

AGENDA

Regular Public Board Meeting		Monday, January 22, 2024	
Item		Responsibility	Page #
1	Call to Order – 6:00 p.m.	S. Binder	
2	Presentation: School-Within-A-College (SWAC)	T. Jones	
3	Motion to Convene into Closed Committee of the Whole	nil	
4	Reconvene to Regular Public Board Meeting	nil	
5	Acknowledgement of Traditional Lands	S. Lewis	
6	Roll Call	S. Binder	
7	Approval of Agenda	S. Binder	
8	Declarations of Conflict of Interest	S. Binder	
9	Consent Agenda Items	S. Binder	
	(a) Regular Public Board Meeting Minutes December 11, 2023		3
	(b) Committee Meeting Minutes (for information only)		
	i) Governance and Policy December 4, 2023		8
	ii) Physical Planning, Finance and Building Committee December 11, 2023		11
10	Rise and Report from Committee of the Whole Closed Session held on December 11, 2023	A. Robertson	
11	Report from External Organizations		
	(a) Ontario Public School Board Association (OPSBA)	A. Robertson	
	(b) Food for Learning	nil	
12	Report from Standing Committee Reports		
	(a) Governance and Policy Meeting January 15, 2024	S. Binder	
	i) Recommendation – Bylaw Revisions for Notice of Motion		13
	(b) Student Learning, Well-being, and Equity Meeting		
	(c) Physical Planning, Finance and Building meeting January 8, 2024	K. Kramp	
	i) Recommendation – Multi-Year Annual Accessibility Plan		15
13	Report from Statutory Committee Reports		
	(a) Audit Committee	nil	
	(b) Parent Involvement Committee	nil	
	(b) Special Education Advisory Committee	nil	
	(c) Supervised Alternative Learning, December 13, 2023, and January 10, 2024	K. Hambly	

Item	Responsibility	Page #
14	Report from Advisory Committee Reports	
	(a) Accessibility Advisory	nil
	(b) Equity and Inclusivity Advisory	E. Charlton
	(c) Indigenous Education Advisory	nil
	(d) Student Voice Plan 2023-2024	Student Trustees
15	Ad Hoc Committee Report	nil
16	Chair's Report	S. Binder
	(a) Invitation for Trustee Sharing	
17	Director's Report	K. MacIver
18	HPEDSB Staff Reports	
	(a) Kindergarten Promotion	T. Elliott 55
	(b) De-streaming Update	T. Elliott 57
	(c) Student Success through School-College-Work Initiatives (SCWI)	T. Jones 58
	(d) Staffing and Recruitment	D. McFarlane 59
19	Calendar of Events	S. Binder 61
20	Correspondence	S. Binder
	(a) Halton Catholic District School Board	63
21	Unfinished Business	nil
22	Trustee Motions for Consideration	nil
23	Trustee Notice of Motion	nil
24	Adjournment	S. Binder

Next Regular Public Board Meeting: February 26 2024, at 6:00 p.m.

Upcoming meetings:

Regular Public Board Meeting: March 25, 2024, at 6:00 p.m.
 April 22, 2024, at 6:00 p.m.
 May 27, 2024, at 6:00 p.m.
 June 17, 2024, at 6:00 p.m.

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

Student Trustees: A. Shah, C. Vance, J. Webster (v)

Absent:

Guests: Prince Edward Collegiate Institute staff and students

Resources: K. Donnell, K. Dostaler, T. Elliott, N. Kishinchandani, K. MacIver, K. Niemi, D. McFarlane

Minutes: D. Lucas, Executive Assistant

1. Call to order

Chair Binder called the meeting to order at 6:00 p.m. and welcomed everyone to the Regular Public Board meeting.

2. Presentation – Prince Edward Collegiate Institute Vocal Choir, opened the meeting by singing “Hallelujah” and “Hey Soul Sister”. Teacher Andrew Cranshaw and students Kyleigh Condon, Lei Lani Charlie, Amy Lamundo, Daytona Roloson, Hailey Smith, Bella Watts provided a vocal performance at the Regular Public Board Meeting December 11, 2023.

3. Motion to convene into Closed Committee of the Whole

Chair Binder noted that there is a Closed Committee of the Whole meeting scheduled for this evening, however a motion to move item 3 to item 25 for tonight’s meeting is requested.

Recommendation

Mover: A. Robertson

Seconder: K. Hambly

That agenda item 3 be moved to agenda item 25.

Carried

4. Reconvene to Regular Public Board meeting – not required.

5. Acknowledgement of Traditional Lands

Trustee Prinzen offered the Land Acknowledgement.

6. Roll Call

Chair Binder requested a roll call of Trustees and Student Trustees. All members are present.

7. Approval of the agenda

Mover: A. Robertson

Seconder: K. Kramp

That the agenda for the December 11, 2023, Regular Public Board Meeting be approved.

Carried

8. Conflict of Interest – None declared.

9. Consent Agenda Items

Request to remove item 9(a) Organization and Regular Board Meeting, November 27, 2023, from the consent agenda items and move to item 9.1 for discussion.

Recommendation:

Mover: R. Prinzen
 Seconder: A. Robertson

That the following Consent Agenda items be approved:

- (a) ~~Organization and Regular Public Board Meeting minutes, November 27, 2023~~ removed from consent agenda and moved to item 9.1
- (b) **Committee Meeting Minutes (for information only)**
- i) **Governance and Policy November 21, 2023**
 - ii) **Special Education Advisory Committee November 23, 2023**

Carried

9.1 Approval of the minutes from the Organization and Regular Board Meeting held on November 27, 2023.

Recommendation

Mover: K. Hambly
 Seconder: S. Lewis

That item 9.1 Organization and Regular Board Meeting minutes of November 27, 2023, be approved as amended:

- Page 1: remove S. Binder from members present,
- Page 8 item 12(a)iii: correct the name of committee that Trustee Lewis was elected for to Student Learning, Well-Being and Equity Committee and,
- Page 10, item 16(a): provide the correct name for the Grace Inn Homeless Shelter

Carried

10. Rise and Report from Closed Committee of the Whole – no report

11. Report from External Organizations:

- (a) **Ontario Public School Board Association (OPSBA)** – Vice-chair Robertson provided the following highlights from OPSBA:
- Priorities for OPSBA Advocacy Day (held Nov 27) included: Education Funding, Indigenous Education, School Capital, and Facilities, GSN, and the proposed Accelerated Apprenticeship Pathways,
 - reviewed a Letter to MP template re: Private Member's Bill C-322- National Framework for a School Food Program Act,
 - received a reminder to participate in the Pre-Budget Consultation online Survey (closes January 31, 2024), and
 - received a reminder regarding the registration for the upcoming Public Education Symposium.
- (b) **Food for Learning Steering Committee** – no report

12. Standing Committee Reports:

- (a) **Governance and Policy Committee** – Chair Binder shared highlights from the December 4, 2023, meeting:
- reviewed a third draft of Policy XX: Board Communications and Social Media,
 - reviewed a second draft of Policy XX: Student Representation on the Board and approved to go forward to Board,

- approved a recommendation to revise public notice regarding By-Law revisions.

**i) Recommendation - Policy XX: Student Representation on the Board:
 Recommendation:**

Mover: A. Robertson
Seconder: S. Maracle

**That the Hastings and Prince Edward District School Board approve Policy 09:
 Student Representation on the Board and revoke Policy 3-C.**

Carried

**ii) Recommendation - Revised Public Notice regarding By-Law Revisions:
 Recommendation:**

Mover: A. Robertson
Seconder: S. Lewis

**That the Hastings and Prince Edward District School Board provide revised
 advance written notice to the public that revisions to the HPEDSB By-Laws will be
 coming forward to the January 22, 2024, Regular Public Board Meeting.**

Carried

(b) Student Learning, Well-Being and Equity Committee – no report

(c) Physical Planning, Finance and Building Committee – Committee Chair, Trustee

Kramp shared highlights from the December 11, 2023, meeting:

- made a recommendation for the Multi-Year Annual Accessibility Plan, to be brought forward to the January 22, 2024, Regular Public Board Meeting,
- reviewed a report on Boundary Review Ad Hoc Committee updates,
- reviewed a report on Central Hastings School – Outdoor Programming/Greenspace Concepts,
- reviewed a report on Revised Estimates,
- reviewed a report on Trustee Honoraria, and
- heard a verbal update on Extracurriculars (Sports, STEM and Arts) at HPEDSB.

i) Revised Estimates – The report provided an update on Revised Estimates. Trustees asked questions, Superintendent Kishinchandani responded to their questions. To review the report click [here](#) and go to page 22.

ii) Boundary Review Update – The report provided an update on Boundary Reviews. Trustees asked questions, Superintendent Kishinchandani responded to their questions. To review the report click [here](#) and go to page 47.

13. Standing Committee Reports:

(a) Audit Committee – no report

(b) Parent Involvement Committee – no report

(c) Special Education Advisory Committee – Trustee Lewis shared highlights from the December 7, 2023, meeting:

- elected Lisa Rashotte as Chair for 2023-2024,
- elected Ashley Card as Vice-chair for 2023-2024,
- received a presentation by Glenda McComb, Deaf and Hard of Hearing/Blind/Low Vision (DHH/BLV) Coordinator sharing data pertaining to student support, assessments, equipment/technology, and Special Education Amount (SEA) in creating a barrier free learning environment with different accommodations in place,
- received a presentation by Stephanie Taylor-Harvey, System Lead on student achievement data from 2022-2023 EQAO Primary and Junior Assessments of Reading for Grades 3 and 6 students with special education needs,

- reviewed the Special Education Plan review process,
- tentatively scheduled the Tri-Board SEAC meeting, for Monday May 13, 2024, at Algonquin and Lakeshore Catholic District School Board, and
- reviewed a final copy of the Special Incidence Portion (SIP) letter which will be forwarded to the Minister of Education.

- (d) Supervised Alternative Learning Committee** – Trustee Hambly provided highlights from the meeting held on November 29, 2023:
- approved several students for the Supervised Alternative Learning Program.

14. Advisory Committee Reports:

- (a) Accessibility Advisory Committee** – no report
- (b) Equity and Inclusivity Advisory Committee** – no report
- (c) Indigenous Education Advisory Committee** – Trustee Maracle provided highlights from the meeting held on December 7, 2023:
- worked on the Indigenous Action Plan, template being created,
 - planned a number of professional learning opportunities for teachers who work in Indigenous Education.
- (d) Student Voice Committee** – Student Trustees provided highlights from the student voice committee meetings:
- attended the Lorne Brooker show on December 5, 2023, with Director MacIver,
 - selected two student representatives from each secondary school to participate in the Student Voice Group,
 - working on which initiatives to focus their energies on this school year.

15. Ad Hoc Committee Report - no report

16. Chair's Report – no report

- (a) Trustee Sharing** - no report

17. Director's Report – Report included the following highlights:

- thanked the Student Trustees for their leadership and thoughtful sharing on the Lorne Brooker Show last week,
- reminded Trustees that the HPE Learning Foundation Annual General Meeting is scheduled for December 13, 2023,
- shared a letter from the Canadian Cancer Society regarding fundraising at Eastside Secondary School through the Relay for Life Youth Event, \$14,500 was raised,
- shared an update from the Ministry of Education regarding change in education for September 2024; more information to follow when it becomes available,
- shared information about a Technology Teacher Session being hosted by Human Resources for individuals interested in learning how to become a qualified Technology Teacher.

