

## AGENDA

Regular Public Board Meeting		Monday, February 26, 2024	
Item		Responsibility	Page #
1	Call to Order – 6:00 p.m.	S. Binder	
2	Presentation: Special Education – Supporting students with Blind/Low Vision & Deaf and Hard of Hearing Services	K. Dostaler	
3	Motion to Convene into Closed Committee of the Whole	S. Binder	
4	Reconvene to Regular Public Board Meeting	S. Binder	
5	Acknowledgement of Traditional Lands	J. Webster	
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 January 22, 2024		3
	(b) Committee Meeting Minutes (for information only)		
	i) Governance and Policy January 15, 2024		7
	ii) Physical Planning, Finance and Building Committee January 8, 2024		10
	iii) Parent Involvement Committee November 15, 2023		12
	iv) Student Learning, Well-Being, and Equity Committee November 6, 2023		15
10	Rise and Report from Committee of the Whole	A. Robertson	
11	Report from External Organizations		
	(a) Ontario Public School Board Association (OPSBA)	A. Robertson	
	(b) Food for Learning January 18, 2024	K. Hambly	
12	Report from Standing Committee Reports		
	(a) Governance and Policy Meeting February 20, 2024	S. Binder	
	i) Recommendation – Policy 11 Indemnification of Board Members		18
	ii) Recommendation – Policy 08: Board Communications and Media Relations		20
	Recommendation – Rescind a Motion from November 27, 2023		
	iii) Recommendation –HPEDSB Advocate for a National School Food Program		25
	(b) Student Learning, Well-being, and Equity Meeting February 5, 2024	S. Lewis	
	(c) Physical Planning, Finance and Building meeting February 12, 2024	E. Charlton	

<b>Item</b>	<b>Responsibility</b>	<b>Page #</b>
13	Report from Statutory Committee Reports	
	(a) Audit Committee	nil
	(b) Parent Involvement Committee, February 21, 2024	E. Charlton
	(c) Special Education Advisory Committee, January 25 and February 22, 2024	S. Lewis
	(d) Supervised Alternative Learning, February 15, 2024	K. Hambly
14	Report from Advisory Committee Reports	
	(a) Accessibility Advisory	nil
	(b) Equity and Inclusivity Advisory	nil
	(c) Indigenous Education Advisory, January 23 & February 13, 2024	S. Maracle
	(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) Mid-year Strategic Plan Update	K. MacIver/Team 29
	(b) Recommendation – School Year Calendar	T. Elliott 40
	(c) Recommendation – Boundary Review Ad Hoc Committee	K. MacIver/ 43 K. Dostaler
19	Calendar of Events	S. Binder 83
20	Correspondence	nil
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: March 25, 2024, at 6:00 p.m.**

**Upcoming meetings:**

Regular Public Board Meeting: 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, S. Binder, K. Hambly, K. Kramp, S. Lewis, S. Maracle, R. Prinzen (v), A. Robertson, R. Speck (v)

**Student Trustees:** A. Shah, C. Vance, J. Webster

**Absent:** E. Parsons

**Guests:** Demona Boyer, Bayside Secondary School Grade 12 Student;  
Kirsten Newmann-Stephens, SWAC Coordinator & Secondary Teacher;  
Matt Ronan, Dual Credit & SCWI Coordinator

**Resources:** K. Donnell, K. Dostaler, T. Elliott, T. Jones, N. Kishinchandani, K. MacIver,  
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 – School-Within-A-College (SWAC):** The presentation highlighted the Dual Credits and School-Within-A-College options available to HPEDSB students in partnership with Loyalist College. Through Dual Credits, students can earn high school and college credits at the same time. Through School-Within-A-College, students have access to individualized programs and support for their academic and personal growth; SWAC is anchored in experiential learning and workshops that are chosen by the students themselves.

**3. Motion to convene into Closed Committee of the Whole – not required.**

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

**5. Acknowledgement of Traditional Lands**

Trustee Lewis offered the Land Acknowledgement.

**6. Roll Call**

Chair Binder requested a roll call of Trustees and Student Trustees. All members are present, with the exception of Trustee Parsons.

**7. Approval of the agenda**

**Mover:** K. Kramp

**Secunder:** K. Hambly

**That the agenda for the January 22, 2024, Regular Public Board Meeting be approved.**

**Carried**

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

**9. Consent Agenda Items**

**Recommendation:**

**Mover:** K. Kramp  
**Seconder:** A. Robertson

**That the following Consent Agenda items be approved:**

- (a) Regular Public Board Meeting Minutes December 11, 2023**
- (b) Committee Meeting Minutes (for information only)**
  - i) Governance and Policy December 4, 2023**
  - ii) Physical Planning, Finance and Building Committee Minutes December 11, 2023**

**Carried**

**10. Rise and Report from Closed Committee of the Whole** – Vice-chair Robertson reported that a Closed Committee of the Whole meeting was held on December 11, 2023, there were two human resource matters discussed.

**11. Report from External Organizations:**

- (a) Ontario Public School Board Association (OPSBA)** – Vice-chair Robertson provided the following highlights from OPSBA:
  - OPSBA Directors voted to ratify the agreement with ETFO T/OT on December 19, 2023,
  - OPSBA created a template letter to support the inclusion for funding of a National School Food Program in the 2024 budget,
- (b) Food for Learning Steering Committee** – no report

**12. Standing Committee Reports:**

- (a) Governance and Policy Committee** – Chair Binder shared highlights from the January 15, 2024 meeting:
  - reviewed first draft of Policy XX: Indemnification of Board Members,
  - reviewed topics for future Trustee Professional Development Learning Sessions,
  - approved a recommendation to revise HPEDSB By-Laws Section 5.28 Notice of Motion
- i) Recommendation –By-Law Revisions for Notice of Motion:**

**Mover:** S. Lewis  
**Seconder:** K. Kramp

**That 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.**

**Carried**

- (b) Student Learning, Well-Being, and Equity Committee** – no report
- (c) Physical Planning, Finance and Building Committee** – Committee Chair, Trustee Kramp shared the following highlights from the January 8, 2024, meeting:
  - reviewed Budget Processes and Timelines,
  - reviewed an Investment Report,
  - reviewed a report on Education Centre Air Quality testing updates,
  - reviewed a report on the Transition Plan to Easthill Elementary School,
  - received a verbal update on the Extension of Agreement of Purchase and Sale – Queen Elizabeth Picton property, and
  - approved the Multi-Year Accessibility Plan at the December 11, 2023, meeting with a recommendation for Board approval.

**i) Recommendation – Multi-Year Accessibility Plan:**

**Mover:** K. Kramp  
**Seconder:** A. Robertson

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

**Secondary Motion**

**Mover:** R. Prinzen  
**Seconder:**

**That the Multi-Year Accessibility Plan 2023-2028 go back to the Accessibility Advisory Committee, to be revised to include quantitative and qualitative data collection and measurable performance metrics; to include specific accountability mechanisms and compliance principles; to include how attitudinal barriers will be addressed and to fill vacancies on the committee with key community stakeholders. The secondary motion was not seconded.**

**Not carried**

**The main recommendation was discussed and brought forward for approval.**

**Carried**

**13. Standing Committee Reports:**

- (a) **Audit Committee** – no report
- (b) **Parent Involvement Committee** – no report
- (c) **Special Education Advisory Committee** – no report
- (d) **Supervised Alternative Learning Committee** – Trustee Hambly provided highlights from the meeting held on January 10, 2024:
  - currently there are 93 students with 125 credits earned to date; students are working to complete remaining credits by the end of the first semester,
  - highlights from the December 13, 2023, meeting were not available and will be made available for the February Regular Public Board meeting.

**14. Advisory Committee Reports:**

- (a) **Accessibility Advisory Committee** – no report
- (b) **Equity and Inclusivity Advisory Committee** – Trustee Charlton provided highlights from the meeting held on December 13, 2023:
  - receiving positive feedback from students and schools about commemorative dates recognized by HPEDSB,
  - received an update on the Equity Action Plan activities,
  - discussed a professional learning opportunity for Trustees which would involve anti-hate and anti-racism.
- (c) **Indigenous Education Advisory Committee** – no report
- (d) **Student Voice Committee** – Student Trustees provided highlights from the student voice committee meetings:
  - discussed concerns on how to make washrooms safe for students, big concern regarding students vaping in the washrooms and students not feeling safe to go to washroom without a buddy,
  - planning is underway for the provincial Indigenous Student Trustee conference.

**15. Ad Hoc Committee Report - no report**

**16. Chair's Report** – Report included the following highlights:

- attended the online learning sessions hosted by OPSBA, and

**Hastings and Prince Edward District School Board**  
**Regular Public Board Meeting**  
**January 22, 2024**

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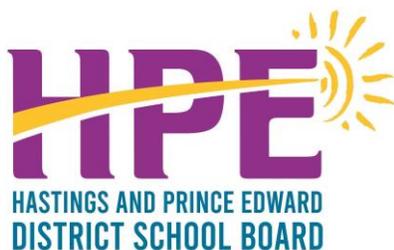
- attended the Boundary Review meetings held on January 16 & 17 2024
    - (a) **Trustee Sharing** – Trustee Speck shared information regarding the new Construction Specialist High Skills Major program and a new Trades Sampler Dual Credits program starting at NHHS in March.
- 17. Director’s Report** – Report included the following highlights:
- The HPE Learning Foundation donated \$75,000 surplus funds to several schools to purchase technology such as interactive display boards, student Chromebooks and iPads,
  - congratulated Jack Brown, a Grade 12 student in the Visual Arts Program at Centennial Secondary School, who designed the Quinte Regional Science and Technology Fair poster for 2024,
  - shared graduation rate statistics: the 4-year grad rate (starting with the 2018-2019 school year) increased to 75% (6-point rise); and the 5-year graduation rate (starting with the 2017-2018 school year,
  - attended the SWAC graduation on January 18, 2024; 13 HPEDSB students celebrated the completion of their high school diploma.
- 18. HPEDSB Staff Reports**
- (a) **Kindergarten Promotion** – Report included an update on HPEDSB’s annual Kindergarten registration process. Trustees asked questions and Superintendent Elliott responded to their questions. To review the entire report, click [here](#) and go to page 55.
  - (b) **De-streaming Update** – Report included an update of the purpose, priorities and supports associated with de-streaming in HPEDSB. Trustees asked questions and Superintendent Elliott responded to their questions. To review the entire report, click [here](#) and go to page 57.
  - (c) **Student Success through School-College-Work Initiatives (SCWI)** –Report included information regarding the pathway to graduation through the Ministry of Education School-College-Work Initiatives (SCWI). Trustees asked questions and Superintendent McFarlane and System Lead, Tina Jones responded to their questions. To review the entire report, click [here](#) and go to page 58.
  - (d) **Staffing and Recruitment** – Report included an update related to staffing and recruitment strategies implemented to address staff shortages. Trustees asked questions and Superintendent McFarlane responded to their questions. To review the entire report, click [here](#) and go to page 59.
- 19. Calendar of Events:** To review the calendar of events and meetings, click [here](#) and go to page 61.
- 20. Correspondence** – Chair Binder noted that Report 20(a) was received from Halton Catholic District School Board addressed to Minister Lecce regarding a request for Greenhouse Gas Reduction Funding for Publicly Funded School Boards in Ontario. Chair Binder asked if there were any discussion from Trustees regarding this letter, there was none. No action is required.
- 21. Unfinished Business** – nil
- 22. Trustee Motions for Consideration** - nil
- 23. Trustee Notice of Motions** - nil
- 24. Meeting adjourned at 7:43 p.m.**

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 Chair

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 Secretary



**Governance and Policy  
Committee Minutes  
January 15, 2024**

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

**Absent:** A. Shah

**Student Trustee:**

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

**Minutes:** D. Lucas, 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**

Trustee Kramp offered the Land Acknowledgement.

**5. Roll Call**

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

**6. Approval of agenda**

**Moved:** S. Lewis

**Seconded:** K. Kramp

**That the agenda for January 15, 2024, be approved.**

**Carried**

**7. Declaration of Conflict of Interest - none declared.**

**8. Approval of minutes**

Trustee Prinzen requested that the minutes from December 4, 2023, be amended. Amendment to remove the following two items from the December 11, 2023, draft agenda:

- recommendation for Policy XX: Board Communications, and
- recommendation for Revised HPEDSB By-Laws.

**Moved:** S. Lewis

**Seconded:** R. Speck

**That the minutes from the December 4, 2023, meeting be approved as amended.**

**Carried**

**9. Delegations - none**

**10. Report from Staff**

**(a) First review Draft Policy XX: Indemnification**

Director MacIver noted that this is the first review for this draft policy. Legal Counsel has reviewed this draft policy with minimal revisions required. Director MacIver noted that this draft policy will be posted on our website for public consultation. Public feedback and a final review will come forward to the February 20, 2024, Governance and Policy Committee with a

recommendation to approve at the February 26, 2024 Regular Public Board meeting once approved by the Governance and Policy Committee.

**(b) Recommendation – By-law Revisions for Notice of Motion**

Director MacIver noted at the December 4, 2023, Governance and Policy Committee meeting further revisions to the By-laws were required. Draft language regarding Section 5.28: Notice of Motion was circulated to Trustees to be considered at the January 15, 2024, Governance and Policy Committee. Review of the draft language resulted in further revisions with final revisions 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 5.28.4 will not be debated at the same meeting at which it is introduced.~~

~~5.28.5 The Notice of Motion will be considered at the subsequent~~ **regular Board Meeting or Standing Committee meeting where it was introduced** ~~as determined by the Governance and Policy Committee;~~ and may be

- (a) debated;
- (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.

If approved a recommendation to the Board will go forward to the January 22, 2024, Regular Public Board Meeting.

**Recommendation:**

**Mover: K. Kramp**

**Seconder: R. Prinzen**

**That the Governance and Policy Committee recommends the Hastings and Prince Edward District School Board approve the amended revisions to the HPEDSB By-Laws effective January 23, 2024.**

**Carried**

**(c) Professional Learning Sessions – 2023-2024**

Director MacIver noted that a survey was sent out to all Trustees on December 12, 2023, requesting their feedback and ideas for professional learning sessions. A list of suggested ideas was shared with the Governance and Policy Committee to review. Director MacIver suggested that many of the topics could be addressed through a Trustee Retreat, tentatively scheduled for February 15<sup>th</sup> and 16<sup>th</sup>, 2024 at Huff Estates in Bloomfield. The retreat would begin at 11:00 a.m. on February 15<sup>th</sup> with a tour of Eastside Secondary School regular and specialized programming, followed by an overnight stay at Huff Estates with an active day of professional learning on February 16<sup>th</sup>. Director MacIver noted that she would connect with Marion Thomson-Howell to facilitate a workshop for Trustees.

**(d) Draft Agenda**

- (i) Public Board Meeting January 22, 2024, highlights:
- Presentation: School-Within-A-College (SWAC),
  - Recommendation – By-law Revisions for Notice of Motion,
  - Recommendation – Multi-Year Annual Accessibility Plan,
  - Reports from staff:
    - Kindergarten Promotion
    - Destreaming Update
    - Learning Opportunities Update: SHSM/OYAP/SCWI
    - Staffing and Recruitment

**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.**



Physical Planning, Finance and Building Committee  
Public Session Minutes  
January 8, 2024

- Members present:** E. Charlton (Vice-Chair), K. Hambly, K. Kramp (Chair), E. Parsons, A. Robertson, J. Webster (Student Trustee)
- Regrets:** T. Rodgers
- Absent:** None
- Guests:**
- Resources:** K. Donnell, K. Horrigan, N. Kishinchandani, K. MacIver, D. McFarlane
- Minutes:** J. McLaren, Executive Assistant

**1. Call to order**

The meeting was called to order at 3:30 p.m. by Chair Kramp.

**2. Acknowledgement of Traditional Lands**

Trustee Charlton offered the Land Acknowledgement.

**3. Roll Call**

Chair Kramp requested a roll call of Trustees.

**4. Approval of agenda**

**Moved:** A. Robertson

**Seconded:** K. Hambly

That the agenda be approved for Monday, January 8, 2024.

To approve the agenda as amended to include Item 8(e) Extension of Agreement of Purchase and Sale – Queen Elizabeth Picton.

**Carried**

**5. Declarations of Conflict of Interest**

None.

**6. Delegations**

None.

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

**Moved:** K. Hambly

**Seconded:** A. Robertson

That the minutes of the Monday, December 11, 2023 meeting be approved.

**Carried**

**8. Staff Reports**

**Budget Process and Timelines**

Superintendent Kishinchandani referred to Report 8(a), dated January 8, 2024.

