, due to shared transportation amongst the boards. A consultative process is undertaken for feedback on three options that represent Ministry of Education requirements and board interests and needs.

Consultation processes include input from:

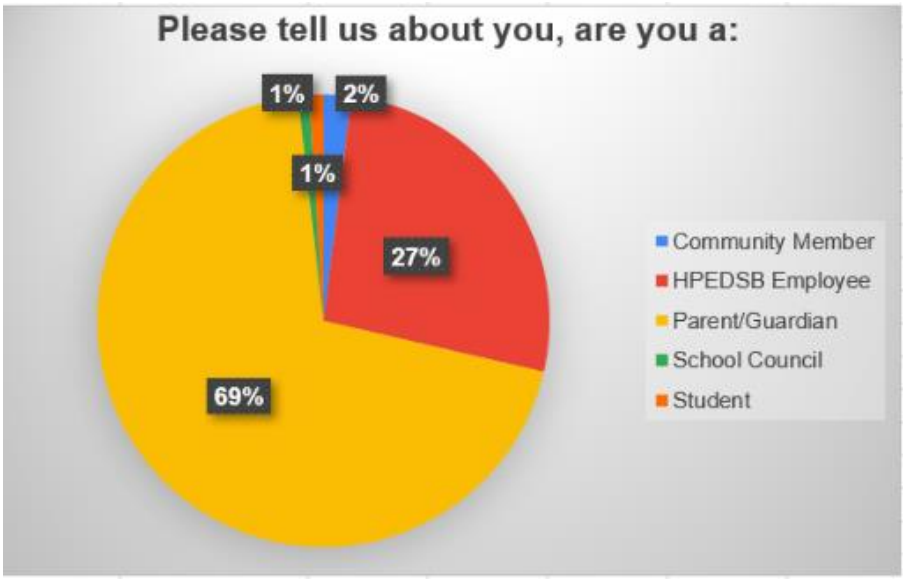
- The HPEDSB School Year Calendar Committee, which has representation from all employee groups;
- Hastings and Prince Edward DSB families, students, staff, and community members;
- Senior administration;
- Board of Trustees, and
- Board committee representatives (e.g., Parent Involvement Committee, Special Education Advisory Committee, and Student Learning, Well-being, and Equity Committee).

Public consultation occurred within all three school boards from February 10th to 21st, 2023. Input was gathered through an open survey format regarding three calendar options specific to the start and end dates of the school year and placement of professional activity days, and board holidays. The survey included an overview of past trends in feedback that has guided decision making, as an introduction to an open comment section. Promotion of the survey occurred through social media, committees, school announcements, and the HPEDSB website.

Results of the survey are reflected in the data:

Total number of respondents = 2016

Calendar Option 1	**Calendar Option 2**	**Calendar Option 3**
1st choice: 826 (x3 = 2,478) 2nd choice: 668 (x2 = 1,336) 3rd choice: 522 (x1 = 522)	1st choice: 506 (x3 = 1,518) 2nd choice: 853 (x2 = 1,706) 3rd choice: 657 (x1 = 657)	1st choice: 684 (x3 = 2,052) 2nd choice: 495 (x2 = 990) 3rd choice: 837 (x1 = 837)
TOTAL = 4,336	TOTAL = 3,881	TOTAL = 3,879



Based on this feedback and consultation with our co-terminus boards, Option #1 was the preferred 2023-2024 school year calendar.

Recommendation
Moved:
Seconded:

> **That the Hastings and Prince Edward District School Board approve the 2023-2024 School Year Calendar, Option 1.**

Appendix A
HPEDSB School Year Calendar 2023-2024

Ontario

Ministry of Education

School Year Calendar 2023 - 2024

Legend ▶ H - Statutory Holiday; E - Scheduled Examination Day; P - Professional Activity Day; B - Board Designated Holiday; ⊘ Half Day