18. HPEDSB Staff Reports

- (a) Special Education Update** – Report included an update on services provided by the Special Education Department. Trustees asked questions and Superintendent Dostaler responded to their questions. To review the entire report, click [here](#) and go to page 48.
- (b) Mental Health and Well-Being Update** – Report included an update from system committees relating to Mental Health and Well-Being. Trustees asked questions and Superintendent Dostaler responded to their questions. To review the entire report, click [here](#) and go to page 51.
- (c) Student Achievement Plan** – Superintendent Elliott provided a verbal report on the Student Achievement Plan highlighting:
- progressing with literacy and numeracy work to support students in these areas,

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- waiting for information from the Ministry of Education about requirements for Student Achievement Plans. Trustees asked questions and Superintendent Elliott responded to their questions.
- (d) Reading/Literacy Update** – Superintendent Elliott and Curriculum Coordinator Stefanie Cranshaw provided a verbal report on Reading/Literacy update highlighting:
- support for students in K - 2, specifically how to read and how HPEDSB is supporting students using valid early reading screening tools that are valid and intervention supports in schools. Trustees asked questions and Superintendent Elliott responded to their questions.
- 19. Calendar of Events:** To review the calendar of events and meetings, click [here](#) and go to page 53.
- 20. Correspondence** – nil
- 21. Unfinished Business** – nil
- 22. Trustee Motions for Consideration** - nil
- 23. Trustee Notice of Motions** - nil
- 24. Meeting adjourned at 7:30 p.m.**
- 25. Convene into the closed Committee of the Whole meeting**

Chair

Secretary

Members present: S. Binder, K. Kramp, S. Lewis (v), R. Prinzen, R. Speck(v)

Absent: None

Student Trustee: A. Shah

Resources: K. MacIver, K. Donnell

Minutes: C. Reid, Executive Assistant

1. Call to Order

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

2. Motion to Convene into a closed Governance and Policy Committee meeting - not required.

3. Reconvene to Public Governance and Policy Committee meeting - not required.

4. Acknowledgement of Traditional Lands

Student Trustee Shah offered the Land Acknowledgement.

5. Roll Call

Chair Binder requested a roll call of committee members, all members present.

6. Approval of agenda

Moved: K. Kramp

Seconded: R. Prinzen

That the agenda for December 4, 2023 be approved.

Carried

7. Declaration of Conflict of Interest - none declared

8. Approval of minutes

Moved: S. Lewis

Seconded: R. Prinzen

That the minutes from the November 21, 2023 meeting be approved.

Carried

9. Delegations - none

10. Report from Staff

(a) Third review Draft Policy XX: Board Communications and Media Relations

Director MacIver noted that this is the third review for this draft policy. Suggested changes from the last meeting have been incorporated into this policy.

Based on the feedback provided through public consultation, clarification was requested regarding sections 3, 4 and 6 of the draft policy in relation to section 218.1 of the *Education Act* regarding the role of trustees versus the role of the Board.

A request was made to convene into a closed Governance and Policy Committee meeting to discuss a confidential personnel matter.

Recommendation:**Moved:** R. Prinzen**Seconded:** S. Lewis**That the Governance and Policy Committee convene into closed session.****Carried**

The Governance and Policy Committee reconvened into public session at 4:39 p.m.

Based on previous discussions, it was confirmed that the word "Trustees" in section 4 a), 4 b) and 6 c) of the draft policy will be changed to "The Board." It was also agreed that further review of this policy is required. The policy will come back to the Governance and Policy Committee in January for further discussion.

(b) Second review Draft Policy XX: Student Trustee Representation on the Board

Director MacIver noted that this is the second review for this draft policy.

Based on feedback it was agreed that it would be beneficial to have the Indigenous Trustee as a mentor to the student trustee. Section 6 b) of the draft policy will be amended to include reference to the Indigenous Trustee as a mentor.

Recommendation:**Mover:** R. Prinzen**Seconder:** R. Speck

That the Governance and Policy Committee recommend the Hastings and Prince Edward District School Board approve Policy 09: Student Representation on the Board. With the approval of this revised policy, Policy 3-C will be revoked.

Carried**(c) Recommendation - By-Law Revisions**

Director MacIver noted that as a result of a recommendation being approved at the November 27, 2023, Organization and Regular Public Meeting, public notice was given that the HPEDSB By-Laws would be revised and brought forward to the December 11, 2023, Regular Public Board Meeting for approval.

Further changes to section 5.28 were noted and the Director of Education will communicate these changes by email to committee members prior to bringing them back to the January meeting.

Recommendation:**Moved:** R. Prinzen**Seconded:** K. Kramp

That the by-law revisions be postponed to the January 2024 Board meeting in order to give the Governance and committee more time to review the language.

Carried**(d) Draft Agenda**

(i) Public Board Meeting December 11, 2023, highlights:

- ~~Recommendation for Policy XX: Board Communications~~
- Recommendation for Policy XX: Student Representation on the Board
- ~~Recommendation for Revised HPEDSB By-Laws~~
- Reports from staff:

- Revised Estimates,
- Boundary Review Ad Hoc,
- Special Education Update
- Mental Health,
- Student Achievement Plan
- Reading/Literacy Update

11. Trustee Motions for Considerations – nil

12. Trustee Notices of Motion – nil

13. Correspondence - nil

14. Adjournment - the meeting adjourned at 5:04 p.m.

DRAFT

Members present: E. Charlton (Vice-Chair), K. Hambly, K. Kramp (Chair), E. Parsons, A. Robertson, J. Webster (Student Trustee)

Regrets: K. Horrigan

Absent: None

Guests: K. Dostaler

Resources: K. Donnell, N. Kishinchandani, K. MacIver, D. McFarlane, T. Rodgers

Minutes: J. McLaren, Executive Assistant

1. Call to order

The meeting was called to order at 3:32 p.m. by Chair Kramp.

2. Acknowledgement of Traditional Lands

Trustee Robertson offered the Land Acknowledgement.

3. Roll Call

Chair Kramp requested a roll call of Trustees.

4. Approval of agenda

Moved: K. Hambly

Seconded: A. Robertson

That the agenda be approved for Monday, December 11, 2023.

Carried

5. Declarations of Conflict of Interest

None.

6. Delegations

None.

7. Approval of Minutes from Previous Meeting

Moved: A. Robertson

Seconded: K. Hambly

That the minutes of the Monday, November 13, 2023 meeting be approved.

Carried

8. Staff Reports

Multi-Year Annual Accessibility Plan

Superintendent Dostaler referred to Report 8(a), dated December 11, 2023.

That the Physical Planning, Finance and Building Committee recommend the Hastings and Prince Edward District School Board approve the Multi-Year Annual Accessibility Plan for the period of September 2023 to August 2028.

Moved: A. Robertson

Seconded: K. Hambly

Carried

Clarification/discussion items included:

- Trustees asked questions regarding potential barriers to the Multi-Year Accessibility Plan (MYAAP), which Superintendent Dostaler responded to. Foreseeable barriers are included in the MYAAP with continuous collaboration taking place.
- There were errors in Appendix A of the MYAAP, which will be updated and provided at the public Board meeting in January 2024.

Boundary Review Ad Hoc Committee Updates

Superintendent Kishinchandani referred to Report 8(b), dated December 11, 2023.

Central Hastings School – Outdoor Programming/Greenspace Concepts

Superintendent Kishinchandani referred to Report 8(c), dated December 11, 2023.

Revised Estimates

Superintendent Kishinchandani and T. Rodgers, Senior Manager of Finance, referred to Report 8(d), dated December 11, 2023.

Clarification/discussion items included:

- Trustees asked questions regarding additional ministry funding for special education support, to which Director MacIver responded that no additional funding would be received.
- Trustees asked questions about transportation costs and efficiencies, which Superintendent Kishinchandani answered. It was noted to organize TriBoard CEO Jeremy Da Costa attending a PPFB Committee meeting in 2024.

Trustee Honoraria

Superintendent Kishinchandani referred to Report 8(e), dated December 11, 2023.

Extracurriculars (Sports, STEM and the Arts) at HPEDSB

Director MacIver provided a verbal update on Item 8(f) regarding expenses and costs to extracurriculars that was referred to the Student Learning, Well-Being and Equity Committee (SWEL). HPEDSB is currently collecting data from schools with the intent to bring a sampling of activities to the SWEL Committee, with a follow-up report to the PPFB Committee for budgetary reasons.

9. Trustee Motions for Consideration (Introduced at Previous Meeting)

None.

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

None.

11. Adjournment

The meeting adjourned at 4:11 p.m. The next meeting will be on Monday, January 8, 2024.

To: Hastings and Prince Edward District School Board

From: Shannon Binder, Chair of Governance and Policy Committee

Re: Recommendation: By-Law Revisions for Section 5.28 Notice of Motion-January 2024

Purpose

To recommend approval of the revisions made to the HPEDSB By-Laws regarding Section 5.28 Notice of Motion

Link to Strategic Plan

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

Background

At the November 27, 2023, Organization and Regular Public Board Meeting, a recommendation to revise HPEDSB By-Laws was approved, and advance written notice was given to the public regarding the revisions to the HPEDSB By-Laws. The Governance and Policy Committee reviewed the proposed By-Law revisions that came forward from the November 27, 2023, Organization and Regular Public Board Meeting on December 4, 2023. Discussion among the members of the Governance and Policy Committee resulted in further revisions to Section 5.28 Notice of Motion. Draft language was circulated to Trustees to be considered at the January 15, 2024, Governance and Policy Committee meeting.

Current situation

At the January 15, 2024, Governance and Policy Committee meeting, members reviewed the draft language that was circulated and suggested further revisions to Section 5.28 Notice of Motion as noted below.

5.28 Notice of Motion

- 5.28.1 A Member may request that a Notice of Motion be included in the Agenda for a Board or Standing Committee meeting as advance notification of a matter to be considered at a subsequent meeting.
- 5.28.2 A Notice of Motion ~~must first~~ **will** be submitted:
 - (a) in writing with a seconder** to the Governance and Policy Review Committee; ~~within timelines prescribed by the Director of Education~~ **a minimum of 3 working days prior to the meeting** for inclusion in the Agenda; **or**
 - (b) verbally at a regular Board meeting or Standing Committee meeting. This notice will require a seconder at the meeting.**
- ~~5.28.3 A Notice of Motion must be in writing and have a seconder.~~
- ~~5.28.4 A Notice of Motion submitted in accordance with Section 5.28.1 will not be debated at the same meeting at which it was introduced.~~

5.28.3 A Notice of Motion will not be debated at the same meeting at which it is introduced.

5.28.54 The Notice of Motion will be considered at the subsequent Board or Standing Committee meetings where it was introduced and may be:

- (a) debated; considered at a subsequent regular Meeting as determined by the _____ Governance and Policy Committee;
- (b) may be referred by the Governance and Policy Committee or by the Board to a more appropriate Committee; or
- (c) may be referred to the Director of Education or Designate for consideration or follow-up.

5.28.65 Any action taken under Section 5.28.54(b) must be in accordance with the terms of reference for Board Standing Committees, as outlined in Section 4.6.