**Clarification/discussion items included:**

- Trustees asked questions regarding community consultation, HPEDSB's use of ThoughtExchange, and what advantages/disadvantages the tool offered, which Superintendent Kishinchandani and K. Donnell, Communications and Privacy Manager, answered. It was noted

ThoughtExchange is good for crowdsourcing and determining best ratings for scenarios. HPEDSB is working to establish the path forward for this year's budget process.

- Trustees inquired about opportunities to educate the community on how funding is spent, which Director MacIver responded that budget information can be found on the website and HPEDSB will strive to make it as user-friendly as possible.

### **Investment Report**

Superintendent Kishinchandani referred to Report 8(b), dated January 8, 2024.

#### **Clarification/discussion items included:**

- Trustees asked questions about the investment funds and whether they can be included in budget for spending, which Superintendent Kishinchandani responded to that the amounts are earmarked for specific spending needs (i.e. school investments and bursary funds).

### **Education Centre Air Quality Testing Updates**

Superintendent Kishinchandani and K. Horrigan, Senior Manager, Facility Services, referred to Report 8(c), dated January 8, 2024.

#### **Clarification/discussion items included:**

- Trustees inquired about remediating costs and the budget implications, which K. Horrigan, Senior Manager of Facility Services responded to. Costs will be determined through the scope of work and budgets are set aside for maintenance-related work at the Education Centre.

### **Transition Plan to Easthill Elementary School**

Superintendent Kishinchandani and K. Horrigan, Senior Manager, Facility Services, referred to Report 8(d), dated January 8, 2024.

#### **Clarification/discussion items included:**

- Trustees asked about the timeline of the transition plan, which K. Horrigan, Senior Manager of Facility Services responded that the work (including demolition, abatement and grounds work) would take approximately 4 months and is dependent on a potential tendering process.
- Trustees asked questions regarding the cost to retender the project, which K. Horrigan, Senior Manager of Facility Services answered. HPEDSB is working with the current contractor to determine any changes to costs and if a portion would be retendered.

### **Extension of Agreement of Purchase and Sale - Queen Elizabeth Picton**

Superintendent Kishinchandani provided a verbal update on Item 8(e) regarding the sale of Queen Elizabeth Picton. A 90-day extension has been requested, which HPEDSB has granted. The new timeline is March 11, 2024.

## **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, February 12, 2024.

**Administration and Trustees Present:**

Katherine MacIver, Director of Education  
Debbie Lucas, Executive Assistant, Director of Education  
Superintendent Elliott, Curriculum Services  
Trustee Speck, North Hastings  
Trustee Binder, Southeast Hastings  
Suzanne Cholasta, System Lead  
Jennifer Hawkins, Principal Tyendinaga Public School  
Tanya Whitaker, Principal, Prince Charles Belleville

**Members Present:**

Alison Kelly, Athol-South Marysburgh Public School  
Amani Sharma, Bayside Public School  
Jennifer McIlreath, Bayside Secondary School  
Marc Henshaw, Eastside Secondary School  
Erin McLeod, Foxboro Public School  
Jamie Seniuk, Frankford Public School  
Amanda Vint, Frankford Public School  
Steve Ellsworth, Harmony Public School  
Darrell Mast, Harry J. Clarke Public School  
Laura Lunn, Maynooth Public School  
Martina Hill, North Hastings High School  
Jessica Purchase, Park Dale Public School  
Jennifer Houghton, PEI  
Aaron Bucci, Sophiasburgh Central School  
Ashlea Fox, Tweed Elementary School  
Crystal Rawson, Trent River Public School

1. Chair Hill called the meeting to order at 6:00 p.m. and welcomed everyone to the Parent Involvement Committee.
2. Co-chair Kelly offered the land acknowledgement.
3. **Approval of Agenda**  
Moved: J. McIlreath  
Seconded: A. Kelly

**That the agenda for the November 15, 2023 Parent Involvement Committee be approved.**

**Carried**

4. **Declarations of Conflict of Interest** – nil

5. **Approval of Minutes**

Moved: A. Sharma  
Seconded: A. Kelly

**That the minutes from the October 18, 2023 Parent Involvement Committee be approved.**

**Carried**

6. **Trustee Report** - Trustee Speck provided the following highlights as follows:

**Hastings and Prince Edward District School Board  
Parent Involvement Committee  
November 15, 2023**

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- Park Dale School shared a presentation to the Board on “how they are learning math”, Park Dale school is also a Focus school as identified by the Ministry of Education,
- received an updated from OPSBA about on-line workshops called “meaningful engagement” as part of the Good Governance Leaders Academy,
- reviewed and approved several suggested By-Law revisions, effective October 23, 2023,
- approved the 2023-2024 Regional Internal Audit Plan,
- Student Trustees attended the Ontario Student Trustee Association (OSTA) Conference on October 13, 14, 2023,
- received staff reports; EQAO results, math achievement action plan and capital and building renewal projects.

7. Staff Reports

- (a) **Math Achievement Action Plan (MAAP)** - Superintendent Elliott and System Lead Suzanne Cholasta referred to Report 7(a) in the agenda package, identifying three priorities found in “[Taking Action in Mathematics](#)” document;

- Ensuring fidelity of curriculum implementation, and use of instructional and assessment practices with a proven track record for enhancing student achievement,
- Engaging in ongoing learning on mathematics content knowledge for teaching,
- Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

To review the entire report submitted, click [here](#) and go to page 6.

- (b) **HPE Learning Foundation – “New Year, New Look, New Faces”**- Kellie Brace, Operations Manager, Cherie Hardie, Procurement Logistics Coordinator, Vicky Struthers, Program Coordinator and Jenn Barrett, Resource & Development Coordinator shared a presentation with members of the Parent Involvement Committee, highlighting their strategic priorities for 2023-2026, and the programs supported by the HPE Learning Foundation. To review the presentation, click [here](#).
- (c) **Parent Involvement Committee Survey** – Director MacIver noted that a survey will be created and shared with members of the Parent Involvement Committee. This survey will involve questions around the Parent Involvement Committee meetings, locations, a parent engagement activity to support parents getting involved in their student learning. Another section regarding communications; how you hear about things happening from your school or the Board and how to get information to you in the most accessible way. Members of this group are asked to fill out the survey when it becomes available and consult with school council members as well.
- (d) **Director of Education Update** – Director MacIver provided highlights on several items happening throughout the Board:
- community breakfasts have been held throughout communities to determine how we can work with our community organizations to co-ordinate our work and work alongside and collaborate together and to be innovative together to support students and families,
  - a notice regarding a change to the school year calendar will be coming forward at the November 27<sup>th</sup> Regular Public Board Meeting. This change is in regarding to the full eclipse scheduled for Monday April 8, 2024. Therefore, the PA day will be rescheduled for Monday April 8, 2024 rather than Friday April 12, 2024. The Ministry of Education will need to approve this change, once approved, communications to families will be sent out prior to this date,
  - safe arrival app will be rolled out to all schools by end of December 2023. Five schools have been piloting this app. Encourage this information to be shared with school council and parents,
  - the PIC representative email will be formalized within the new year. PIC members should use this email account rather than their personal email address. Information will be provided before the meeting in February,
  - referenced Procedure 108 on “how to address your concerns”,
  - PRO Grants applications need to be submitted by November 30, 2023. A sub-committee will review these applications and advise schools before the winter break.

8. Notice of Motion - nil
9. Correspondence - nil
10. Meeting adjourned at 7:15 p.m.

**Members present:** K. Dostaler, T. Elliott, S. Lewis, S. Maracle, K. Niemi, E. Parsons, R. Prinzen, C. Vance (Student Trustee)

**Regrets:** R. Speck

**Resources:** S. Binder, K. Donnell,

**Minutes:** E. Power, Executive Assistant, Curriculum Services

**1. Call to Order**

Chair Lewis called the meeting to order at 3:33 p.m.

**2. Acknowledgement of Traditional Lands**

Trustee Parsons offered the Land Acknowledgement.

**3. Roll Call**

Chair Lewis requested a roll call of committee members.

**4. Approval of agenda**

**Moved:** S. Maracle

**Seconded:** R. Prinzen

That the agenda for the November 6, 2023 Student Learning, Well-being and Equity Committee meeting be approved.

**Carried**

**5. Declaration of Conflict of Interest**

- None declared

**6. Approval of Minutes from October 2, 2023 Meeting**

**Moved:** R. Prinzen

**Seconded:** S. Maracle

That the minutes of the October 2, 2023 Student Learning, Well-being and Equity Committee meeting be approved.

**Carried**

**7. Delegations**

None.

**8. Reports from Staff:**

**(a) Superintendent Update**

**i. Curriculum Revisions and Implementation, K-12**

Superintendent Elliott referred to report 8(a)i, dated November 6, 2023.

Clarification and discussion took place regarding:

- the Grade 1-8 Social Studies curriculum; and,
- tracking success rates of the new curriculum.

**ii. Student Mental Health**

**(a) Grade 7 and 8 MH Module Roll Out**

Superintendent Dostaler referred to report 8(a)ii(a), dated November 6, 2023.

Clarification and discussion took place regarding:

- The date of full implementation of the mental health literacy modules noting there will be a collaboration between Student Services, Curriculum Services (from a De-streaming perspective), and Innovation and Inclusion Services (from an SHSM perspective).

**(b) OPSBA Social Media**

Trustee Robertson referred to presentation 8(a)ii(b), dated November 6, 2023.

Clarification and discussion took place regarding:

- The social media mass tort involving META (Facebook and Instagram), Snap, Inc., and TikTok, being brought forth by Neinstein LLP.

Chair Lewis asked for a mover and seconder for the recommendation being brought forward for approval by the Student Learning, Well-being and Equity Committee.

**Recommendation:**

**Mover: R. Prinzen**

**Secunder: E. Parsons**

**That the Student Learning, Well-being, and Equity Committee recommend the Hastings and Prince Edward District School Board contact Neinstein LLP for discussion regarding Hastings and Prince Edward District School Board's potential participation in the Social Media Mass Tort opportunity presented to Ontario Public School Board Association directors October 19, 2023.**

**Carried**

**iii. School Year Calendar Change**

Superintendent Elliott referred to report 8(a)iii, dated November 6, 2023.

Clarification and discussion took place regarding:

- Learning opportunities posed by the eclipse, student safety, and the impact on employee groups.

Chair Lewis asked for a mover and seconder for the recommendation being brought forward for approval by the Student Learning, Well-being and Equity Committee.

**Recommendation:**

**Mover: R. Prinzen**

**Secunder: E. Parsons**

**That the Student Learning, Well-being and Equity Committee recommend the Hastings and Prince Edward District School Board approve the move of the April 12, 2024 PA Day to April 8, 2024, effective November 6, 2023.**

**Carried**

**iv. HPEDSB Commemorative Days**

Superintendent Niemi referred to report 8(a)iv, dated November 6, 2023.

Clarification and discussion took place regarding:

- The reporting of student attendance when absences occur on commemorative days. Superintendent Niemi to confirm this.

**(b) Review of Draft Indigenous Education Advisory Committee Minutes**

Trustee Maracle reviewed Report 8(b), dated November 6, 2023.

Clarification was provided regarding the K-12 Indigenous Coach model.

**(c) Review of Draft Equity and Inclusivity Advisory Committee Minutes**

Trustee Maracle reviewed Report 8(c), dated November 6, 2023.

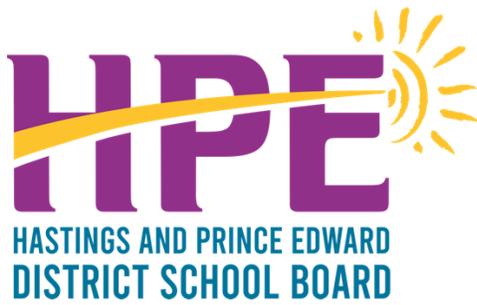
Clarification was provided regarding affinity groups.

None.

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

None.

**11.** The meeting adjourned at 4:43 p.m. The next meeting will be on Monday, February 5, 2024.



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

**From:** Shannon Binder, Chair, Governance and Policy Committee

**Re: Recommendation - Policy 11: Indemnification of Board Members**

---

**Purpose**

The Governance and Policy Committee has done two reviews on this policy and brings forward a recommendation to the Hastings and Prince Edward District School Board to approve this revised policy.

**Link to Strategic Plan**

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

**Background**

At the January 15, 2024, Governance and Policy Committee meeting members reviewed this draft policy. Once reviewed and all changes were incorporated into the draft policy this draft policy was posted to the website for staff and public consultation. Feedback from the public consultation was shared with the Governance and Policy Committee on February 20, 2024, no further changes were required to the draft policy.

**Next Steps**

The Governance and Policy Committee recommends the Board approve this revised policy. Once approved, Policy 11: Indemnification of Board Members will be posted to the HPEDSB website, and the former Policy 3-I will be revoked.

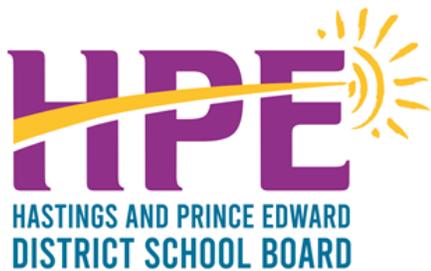
**Recommendation:**

**Moved:**

**Seconded:**

**That the Hastings and Prince Edward District School Board approve Policy 11: Indemnification of Board Members. With the approval of this revised policy, Policy 3-I will be revoked.**

Appendix A: Policy 11: Indemnification of Board Members



<b>BOARD POLICY 11</b>	
<b>Adopted</b>	May 26, 2008
<b>Last Revised</b>	February, 2024
<b>Review Date</b>	February, 2027

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## INDEMNIFICATION OF BOARD MEMBERS

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### 1) **OBJECTIVE**

Hastings and Prince Edward District School Board provides insurance to protect members of the Board from loss and/or liability incurred as a result of their public service.

### 2) **PROCEDURE**

- a) As permitted under section 176 of the *Education Act*, Hastings and Prince Edward District School Board provides group accident insurance to indemnify a member of the Board or their estate against loss in case they are accidentally injured or killed, while traveling on the business of the Board or in the performance of duties as a member of the Board, either within or outside the area over which the Board has jurisdiction.
- b) The Board also provides group public liability and property damage insurance to indemnify a member of the Board, or their estate, with respect to loss or damage for which they have become liable. This may occur as a result of injury to persons or property or by reason of injury to their own property while traveling on the business of the Board or in the performance of duties as a member of the Board, either within or outside the area over which the Board has jurisdiction.

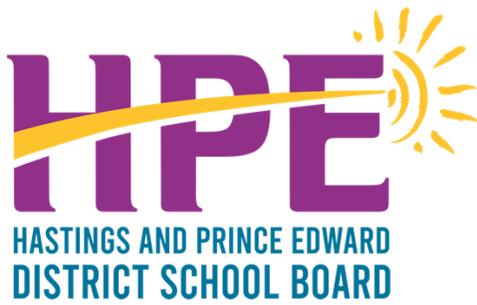
#### **Legal references**

*Education Act*, section 176 Benefits

#### **Board references**

HPEDSB Governance By-Laws

OSBIE Comprehensive Liability Policy



Decision   X   Information     

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

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

**Re: Recommendation Policy 08: Board Communications and Media Relations**

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### **Purpose**

The Governance and Policy Committee has done four reviews on this policy and brings forward a recommendation to the Hastings and Prince Edward District School Board to approve this revised policy.

### **Link to Strategic Plan**

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

### **Background**

This revised policy was reviewed at the September 18 and October 16, 2023, Governance and Policy Committee meetings. Feedback from public consultation was reviewed and discussed at the October 16, 2023, meeting incorporating any additional changes into the third review of this draft policy. At the Organization and Regular Public Board meeting held on November 27, 2023, a recommendation was approved, stating:

**“That the Hastings and Prince Edward District School Board of Trustees do not have individual Trustee social media accounts.”**

The wording of this recommendation was incorporated into the draft policy. In further discussions, the Director of Education agreed to seek legal advice based on the committee's suggestion. The third draft of this policy was shared with Legal Counsel, and it was recommended that the Board rescind the motion passed on November 27, 2023. At the February 20, 2024, Governance and Policy Committee further revisions were discussed and incorporated into this policy.

### **Next Steps**

The Governance and Policy Committee recommends the Board approve this revised policy. Once approved, Policy 08: Board Communications and Media Relations will be posted to the HPEDSB website, and the former Policy 3-D will be revoked. The Governance and Policy Committee recommends the November 27, 2023, motion:

**“That the Hastings and Prince Edward District School Board of Trustees do not have individual Trustee social media accounts.”**

be rescinded. A two-thirds vote is necessary to rescind this motion.