Option 1 EDU Base Calendar 194 Days

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2023	0	0	0		1	2	3	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
September 2023	18	1	0					1	4 H	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25 P	26	27	28	29
October 2023	20	1	0	2	3	4	5	6	9 H	10	11	12	13	16	17	18	19	20	23	24	25	26	27 P	30	31			
November 2023	21	1	0			1	2	3	6	7	8	9	10 P	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
December 2023	16	0	0					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25 B	26 B	27 B	28 B	29 B
January 2024	13	0	5	1 B	2 B	3 B	4 B	5 B	8	9	10	11	12	15	16	17	18	19	22	23	24	25 E	26 E	29 E	30 E	31 E		
February 2024	19	1	0				1	2 P	5	6	7	8	9	12	13	14	15	16	19 H	20	21	22	23	26	27	28	29	
March 2024	15	0	0					1	4	5	6	7	8	11 B	12 B	13 B	14 B	15 B	18	19	20	21	22	25	26	27	28	29 H
April 2024	20	1	0	1 H	2	3	4	5	8	9	10	11	12 P	15	16	17	18	19	22	23	24	25	26	29	30			
May 2024	21	1	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31 P
June 2024	14	1	5	3	4	5	6	7	10	11	12	13	14	17	18	19	20 E	21 E	24 E	25 E	26 E	27	28 P					
July 2024	0	0	0	1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
TOTAL	177	7	1 0																									

Note: The 2023-2024 calendar provides for 195 possible school days between September 1, 2023 and June 30, 2024. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days

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HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

Regular Public Board Meeting
Report 17(e)
February 27, 2023

Decision ___ Information _X_

To: Hastings and Prince Edward District School Board

From: Katherine MacIver, Director of Education and Secretary to the Board

Re: HPE Learning Foundation Transition

Purpose
To update the Board of Trustees on a transition underway between HPEDSB and the Hastings Prince Edward Learning Foundation.

Link to Strategic Plan
1.7 Advocate for public education and demonstrate sound decision making through good governance.

Background
At the January 24, 2022 Board meeting, a motion was approved to 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. Trustee Lucille Kyle and Vice-Chair Spencer Hutchison were selected to represent the Board of Trustees on this committee The Learning Foundation identified Susan Sweet, David DeMille and David Clazie as their representatives. Chair Shannon Binder attended the Ad Hoc meetings as an ex-officio member of the committee as per Board Policy 10: Duties of the Board Chair and Vice-Chair 3(b).

The Ad Hoc Committee met on March 28, April 11, April 25, May 9 and June 8. Through discussions, the Ad Hoc Committee agreed to write a revised Memorandum of Understanding (MOU) outlining the connected yet separate work of the two organizations moving forward. A letter was written by the HPEDSB Director of Education to provide formal notification of the intent to dissolve the March 2020 MOU as of April 15, 2023.

The HPE Learning Foundation's role is to "support the development and promotion of enhanced education and training opportunities for students, teachers and staff of the Hastings and Prince Edward District School Board". The HPE Learning Foundation holds a contract funded through the Ministry of Children, Community and Social Services to be the South East Region Lead Agency for Student Nutrition Programs. This funding provides food, staffing and operating costs to three programs including:

- Food for Learning (HPEDSB and ALCDSB)
- Food for Thought (UCDSB and CDSBEO)
- The Food Sharing Project (LDSB, ALDSB, CEPEO, CECCE)

In addition to this funding from MCCSS, HPEDSB commits funds, services and office space to the HPE Learning Foundation each year as the charitable organization for HPEDSB.

The HPE Learning Foundation underwent a number of Director (board member) changes through the last few months including the selection of a new interim chair, Geoff Cudmore in October 2022.

Current situation
A MOU has not yet been signed. The HPE Learning Foundation is in the process of transitioning to being the employer of the HPE Learning Foundation staff. In addition, the financial contributions of

HPEDSB are acknowledged in the financial reports, which will clarify the different roles the HPE Learning Foundation are responsible for:

- charitable organization for HPEDSB and
- School Nutrition Program Lead Agency.

Additional meetings are planned between the HPE Learning Foundation Chair, staff, HPEDSB senior staff, and Chair of the Board to clarify fundraising goals, opportunities and investments in programming and student activities. We have presented our interest in a longer-term fundraising focus on outdoor learning and play equipment to support student physical wellbeing and our community neighbourhoods. We expect to have a memorandum of understanding established in the next few months.