5.28.76 A Notice of Motion may be withdrawn by the Member at any time before debate begins on the motion. This may occur after the motion has been moved, seconded and stated by the Presiding Officer.

Next steps

The Governance and Policy Committee recommends the Board approve the revisions to the HPEDSB By-Laws Section 5.28 Notice of Motion. Once approved, an updated version of the HPEDSB By-Laws will be posted to the website.

Recommendation

Mover:

Secunder:

The Hastings and Prince Edward District School Board approve the revisions made to the HPEDSB By-Law Section 5.28: Notice of Motion effective January 23, 2024.

Decision X Information

To: Hastings and Prince Edward District School Board

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

Re: Recommendation: Multi-Year Annual Accessibility Plan (September 2023 – August 2028)

Purpose

To recommend approval of the Multi-Year Annual Accessibility Plan (September 2023 - August 2028).

Link to Strategic Plan

5.3 "Ensure Responsible Communication" - Improve public relations by providing information that is timely, transparent, and accessible for all.

Background

At its meeting on December 11, 2023, the Physical Planning, Finance and Building Committee reviewed the Multi-Year Annual Accessibility Plan (MYAAP). There were administrative errors noted in Appendix A (page 26) of the MYAAP, which have since been updated. A revised plan can be found at Appendix A.

Current situation

Multi Year Accessibility Plan

The Multi-Year Accessibility Plan is reviewed on an annual basis by the Accessibility Advisory Committee and approved by the Board. The Committee is comprised of employees across the board representing various employee groups.

This annual document is prepared to outline and provide direction addressing accessibility needs on an ongoing five-year cycle, the plan of the board to identify, remove and prevent barriers for persons with disabilities (students, staff, public), and to allow for their full participation in life within the province.

Kindergarten to Grade 12 (K-12) Education Standards Development Committee

The Ministry for Seniors and Accessibility (MSAA) established a Kindergarten to Grade 12 (K-12) Education Standards Development Committee (SDC) to make recommendations related to preventing and removing barriers for students with disabilities, and to inform the government's work on a proposed new Accessibility Standard for education. The [Kindergarten to Grade 12 \(K-12\) Standards Development Committee Summary Report](#) and the [Accessible Transitions for Students with Disabilities in Kindergarten to Grade 12 \(K-12\)](#) have been released.

It is expected that these reports will have an impact on addressing board accessibility matters in the future and that such changes will be reflected in future versions of the Multi-Year Annual Accessibility Plan.

Recommendation

That the Hastings and Prince Edward District School Board approve the the Multi-Year Annual Accessibility Plan for the period of September 2023 to August 2028.

Appendices

Appendix A – Multi-Year Annual Accessibility Plan (September 2023 to August 2028)



MULTI-YEAR ANNUAL ACCESSIBILITY PLAN



**SEPTEMBER 2023
TO AUGUST 2028**

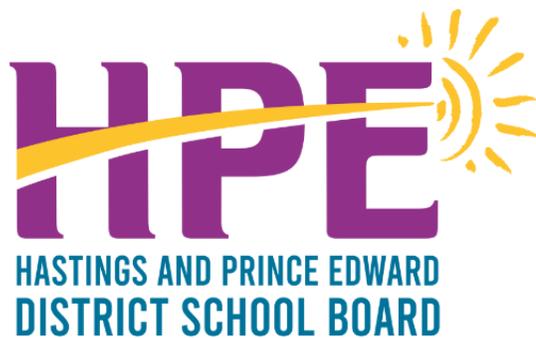


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EXECUTIVE SUMMARY

The *Accessibility for Ontarians with Disabilities Act (AODA)* became law on June 13, 2005. The Annual Accessibility Plan describes the measures that Hastings and Prince Edward District School Board has taken or plans to take to identify, remove and prevent barriers for persons with disabilities.

The purpose of the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* and the *Ontarians with Disabilities Act, 2001 (ODA)* is to improve opportunities for persons with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. To this end, the Acts require school boards to prepare an annual accessibility plan to consult with persons with disabilities in the preparation of this plan and to make the plan public.

The AODA provides an enhanced emphasis on required actions to meet the needs of persons with disabilities. The AODA includes regulations with respect to:

1. Customer Services
2. Transportation
3. Information and Communications
4. Employment
5. Built Environment

The requirement for training under the Customer Service Standard was completed for all Hastings and Prince Edward District School Board employees and trustees by February 2010.

The Transportation, Information and Communication and Employment regulations were enacted June 7, 2011. The requirement for training under these regulations was completed for all Hastings and Prince Edward District School Board employees by January 2014 and applies to all new employees thereafter.

The Built Environment standard has been developed by the province. As of January 1, 2015, new construction and renovations will be subject to updated accessibility requirements as part of the *Ontario Building Code*.

In December 2016, the government committed to development of an accessibility standard for education under the AODA. To support this goal, the government established an Education Standard Development Committee meant to study barriers in the education sector and to make recommendations for a provincial accessibility standard. Following the development and release of proposed Kindergarten to Grade 12 (K-12) education accessibility standards in June 2021, the Ministry of Seniors and Accessibility and the Ministry of Education requested public consultation on the K-12 Education Standards Development Committee's (K-12 SDC) Initial Recommendations Report ([Initial Report](#)). The mandate of the K-12 SDC is to provide recommendations to government on removing and preventing accessibility barriers in the publicly funded education system. The report defines the long-term objective of the K-12 Education Standards and each of the measures, policies, practices and requirements proposed to be implemented before January 1, 2025, as well as the timeframe for implementation.

Hastings and Prince Edward District School Board is committed to the continual improvement of accessibility to school board facilities, policies, programs, practices and services for students, staff, parents, guardians, volunteers and members of the community with disabilities.

The plan describes the measures that Hastings and Prince Edward District School Board has taken in the past and the measures that will be taken during the 2023-2028 school years to identify, remove and prevent barriers for persons with disabilities who work in, use or attend school board facilities and services.

For further information on the *Accessibility for Ontarians Disabilities Act (AODA)* please access the following link: <http://www.mcass.gov.on.ca/en/mcass/programs/accessibility/>

For feedback or inquiries on the Accessibility Plan, contact us by phone toll-free: 1-800-267-4350 / 613-966-1170 or email: student.service@hpedsb.on.ca.

COMMITMENT TO ACCESSIBILITY

1. Purpose

The plan describes the measures that Hastings and Prince Edward District School Board has taken in the past and the measures that will be taken during the 2023-2028 school years to identify, remove and prevent barriers for persons with disabilities who work in, use or attend school board facilities and services.

2. Objectives

The plan:

- Describes the process by which Hastings and Prince Edward District School Board will identify, remove and prevent barriers for persons with disabilities.
- Reviews efforts of Hastings and Prince Edward District School board to remove and prevent barriers for persons with disabilities during the past year.
- Identifies policies, procedures, programs, practices and services that Hastings and Prince Edward District School Board will review in the coming year to identify barriers for persons with disabilities.
- Describes the measures Hastings and Prince Edward District School board will take in the coming year to identify, remove and prevent barriers for persons with disabilities.
- Describes how Hastings and Prince Edward District School Board will make this accessibility plan available to the public.

3. About Hastings and Prince Edward District School Board

Hastings and Prince Edward District School Board serves approximately 15,000 students each day at 39 schools (32 elementary, two K-12, four 7-12, one 9-12). 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.

All students regardless of special talents or challenging needs have the opportunity to become successful when attending schools which offer accessible programs, settings and services.

4. Commitment to accessibility planning

The original plan was prepared by the Accessibility Advisory Committee (AAC) in consultation with Senior Administration. The Board and Senior Administration continue to approve the plan annually.

Hastings and Prince Edward District School Board continues to commit to:

- The Accessibility Advisory Committee meeting bi-annually to review the plan.
- Consulting with persons with disabilities in the development and review of the plan.
- Ensuring school board policies and procedures are consistent with the principles of accessibility.
- Improving access to facilities, policies, programs, practices and services for students, staff, parents, guardians, volunteers and members of the community.

The Director of Education has authorized the Accessibility Advisory Committee, list of members noted in Appendix A, to prepare and annually update an accessibility plan that will enable Hastings and Prince Edward District School Board to meet these commitments.

5. Universal design philosophy

Through the Ontario Ministry of Education document, *Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011*, school boards in Ontario were directed to follow a universal design for learning (UDL) model.

Universal design for learning was inspired by work in architecture on the planning of buildings with a view to accessibility for people with physical disabilities (Turnbull et al., 2002). Architects observed that the added improvements facilitated access for all users, not just people with physical disabilities. An access ramp, for instance, provides a person using a wheelchair with easier access to a building, but it also makes it easier for a parent with a child's stroller, a traveler with a baggage trolley, or someone using a walker.

Eventually, researchers in other fields noted that specialized technology meant for target population is also useful for others. The notion that assistance targeted at a specific group can help everyone, bolstered by recent research on inclusion and new technologies, has now made its way into the field of education.

Universal design ensures that the classroom and other learning environments are as usable as possible for students, regardless of their age, ability, or situation.

The principle of universal design guides decisions made by Hastings and Prince Edward District School Board in accessibility planning.

Universal design for learning principles:

- equitable use
- appropriately designed space
- flexibility
- simplicity
- safety
- different modes of perception

In June 2021, the Ministry of Education requested public consultation on the [K-12 Education Standards Development Committee's \(K-12 SDC\) Initial Recommendations Report](#) (Initial Report). [The deadline for feedback has been extended to November 1, 2021.](#) The mandate of the K-12 SDC is to provide recommendations to government on removing and preventing accessibility barriers in the publicly funded education system. The Initial Report is the result of an extensive joint effort of Government appointed representatives from those with disabilities and the education sector to identify the barriers that students with disabilities face and the measures needed to remove and prevent them.

This Proposed K-12 Education Standards Phase 1 Initial Report defines the long-term objective of the K-12 Education Standards and each of the measures, policies, practices and requirements proposed to be implemented before January 1, 2025, as well as the timeframe for their implementation.

The K-12 SDC is focusing recommendations on the following eight barrier areas: Attitudes, Behaviours, Perceptions and Assumptions, Awareness and Training, Curriculum, Instruction and Assessment, Digital Learning and Technology, Organizational Barriers, Social Realms, Physical and Architectural Barriers and Emergency Planning.

The recommendations of the K-12 SDC will help build an education system that is accessible for persons with disabilities and in turn help people prepare for a lifetime of the fullest possible self-reliance, resilience and participation as citizens.

In April of 2022, an application-based funding process was initiated by the Ministry of Education for school boards to implement initiatives to prevent and remove accessibility barriers experienced by students with disabilities in the 2022-23 school year. Preventing and removing barriers for students with disabilities was a key focus in the [Kindergarten to Grade 12 Standards Development Committee \(K-12 SDC\) Final Report](#) and the [Accessible Transitions for Students with Disabilities in Kindergarten to Grade 12 \(K-12\) Report](#).

School boards were invited to submit application to fund projects that prevent and remove accessibility barriers experienced by students with disabilities. HPEDSB submitted four (4) applications as follows:

1. Universal Design for Learning – approved and funded at \$117,523
2. Consultant to assist with accessibility audits – approved and funded at \$42,000
3. Sound Fields – not funded at this time
4. Flexible Seating Options for Students – not funded at this time

Universal Design for Learning - As the "Development of proposed Kindergarten to Grade 12 (K-12 education standards - 2022 final recommendations report)" indicates, a key premise for barrier free curriculum, instruction and assessment is centered in the research informed principles of Universal Design for Learning (UDL). UDL, as noted, ensures that curriculum and instruction are designed recognizing that there are diverse learners and needs among learners.