### **Recommendation:**

**Moved:**

**Seconded:**

**That the Hastings and Prince Edward District School Board approve Policy 08: Board Communications and Media Relations. With the approval of this revised policy, Policy 3-D will be revoked.**

**Recommendation:**

**Moved:**

**Seconded:**

**That the Hastings and Prince Edward District School Board rescind the motion passed on November 27, 2023;**

**“That the Hastings and Prince Edward District School Board of Trustees do not have individual Trustee social media accounts” through a two-thirds vote as per HPEDSB By-laws Section 5.34.1(b).**

Appendix A: Policy 08: Board Communications and Media Relations

BOARD POLICY 08	
Adopted	November 28, 2000
Last Revised	February, 2024
Review Date	February, 2026

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## BOARD COMMUNICATIONS, MEDIA RELATIONS AND SOCIAL MEDIA

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### 1) OBJECTIVE

The Hastings and Prince Edward District School Board (the Board) is committed to fostering positive relationships among our diverse stakeholders and the media through open and transparent communication. All communications will support student achievement and well-being and align with the strategic plan.

### 2) DEFINITION

**Stakeholders:** Includes students, parents/guardians, employees, community and education partners, the broader public and the media.

### 3) COMMUNICATION GUIDELINES

- a) All communications between the Board and stakeholders will be clear and concise to ensure access to relevant information in a timely manner.
- b) The director of education or designate shall be responsible for maintaining effective and consistent channels of communication with all stakeholders.
- c) The Board shall provide information to stakeholders that:
  - i) reflects current trends in education; and
  - ii) builds a sense of pride in Hastings and Prince Edward District School Board.
- d) Legislative requirements for communications will be met.

### 4) COMMUNICATING WITH FAMILIES AND COMMUNITY MEMBERS

- a) The Board will establish the means by which it will consult with Stakeholders when developing or reviewing the multi-year strategic plan; Board budget and policies, through the communication platforms, tools and activities that are approved and managed through the Communications Department of the Board.
- b) Trustees consult with parents/guardians, students and stakeholders on the development and implementation of the board's strategic plan.
- c) Trustees address the concerns of parents/guardians, students and stakeholders through the process outlined in Procedure 108: Process for Addressing Public Concerns.

### 5) COMMUNICATING WITH THE MEDIA

- a) The Board recognizes the right and importance of the media to seek facts that are relevant to the media's work and will cooperate with the media in the release of such facts to avoid violating legislation, contractual obligations and/or Board policies.
- b) The chair of the Board and the director of education, or designate, are the Board's primary spokespersons in all situations where a system level comment or response is required.
- c) The chair is the spokesperson for the Board regarding governance matters, including matters affecting trustees; the employment of the director of education; matters that are the responsibility of the Board of Trustees and any decisions made by the Board of Trustees.

- d) The director of education, or designate, as the Board's chief executive officer and chief education officer, is the Board's spokesperson from the operational perspective and day to day management of the Board.
- e) The Chair of the Board may delegate to a local trustee the function of speaking on behalf of the Board for a specified topic when appropriate. Trustees will consult with the Chair prior to accepting media invitations to ensure the trustee is the appropriate person to be speaking to the media on the topic identified by the media.
- f) Unless a trustee has been delegated the function of speaking on behalf of the Board, an individual trustee will clearly identify their comments as their own opinion. Trustees are required to uphold any decisions made by the Board of Trustees and cannot undermine the implementation of those decisions. Trustees may respectfully disagree with a decision of the Board provided it is done in such a manner as to not cause a loss of public confidence in the Board.

## 6) USE OF SOCIAL MEDIA

- a) All postings by trustees will uphold both Governance Directive 7.1 - Board Members' Code of Conduct and the dignity of the office of trustee.
- b) Trustees will not disclose personal information of others, private, confidential or other proprietary information of the Board.
- c) Trustees may use materials produced by HPEDSB in their communications and will not alter, modify or otherwise change the message or its intent.
- d) Trustees may communicate to the public events in the school and community that advance the strategic and operational goals of the Board and may direct viewers to further information where applicable.
- e) Trustees will ensure that their communications are accurate and do not disparage other individuals, the Board of Trustees or the Board or unfairly cause them reputational harm.
- f) Postings by Trustees shall uphold all decisions of the Board of Trustees and not undermine public confidence in the Board. Any dissenting opinion by a trustee must clearly distinguish between the Board of Trustees' decision and their personal opinion.
- g) Any postings by trustees regarding matters to be decided by the Board of Trustees should clearly indicate that the Board of Trustees has not yet made a decision and the trustee's comments reflect their personal views.
- h) Individual trustees will not, on behalf of the Board of Trustees or Board, solicit the views of the public on Board matters (for example launch their own survey) supporters of the Board to use the Board-approved feedback and communication tools.

## 7) ACCESS

- a) Agendas, reports and minutes of public Board and/or standing committee meetings shall be posted on the website.
- b) News releases will be posted on the Board website and shared through the normal social media channels.

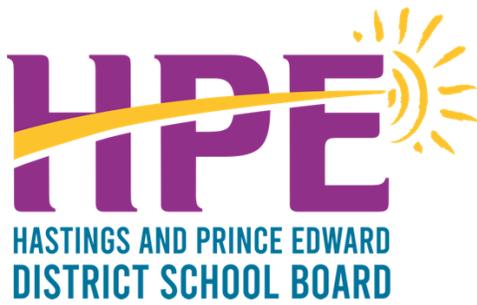
### Legal references

- *Education Act*, section 207 Access to Meetings and Records
- *Education Act*, section 218 Conduct of Members of School Boards
- *Municipal Freedom of Information and Protection of Privacy Act*
- Charter of Rights and Freedoms

### Board reference

- [Board Policy #1: Board Vision, Mission and Priorities](#)

- Board Policy #4: Corporate Board Job Description
- Board Policy #5: Director of Education Job Description
- Board Policy #7: Board Policy Development and Review
- Governance Directive 7.1 - Board Members' Code of Conduct
- Social Media Guidelines



Decision   X   Information     

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

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

**Re: Recommendation – HPEDSB Advocate for a National School Food Program**

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**Purpose**

The Governance and Policy Committee brings forward a recommendation to the Hastings and Prince Edward District School Board to submit a letter advocating to the federal government to include funding in the 2024 Budget. If approved, Chair Binder will send a letter on behalf of the Board of Trustees.

**Link to Strategic Plan**

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

**Background**

A Notice of Motion was submitted to the Governance and Policy Committee for review. The committee reviewed and discussed the direction to take and determined that the Notice of Motion will be considered at the February 26, 2024, Regular Public Board meeting, as per By-Law 5.28.5(a). The Notice of Motion was submitted by Trustee Robertson and seconded by Trustee Kramp. A recommendation was approved to bring this forward to the Regular Public Board to discuss as a whole Board. A sample of the letter that would be sent is attached.

**Next Steps**

The Governance and Policy Committee recommends that HPEDSB send a letter to advocate for a National School Food Program. A sample of the letter is attached.

**Recommendation:**

**Moved:**

**Seconded:**

**That the Hastings and Prince Edward District School Board submit a letter advocating to the federal government to include funding for a National School Food Program in Budget 2024.**

Appendix A: Notice of Motion

Appendix B: Sample letter

**Notice of Motion- That HPEDSB Advocate for a National School Food Program**

The impact of student nutrition on both physical and mental wellbeing and academic achievement is well documented in education and public health research (The Coalition for Healthy School Food, 2016). Moreover, school food programs are demonstrated to significantly improve students' access to nutritious food. Despite this, Canada is the only G7 country without a national school food program (World Food Programme, 2021). While it is estimated that provinces, territories, and municipalities currently contribute around \$200 million each year toward school food programs, government funding represents only a fraction of total program costs with unpredictable and inconsistent revenue sources and in-kind support through granting agencies, private donors, families and/or other sources depending on the region, supporting the bulk of programming (Ruetz, A. T., & McKenna, M. L., 2021).

Locally, Food For Learning programs provide over 1 million meals and snacks to students in our region each year. Inflation and cost of living pressures have meant increased demand for these programs resulting in significant strain on program budgets, ultimately threatening the sustainability of many local school food programs. Dedicated national funding would ensure these programs not only survive but grow to meet the needs of students and families in our current climate and beyond.

As trustees, we focus on student achievement and wellbeing. Student nutrition directly impacts both. While we predominately focus our advocacy efforts on the provincial government, our role as education advocates compels us to advocate to all levels of government in the shared interest of public education.

Consistent with this, the Ontario Public School Board Association created a template letter requesting the federal government include dedicated funding in Budget 2024 for a National School Food Program (appendix A).

Therefore, I, Trustee Robertson, move the following motion:

**That the Hastings and Prince Edward District School Board advocate to the federal government to include funding for a National School Food Program in Budget 2024 by sending the template letter created by the Ontario Public School Board Association (OPSBA) to the Honourable Chrystia Freeland, Deputy Prime Minister and Minister of Finance.**

Seconded by: Trustee Kramp

References

Ruetz, A. T., & McKenna, M. L. (2021). Characteristics of Canadian school food programs funded by provinces and territories. *Canadian Food Studies La Revue Canadienne Des études Sur l'alimentation*, 8(3). <https://doi.org/10.15353/cfs-rcea.v8i3.483>.

The Coalition for Healthy School Food. (2016, March 22). *For a Universal Healthy School Food Program*. The Coalition for Healthy School Food. [https://www.healthyschoolfood.ca/files/ugd/e7a651\\_a4a5669fc9d843e5854f1ed157df1d81.pdf](https://www.healthyschoolfood.ca/files/ugd/e7a651_a4a5669fc9d843e5854f1ed157df1d81.pdf)

World Food Programme. (2021). *State of School Feeding Worldwide 2020*. World Food Programme. <https://www.wfp.org/publications/state-school-feeding-worldwide-2020>

February 26, 2024

The Honourable Chrystia Freeland  
Minister of Finance & Deputy Prime Minister  
House of Commons  
Ottawa, Ontario,  
Canada  
K1A 0A6  
[chrystia.freeland@parl.gc.ca](mailto:chrystia.freeland@parl.gc.ca)

**RE: Federal Budget 2024**

Dear Minister Freeland:

As the federal government conducts its pre-budget consultations, we, the Hastings and Prince Edward District School Board, are compelled to state our request that \$1 billion over five years, with a minimum \$200 million per year, be included in Budget 2024 for a National School Food Program. We are particularly concerned as there was no mention of this in last year's budget, which we found disheartening since a National School Food Program was initially introduced as part of Budget 2019, and then reaffirmed in the 2022 Budget's reference to mandate letters for the Minister of Families, Children and Social Development and the Minister of Agriculture and Agri-Food.

Hastings and Prince Edward District School Board strongly believes that the government should fulfill this election platform promise. By including this incredibly important societal need as part of Budget 2024, the government will demonstrate its commitment to school food and student nutrition. We know that all the provinces and territories are ready to work out agreements with the federal government on a cost-shared National School Food Program. Like Childcare Agreements, we are confident that federal funds could flow to the provinces and territories, each of whom have the structures in place to ensure money gets turned into more robust programs and quality food for students. This will make an incredible impact on the affordability issues families are facing, while also supporting Canadian students' achievement and well-being. Many key stakeholders participated in the consultations conducted by the ministries noted above, and our support and comments can be found in the National School Food Policy Engagements – What We Heard Report. Our (association/school board/school authority/school district) is not alone in showing support of MP Serge Cormier's Private Member's Bill C-322, National Framework for a School Food Program Act.

As local public education advocates, we see firsthand the struggles that our children, families, and communities are facing. Food insecurity is a national issue and rates have been rising at unprecedented levels. A 2022 Statistics Canada report\* shows that 6.9 million people in 10 provinces, including almost 1.8 million children, lived in households struggling to afford the food they need.

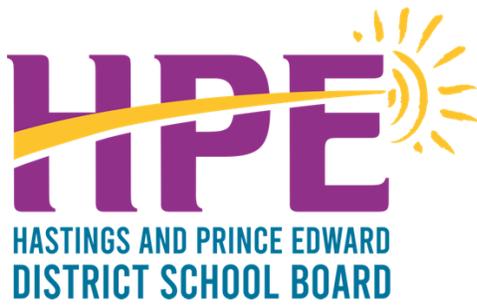
When children and youth come to school hungry, it is difficult for them to focus on learning. This is an unfortunate reality for far too many students in our schools. Students must be fully prepared to face their learning day without worrying about where their next meal might come from.

Sincerely,

Shanon Binder  
Chair of the Board

1 [\\*The Daily — Canadian Income Survey, 2021 \(statcan.gc.ca\)](https://www150.statcan.gc.ca/n1/pub/26-669-x/2021001/article/00001-eng.htm)

DRAFT



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

**From:** Katherine MacIver, Director of Education

**Re:** **Strategic Plan Mid-Year Update**

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**Purpose**

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

**Link to Strategic Plan**

Mid-year update and progress on Strategic Plan

**Background**

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

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

In June 2023, Bill 98: The Better Schools and Student Outcomes Act came into effect. In July 2023, the Minister's three education priorities were identified through regulation as:

- Achievement of Learning Outcomes in Core Academic Skills
- Preparation of Students for Future Success
- Student Engagement & Well-Being School

HPEDSB affirmed these priorities were reflected in the 2020-2025 HPEDSB Strategic Plan.

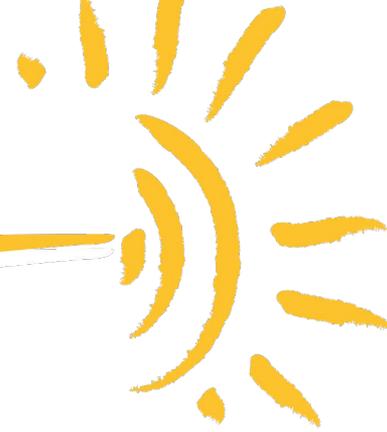
Operationally, staff identified academic priorities to raise the bar for each student in reading, mathematics and credit accumulation.

**Current situation**

Progress has been made in a number of identified priorities including:

- new tools to support analysis of early literacy development and mathematics
- new program opportunities to increase credit accumulation
- mental health literacy
- skilled trades development
- staff recruitment, support, development and capacity building

**Appendix A - Mid-year Strategic Update**



# Mid-year Strategic Plan Update to the Board of Trustees

February 2024

# Intersection of Provincial and System Priorities towards Improved Outcomes

## Provincial Priorities and Student Achievement Plan (SAP)

### Bill 98

- a legislative requirement to engage with parents and guardians of students about boards' multi-year strategic plan and Student Action Plan (SAP)
- SAP must include board plans that describe the steps they will take to level up student experiences and outcomes
- Early reading, mathematics, mental health, staff capacity identified as Ministry of Education Provincial Priorities, October 2023

## Multi-year Strategic Plan (MYSP)

### Ensure Responsible Communication

- Improve public relations by providing information that is timely, transparent and accessible for all stakeholders

### Promote Safety and Well-being

- Support students and staff through increased awareness and access to professional mental health resources

### Foster a Culture of Excellence and High Expectations

- Enhance staff potential and professional development experiences

### Improve Student Success and Achievement

- increase in the number of students in Grades K to 12 achieving benchmarks

# Progress Monitoring towards Provincial and System Strategic Priorities

*~ Actions being taken to learn together and leverage student learning experiences and outcomes*

## Provincial / SAP Priority



Achievement of Learning  
Outcomes  
in Core Academic Skills



## MYSP Priority Report 18(a), Appendix A

Improving Student Success  
and Achievement

### Progress Monitoring Evidence

- engaging stakeholder consultation in the process of determining a new early reading screener for K-2 implementation to secure consistent screening practices and establish standardized measures for improving percentages of students reading at benchmarks
  - 2051 K-2 students screened as of Feb 2024, increase from 1538 in October 2023
- secured multi-year licensing agreements with publishers to enhance student learning and achievement through the inclusion of digital math tools that align curriculum expectations, high impact practices, and ongoing progress monitoring at the student, classroom, school and system level
  - 11,324 students using Knowledgehook as a new math learning support since Sept 2023
  - contracts include multi-year commitments to professional learning on the use of these tools with students, for supporting program design and delivery to meet diverse learner strengths and needs, and data analysis

## Provincial / SAP Priority

## MYSP Priority



Preparation of Students  
for Future Success



Improving Student Success  
and Achievement

## Progress Monitoring Evidence

- Piloting a summer learning Travel for Credit partnership with EF Tours to support increased credit accumulation and alternative learning opportunities for students needing to acquire Gr 10 Careers/Civics or 4U English;
- Piloting an after-school Dual Credit opportunity at NHHS;
- Implementation of the Indigenous Student Success Coach model for all high schools;
- Expansion of community partnerships supporting pathways for all students including employment agencies and youth centres.
- STEM carts in every school with intermediate students (Grades 7 & 8)

Improving students' graduation rates and preparedness for future success.