This funding was used to build on this concept through training in UDL, and development of a process, resource tools and guidelines for UDL within the Board.

Accessibility Audits - As a pilot project, conduct audits to assist in a needs assessment and gap analysis of a certain number of buildings are audited (certain age, size and type) where the results are transferable to the remainder of the existing buildings, and any proposed new buildings. This would build on ground level work that HPEDSB staff are currently doing in connection with the K-12 education standards - 2022 final recommendations report, where the recommendations are being reviewed in relation to our existing structure to determine where there are gaps.

The knowledge and expertise of an accessibility consultant would assist with informing our Multi Year Accessibility Plan through the identification of gaps within the system. Six schools (out of a total of 40 buildings) were audited through this funding, which would include 2 secondary schools of different age, and 4 elementary schools, also of different age and size.

6. Consultation with persons with disabilities

In maintaining the Plan, the Accessibility Advisory Committee invites input from persons with disabilities. In selection of members of the committee, organizations are asked to appoint representatives with disabilities where possible.

Each school year, projects are identified through consultation with the Committee and board departments. Accessibility is reviewed and taken into consideration to ensure Ontario Building Code requirements are met, for example, in the built environment. Consultation occurs with school administrators, Student Services staff, Facilities Services staff and consultants (i.e. architects) as necessary.

7. Recent barrier removal initiatives

During the last several years, there have been many informal initiatives to identify, remove and prevent barriers to persons with disabilities. To be responsive to emerging student needs (i.e. new registrations), accessibility barriers are assessed, evaluated, and responded to accordingly when identified.

An itemized list of barriers that were removed in the past is included in Appendix B. More recent projects are listed in the table below:

2022-2023 Renovations to accommodate accessibility needs

School	Renovation	Status
Bayside Secondary	Exterior ramp	Complete
	LED Lighting	Complete
	Sensory room	Complete
	Washroom upgrades - accessible stalls	Complete
	Universal washroom	Complete
Centennial Secondary	Additional padded room	Complete
	Universal washroom	Complete

Central Hastings	2 new special education classrooms & accessible washroom	Complete
	New Culinary Arts – accessible workstations	Complete
	New padded room	Complete
	PA System upgrade	Complete
Coe Hill Public	Chair lift	Complete
Eastside Secondary	Addition of 2 elevators	Complete
	Addition of auto door openers	Complete
	Addition of 2 exterior ramps & auto door openers	Complete
	Magnetic hold opens on fire doors	Complete
	New barrier-free washroom (Room 256)	Complete
Foxboro Public	Universal washroom	Complete
Frankford Public	Flooring replacements & new stair treads	Complete
	Paving*	Complete
	Replacement of Stairwell	In progress
Harry J. Clarke Public	LED Lighting	Complete
	Paving*	Design
Madoc Township	Universal washroom	Complete
Prince Charles Belleville	Paving*	Design
Prince Charles Public, Trenton	Paving*	Complete
	New sensory room	Complete
Prince Edward Collegiate Inst.	Concrete sidewalk	Complete
Stirling Public	Fire door hold opens	Complete
Trenton High	LED Lighting	Complete
	New Culinary Arts – accessible workstations	Complete
	PA system upgrade	Complete
	Paving*	Complete
	Universal washroom	Complete

Barriers proposed to be removed in 2023-2024 includes those listed below.

2023-2024 Proposed & Existing renovations to accommodate accessibility needs

School	Renovation	Status
Bayside Secondary	New exterior pathway	In progress
	Paving*	Design
Centennial Secondary	Auditorium Seating including accessible	Design
Central Hastings	Elevator modernization	In progress
Coe Hill Public	Student washroom renewal plus barrier-free stall	In progress
Eastside Secondary	Accessible washroom (Room 132)	In progress
	Barrier-free washroom upgrade (Room 205)	In progress

	LED Lighting	In progress
Frankford Public	Replacement of Stairwell	In progress
Harry J. Clarke Public	Paving*	Design
North Hastings High	Cafeteria exterior access & pathway	Design
Prince Charles Belleville	Paving*	Design
Trenton High	New Culinary Arts – accessible workstations	Complete
	Special Education classrooms & accessible washroom	In progress
	Tech wing accessible ramp	Design

The following improvements have been made in various locations:

- Paving/site improvements
- Various flooring upgrades/repairs
- Telecommunications upgrades
- Interior and exterior lighting upgrades
- Installation of automatic door openers (internal/external)

This represents approximately \$7 Million in projects where accessibility was all or part of a project over the course of 2022-2023.

Funds allocated to complete numerous projects to address physical and architectural barriers at existing schools:

2016-2017	Over \$800,000
2017-2018	Approx. \$2.5 million
2018-2019	Approx. \$1 million
2019-2020	Approx. \$500-600,000
2020-2021	Approx. \$1.4 million
2021-2022	Approx. \$2.8 million
2022-2023	Approx. \$7 million

In addition, the following major projects have been completed, which all included significant accessibility features:

PROJECT	LOCATION	STATUS
Central Hastings School – Addition and Renovations	Madoc, Ontario	Completed August 2021
Marmora Public School – New Addition and Renovation	Marmora, Ontario	Completed March 2018
Trent River Public School – New Construction	Trenton, Ontario	Completed February 2017

Stirling Public School – New Addition	Stirling, Ontario	Completed September 2015
Harmony Public School – New Construction	Corbyville, Ontario	Completed November 2014
Harry J. Clarke Public School – New Addition	Belleville, Ontario	Completed September 2014
Tyendinaga Public School – New Addition	Shannonville, Ontario	Completed September 2014
Foxboro Public School – New Addition	Foxboro, Ontario	Completed September 2014

Refer to Appendix C for a general overview of future and completed projects.

8. Preventing new barriers

In accordance with the AODA, 2005 and ODA, 2001, all school board programs, policies, procedures, practices and services, from this point forward, will be subject to the guiding principles of inclusionary practice. The board will strive to create an environment that is accessible to all people regardless of age or ability. Through the annual accessibility planning process, the board commits to ensuring continual improvement in accessibility.

9. Barriers identified

In its initial review, the Accessibility Advisory Committee (AAC) identified many barriers. Future barriers to be addressed will also depend on forthcoming recommendations from the proposed kindergarten to grade 12 education standards. On an annual basis, in consultation with persons with disabilities, the AAC will review the following:

BARRIERS IDENTIFIED		
TYPE OF BARRIER	DESCRIPTION OF BARRIER	STRATEGY FOR ITS REMOVAL / PREVENTION
Architectural	Obstructions in hallways (e.g., boots, coats).	Reduce obstructions in corridors for safe egress.
	Lack of window coverings to reduce glare from windows.	Install window coverings where possible.
	Acoustic barriers (e.g., background noise, reverberation).	Address issues as required.
	Reception counters at several schools are not at eye level for wheelchair users.	Re-configure reception counters.

Architectural continued	Wheelchair access required at various buildings.	Install wheelchair ramps, elevators and chair lifts at specific locations. Investigate portable stage lift. Ensure exterior doors are suitable a width and auto door openers installed.
	Inaccessible washrooms in various schools.	Remodel washrooms.
	Many switches, buttons and water fountains are too high for wheelchair access.	Relocate switches, buttons and lower water fountain heights.
	Protruding objects, (e.g., water fountains, fire extinguishers, doors opening into hallway and steps that are not a standard height and width) can create a problem for the visually impaired walking with cane.	Remodel water fountains that are protruding from wall, recess newly installed fountains, and provide consistency of height and width when installing steps.
	Access to handrails on both sides of stairs.	Remodel to ensure consistency of handrails.

BARRIERS IDENTIFIED		
TYPE OF BARRIER	DESCRIPTION OF BARRIER	STRATEGY FOR ITS REMOVAL / PREVENTION
Attitudinal	Awareness or lack of knowledge of disabilities (e.g., hearing, vision, mental health).	Provide information and education and direction on how to get help. HPEDSB now has a Mental Health Lead on staff whose mandate is to increase mental health awareness.
	Students, staff and parents have identified bullying and social isolation as a concern in schools.	Continue with existing programs such as equity and inclusivity program, safe school legislation, safe workplace legislation and school climate survey. Explore other possibilities for disability sensitivity and awareness programming and provide direction on how to get help.
	Awareness of needs and achievements of all students. After school activities and clubs may seem they do not welcome students with disabilities. Students may be nervous to be involved due to their disability.	Involve students with disabilities in extra- curricular and out of school learning activities and student council and award ceremonies.
	Lack of knowledge or awareness on how to advocate for oneself.	Develop self-advocacy skills. Ensure awareness of accessibility link on the board's web site: http://www.hpedsb.on.ca/community-families/resources/accessibility/ Encourage communication and receive suggestions re accessibility.
Attitudinal	Students with medical conditions and other disabilities face challenges when participating in school and field trips.	Provide information on programs to inform and assist with resources to ensure inclusionary practices. When planning or developing school or field trips ensure students with medical and other disabilities are considered.
Communication	People who are deaf and hard of hearing cannot detect audio fire alarms.	Install visual strobe fire alarms.

	People who are deaf and hard of hearing have difficulty participating in meetings.	Install audio enhancement equipment and/or provide an interpreter.
Communication - Continued	Identification of facilities.	Develop procedure and provide tactile and high-contrast signage with universal symbols. Locate signs in accessible positions.
	Awareness of access to buildings.	Practice fire drills and lockdown drills.
	Fire Safety Plans need to be updated to show accessible egress.	Post on board website and communicate through newsletters. Include plans for students with disabilities. Schools need to consult with local fire chief for approval of accessibility features in fire safety plan.
	Announcements cannot be heard in all locations.	Repair or install and ensure PA systems are functional in all locations. Install visual indicators for lockdowns. Investigate smartphones, texting, pagers as options.
Information	Many forms and records are only available in print. Student information and brochures are sometimes difficult to obtain in alternative formats.	Make all forms and information available upon request on the Board's web site, or in other formats including Braille.
Physical	Interior and exterior doors of several schools are very heavy and may be difficult to open for a wheelchair user or someone with limited strength. Door widths are sometimes too narrow for wheelchair access.	Install automatic door openers or change the doors to a lighter weight model. Ensure opener operators are easy to use. Ensure door widths comply with building code.
	Some gyms, stages and auditoriums have steps which may prevent persons with disabilities from participating.	Adapt policy/procedures to include persons with disabilities e.g. Present all awards in front of stage, provide ramp or chair lift.
	Accessibility to playground equipment for students/caregivers.	Consult with playground suppliers and schools to determine availability and needs, making paths accessible.

Policy/ Procedure	Lack of awareness of accessibility issues and who is responsible to address employee, student or community concerns.	Clarify procedure for raising and addressing barrier issues.
Policy/ Procedure continued	Board policies and procedures need to be reviewed to ensure compliance with the AODA & ODA, human rights legislation and harassment policy.	On-going review of policies and procedures to ensure compliance.
Technological	Availability of specialized equipment and assistive technology for staff and students with identified disabilities.	Procedure 215: Special Equipment Amount (SEA) and Resource Guide provides information on funding for equipment for students with special education needs. Workplace accommodation process through Human Resources for staff.
Transportation	Students with disabilities need to be able to access transportation that accommodates their needs.	Provide transportation options such as wheelchair accessible cabs and buses. Attempt to minimize interruption to classes.

10. Barriers to be addressed

BARRIERS TO BE ADDRESSED IN 2023-2024			
BARRIER	ACTION	DATE	RESPONSIBILITY
Architectural Renovation Plan to existing buildings/ new construction	Renovations to existing facilities are accessible to all people with exceptionalities. Consult with Facility Services for planning and re-design.	2023-2024 & Ongoing	System Facility Services

<p>Communication & Information School Board/Student Forms</p> <p>Signage identification of facilities (upon request)</p> <p>Staff & students not always able to hear announcements and emergency information</p>	<p>Provide, upon request, non-print alternative formats for board forms, e.g., Student record forms and student information brochures.</p> <p>Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements.</p> <p>Repair or install to ensure that PA systems are functional in all locations.</p> <p>Research visual indicators for lockdowns and provide pagers as needed.</p>	<p>2023-2024 & Ongoing</p> <p>2023-2024 & Ongoing</p> <p>2023-2024 & Ongoing</p>	<p>Information and Technology Services Communications Manager Schools</p> <p>Facility Services Student Services</p> <p>Facility Services Information and Technology Services Student Services</p>
<p>Physical School reception stations are accessible</p> <p>Fire safety plans show accessibility features on floor plans and requirements for students with special needs and for staff with accessibility issues.</p>	<p>Consultation with architects / contractors to remodel school reception stations in order that persons in wheelchairs will be able to speak to school receptionist at eye level.</p> <p>Consult with local fire department and board Health & Safety Officer to determine if floor plans include accessibility features. Provide student and staff awareness.</p>	<p>2023-2024 & Ongoing</p> <p>2023-2024 & Ongoing</p>	<p>Facility Services</p> <p>Facility Services Health & Safety Officer Fire Department</p>

<p>Board Policies/Procedures Board policies and procedures to be reviewed to ensure compliance with the AODA, 2005 and the OAD Act, 2001</p> <p>Review and audit process to ensure compliance with accessibility requirements</p>	<p>Ensure all board policies and procedures meet legislative requirements and include a specific procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.</p>	<p>2023-2024 & Ongoing</p> <p>2023-2024 & Ongoing</p>	<p>Director of Education</p> <p>Director of Education</p>
<p>Technological Access to assistive technology</p>	<p>Provide assistive technology such as mobile devices for students and employees to provide access to multi-functional operations.</p>	<p>2023-2024 & Ongoing</p>	<p>Student Services Information and Technology Services</p>
<p>Transportation Staff awareness of processes for student transportation and accommodation needs</p>	<p>Provide accommodation needs to allow students and other persons with disabilities access to board and school activities and events.</p> <p>Continue the procurement of buses equipped with accessible equipment, i.e., wheelchair lifts.</p>	<p>2023-2024 & Ongoing</p> <p>2023-2024 & Ongoing</p>	<p>Schools Tri-Board Transportation Services Student Services</p> <p>Tri-Board Transportation Services</p>

BARRIERS TO BE ADDRESSED IN 2024-2025			
<p>Communication & Information School Board/Student Forms</p> <p>Signage identification of facilities (upon request)</p>	<p>Provide, upon request, non-print alternative formats for board forms, e.g., Student record forms and student information brochures.</p> <p>Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements.</p>	<p>2024-2025 & Ongoing</p> <p>2024-2025 & Ongoing</p>	<p>Information and Technology Services Communications Manager Schools</p> <p>Facility Services Student Services</p>
<p>Physical Accessible washrooms</p> <p>Playground Equipment</p>	<p>Consult with architects / contractors to remodel washrooms to ensure that washrooms are accessible in designated locations for use by persons with disabilities.</p> <p>Ensure new playground equipment is accessible.</p>	<p>2024-2025 & Ongoing</p> <p>2024-2025 & Ongoing</p>	<p>Facility Services</p> <p>Facility Services</p>
<p>Board Policies/ Procedures Board policies and procedures to be reviewed to ensure compliance with the AODA, 2005 and the OAD Act, 2001</p> <p>Review and audit process to ensure compliance with accessibility requirements</p>	<p>Ensure all board policies and procedures meet legislative requirements and include a specific procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.</p>	<p>2024-2025 & Ongoing</p> <p>2024-2025 & Ongoing</p>	<p>Director of Education</p> <p>Director of Education</p>

<p>Technological Staff awareness of processes for accommodation needs.</p>	<p>Continue to develop a procedure, for funding of specialized equipment for staff with disabilities. This will enable those persons to have improved access to workplaces when provided with specialized equipment.</p> <p>Continue to provide assistive technology such as mobile devices for students and employees to provide access to multi-functional operations.</p>	<p>2024-2025 & Ongoing</p> <p>2024-2025 & Ongoing</p>	<p>Information & Technology Services Human Resources Facility Services Health & Safety Officer</p> <p>Student Services Information and Technology Services</p>
<p>Transportation Staff awareness of processes for student transportation and accommodation needs</p>	<p>Continue to provide accommodation needs to allow students and other persons with disabilities access to board and school activities and events.</p> <p>Continue procurement of buses equipped with accessible equipment, i.e., wheelchair lifts.</p>	<p>2024-2025 & Ongoing</p> <p>2024-2025 & Ongoing</p>	<p>Schools Tri-Board Transportation Services Student Services</p> <p>Tri-Board Transportation Services</p>

BARRIERS TO BE ADDRESSED IN 2025-2026			
BARRIER	ACTION	DATE	RESPONSIBILITY
Communication & Information School Board/Student Forms	Provide, upon request, non-print alternative formats for board forms, e.g., Student record forms and student information brochures.	2025-2026 & Ongoing	Information and Technology Services Communications Manager Schools
Signage identification of facilities (upon request)	Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements.	2025-2026 & Ongoing	Facility Services Student Services
Improve access to accessibility support	Add links to all school websites for accessibility. Update accessibility webpage.	2025-2026 & Ongoing	ITS/Communications Manager
Physical Accessible washrooms	Consult with architects / contractors to remodel washrooms to ensure that washrooms are accessible in designated locations for use by persons with disabilities.	2025-2026 & Ongoing	Facility Services
Playground Equipment	Ensure new playground equipment is accessible.	2025-2026 & Ongoing	Facility Services

<p>Board Policies/Procedures Board policies and procedures to be reviewed to ensure compliance with the AODA, 2005 and the OAD Act, 2001</p> <p>Review and audit process to ensure compliance with accessibility requirements</p>	<p>Ensure all board policies and procedures meet legislative requirements and include a specific procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.</p>	<p>2025-2026 & Ongoing</p> <p>2025-2026 & Ongoing</p>	<p>Director of Education</p> <p>Director of Education</p>
<p>Technological Staff awareness of processes for accommodation needs.</p>	<p>Continue to develop a procedure, re: funding of specialized equipment for staff with disabilities. This will enable those persons to have improved access to workplaces when provided with specialized equipment.</p> <p>Continue to provide assistive technology such as mobile devices for students and employees to provide access to multi-functional operations.</p>	<p>2025-2026 & Ongoing</p> <p>2025-2026 & Ongoing</p>	<p>Information & Technology Services Human Resources Facility Services Health & Safety Officer</p> <p>Student Services Information and Technology Services</p>
<p>Transportation Staff awareness of processes for student transportation and accommodation needs</p>	<p>Continue to provide accommodation needs to allow students and other persons with disabilities access to board and school activities and events.</p> <p>Continue the procurement of buses equipped with accessible equipment, i.e. wheelchair lifts.</p>	<p>2025-2026 & Ongoing</p> <p>2025-2026 & Ongoing</p>	<p>Schools Tri-Board Transportation Services Student Services</p> <p>Tri-Board Transportation Services</p>

BARRIERS TO BE ADDRESSED IN 2026-2027			
BARRIER	ACTION	DATE	RESPONSIBILITY
<p>Communication & Information School Board/Student Forms</p> <p>Signage identification of facilities (upon request)</p>	<p>Provide, upon request, non-print alternative formats for board forms, e.g., Student record forms and student information brochures.</p> <p>Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements.</p>	<p>2026-2027 & Ongoing</p> <p>2026-2027 & Ongoing</p>	<p>Information and Technology Services Communications Manager Schools</p> <p>Facility Services Student Services</p>
<p>Physical Accessible washrooms</p> <p>Playground Equipment</p>	<p>Consult with architects / contractors to remodel washrooms to ensure that washrooms are accessible in designated locations for use by persons with disabilities.</p> <p>Ensure new playground equipment is accessible.</p>	<p>2026-2027 & Ongoing</p> <p>2026-2027 & Ongoing</p>	<p>Facility Services</p> <p>Facility Services</p>
<p>Board Policies/Procedures Board policies and procedures to be reviewed to ensure compliance with the AODA, 2005 and the OAD Act, 2001</p> <p>Review and audit process to ensure compliance with accessibility requirements</p>	<p>Ensure all board policies and procedures meet legislative requirements and include a specific procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.</p>	<p>2026-2027 & Ongoing</p> <p>2026-2027 & Ongoing</p>	<p>Director of Education</p> <p>Director of Education</p>

BARRIERS TO BE ADDRESSED IN 2027-2028			
BARRIER	ACTION	DATE	RESPONSIBILITY
<p>Communication & Information School Board/Student Forms</p> <p>Signage identification of facilities (upon request)</p>	<p>Provide, upon request, non-print alternative formats for board forms, e.g., Student record forms and student information brochures.</p> <p>Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements.</p>	<p>2027-2028 & Ongoing</p> <p>2027-2028 & Ongoing</p>	<p>Information and Technology Services Communications Manager Schools</p> <p>Facility Services Student Services</p>
<p>Physical Accessible washrooms</p> <p>Playground Equipment</p>	<p>Consult with architects / contractors to remodel washrooms to ensure that washrooms are accessible in designated locations for use by persons with disabilities.</p> <p>Ensure new playground equipment is accessible.</p>	<p>2027-2028 & Ongoing</p> <p>2027-2028 & Ongoing</p>	<p>Facility Services</p> <p>Facility Services</p>
<p>Board Policies/Procedures Board policies and procedures to be reviewed to ensure compliance with the AODA, 2005 and the OAD Act, 2001</p> <p>Review and audit process to ensure compliance with accessibility requirements</p>	<p>Ensure all board policies and procedures meet legislative requirements and include a specific procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.</p>	<p>2026-2027 & Ongoing</p> <p>2027-2028 & Ongoing</p>	<p>Director of Education</p> <p>Director of Education</p>

Review and Monitoring

11. Board review

The Accessibility Plan will continue to be updated on an annual basis with new barriers being identified and eliminated as time and funding permits. The Accessibility Advisory Committee with representation from all employee groups, students, the Special Education Advisory Committee and community partners will continue to provide direction to address accessibility issues with the approval of the Board.

12. Community input

The Special Education Advisory Committee (SEAC) consists of various community organizations representing persons with disabilities and is established through a public consultation process. SEAC was consulted by the AAC to provide broad-based input prior to the establishment and approval of the original plan by the Board.