- 441 students currently participating in Specialist High Skills Major programs
- 172 students participating in Dual Credits
- 6 students participating in Ontario Youth Apprenticeship Program (OYAP)

## Provincial / SAP Priority

## MYSP Priority



Student Engagement &  
Well-being



Promotion of Safety and Well-Being

## Progress Monitoring Evidence

- Mental Health Literacy Modules for Grades 7 and 8 students are teacher-led, evidence based and align with the 2019 Health and Physical Education curriculum.
- All grade 7 & 8 teachers were provided release time in the Fall of 2023 to take part in a cross department professional development opportunity which included Mental Health module implementation, STEM cart and de-streaming training.
- Implementation progress will be monitored through staff and student surveys in the Spring of 2024.

## Provincial / SAP Priority



### Student Engagement & Well-being

## MYSP Priority



- Collaborate with community partners to support the needs of students and staff
- Support employee mental health and wellness through professional resources, supports and innovative practices

## Progress Monitoring Evidence

- Student Services administered a survey in June 2023 to all educational assistants, administrators and learning support teachers to solicit input on ideas for meaningful professional learning development for Educational Assistants.
- The *Educational Assistant Professional Activity Learning Plan* was created which includes six PA Day sessions that cover; occupational therapy, FASD/ergonomics/hygienic practices, Therapeutic Crisis Intervention (TCI), autism spectrum disorder, Crisis and Trauma Resource Institute (CTRI) and health & safety training.
- Student Services will use exit surveys for participants and an administrator survey to provide feedback on the impact of the sessions.

## Provincial / SAP Priority



Staff Capacity

## MYSP Priority



Foster a Culture of Excellence  
and High Expectations for All

## Progress Monitoring Evidence

- 14.5 FTE hired to provide enhanced staff capacity in early reading, mathematics, and de-streaming to support improved student learning and success
- Math collaborative assessment training for 140 Grades 3 and 6 priority school educators and admin
- Implementing cross panel (Grades 7 to 9) de-streaming learning teams in each of the 7 school groups to enhance transition planning and alignment of teaching practices and strategies, involving multiple days of professional learning
- Initiated voluntary Teaching and Learning Series for elementary and secondary educators in support of curriculum fidelity, building content knowledge and strategies to know and respond to students
- Ongoing monthly collaborations with EQAO Outreach team and admin/LPs/coaches and priority school gr 3 and 6 educators re: skills and strands reports and use EQAO released questions with students

## Provincial / SAP Priority



Staff Capacity

## MYP Priority



Foster a Culture of Excellence and High Expectations for All

Promote Safety and Well-Being

## Progress Monitoring Evidence

- **Recruitment Highlights:** 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
  - Sept. 2023 to Jan. 2024 filling rate for daily teaching absences is 92% and 85% for support staff
  - New partnership with Queen's University supporting opportunities to gain qualifications to teach technology - 50 practicing tradespeople from our community provided expressions of interest
  - Launch of New **E**mployee **A**ssistance **P**rogram (EAP) and platform through Telus Health
  - Access data Sept.-Jan.: Counselling Support - 74 sessions, Wellbeing Supports - 242 access of service
- Coming Soon:** Employee survey to collect user feedback to inform next steps.

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



**@HPEschools**

Decision   X   Information   

**To:** Hastings and Prince Edward District School Board  
**From:** Tina Elliott, Superintendent of Education, Curriculum Services  
**Re:** **School Year Calendar 2024-2025 Recommendation**

**Purpose**

To seek approval for the School Year Calendar for 2024-2025.

**Link to Strategic Plan**

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

**Background**

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

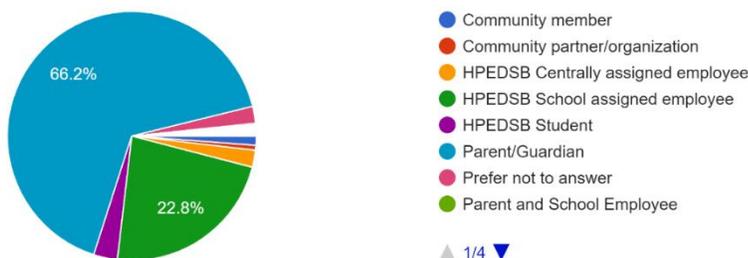
**Current Situation**

The annual school year calendar has been designed in collaboration with Algonquin & Lakeshore Catholic District School Board and Limestone District School Board. Consultation processes included input from the HPEDSB School Year Calendar Committee, Hastings and Prince Edward DSB families, students, staff, and community members; Senior administration, and, Board committee representatives (i.e., Parent Involvement Committee, Special Education Advisory Committee, and Student Learning, Well-being and Equity Committee). Final public consultation occurred from January 30<sup>th</sup> to February 12<sup>th</sup>, 2024, through an online survey, which was promoted through board and school social media, websites, and school communications.

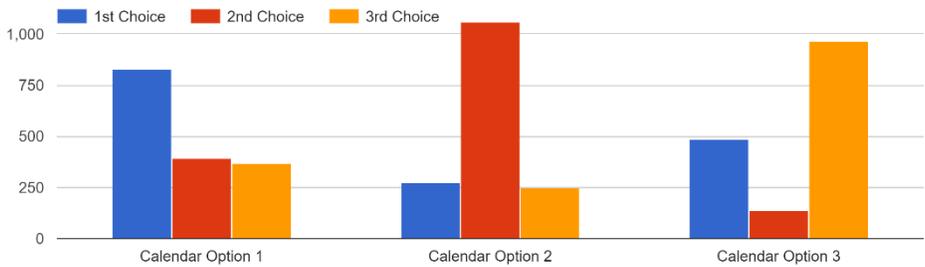
Results of the survey are reflected in the data:

Total number of respondents = 1587

Please tell us about you. Are you a:  
1,587 responses



Calendar Survey Results:



Based on this feedback and consultation with our co-terminus boards, **Option #1** was the preferred 2024-2025 school year calendar.

**Recommendation**

Moved:

Seconded:

**That the Hastings and Prince Edward District School Board approve the 2024-2025 School Year Calendar.**

**Appendix**

HPEDSB School Year Calendar 2024-2025

# School Year Calendar 2024 - 2025

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

Option 1

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 <sup>st</sup> Week					2 <sup>nd</sup> Week					3 <sup>rd</sup> Week					4 <sup>th</sup> Week					5 <sup>th</sup> Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2024							1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
September 2024	19	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30										
October 2024	21	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31							
November 2024	20	1						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
December 2024	15	0		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31									
January 2025	14	1	5			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31						
February 2025	19	0		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28											
March 2025	15	1		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31										
April 2025	20	0			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30								
May 2025	20	1					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
June 2025	14	1	5	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30										
July 2025					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31							
<b>TOTAL</b>	177	7	10	<p><b>Note:</b> The 2024-2025 calendar provides for 195 possible school days between September 1, 2024 and June 30, 2025. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																														

Decision X Information   

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

**From:** Katherine MacIver, Director of Education  
Ken Dostaler, Superintendent of Education

**Re: Boundary Review Ad Hoc Committee Recommendation**

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**Purpose**

To provide a summary of the Boundary Review Ad Hoc Committees' recommendations for boundary adjustments.

**Background**

In May 2023, following the approval of the Long Term Capital and Accommodation Plan in February, a process was initiated to collect public feedback regarding enrolment pressures and available space in HPEDSB. An [update report](#) was provided to the Physical Planning, Finance and Building (PPFB) Committee on September 11, 2023, related to this outreach and long term capital and accommodation planning. A [further update](#) was provided to the PPFB on November 13, 2023 to outline the creation and work of two separate Boundary Review Ad Hoc Committees (BRACs) to assist with reviewing school boundaries. One BRAC would address the Bayside-Trenton attendance area, while the second BRAC would address the Harmony-Foxboro attendance area. A [Terms of Reference](#) document was finalized to guide the work of the Committees.

Both BRACs met jointly for an introductory session on November 14, 2023, followed by three meetings with each of the BRACs. Various options for potential boundary changes developed by Watson & Associates Economists Ltd. were presented, discussed and assessed for feasibility. These options were narrowed and refined by the BRACs prior to public engagement sessions held on January 16 (Bayside-Trenton) and January 17 (Harmony-Foxboro).

Feedback from the community was gathered through both the engagement sessions and a follow-up survey conducted by Watson & Associates Economists Ltd. Participation was encouraging as both reviews had seen a number of community members attend the public engagement sessions and gathered more than 90 survey responses for the Harmony-Foxboro review and over 200 responses for the Bayside-Trenton review. The results of both surveys were presented at the final BRAC meetings in late January 2024 to enable the respective BRACs to establish a recommendation to put forward to the Board of Trustees.

**Current situation**

The boundary review process revealed a variety of insights and perspectives from parents, guardians, staff and community members. The BRACs were tasked with making difficult decisions to support all students of the board through utilizing board physical resources (schools) as efficiently and effectively. The BRACs acknowledge that their decisions impact the lives and interests of individual students and families. This was evident through the public engagement sessions where families passionately shared their preferences. While each of these stakeholders was understandably approaching things from the vantage point of direct implication to their student and family individually, the Board has the difficult task of making recommendations that are in the best interest of the student body at large. There is no single solution to resolve the issue that will please all families.

Continuing with the status quo is not a viable option since enrolment projections indicate that the high-occupancy schools will continue to add enrolments to the point where available room and resources have or will run out. At the same time, ironically, schools with occupancy levels at the lower end of the spectrum will continue to see that situation persist. This dynamic is undesirable as it will continue to limit the ability of HPEDSB to plan for and access capital dollars for additions or new school builds in developing areas of the board, until there is adequate rebalancing of occupancy levels across the system.

While there remains further room to improve, the interactions with the community through the BRAC process has enabled HPEDSB to progressively gain traction in building trust with the community with regards to the transparency and openness of the process. The objectivity of Watson & Associates Economists Ltd. as an independent third-party expert in laying out the options and the reasons in support therefore went a long way. The participation and active engagement by the trustee representatives on the BRACs further enhanced this dynamic of building trust. It is eventually the feedback from the BRAC members, who were able to position their thinking at the system level with the benefit of all information presented to them, that has helped shape the following recommendations being brought to the Board of Trustees as part of this report.

These recommendations are corroborated by Watson & Associates, which has been an integral part of the entire process in its independent capacity. Their reports are shown in Appendix A Bayside-Trenton and Appendix B Harmony-Foxboro.

#### *Bayside-Trenton Attendance Area*

- The recommended change is to **direct Frankford Public School English students from Bayside Secondary School to Trenton High School for Grade 9** (noting that the French Immersion will remain at Bayside Secondary School) with no change to existing students, such that as new Grade 8s transition into Grade 9 they will be attending Trenton High School if they are not in the French Immersion program.
- The recommended timing for implementing this change is **September 2025**.
  - However, a “choice” would be provided to those Grade 8s wanting to do an early transition to Trenton High School for September 2024.

#### *Harmony-Foxboro Attendance Area*

- The recommended change in this attendance area is multi-faceted involving Harmony’s attendance areas:
  - **Northwest of Moira River redirected from Harmony Public School to Foxboro Public School.**
  - **North of the 401 between Front St. and Sidney St. redirected from Harmony Public School to Susanna Moodie Elementary School.**
  - **West of Wallbridge-Loyalist Rd., but capturing Chatterton Valley Cres. also redirected to Susanna Moodie Elementary School from Foxboro Public School.**
- The recommended timing for implementing this change for all three areas is **September 2025**.
  - Existing Grades 7s and 8s enrolled that reside within these areas at the time of implementation would be given the option to continue in their current school without interruption, until they are ready to move to high school.

#### *Other considerations*

- Certain accommodations will be made for families with siblings redirected to a different school within the same panel.
- Transportation cost-related implications of these changes have been preliminarily assessed by TriBoard Student Transportation Services (TriBoard). Based on current student loads on

existing routes and depending on student pick-up/drop-off addresses, Tri-Board has determined that there is the possibility that school buses would need to be added to accommodate the proposed recommendations. However, TriBoard will complete a detailed review of actual ridership/enrollment on existing routes prior to adding an additional bus and any courtesy riders, if any, will also be removed at the time of implementation. By policy, any courtesy students would be removed to provide capacity for eligible students under the TriBoard transportation policy.

- HPEDSB will also continue to explore transportation cost savings measures.
- While the options presented by Watson & Associates Economists Ltd. assumed that all out-of-boundary students ([Procedure 340: Transfer of Students](#)) would return to their respective home schools, it would be fair to anticipate that a portion of these students will be reiterating their request for such an exception with the adjustment to the attendance area boundaries. Families would be required to resubmit a request through Procedure 340: Transfer of Students to seek approval. The pace of the desired shift in occupancy rebalancing will likely be delayed to a degree due to various factors, including new registrations, Procedure 340 requests, etc.
- Advocacy and collaboration with appropriate partners regarding HPEDSB boundaries in relation to the Quinte West area.

## Appendices

Appendix A - [Watson Report \(Bayside-Trenton\)](#)

Appendix B - [Watson Report \(Harmony-Foxboro\)](#)

## Resources

HPE Website - [Boundary Review Public Consultation and BRAC meetings](#)

## Recommendations

Moved

Seconded

**That the Hastings and Prince Edward District School Board approve the recommended changes for the Bayside-Trenton Attendance Area to direct Frankford Public School English students from Bayside Secondary School to Trenton High School for Grade 9 as of September 2025 with an option for any current Grade 8 students at Frankford Public School to attend Trenton High School in September 2024.**

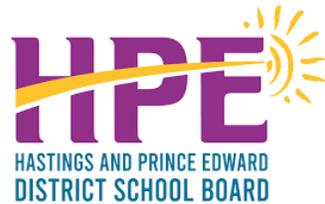
Moved

Seconded

**That the Hastings and Prince Edward District School Board approve the recommended changes for the Harmony-Foxboro Attendance Area as follows:**

- **Northwest of Moira River redirected from Harmony Public School to Foxboro Public School.**
- **North of the 401 between Front St. and Sidney St. redirected from Harmony Public School to Susanna Moodie Elementary School.**
- **West of Wallbridge-Loyalist Rd., but capturing Chatterton Valley Crescent redirected from Foxboro Public School to Susanna Moodie Elementary School.**

**as of September 2025. Existing Grades 7s and 8s enrolled that reside within these areas at the time of implementation (September 2025) would be given the option to continue in their current school without interruption until they are ready to move to high school.**



# Board Report

Hastings and Prince Edward District School Board

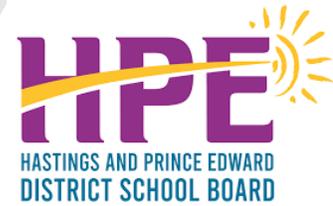
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Bayside and Trenton Areas  
Boundary Review

February 2024

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# INTRODUCTION

Watson & Associates Economists Ltd. (Watson) provides student accommodation and capital planning support services to the Hastings and Prince Edward District School (HPEDSB) on an on-going basis. School board Administration and Watson are committed to working collaboratively to identify, evaluate, and recommend responsive measures to priority accommodation challenges occurring across the district.

Increases in student enrolment and associated imbalances in the rates of school facility utilization has become a pressing concern in certain school communities due to local community change and growth. In order to best serve students and families across the HPEDSB, while also maintaining alignment with the Board's commitments to providing high-quality learning spaces in a fiscally responsible manner, it is sometimes necessary to review school boundaries and school assignments through a School Boundary Review process.

The purpose of this Board Report is to provide an overview of the Bayside and Trenton Area Schools Boundary Review (Bayside-Trenton Boundary Review) and present the findings to support in the decision-making process.