Representation was invited from all employee groups and from Student Services and Tri-Board Student Transportation Services.

13. Committee review and monitoring process

The Accessibility Advisory Committee will meet semi-annually to review progress of the plan. Throughout the year, evaluation of the effectiveness in implementing barrier removal and prevention strategies will be on-going in preparation for subsequent years of accessibility planning.

14. Communication of the plan

This Plan for the period of September 2023 – August 2028 is posted on the board's website at: <http://www.hpedsb.on.ca/>

Contact: **Ken Dostaler, Superintendent of Education**
Chair, Accessibility Advisory Committee
Hastings and Prince Edward District School Board
156 Ann St. Belleville ON K8N 3L3
Tel: 613-966-1170 ext. 62312

APPENDIX A

HPEDSB Accessibility Advisory Committee Members

Geoff Courneya	Learning Support Coordinator, Student Services
Bill Cunningham	Safety Officer, Tri-board Student Transportation Services
Shaena Dearman	Wellness and Disability Management Officer, Human Resources Support Services
Ken Dostaler (Chair)	Superintendent of Education, Student Services
Kim Horrigan	Senior Manager, Facility Services
Twyla Jackson	Ontario Principal's Council (OPC)
Kari Kramp	Trustee, Central Hastings
Tabatha Leonard	Occupational Health and Safety Officer, Human Resources Support Services
Scott Marshall	President, Ontario Secondary School Teachers' Federation Local 29 (OSSTF)
Glenda McComb	Deaf and Hard of Hearing Resource Teacher, Student Services
Darren McFarlane	Superintendent of Education, Human Resources Support Services
Ernie Parsons	Trustee, Sidney and Frankford
Jason Surgent	First Vice-President, Elementary Teachers' Federation Organization (ETFO)
Stephanie Taft	Manager, Accounting Services
Stephanie Taylor-Harvey	System Lead, Student Services
Nadine Thomas	Occupational Therapist, Quinte Children's Treatment Centre
Kerry Webb	President, CUPE Local 1022
Replacement TBD	Communications Officer
Replacement TBD	Director, Quinte Children's Treatment Centre (Alternate)
Replacement TBD	Ontario Secondary School Teachers' Federation – Professional Student Services Personnel (OSSTF-PSSP)

APPENDIX B

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Attitudinal	All Schools	<p>To reduce harassment and increase understanding and acceptance of students with disabilities, the following programs have been used:</p> <ul style="list-style-type: none"> • Bully-proofing Your School (book resource in use in many schools) • Don't Laugh at Me • How to Hug a Porcupine • Respect Program • Franklin Fellowship Club (developed by the Early Intervention Team at Queen Victoria Public School) • CYW Programs such as The Bully-Free Classroom • Living Colour, I Care CST • Creative Conflict Resolution Training • Peer Proofing • Stirling Silver Program • OPP Bearhug Band • Dealing with Aggressive At-Risk Children • Cool Solutions – Peer Counselling • VIP; Social Skills Program (primary) <p>In the Health and Physical Education document, there is discussion regarding using the IEP to develop a program for students with disabilities. There is a reference in the Grade 7 Healthy Living Curriculum under Personal Safety and Injury. Prevention that states “identify people and resources that can support someone experiencing harassment”.</p> <p>There is a reference in the Grade 8 Healthy Living Curriculum under Living Skills -“demonstrate respectful behavior towards the feelings and ideas of others”.</p>

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Attitudinal - continued	Any school as required	Child and Youth Workers, CAVEAT, Student Alternative Learning (SAL) to assist students in developing strategies and behaviours to deal more effectively with school, societal and peer expectations and to increase student tolerance of others with differences.
Communication	All schools	Regularly scheduled meetings to share resources and support.
	Any school as required	Braille materials and audio books for students who are blind to access the curriculum; orientation and mobility training for blind students; itinerant teacher of the blind; educational assistant support for the blind; assistive technology.
	Specific school sites	Interpreters for the deaf supplied as requested to assist in communication for school related meetings and events; TTY service for deaf citizens to have telephone access if required; FM and sound field systems to assist student focusing on curriculum; itinerant support to students of the deaf; interpreting (educational assistant support); sound field systems.
Information	All secondary schools	Assistive technology.
Physical	All schools	Signage continues to be updated and located in accessible positions to provide tactile and high contrast signage with universal symbols.
	Athol-South Marysburgh Public School	Boys' washroom converted, wheelchair accessible. Two classroom addition and renovation constructed to latest accessibility standards. Auto door openers added at front entrance.
	Bayside Public School	Ramp at front entrance installed; Bayside upper is wheelchair accessible. Painting for enhanced contrast for low-vision needs. Full day kindergarten classroom renovation constructed to latest accessibility standards. Updated door hardware. Sensory room upgrades. Parking lot improvements.

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Physical – Continued	Bayside Secondary School	Washrooms converted; Ramps installed; Elevator installed; wheelchair accessible; Special Education area renovations; Magnetic hold openers installed on fire doors. New exterior doors with auto door openers for bus entrance exterior doors. Curb removal. Strobe lighting fire alarm horns installed. Updated door hardware. Parking lot improvements. Lighting upgrades to new LED. Flooring improvements in some classrooms.
	Bird's Creek Public School	Washrooms converted; Ramps installed; Wheelchair accessible; Magnetic hold openers installed on fire doors. Automatic door openers installed. Full day kindergarten classroom renovation and library addition constructed to latest accessibility standards. Parking lot improvements.
	Centennial Secondary School	Washrooms converted; Ramps, elevator and automatic door openers installed; Wheelchair accessible; Chair lift installed for stage; Strobe lighting fire alarm horns installed. Magnetic hold openers installed on fire doors; Main entrance ramped and accessible door openers installed. Accessible door openers installed on north entrance doors. Exterior doors replaced with wider doors. Accessible washrooms installed. Upgrades/paving/curb cut to parking lot.
	Central Hastings School	Washrooms converted – accessible washroom renovations; Ramps and elevators installed; Wheelchair accessible; Accessible door openers installed on north and west entrances; LSP/PLP rooms 142 and 143 have been renovated. Accessible work stations installed. Main entrance upgrade. Strobe lighting fire alarm horns installed. Upgrades/paving/ramps at certain doors. Parking lot improvements. New sound panels installed in gym. Creation of new special education classrooms and washroom. Parking lot improvements.

	C.M.L. Snider Elementary School	Washrooms converted; Ramps and chair lift installed; Wheelchair accessible; Access in multi-purpose room improved. Work stations modified; Washrooms converted. Full day kindergarten classroom renovation constructed to latest accessibility standards. Chair lift replaced. Accessible door opener at door near playground. Sound panels added in gym.
	Coe Hill School	Washrooms converted; Ramps installed; installation of lift in progress.

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Physical - Continued	Deseronto Public School	Washrooms converted; chair lift installed; Front entrance ramped; Accessible doors installed. Exterior doors replaced with wider doors.
	Eastside Secondary School	Washrooms converted; First floor wheelchair accessible; Accessible door openers installed on main entrance. Strobe lighting fire alarm horns installed. Design in progress for 2 new elevators.
	Education Centre	Kirk cafeteria kitchen enlarged; Elevator installed; Accessible washroom installed.
	Foxboro Public School	Washroom converted and ramps installed; Wheelchair accessible. Automatic door openers installed at several entrances. Full day kindergarten classroom addition constructed to latest accessibility standards.
	Frankford Public School	Washrooms converted in building addition. Wheelchair accessible in addition only; Chair lift installed to basement; Concrete ramps on east side installed; Accessible door openers installed at front entrance; Accessible washroom installed. Full day kindergarten classroom renovation constructed to latest accessibility standards. Child care space created with accessible washroom.
	Harmony Public School	New school constructed to latest accessibility standards.
	Harry J. Clarke Public School	Accessible door openers on main entrance installed; Accessible ramp on south doors installed; Washrooms converted; Ramps, elevators, automatic door openers installed; Wheelchair accessible. Doors removed to improve accessibility. Six classroom addition and new barrier-free washroom constructed to latest accessibility standards. Playground improvements.
	Hermon Public School	Wheelchair accessible; Accessible washroom installed in township library; Accessible door opener installed on library entrance door.
	Kente Public School	Doorway between special education room and computer lab installed; Computer tables modified with power and data cabling for special education students; Accessible washroom installed. Full day kindergarten classroom renovation constructed to latest accessibility standards. Exterior doors replaced with wider doors. Parking lot improvements.

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Physical - Continued	Madoc Township Public School	Washrooms converted; Wheelchair accessible; Accessible washroom created; Grab bars installed; Asphalt ramps at front and west entrances installed. Sidewalk improved. Parking lot improvements. Creation of a regional room. Padding added to calming room.
	Marmora Public School	Washrooms converted; Ramps, chair lift, automatic door openers installed; Wheelchair accessible; resource area has been upgraded with kitchen cupboards and sinks; Automatic door openers have been installed, west entrance; renovations and additions constructed to latest accessibility standards.
	Massassaga-Rednersville Public School	Washrooms converted; Wheelchair accessible; Chair lift on stage installed. Child care classroom, office, and new barrier-free washroom renovation constructed to latest accessibility standards. Main entrance and south entrance exterior doors replaced with wider doors. Expanded child care space with an additional accessible washroom.
	Maynooth Public School	Wheelchair accessible; Washrooms converted; Accessible washroom installed. Full day kindergarten classroom and library renovation constructed to latest accessibility standards. Updated door hardware.
	North Hastings High School	Upper and lower cupboards in room 130 have been replaced complete with electrical and plumbing upgrades; Washrooms converted; Ramps, elevators, chair lift and automatic door openers installed. Wheelchair accessible; Magnetic hold openers on fire doors; Asphalt paving to improve accessibility. Strobe lighting fire alarm horns installed.
	North Trenton Public School	Ramps installed; Wheelchair accessible; Automatic door openers.

	Park Dale School	Washrooms converted and ramps installed; Wheelchair accessible. Automatic door openers. Full day kindergarten addition constructed to latest accessibility standards including outside ramp to play area. Repaired broken bricks in walkway at front entrance. New LED lighting in gym. Gymnasium barrier-free exterior door. Exterior ramp at gymnasium.
BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Physical - Continued	Prince Charles School (Belleville)	Washrooms converted; ramps installed; Wheelchair accessible; Automatic door opener installed. Significant classroom and gym addition and renovation of remainder of school constructed to latest accessibility standards. Auto door openers added to some washroom doors that were too heavy for younger students.
	Prince Charles Public School (Trenton)	Washrooms converted; Ramps and chair lift to stage installed; Wheelchair accessible. Automatic door openers installed at several entrances. Four classroom addition constructed to latest accessibility standards and washroom converted. Sidewalk improved. Paved walkway.
	Prince Edward Collegiate Institute	Automatic door openers installed at the main entrance, bus entrance, cafeteria and library; Magnetic hold open arms installed on the corridor fire doors; Elevator and chair lift installed. New elevator, new accessible washroom installed. Wheelchair accessible. Strobe lighting fire alarm horns installed. Updated emergency lighting, exterior pathway outside kindergarten area.
	Prince of Wales Public School	Washrooms converted; Ramps installed; Wheelchair accessible; Automatic door openers installed on primary washroom doors; Hold open arms installed on hall doors. Computer lab/library modified. Full day kindergarten classroom renovation constructed to latest accessibility standards. Parking lot improvements.
	Queen Elizabeth School	Automatic door openers on main entrance installed; Washrooms converted, ramps installed; Wheelchair accessible. Full day kindergarten classroom renovation constructed to latest accessibility standards. Acoustic ceiling installed in full day kindergarten classroom.
	Queen Victoria	Painting and Taping for low vision students.

	Sir John A. Macdonald School	Washrooms converted; Ramps installed; Wheelchair accessible; Door opener installed at west entrance; Magnetic hold openers installed on fire doors. Significant classroom and gym addition and renovation of remainder of school constructed to latest accessibility standards. Parking lot improvements, accessible pathway. Painting/taping to support low vision students.
	Sophiasburgh Central School	Wheelchair accessible. Full day kindergarten classroom renovation constructed to latest accessibility standards. Ramp installed at front entrance.
	Stirling Public School	New school constructed to latest accessibility standards. Child care and full day kindergarten addition constructed to latest accessibility standards. Upgrades to fire doors.
	Susanna Moodie Elementary School	Accessible washroom installed; Magnetic hold devices and door openers installed; Washrooms converted; Ramps installed; Wheelchair accessible. Painting for enhanced contrast for low-vision needs.
	Trenton High School	Room 110 expanded into room 108; Upper cupboards installed; Washrooms converted; Chair lift installed; Wheelchair accessible; Steps to sports field converted to ramp. Sports track resurfaced. Elevator installed; Magnetic hold devices installed on fire doors. Additional ramp to sports field installed. Science lab renovations constructed to latest accessibility standards. Strobe lighting fire alarm horns installed. Auto door openers added; renovations to regional room washrooms. New LED lighting project in progress. Paving and pathway renewal.
	Tweed Elementary School	New school constructed to latest accessibility standards.

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Physical - Continued	Tyendinaga Public School	Accessible washroom installed; Ramps and chair lift installed; Walkway/ramp resurfaced at front entrance; Wheelchair accessible. New barrier-free washroom in north-east addition. Automatic door openers installed. Full day kindergarten three classroom addition and new barrier-free washroom constructed to latest accessibility standards. Parking lot improvements. Creation of a padded room within sensory room.
	V.P. Carswell Elementary School	Washrooms converted; Wheelchair accessible; Automatic door openers installed at front entrance. New barrier-free washroom in west addition. Strobe lighting fire alarm horns installed. Full day kindergarten classroom addition and new barrier-free washroom constructed to latest accessibility standards. New sensory room created.
	William R. Kirk School	Washrooms converted; Automatic door openers installed; Wheelchair accessible entrance.
	York River Public School	Washrooms converted, ramps and chair lift installed; Wheelchair accessible. Significant classroom and library addition and renovation of remainder of school constructed to latest accessibility standards. Playground improvements.

APPENDIX C

GENERAL OVERVIEW BUILDING ACCESSIBILITY CHART AS OF SEPTEMBER 2022 FUTURE NEEDS AND COMPLETED PROJECTS								
Future needs * Completed projects ✓ Not applicable (blank)								
SCHOOL	Washrooms Converted or Accessible Washroom installed	Ramps	Elevators	Electric Chair Lifts	Auto Door Openers	Signage	Parking	Stair Climbers
Athol-South Marysburgh Public School	✓	✓			✓	✓	✓	
Bayside Secondary School	✓	✓	✓		✓	✓	✓	✓
Bayside Public School	*	✓				✓	*	
Bayside Public School (Annex)	*				*	✓	*	
Bird's Creek Public School	✓	✓			✓	✓	✓	
C.M.L. Snider Elementary School	✓	✓		✓	✓	✓	*	✓
Centennial Secondary School	✓	✓	✓	✓	✓	✓	✓	
Central Hastings School	✓	✓	✓		✓	✓	✓	
Coe Hill Public School	✓	✓		✓	✓	✓	✓	
Deseronto Public School	✓	✓		✓	✓	✓	✓	
Eastside Secondary 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	✓	✓			✓	✓	✓	
Marmorata Public School	✓	✓		✓	✓	✓	✓	
Massassaga-Rednersville Public School	✓			✓	✓	✓	*	

SCHOOL	Washrooms Converted or Accessible Washroom installed	Ramps	Elevators	Electric Chair Lifts	Auto Door Openers	Signage	Parking	Stair Climbers
Maynooth Public School	✓	✓			✓	✓	*	
Madoc Township Public School	✓	✓			✓	✓	✓	
Marmora Public School	✓	✓		✓	✓	✓	✓	
Massassaga-Rednersville Public School	✓			✓	✓	✓	*	
Maynooth Public School	✓	✓			✓	✓	*	
North Hastings High School	✓	✓	✓	✓	✓	✓	✓	
North Trenton Public School	*	✓			✓	✓	*	
Park Dale School	✓	✓			✓	✓	✓	
Prince Charles School (Belleville)	✓	✓			✓	✓	✓	
Prince Charles Public School (Trenton)	✓	✓		✓	✓	✓	✓	
Prince Edward Collegiate Institute	✓	✓	✓	✓	✓	✓	✓	✓
Prince of Wales Public School	✓	✓			✓	✓	✓	
Queen Elizabeth School, Belleville	✓	✓			✓	✓	*	
Queen Victoria School	*	*	*		*	✓	*	
Sir John A. Macdonald Public School	✓	✓		✓	✓	✓	✓	
Sophiasburgh Central School	✓	✓			✓	✓	✓	
Stirling Public School	✓	✓	✓		✓	✓	✓	
Susanna Moodie Elementary School	✓	✓			✓	✓	✓	
Trenton High School	✓	✓	✓	✓	✓	✓	✓	
Tweed Elementary School	✓	✓			✓	✓	✓	
Tyendinaga Public School	✓	✓		✓	✓	✓	✓	
V.P. Carswell Elementary School	✓	✓			✓	✓	✓	
York River Public School	✓	✓		✓	✓	✓	✓	
William R. Kirk Building	✓	✓			✓	✓	*	
Education Centre	✓	✓	✓		✓	✓	✓	

GLOSSARY

TERM	DEFINITION
AAC	Accessibility Advisory Committee
AAP	Accessibility Advisory Plan
AODA	Accessibility for Ontarians with Disabilities Act (2005)
ASG	Administrative Support Group
CAVEAT	Canadians Against Violence Everywhere Advocating its Termination
CYW	Child and Youth Worker
FM	Frequency Modulation
HAPE	Hastings and Prince Edward
HPEDSB	Hastings and Prince Edward District School Board
IEP	Individual Education Plan
ITS	Information and Technology Services
IMD/IDD	Intellectual Mild Disability/Intellectual Developmental Disability
ODA	Ontarians with Disabilities Act
OPC	Ontario Principals Council
OPP	Ontario Provincial Police
OSSTF	Ontario Secondary School Teachers Federation
OSSTF-PSSP	Ontario Secondary School Teachers Federation – Professional Student Services Personnel
OTL	Occasional Teachers Local
SAL	Supervised Alternative Learning
SEAC	Special Education Advisory Committee
UDL	Universal Design for Learning
TTY	Teletypewriter (can be used by deaf individuals with Bell Relay Services)
VIP	Very Important Person
VIQ	Volunteer Information Quinte

Decision ___ Information X

To: Hastings and Prince Edward District School Board

From: Tina Elliott, Superintendent of Education, Curriculum Services

Re: 2024-2025 Kindergarten Promotion

Purpose

To share an overview of the Kindergarten promotion campaign that welcomes families and children into the Hastings and Prince Edward District School Board (HPEDSB) family as new students to our system.

Link to Strategic Plan

Ensure Responsible Communications: Promote HPEDSB as the system of choice through the sharing of compelling student, staff, and school experiences specific to the Kindergarten program.

Background

HPEDSB promotes Kindergarten registration annually in February, which involves radio and online advertisements encouraging families to register their Kindergarten students. The [Kindergarten registration page on the website](#) includes general information resources about Kindergarten, a central promotional video, links to individual HPEDSB school websites to showcase Kindergarten spaces, and easy navigation to online registration.

Current situation

Welcoming Kindergarten students and families into HPEDSB schools is one of the first steps in developing long-term partnership with parents, guardians and students while fostering a sense of belonging. Our goals for Kindergarten promotion planning include providing:

- the details families need to understand how they register their child for school and what school and learning looks like in kindergarten, and;
- a supportive Kindergarten community that is inviting and well prepared to meet the needs of all families and children, and to foster a successful and seamless transition to school.
- an updated banner and slogan, emphasizing the foundations of a successful future of learning within HPEDSB, designed in partnership with local secondary school ComTech staff and students and current Year 1 children.

Orientation sessions will be offered this Spring to welcome families and provide an opportunity for visits to the school. During these sessions, families will have the opportunity to interact with educators and other school team members, become familiar with the school community and learn about the Kindergarten Program.

To support families and students feeling connected to their new school community, each registering family will receive a copy of the picture book [All Are Welcome](#). **All Are Welcome** celebrates diversity and lets young children know “that no matter what, they have a place, they have a space, they are welcome in their school.”

Appendix A

Kindergarten Enrolment Over Time

Year	Year 1	Year 2	Total
2023	959	1,075	2,034
2022	997	1,043	2,040
2021	963	1,013	1,976
2020	814	940	1,754
2019	1,035	913	1,948
2018	868	1,027	1,895

- Data extracted from Student Information System on Wednesday, January 10, 2024

Decision ___ Information X

To: Hastings and Prince Edward District School Board

From: Tina Elliott, Superintendent of Education, Curriculum Services
William Thompson, Curriculum Coordinator

Re: De-streaming Update

Purpose

To provide the Board of Trustees an update of the purpose, priorities, and supports associated with de-streaming in Hastings and Prince Edward District School Board.

Link to Strategic Plan

- Improve Student Success and Achievement: 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).

Background

Beginning in September 2022, all Grade 9 Applied course types were removed by the Ontario Ministry of Education and Grade 9 students began taking de-streamed courses. De-streaming is an educational approach that supports the achievement of equitable outcomes for every learner and provides equity of hope, opportunity and outcomes for all students. Selecting a pathway with a year of secondary school experience allows students, parents and school staff to make more informed decisions around student pathway choices.

Current situation

Within the past three years, secondary educators have been required to make significant shifts in practice, specific to program design and delivery, as a result of substantial curriculum changes and new classroom dynamics. Available funding has focused resources and support for educators to successfully respond to these changes, as described below:

- Nine de-streaming coaches who facilitate job-embedded professional learning and student learning support, one from each secondary school and two grade 7 and 8 based coaches;
- Individual school teams are refining parent information session offerings to include Grade 9-10 transition information, in addition to current Grade 8-9 information sessions, leveraging the ongoing support from school teams to students and families in these key transition years to mitigate barriers to pathways and success.
- De-Streaming coach support within classrooms is focused on promoting the five HPEDSB Guiding Questions to support implementation of extensive curriculum changes to manage the complexity of the program design and delivery process.
- Grade 7-9 cross-panel teacher learning teams, facilitated by de-streaming coaches, the de-streaming coordinators and principals, to enhance sharing of effective instructional strategies to support student success and credit accumulation.
- Continued professional development on the use of manipulatives and technological teaching tools to engage students, which are high impact instructional practices used to close student learning gaps, address barriers, and enhance learning and achievement.