The Bayside-Trenton Boundary Review had preliminary public engagement held in the spring of 2023 to inform and raise awareness the concerns the Board was reviewing as part of their annual LTCAP process. Initiated in Fall 2023 as presented at the Physical Planning, Finance and Budget Committee on September 11, 2023 followed by the decision at the September 25, 2023 Public Board Meeting. The purpose of this review was to develop and consult on options that would mitigate, reduce, or otherwise alleviate current and expected enrolment pressures at the subject schools. To support comprehensive analysis across all elementary schools within the review area, the following schools were included within the scope of the Bayside-Trenton Boundary Review:

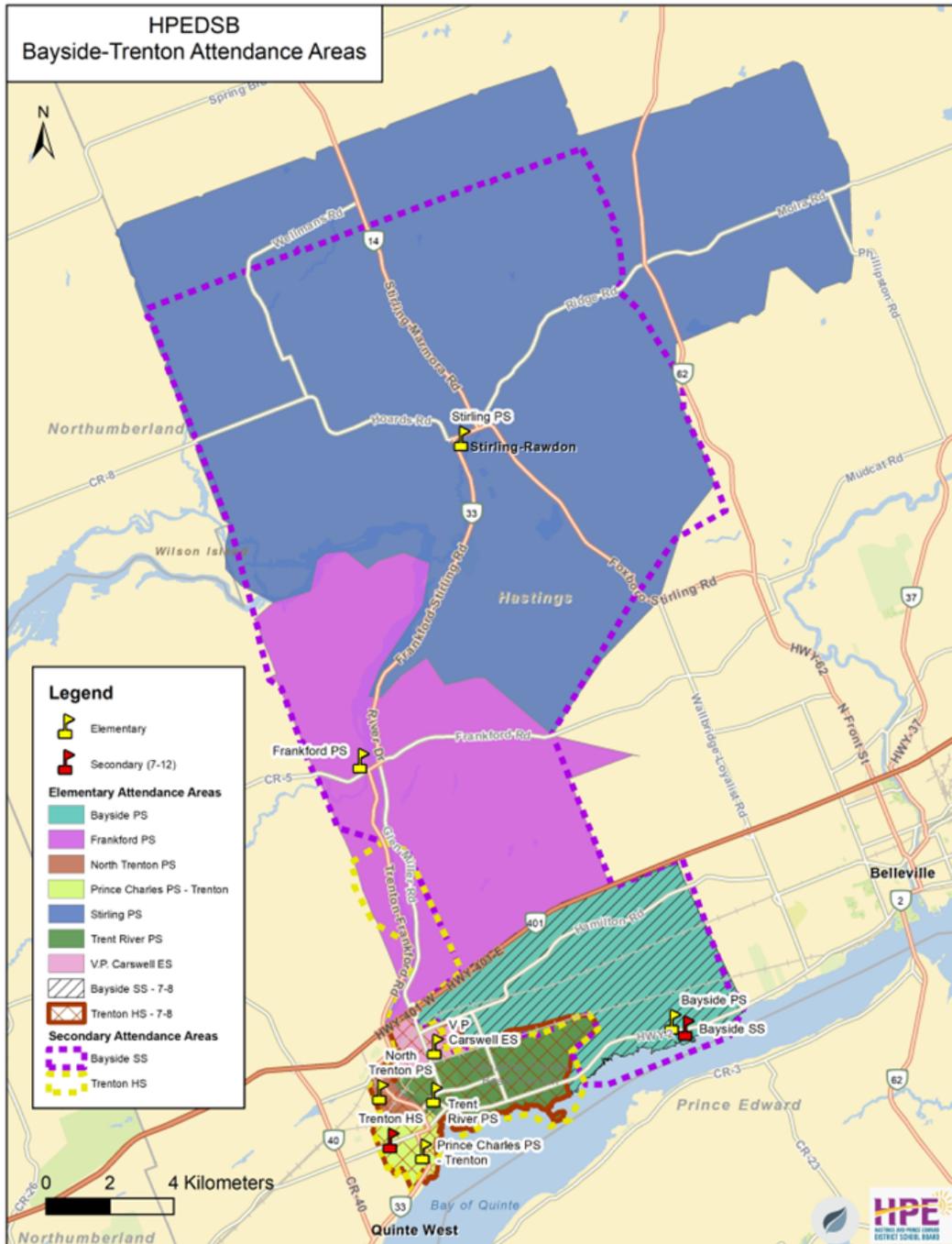
- Bayside Public School
- Bayside Secondary School
- Frankford Public School
- North Trenton Public School
- Prince Charles Public School (Trenton)
- Stirling Public School
- Trent River Public School
- Trenton High School
- V.P. Carswell Elementary School



# INTRODUCTION

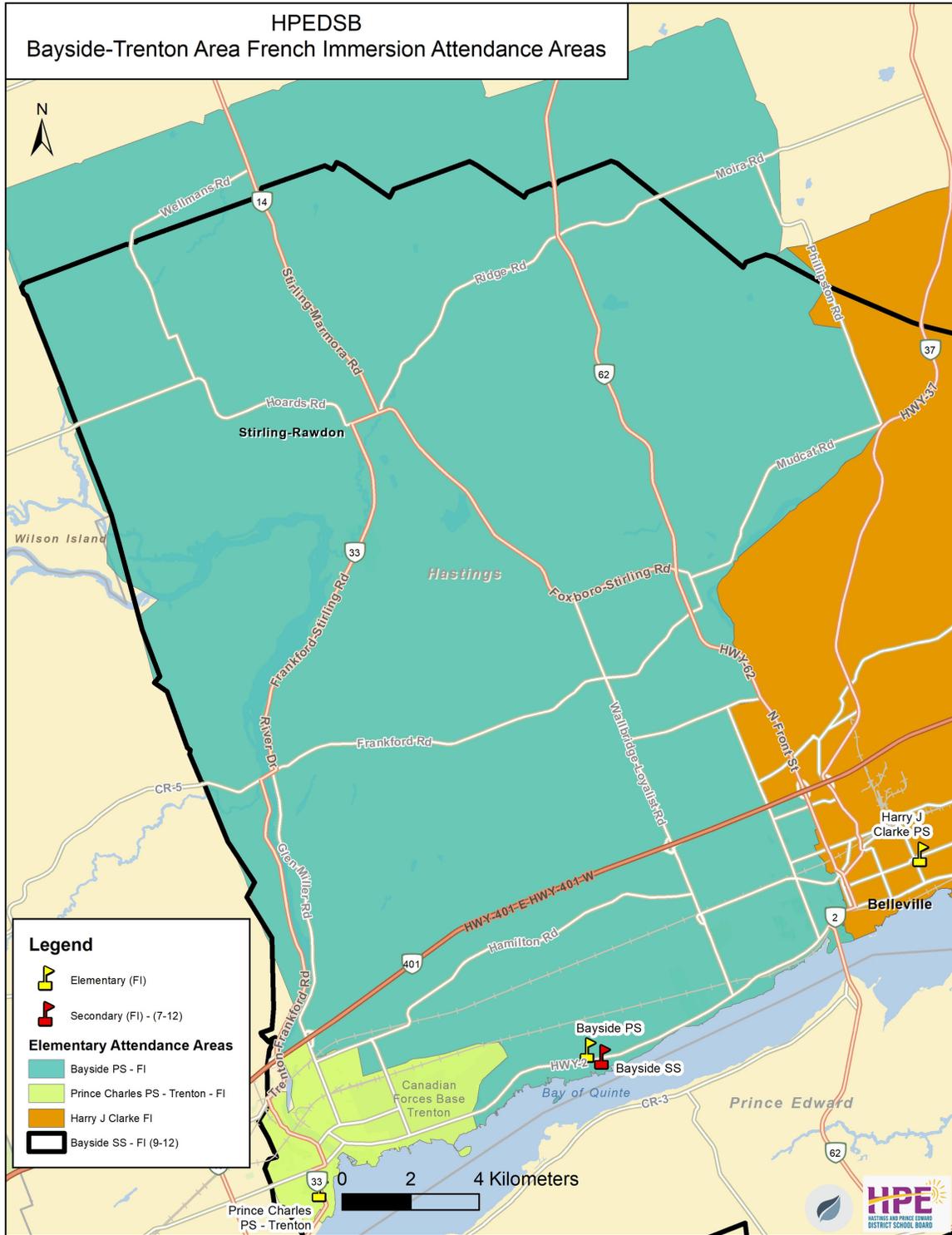
An illustration of current school boundaries for the elementary schools included within the Bayside-Trenton Boundary Review is depicted in Figure 1 and 2. Current and projected student enrolment and rates of facility utilization are outlined in Table 1 and program progressions are outlined in Table 2.

**Figure 1: Bayside-Trenton Existing Regular-Track Attendance Boundaries**



# INTRODUCTION

**Figure 2: Bayside-Trenton Existing French Immersion Attendance Boundaries**



# INTRODUCTION

**Table 1: Status Quo Elementary Enrolments and Utilizations**

School	OTG	Enrolment		Utilization	
		2023/24	2032/33	2023/24	2032/33
Bayside JK-6	421	350	526	83%	125%
Bayside SS 7-8	208	181	189	87%	91%
Frankford PS	434	319	285	74%	66%
North Trenton Public School	164	85	81	52%	50%
Prince Charles PS - Trenton	444	262	257	59%	58%
Stirling Public	812	701	656	86%	81%
Trent River PS	609	471	500	77%	82%
Trenton HS 7-8	274	216	232	79%	85%
V.P. Carswell	190	143	180	75%	95%
<b>Total Elementary</b>	<b>3,556</b>	<b>2,728</b>	<b>2,906</b>	<b>77%</b>	<b>82%</b>

**Table 4: Status Quo Secondary Enrolments and Utilizations**

School	OTG	Enrolment		Utilization	
		2023/24	2032/33	2023/24	2032/33
Bayside SS 9-12	810	960	981	119%	121%
Trenton HS 9-12	849	493	594	58%	70%
<b>Total Secondary</b>	<b>1,659</b>	<b>1,453</b>	<b>1,576</b>	<b>88%</b>	<b>95%</b>

**Table 5: Status Quo Proposed Site (7-12) Enrolments and Utilizations**

School	OTG	Enrolment		Utilization	
		2023/24	2032/33	2023/24	2032/33
Bayside SS (7-12)	1,018	1,141	1,171	112%	115%
Trenton HS (7-12)	1,123	709	826	63%	74%

**Table 2: Bayside-Trenton Existing Program Progressions**

JK-6	7-8	9-12
Bayside JK-6	Bayside SS (7-8)	Bayside SS (9-12)
Frankford PS		Bayside SS (9-12)
Stirling PS		Bayside SS (9-12)
North Trenton Public School	Trenton HS (7-8)	Trenton HS (9-12)
Prince Charles PS - Trenton		
Trent River PS		
V.P. Carswell		



# INTRODUCTION

As reflected in Table 1, some elementary schools within the Bayside-Trenton Boundary Review are overutilized (student enrolment exceeds the permanent facility capacity - not including portables) where as other are currently underutilized (facility capacity exceeds student enrolment). In a status quo scenario where there are no interventions or boundary changes, it is expected that these imbalances would continue and in some cases, worsen. Pursuing opportunities to balance students enrolment and facility utilization is in the interest of the HPEDSB as both over- and underutilized school facilities pose operational challenges and can impact learning environments for students.

This Board Report provides an overview of the Bayside-Trenton Boundary Review process and presents the preferred recommendation of the Boundary Review Ad Hoc Committee for consideration by the Board of Trustees. Appendix A of this Board Report provides a summary of the Public Engagement Feedback received throughout the Boundary Review Process.



# DEVELOPMENTS

## School Attendance Boundary Review Process

In accordance with Policy 15: Student Enrolment/School Capacity, Pupil Accommodation Review and Long Term Capital and Accommodation Plan, a Boundary Review Ad Hoc Committee (BRAC) was established with Administrator and Parent/Caregiver representatives from each school included within the Bayside-Trenton Boundary Review.

The BRAC held meetings on November 14, 2023, November 28, 2023 and December 5, 2023 to review options and gather feedback. In addition, a public information session was held on January 16, 2024 to engage and gather feedback from the HPEDSB community, that was followed by a final BRAC meeting on January 23, 2024. A full list of meetings, agenda, presentations, and minutes from these meetings can be found on the HPEDSB Boundary Review website.

The mandate of the BRAC was to:

- Work collaboratively to examine the initial boundary options generated by Senior Administration based on the projections and data.
- Provide the detailed feedback on the initial options, request modifications or suggest additional options.
- Determine one or more preferred options to be presented for public consultation.
- Review Public Feedback provided
- Determine one preferred option to be presented as the BRAC recommendation to the Board of Trustees (February 26, 2024)

## Other Alternatives

The Boundary Review Ad Hoc Committee was presented with alternative options and accommodation solutions outside of the presented final recommendations. Each option was reviewed and evaluated by the Committee. Although some alternative options may have addressed current student accommodation challenges, certain alternative options were not advanced due to the feedback received from the public and a further review of the feasibility of enacting such proposals. The final recommendations for the Attendance Area Review were achieved through extensive discussion and consideration by the Committee. The final recommendations reflect the consensus of the BRAC.



# COMMITTEE RECOMMENDATIONS

At the January 23, 2024 BRAC meeting, the Boundary Review Ad Hoc Committee recommended the following:

THAT Option 2, presented at the January 23, 2024 Boundary Review AdHoc Committee Meeting for the Bayside-Trenton area schools be presented at the February 26, 2024, Committee of the Whole Meeting by Staff as the preferred boundary option.

## Option 2 Proposed Attendance Area Changes

- Starting in September 2025, all English-Track Frankford Public School students will be directed to Trenton Secondary School for grade 9.
- In advance of the September 2025 change, English-Track students residing within the Frankford Public School boundary may have the option in September 2024 to attend Trenton Secondary School.
- All existing Bayside SS Students (9-12) that reside within the Frankford Public School attendance area will have the option to remain at Bayside Secondary School.
- Secondary French Immersion students to remain at Bayside Secondary School.

## Option 2 Legacy of Students

Legacy agreements are the agreements that Boards enact to allow students to maintain historical agreements/arrangements to override future changes such as boundary adjustments or program changes. The BRAC Committee has recommended that:

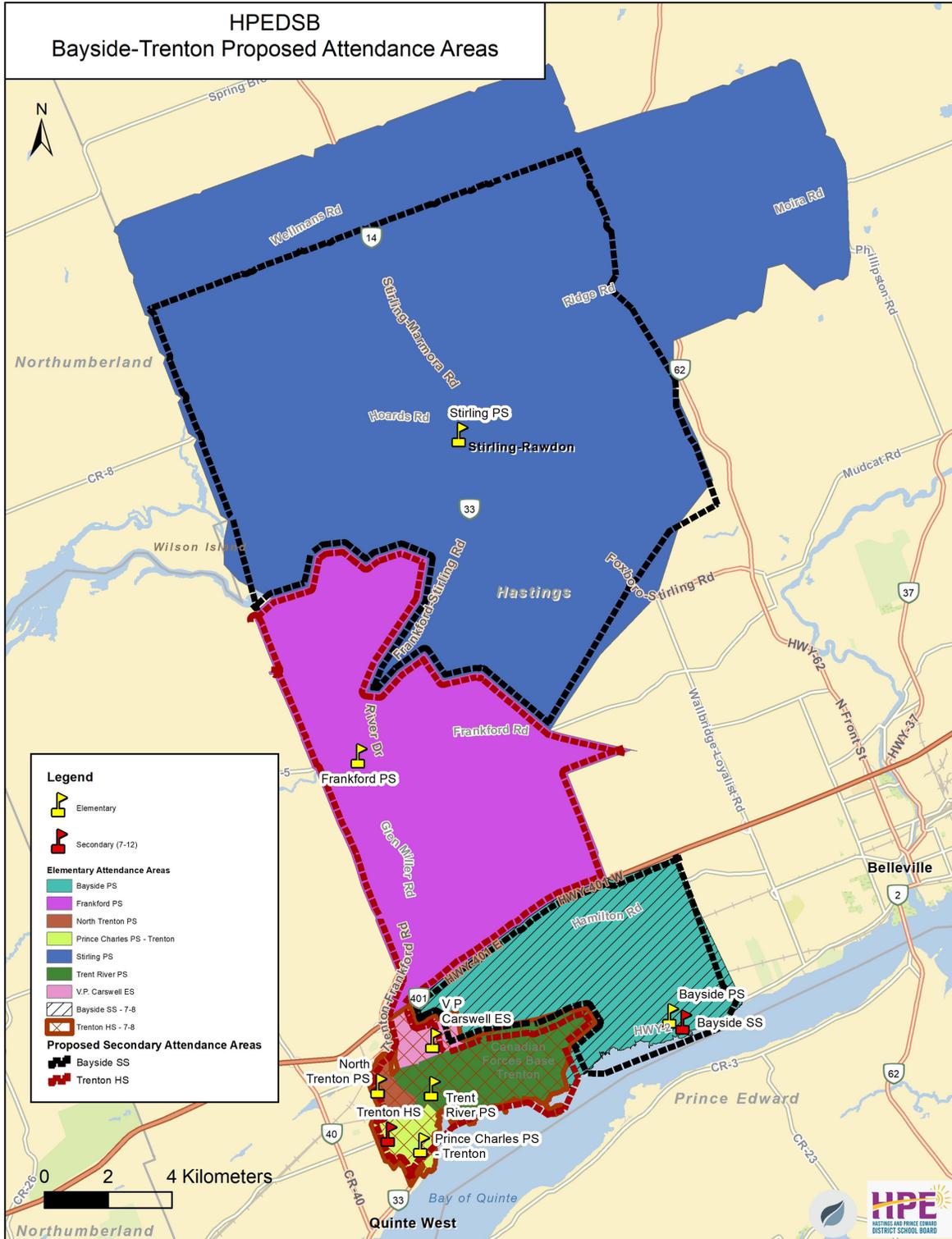
- Current Grade 8s attending Frankford Public School will have the option to attend Bayside Secondary School OR Trenton Secondary School for Grade 9 in September 2024.

Figure 3 on Page 7 and Figure 4 on Page 8 depict the proposed attendance boundaries following the implementation of Option 2. Additionally, Tables 3-6 on Page 9 display the proposed current and projected enrolments and utilizations as well as proposed program progressions from the implementation of Option 2.



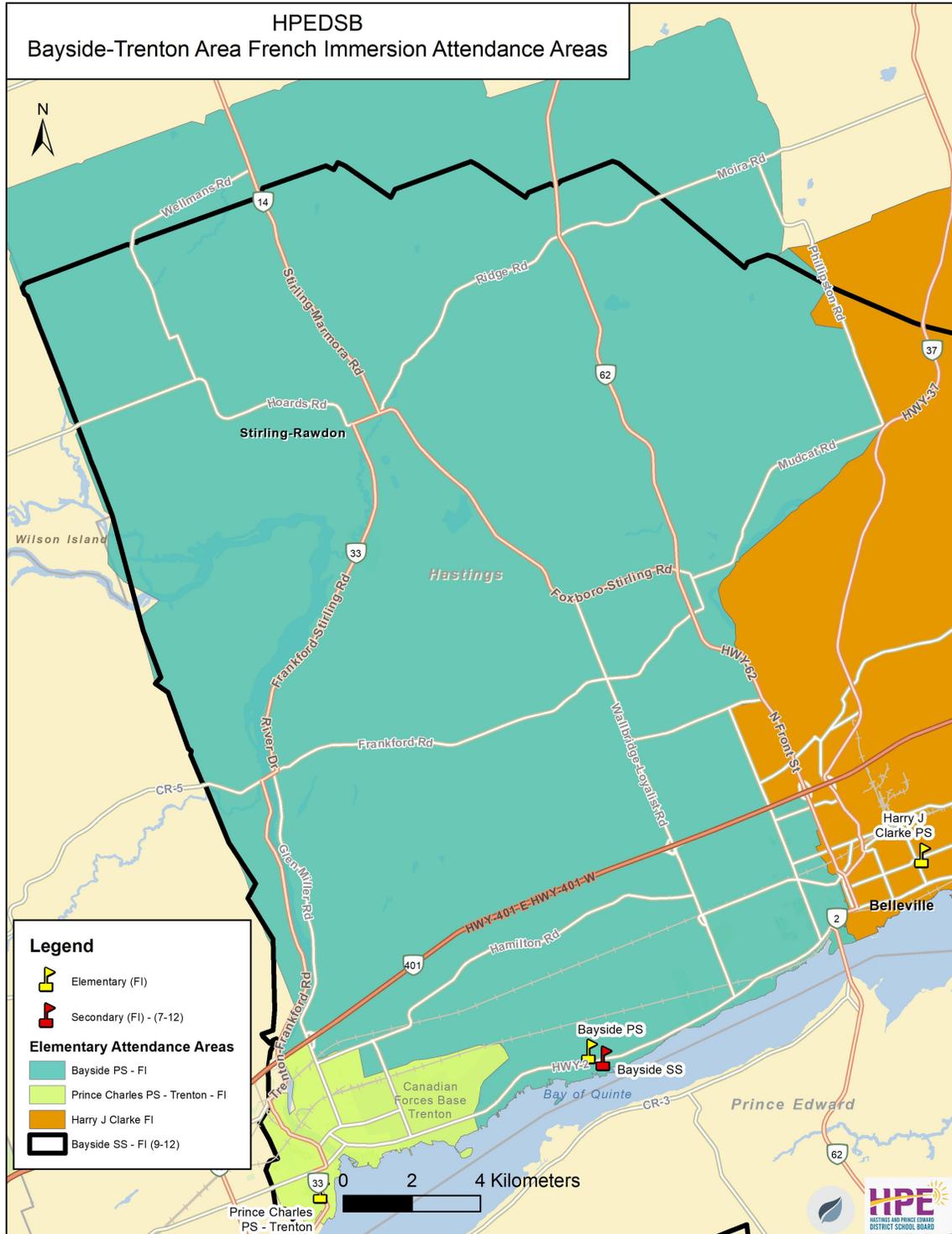
# COMMITTEE RECOMMENDATIONS

**Figure 3: Option 2 Bayside-Trenton Proposed Regular-Track Attendance Boundaries**



# COMMITTEE RECOMMENDATIONS

**Figure 4: Option 2 Bayside-Trenton Proposed French Immersion Attendance Boundaries (no change)**



# COMMITTEE RECOMMENDATIONS

**Table 3:** Option 2 Proposed Elementary Enrolments and Utilizations

School	OTG	Enrolment		Utilization	
		2023/24	2032/33	2023/24	2032/33
Bayside JK-6	421	350	526	83%	125%
Bayside SS 7-8	208	181	189	87%	91%
Frankford PS	434	319	285	74%	66%
North Trenton Public School	164	85	81	52%	50%
Prince Charles PS - Trenton	444	262	257	59%	58%
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<b>Total Elementary</b>	<b>3,556</b>	<b>2,728</b>	<b>2,906</b>	<b>77%</b>	<b>82%</b>

**Table 4:** Option 2 Proposed Secondary Enrolments and Utilizations

School	OTG	Enrolment		Utilization	
		2023/24	2032/33	2023/24	2032/33
Bayside SS 9-12	810	659	846	81%	104%
Trenton HS 9-12	849	706	729	83%	86%
<b>Total Secondary</b>	<b>1,659</b>	<b>1,365</b>	<b>1,575</b>	<b>82%</b>	<b>95%</b>

**Table 5:** Option 2 Proposed Site (7-12) Enrolments and Utilizations

School	OTG	Enrolment		Utilization	
		2023/24	2032/33	2023/24	2032/33
Bayside SS (7-12)	1,018	840	1,035	83%	102%
Trenton HS (7-12)	1,123	922	961	82%	86%

**Table 6:** Bayside-Trenton Proposed Program Progressions

JK-6	7-8	9-12
Bayside JK-6	Bayside SS (7-8)	Bayside SS (9-12)
Frankford PS		Trenton HS (9-12)
Stirling PS		Bayside SS (9-12)
North Trenton Public School	Trenton HS (7-8)	Trenton HS (9-12)
Prince Charles PS - Trenton		
Trent River PS		
V.P. Carswell		

Signifies a change from the status quo configuration



# COMMITTEE RECOMMENDATIONS

## Risks and Impacts

Changes to student accommodation, including Attendance Area Review, may be associated with real and perceived risks and impacts.

It is recognized that even if implemented, the recommended preferred option (2) may not fully address current and future accommodation challenges within the Bayside-Trenton area of schools. Further accommodation measures, reviews, or strategies may be required in the future as these communities continue to grow and change.

Over the long-term (2032/2033), enrolment pressures are likely to continue to develop at Bayside PS, while Trenton Area elementary schools are expected to remain underutilized. Alternative accommodation strategies may be required to reduce reliance on portable classrooms and site conditions across the Bayside-Trenton schools.

Transportation: Based on current student loads on existing routes and depending on student pick-up/drop-off addresses, the TriBoard has determined through a preliminary review that there is the possibility that 1 school bus would need to be added to accommodate the proposed Option 2. However, the TriBoard will complete a detailed review of actual ridership/enrolment on existing routes prior to adding an additional bus and any courtesy riders, if any, would also be removed at the time of implementation. By policy, any courtesy students would be removed to provide capacity for eligible students under Tri-Board transportation policy.

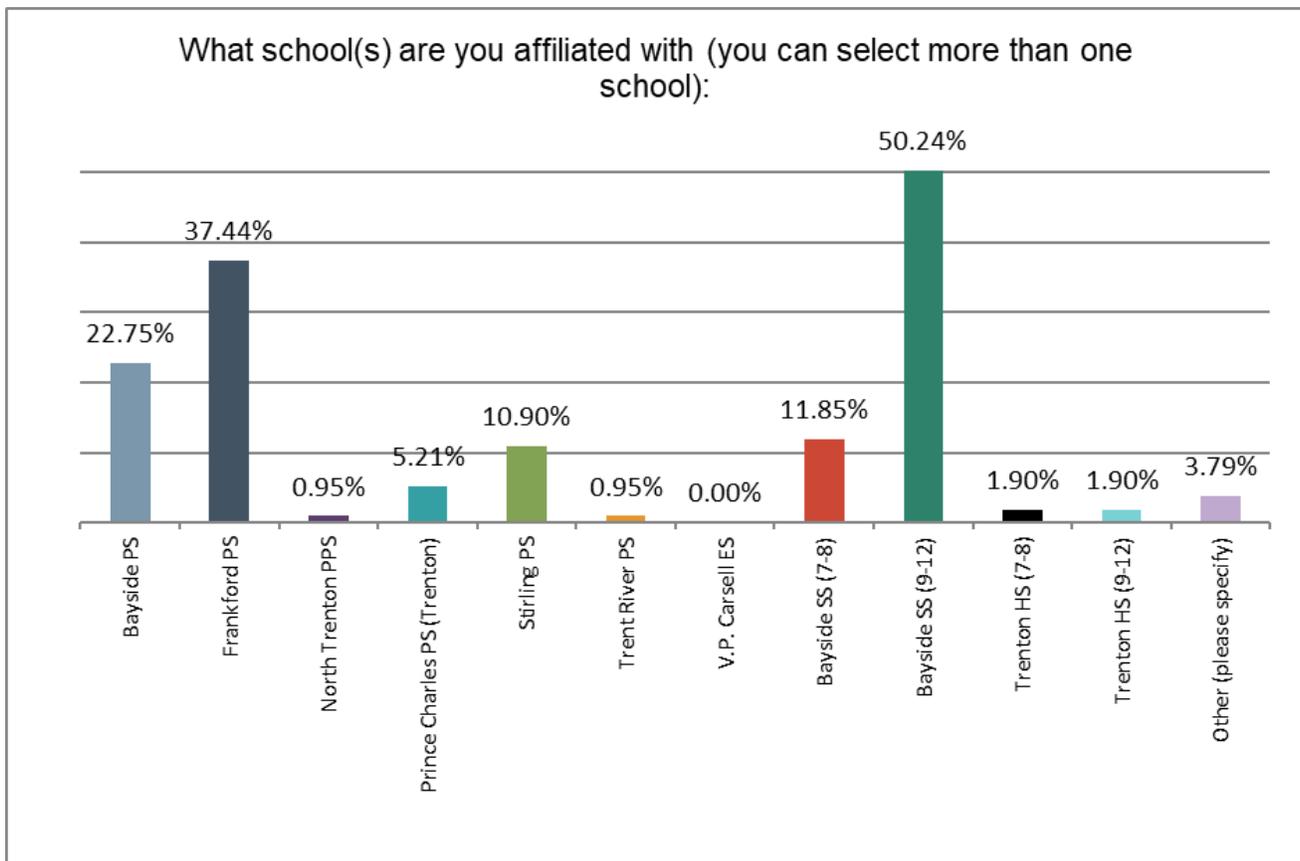
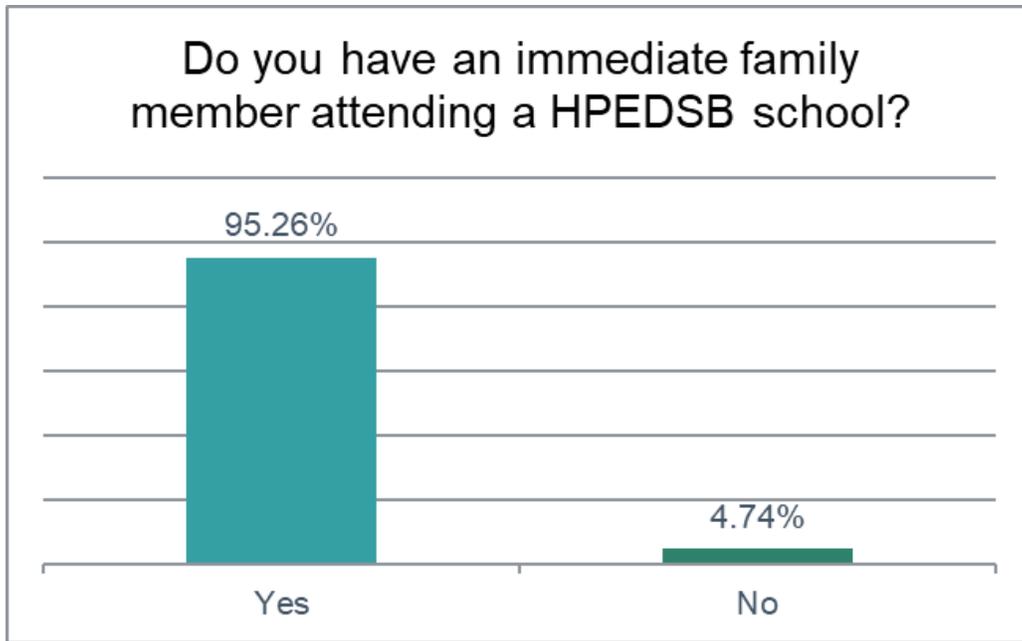
## Next Steps -Transition Planning

Transitioning to a new school represents a significant change in a student's life, one that encompasses a change of environment, and also adapting to new relationships and routines. It is of the utmost importance for HPEDSB that each student feels welcomed, included and truly a part of their new school community from the very first day. HPEDSB are committed to providing a comprehensive transition process that embraces and supports each and every student.