Next Steps

- Review credit accumulation data upon the completion of Semester One.

Decision ___ Information X

To: Hastings and Prince Edward District School Board

From: Darren McFarlane, Superintendent of Education
Tina Jones, System Lead, Innovation and Inclusion Services

Re: Student Success through School-College-Work Initiatives (SCWI)

Purpose

To provide the Board of Trustees with information regarding the pathway to graduation through the Ministry of Education School-College-Work Initiatives (SCWI).

Link to Strategic Plan

4.3 Annual increase in individual secondary school graduation rates, and overall HPEDSB graduation rate, year over year, meeting provincial standard by 2025 (85%)

4.6 Increase in the number of students accessing Ontario Youth Apprenticeship Programs (OYAP), Dual Credits and Specialist High Skills Major (SHSM) opportunities

Background

SCWI includes two main components: 1) Dual credit programs and 2) SWAC. Dual credit programs allow eligible students in high school to take college courses that count towards both their Ontario Secondary School Diploma and a postsecondary certificate, diploma, or degree. The SWAC program allows students to complete high school through an immersive college experience that includes both high school and college courses.

Current situation

The personalized approach to pathway planning by school teams has supported the success of HPEDSB students in both their high school and college credits.

Dual Credits:

- In 2020-2021, 237 students earned college dual credits and by the end of 2023-2024, up to 445 students will have earned college dual credits.
- The expansion of dual credit programs has included North Hastings High School with an after-school dual credit program in Construction Techniques.
- At the end of the current semester, 100% of HPE dual credit students who completed their classes will have earned their dual credit(s)

SWAC was launched in HPEDSB in February, 2023.

- In the spring of 2023, 18 students participated in the program. Of the 15 students eligible to graduate, all 15 students earned their OSSD and three returned to SWAC in 2023-2024.
- This semester, 17 students are enrolled in the program. Of the 13 students eligible to graduate, all 13 students are projected to earn their OSSD. Three students will return to SWAC for a second semester, and one student will move into the Ontario Youth Apprenticeship Program (Auto Mechanics) in a partnership between SWAC and Loyalist.

Next Steps

Innovation and Inclusion Services will continue to work with schools, Loyalist College, students and families to support success to graduation through the SCWI experiences.

To: Hastings and Prince Edward District School Board

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

Re: Staffing and Recruitment Update

Purpose

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

Link to Strategic Plan

A key Strategic Plan goal is to create environments where students and staff feel safe and are supported to learn, work, and thrive. To ensure services and learning are available for students, we are committed to continuously monitoring and replenishing our casual lists of people available to fill positions. This requires our Human Resources team to analyze our data, look beyond our traditional methodologies and continuously seek out better ways to meet our staffing needs.

Background

Recruitment remains a focus for school boards across the province as we strive to secure adequate staffing to meet hiring needs. At the Hastings and Prince Edward District School Board, our student enrolment has stabilized, and annual retirements are now leaving vacancies that need to be replaced. In past years Human Resources Support Services has implemented an applicant tracking system to support with recruitment and remove barriers for job applicants. Additionally, we have worked with school principals and vice-principals to support the dispatch of emergency workers through our Substitute Employee Management System (SEMS) to mitigate the impacts of unfilled jobs and staffing shortages as school administrators, managers and supervisors continue to invest significant time to address staffing shortages on a daily basis.

Current situation

From September 5, 2023, to January 15, 2024, our filling rate for daily teaching absences is 92% and our filling rate for support staff (EA, DECE, School Office Staff) is 85%. These figures include qualified and unqualified emergency staff. Ensuring that we have qualified staff supporting our students remains a continued focus of Human Resources Support Services.

The Human Resources Support Services department is engaged in a continuous hiring cycle across positions, and we are reflecting on innovative ways to expand our engagement with potential candidates. We continue to attend the local Quinte Career fair on a bi-annual basis to connect with local job seekers; however, we are also focusing our recruitment efforts by attending career fairs and speaking engagements for specialized positions. This includes attending career fairs at Queen's University and Trent University to connect with graduating teacher candidates. In October of 2023, we partnered with Queen's University to recruit technological education teachers for the 2024-2025 school year. We held an information session with potential candidates for the Queen's Technological Education Multi-Session (TEMS) Program who live in the Hastings and Prince Edward area. We met with over 50 individuals from the community to highlight our technological education facilities at Centennial Secondary School. We will continue to communicate with the participants from this session and move forward with a recruitment process for individuals accepted

into the TEMS program. Further, we have built a formal relationship with Trent University in an effort to receive more practicum placement students in our system.

Human Resources Support Services has also engaged with Loyalist College and St. Lawrence College in the recruitment of EA, DECE, and other specialized positions.

Our recruitment data across key positions includes the following statistics:

- Educational Assistants: 48
- Elementary Teachers: 20
- Secondary Teachers: 4
- Custodians: 10
- Occasional Teachers
 - Elementary: 41
 - Secondary: 22
- Casual Support Staff
 - Educational Assistants: 44
 - Clerical: 11
- Emergency Workers: 138

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

The Human Resources Support Services team remains deeply committed to our recruitment efforts in order to enable our system to best serve our students, staff and school communities.

Calendar of Events

Trustee Events	Name of Event
January 25-26, 2024	Public Education Symposium
Committee Meetings	Committee Name
January 25, 2024	Food for Learning Committee
January 25, 2024	Special Education Advisory Committee
February 5, 2024	Student Learning, Well-Being and Equity Committee
February 7, 2024	Indigenous Education Advisory Committee
February 12, 2024	Physical Planning, Finance and Building Committee
February 20, 2024	Governance and Policy Committee
February 21, 2024	Equity and Inclusivity Advisory Committee
February 21, 2024	Parent Involvement Committee
February 22, 2024	Special Education Advisory Committee
February 26, 2024	Regular Public Board Meeting
February 28, 2024	Supervised Alternative Learning
School	Events
C.M.L. Snider Elementary School	<ul style="list-style-type: none"> • January 25 – 31, 2024, Online Safety and Virtual Relationship Presentations (Grades 6-8) • January 29, 2024, PECl visits C.M.L. Grade 8 students • February 6, 2024, Parent Online Safety Presentation (6:00 p.m.)
Deseronto Public School	<ul style="list-style-type: none"> • January 26, 2024, Grade 6-8 Frink Centre • February 1, 2024, Health Unit Presentation to Grade 6/7/8 on vaping • February 6, 2024, Health Unit presentation to Grade 6/7 on substance abuse • February 9, 2024, Junior and Intermediate optional dodgeball school mixed team tournament, proceeds to support the Learning Foundation • February 14, 2024, red/white/pink spirit day, candy gram sales
Eastside Secondary School	<ul style="list-style-type: none"> • February 14, 2024, Post Secondary Fair • February 16, 2024, Paint Night
Massassaga-Rednersville School	<ul style="list-style-type: none"> • February 22, 2024, JK/SK/1 trip to Frink Centre • March 20, 2024, Science Fair (snow day March 21, 2024)
North Hastings High School	<ul style="list-style-type: none"> • January 26-31, 2024, Final Culminating Activity Period • February 6, 2024, Grade 9-10 Transition Night 6:00 p.m.
Queen Elizabeth School	<ul style="list-style-type: none"> • January 25, 2024, Bus Safety Presentations • January 29, 2024, Grade 8 Eastside Secondary School transition meeting (course selection) • February 7, 8, 12, 15, 2024, Youth Reach Mental Health/Social Media Presentations • February 20, 2024, Term 1 Report Cards sent home • February 21, 2024, Grade 8 Graduation Photos

**Regular Public Board Meeting
Report 19
January 22, 2024**

	<ul style="list-style-type: none"> • March 4 – 10, 2024 Kindness Week
Sophiasburgh Central School	<ul style="list-style-type: none"> • January 25, 2024, PECl visit to Grade 3 for French Immersion Roadshow • January 30, 2024, PECl visit to Grade 8 for course selection • January 31, 2024, Celebration Assembly • February 16, 2024, Frink Centre Trip • Variety of in-class and school wide activities to celebrate Black History month in February
Tweed Elementary School	<ul style="list-style-type: none"> • February 1, 2024, Dodgeball tournament • February 21, 2024, Intermediate SG Basketball • February 28, 2024, Calabogie Ski Trip
V.P. Carswell	<ul style="list-style-type: none"> • January 30, 2024, Belleville Senators visiting school • February 1, 2024, Junior Winter Activity Day • February 14, 2024, Friendship Dance
York River School	<ul style="list-style-type: none"> • January 24, 2024, Skills Ontario Presentations for all classes • January 31, February 7 & 14, 2024, Ski Trips to Sir Sam's junior students • Winter Carnival, date yet to be determined



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January 9, 2024

SENT VIA EMAIL

The Honourable Stephen Lecce
Minister of Education

Dear Minister Lecce,

RE: Request for Greenhouse Gas Reduction Funding for Publicly Funded School Boards in Ontario

I am writing to you on behalf of the Halton Catholic District School Board (HCDSB) to request the reinstatement of the Greenhouse Gas Reduction Fund (GGRF).

Our school board is committed to reducing our carbon footprint and enhancing the sustainability of our schools. Under the leadership of our Facility Management Services, staff monitor the energy consumption and greenhouse emissions of all school and Board sites. We are currently ranked third out of 72 school boards in the [Performing School Boards Report: Sustainable Schools](#), establishing HCDSB as the most sustainable school board in the Greater Toronto Area (GTA).

While we are proud of our accomplishments, there is more we could be doing to further reduce our carbon footprint. This would require significant financial investment, especially in the current economic context marked by rising inflation.

We are reaching out to request that the Ministry of Education reinstate the provision of *Greenhouse Gas Reduction Funding* that was previously available to publicly funded school boards in Ontario. This funding is critical for implementing energy-efficient upgrades, renewable energy projects, and other initiatives that contribute to greenhouse gas reduction. Aligning the funding with the current inflation rate will help ensure that school boards can effectively plan and execute these vital projects without financial constraints.

The impacts of climate change are increasingly evident, and schools play a pivotal role in educating the next generation about sustainability and environmental stewardship. By equipping our schools with the necessary resources to reduce greenhouse gas emissions, we can create a more sustainable future while providing practical learning opportunities for our students.

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Investing in green initiatives dovetails with the province's commitment to environmental responsibility. This funding will not only support the provincial goals of reducing greenhouse gas emissions but also demonstrate leadership in prioritizing sustainable practices in public institutions.

With the support of the Ministry of Education, we can continue to make significant strides to achieve our environmental objectives and protect the future of our planet for generations to come.

Thank you for your consideration. We look forward to your response.

Sincerely,

A handwritten signature in black ink that reads "M Duarte". The "M" is circled, and the signature is written in a cursive, flowing style.

Marvin Duarte
Chair of the Board

cc. *HCDSB Trustees & Student Trustees*
J. Klein, Director of Education
HCDSB Senior Administration
Members of Parliament from Burlington, Halton Hills, Milton and Oakville
Members of Provincial Parliament from Burlington, Halton Hills, Milton and Oakville
Ontario Catholic School Trustees Association (OCSTA)