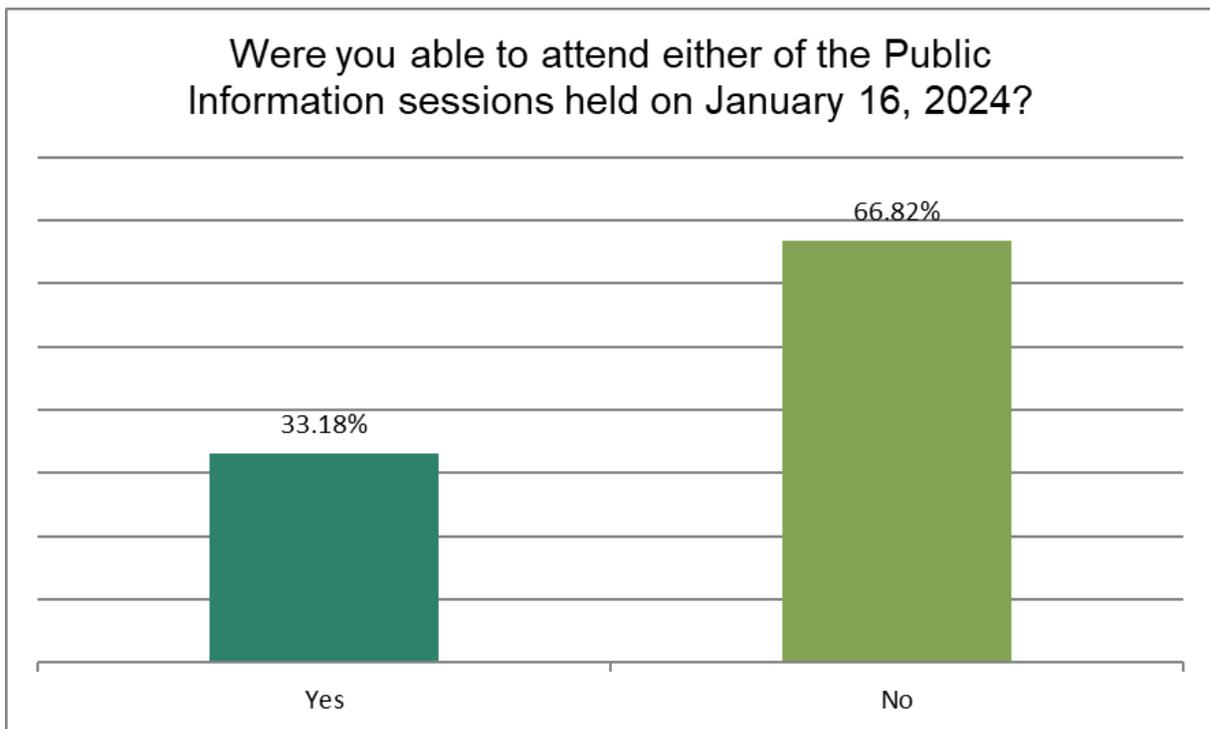
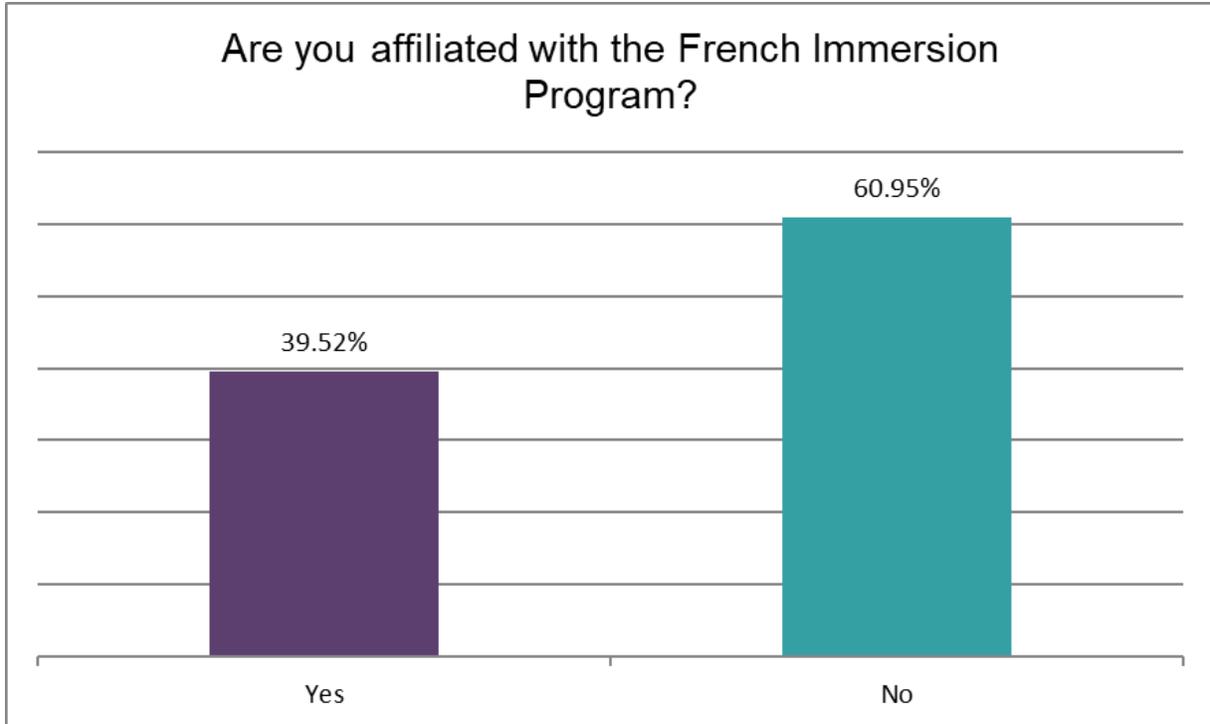
# APPENDIX A

## Public Engagement Feedback



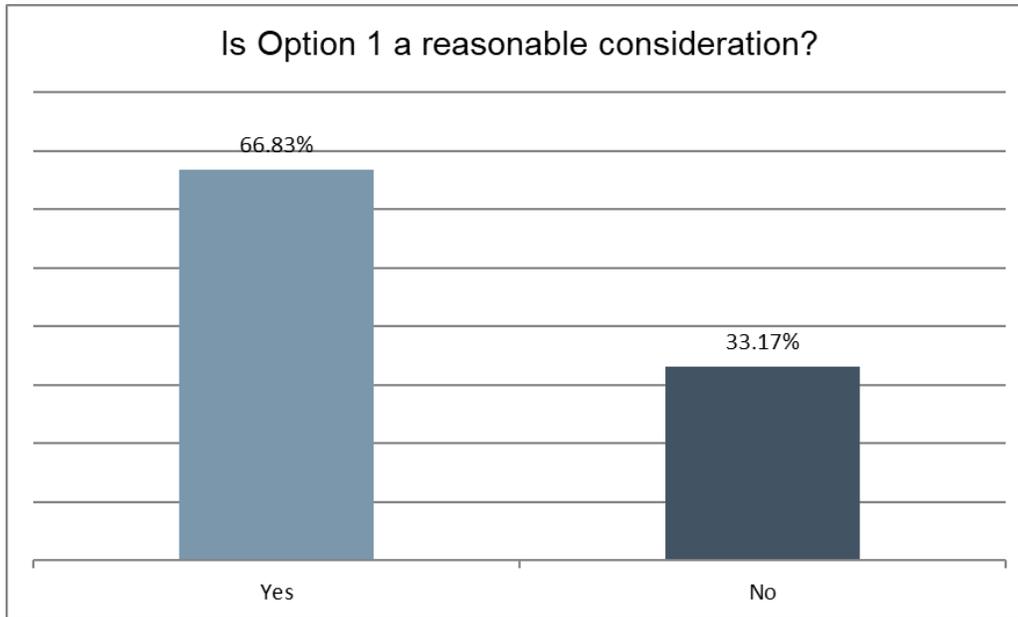
# APPENDIX A

## Public Engagement Feedback



# APPENDIX A

## Public Engagement Feedback

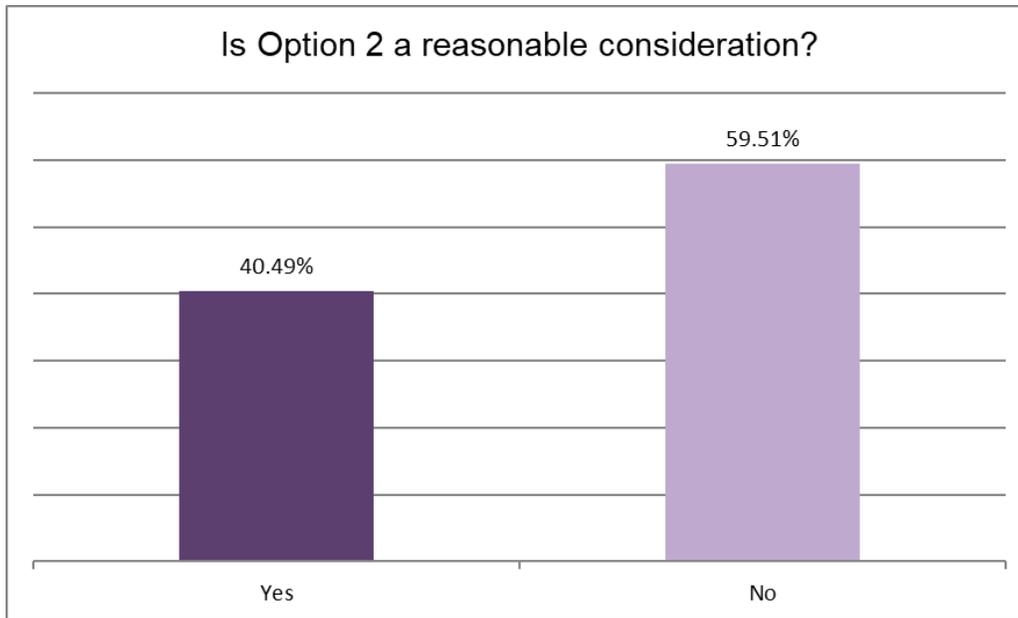


Answer	Comment(s)
No	<ul style="list-style-type: none"> <li>Keep all FI at one school (better experience for students)</li> <li>Concern for student well-being/transition/uprooting</li> <li>Grandfathering/Legacying current students</li> <li>Concern for adequate staffing and program delivery if shuffling/spreading programming around (resourcing) – think there will be less classes offered from spreading program</li> <li>Longer travel from Bayside community to Trenton community/community already settled if coming from outside of Bayside area</li> </ul>
Yes	<ul style="list-style-type: none"> <li>Geographically closer to Trenton HS/reduce transportation times/ Nice to offer FI programming to Trenton area students without having to travel to Bayside</li> <li>Keeps school communities together (Trenton area and Bayside area)/helps most students to maintain current structure</li> <li><b>Concern for adequate staffing and program delivery if shuffling/spreading programming around (resourcing) – think there will be less classes offered from spreading program</b></li> <li>Makes the most sense out of all options/balances enrolments in both high schools/minimal disruption short term, adequately addresses long term pressures</li> </ul>



# APPENDIX A

## Public Engagement Feedback

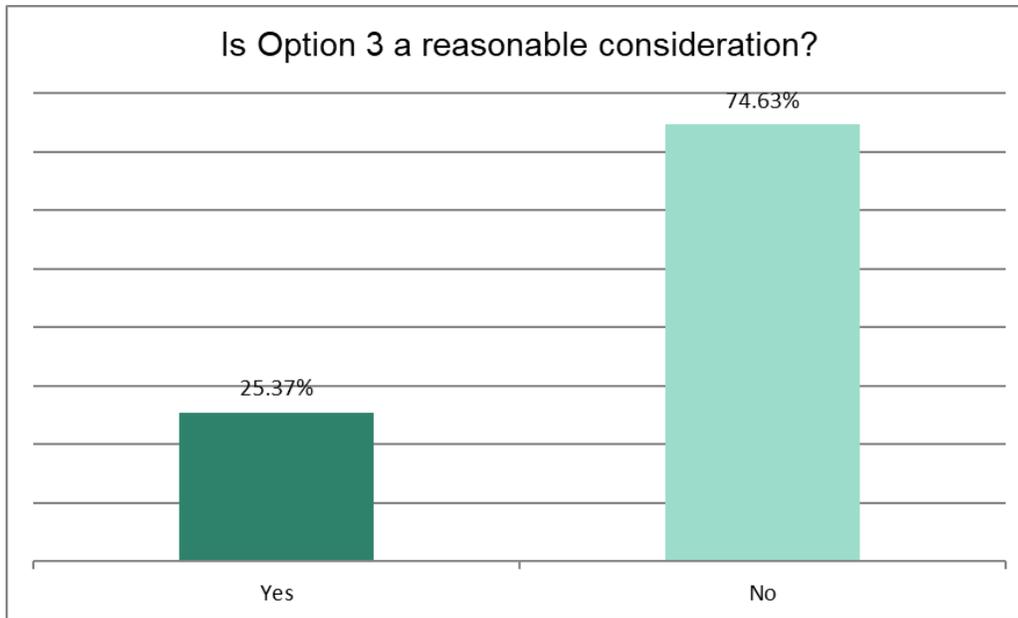


Answer	Comment(s)
No	<ul style="list-style-type: none"> <li>• Against sending their child to Trenton HS – concern for student safety and futures attending this school/no access to FI programming if sent there/students should have choice to attend Bayside if they want</li> <li>• Sibling grandfathering/legacying – not fair for parents with students in FI and splitting siblings up</li> <li>• Concerns for programming/resourcing at Bayside SS from losing so many students</li> <li>• Seems more disruptive/splits current school communities up/makes less sense than Option 1/doesn't balance enrolments as well</li> <li>• Stirling PS moving would make more of a positive impact to enrolment + would be easier transition/moving such a small amount of students doesn't make sense or make a huge difference, why impact Frankford PS students?</li> <li>• Increased travel times/bus routes – why would you move Bayside area students to Trenton area?</li> </ul>
Yes	<ul style="list-style-type: none"> <li>• Keeping FI in one school allows for a better student experience/better programming and/or resourcing</li> <li>• Seems less disruptive than moving FI students/least complicated option</li> <li>• Geographically Frankford is equally close to Trenton and Bayside</li> <li>• This only makes sense if some FI are moved to Trenton as well to further balance enrolment</li> </ul>



# APPENDIX A

## Public Engagement Feedback

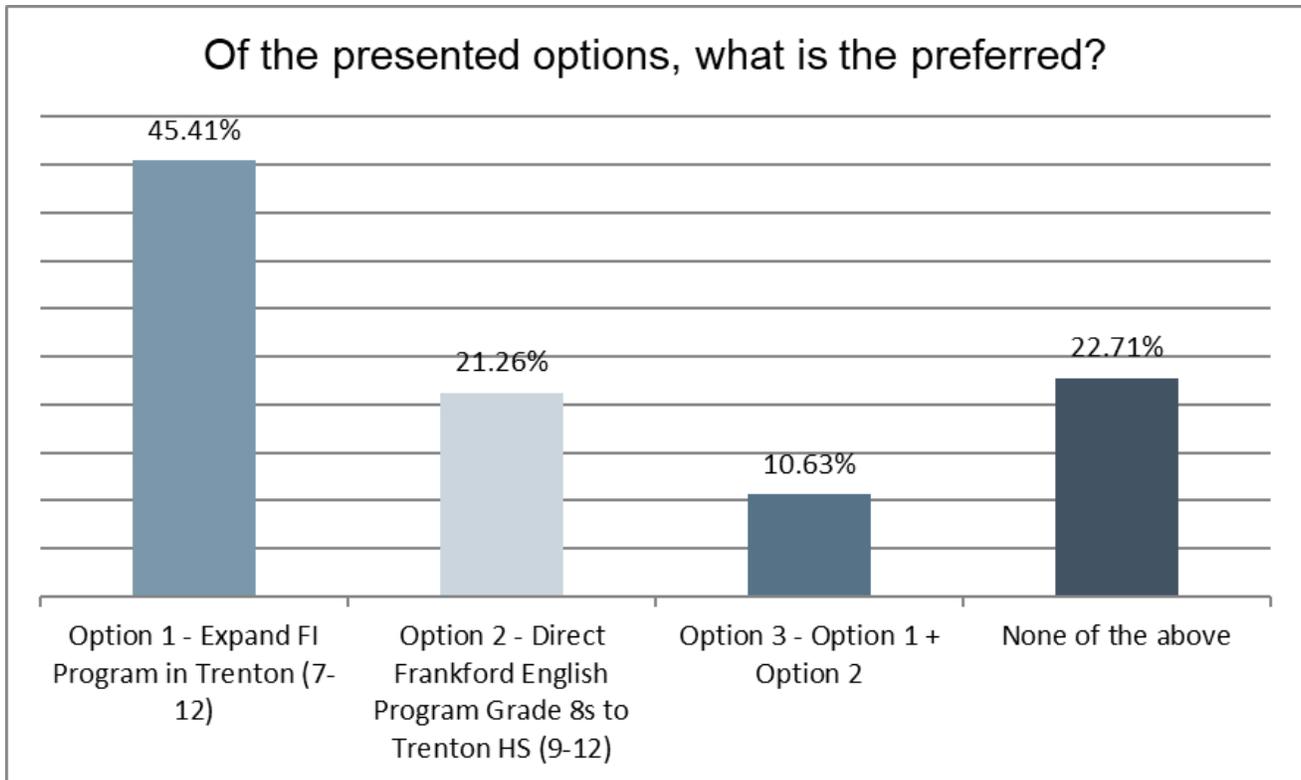


Answer	Comment(s)
No	<ul style="list-style-type: none"> <li>• Keeping FI in one school allows for a better student experience/a new FI program doesn't make sense</li> <li>• Trenton HS becomes overutilized/transfers enrolment issues from Bayside SS to Trenton HS in the long term/will result in another boundary review and/or shifting of students in the medium to long term/not reasonable</li> <li>• Not enough info across all options regarding feasibility of moving students/programming</li> <li>• Moving the FI program only makes the most sense</li> </ul>
Yes	<ul style="list-style-type: none"> <li>• If more students are needed to be directed to Trenton to balance the population, then this makes sense geographically</li> <li>• It's a better option than 2, but once again there would have to be more buses</li> <li>• good mixture of both concepts – not unreasonable</li> <li>• <b><u>Makes sense as long as staffing is available and kids that have started high school get to finish in their respective schools</u></b></li> </ul>



# APPENDIX A

## Public Engagement Feedback

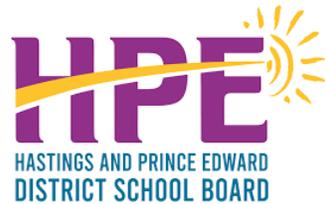


**Is there anything else you want Board staff and the consultants to know so that any recommendations truly reflect the interests of the school communities involved?**

### Repeated Themes:

- Belleville families very against sending their child/children to Trenton
- **Grandfather/legacy students with their siblings (whatever HS their sibling attends, they should be able to attend)**
- This information should have been shared sooner + process should be longer – give parents and students more time to digest/feels like a quick/rushed decision





# Board Report

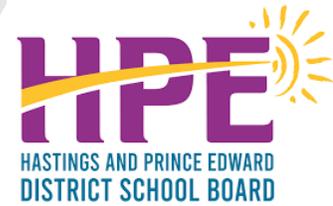
Hastings and Prince Edward District School Board

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Harmony and Foxboro Areas  
Boundary Review

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# INTRODUCTION

Watson & Associates Economists Ltd. (Watson) provides student accommodation and capital planning support services to the Hastings and Prince Edward District School (HPEDSB) on an on-going basis. School board Administration and Watson are committed to working collaboratively to identify, evaluate, and recommend responsive measures to priority accommodation challenges occurring across the district.

Increases in student enrolment and associated imbalances in the rates of school facility utilization has become a pressing concern in certain school communities due to local community change and growth. In order to best serve students and families across the HPEDSB, while also maintaining alignment with the Board's commitments to providing high-quality learning spaces in a fiscally responsible manner, it is sometimes necessary to review school boundaries and school assignments through a School Boundary Review process.

The purpose of this Board Report is to provide an overview of the Harmony-Foxboro Area boundaries and present analysis and evaluation in support of the decision-making process.

The Bayside-Trenton Boundary Review had preliminary public engagement held in the spring of 2023 to inform and raise awareness the concerns the Board was reviewing as part of their annual LTCAP process. Initiated in Fall 2023 as presented at the Physical Planning, Finance and Budget Committee on September 11, 2023 followed by the decision at the September 25, 2023 Public Board Meeting. The purpose of this review was to develop and consult on options that would mitigate, reduce, or otherwise alleviate current and expected enrolment pressures at the subject schools. To support comprehensive analysis across all elementary schools within the review area, the following schools were included within the scope of the Harmony-Foxboro Boundary Review:

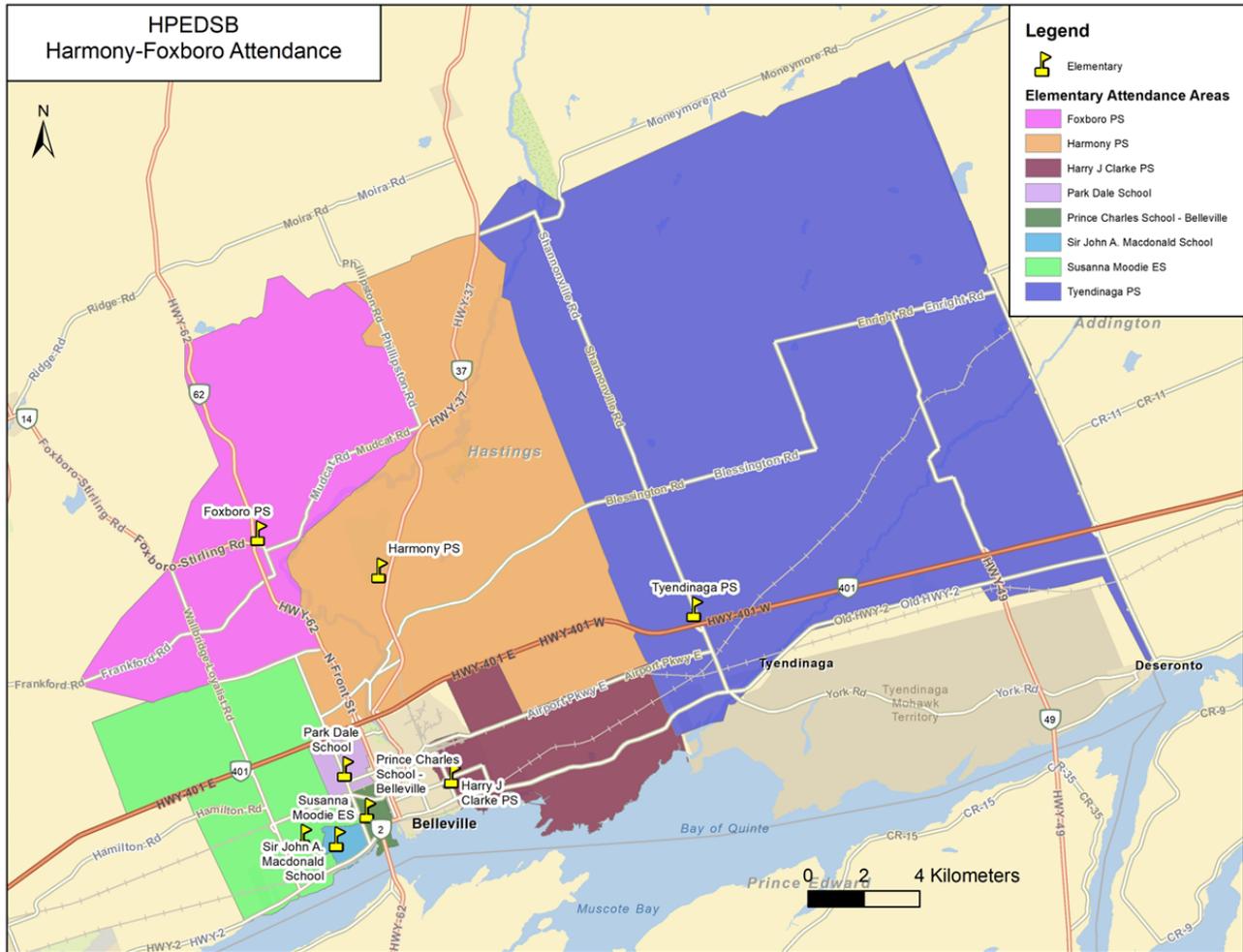
- Foxboro Public School
- Harmony Public School
- Harry J. Clarke Public School
- Park Dale Public School
- Prince Charles Public School (Belleville)
- Sir John A. Macdonald Public School
- Susanna Moodie Elementary School
- Tyendinaga Public School

An illustration of current school boundaries for the elementary schools included within the Harmony-Foxboro Boundary Review is depicted in Figure 1. Current and projected student enrolment and rates of facility utilization are outlined in Table 1.



# INTRODUCTION

**Figure 1: Harmony-Foxboro Existing Attendance Boundaries**



**Table 1: Status Quo Current and Projected Enrolments and Utilizations**

School	OTG	Enrolment		Utilization	
		2023/24	2032/33	2023/24	2032/33
Foxboro PS	435	412	429	95%	99%
Harmony PS	695	754	1,021	108%	147%
Harry J. Clarke PS	711	606	772	85%	109%
Park Dale PS	409	328	315	80%	77%
Prince Charles PS (Belleville)	400	336	228	84%	57%
Sir John A. Macdonald PS	320	257	238	80%	74%
Susanna Moodie ES	416	304	465	73%	112%
Tyendinaga PS	389	342	307	88%	79%
<b>Total</b>	<b>3,775</b>	<b>3,339</b>	<b>3,775</b>	<b>88%</b>	<b>100%</b>



# INTRODUCTION

As reflected in Table 1, some elementary schools within the Harmony-Foxboro Boundary Review are overutilized (student enrolment exceeds facility capacity) where as others are currently underutilized (facility capacity exceeds student enrolment). In a status quo scenario where there are no interventions or boundary changes, it is expected that these imbalances would continue and in some cases, worsen - particularly that of Harmony PS where the site is limited by servicing constraints (Water/Waste Water services and Fire) and the extensive future residential growth expected on the west side of the City of Belleville. Pursuing opportunities to balance student enrolment and facility utilization is in the interest of the HPEDSB as both over- and underutilized school facilities pose operational challenges and can impact learning environments for students.

This Board Report provides an overview of the Harmony-Foxboro Boundary Review process and presents the preferred recommendation of the Boundary Review Ad Hoc Committee for consideration by the Board of Trustees. Appendix A of this Board Report provides a summary of the Public Engagement Feedback received throughout the Boundary Review Process.



# DEVELOPMENTS

## School Attendance Boundary Review Process

In accordance with Policy 15: Student Enrolment/School Capacity, Pupil Accommodation Review and Long Term Capital and Accommodation Plan, a Boundary Review Ad Hoc Committee (BRAC) was established with Administrator and Parent/Caregiver representatives from each school included within the Harmony-Foxboro Boundary Review.

The BRAC met on November 14, 2023, November 30, 2023, and December 13, 2023 to review options and gather feedback during these meetings. In addition, a public information session was held on January 17 to engage and gather feedback from the HPEDSB community, that was followed by a final BRAC meeting held on January 25, 2024. A full list of meetings, agenda, presentations, and minutes from these meetings can be found on the Boundary Review website.

The mandate of the BRAC was to:

- Work collaboratively to examine the initial boundary options generated by Senior Administration based on the projections and data.
- Provide the detailed feedback on the initial options, request modifications or suggest additional options.
- Determine one or more preferred options to be presented for public consultation.
- Review Public Feedback provided
- Determine one preferred option to be presented as the BRAC recommendation to the Board of Trustees (February 26, 2024)

## Other Alternatives

The Boundary Review Ad Hoc Committee was presented with alternative options and accommodation solutions outside of the presented final recommendations. Each option was reviewed and evaluated by the Committee. Although some alternative options may have addressed current student accommodation challenges, certain alternative options were not advanced due to the feedback received from the public. The final recommendations for the Attendance Area Review were achieved through extensive discussion and consideration by the Committee. The final recommendations reflect the consensus of the BRAC.



# COMMITTEE RECOMMENDATIONS

At the January 25, 2024 BRAC meeting, the Boundary Review Ad Hoc Committee recommended the following:

THAT Option 4, presented at the January 25, 2024 Boundary Review Ad Hoc Committee Meeting for the Harmony-Foxboro area schools be presented at the February 26, 2024, Committee of the Whole Meeting by staff as the preferred boundary option as revised with Area 2 and 3 directed to Susanna Moodie ES.

## Option 4 Proposed Attendance Area Changes

- Starting in September 2025, all Harmony Public School students that reside northwest of the Moira River (Area 1) will be redirected to Foxboro Public School.
- All existing Harmony Public School that reside within the area of Front Street (Area 2) will be redirected to Susanna Moodie Elementary School.
- All existing Foxboro Public School students that reside west of Wallbridge-Loyalist Road (Area 3) will be redirected to Susanna Moodie Elementary School.

## Option 4 Legacy of Students

Legacy agreements are the agreements that Boards enact to allow students to maintain historical agreements/arrangements to override future changes such as boundary adjustments or program changes. The BRAC Committee has recommended that:

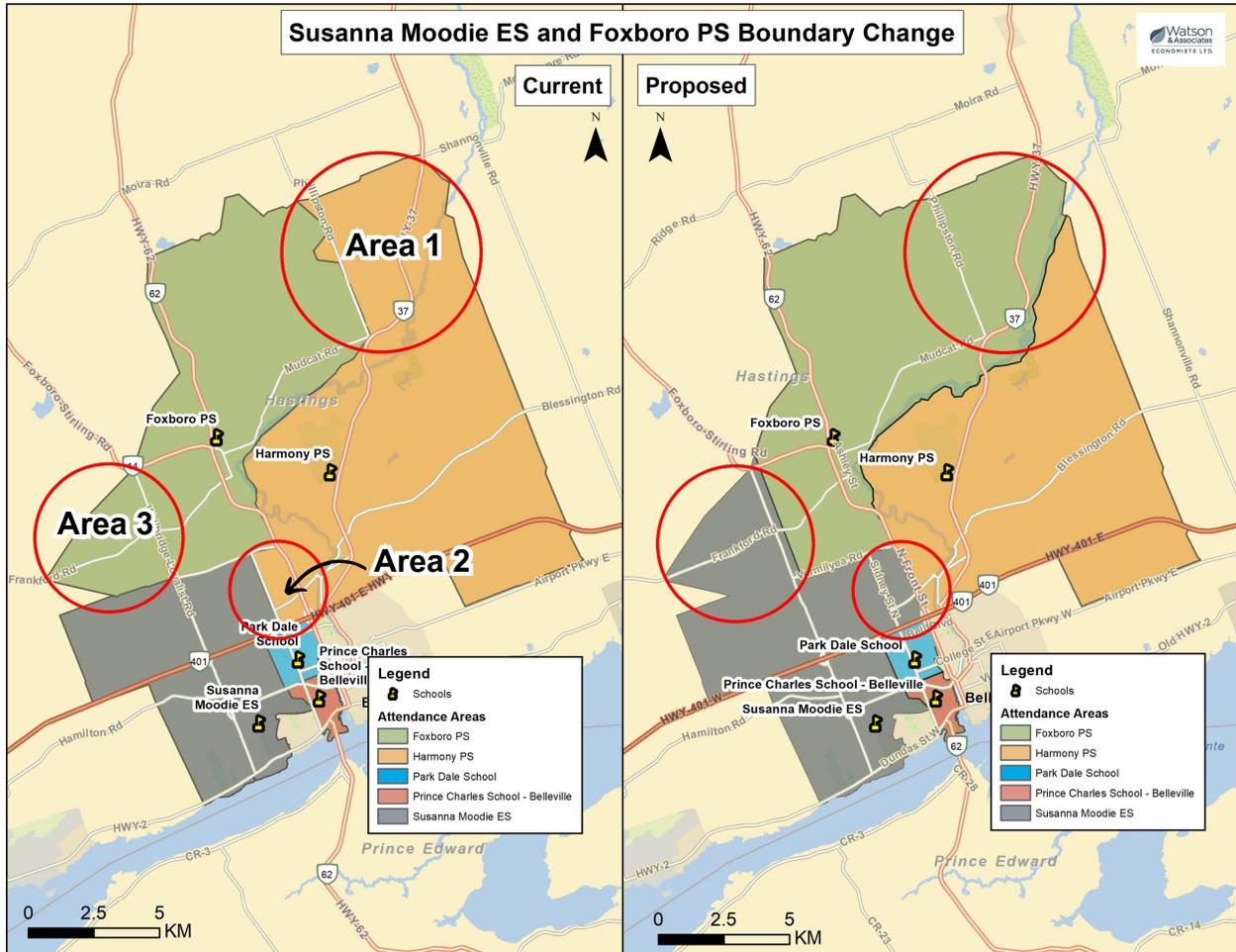
- Existing Grade 7s and Grade 8s (at the time of implementation) attending Harmony Public School will have the option to remain at Harmony Public School. Additionally, the current siblings enrolled at Harmony PS of current Grade 7s and 8s will have the option to remain at Harmony Public School.
- Existing Grade 7s and Grade 8s (at the time of implementation) attending Foxboro Public School will have the option to remain at Foxboro Public School. Additionally, the siblings of current students enrolled at Foxboro PS of current Grade 7s and 8s will have the option to remain at Foxboro Public School.

The proposed attendance area changes are displayed in Figure 2, and Table 2 on Page 5 illustrates the proposed current and projected enrolments and utilizations of Option 4 (revised).



# COMMITTEE RECOMMENDATIONS

**Figure 2: Option 4 Harmony-Foxboro Proposed Attendance Boundaries**



**Table 2: Option 4 Proposed Current and Projected Enrolments and Utilizations**

Option 4 - Susanna Moodie ES						
School	OTG	Enrolment			Utilization	
		2023/24	2032/33		2023/24	2032/33
Foxboro PS	435	390	508		90%	117%
Harmony PS	695	566	839		81%	121%
Harry J. Clarke PS	711	607	740		85%	104%
Park Dale School	409	336	305		82%	75%
Prince Charles PS (Belleville)	400	340	226		85%	56%
Sir John A. Macdonald School	320	256	238		80%	74%
Susanna Moodie ES	416	547	662		131%	159%
Tyendinaga PS	389	340	322		87%	83%
<b>Total</b>	<b>3,775</b>	<b>3,382</b>	<b>3,840</b>		<b>90%</b>	<b>102%</b>



# COMMITTEE RECOMMENDATIONS

## Risks and Impacts

Changes to student accommodation, including Attendance Area Review, may be associated with real and perceived risks and impacts.

It is recognized that even if implemented, the recommended preferred option (Option 4 - revised) may not fully address current and future accommodation challenges within the Harmony-Foxboro area. Further accommodation measures, reviews, or strategies may be required in the future as these communities continue to grow and change.

Over the long-term (2032/2033), enrolment pressures will re-emerge at Harmony PS and Foxboro PS, and as both sites are not on municipal services, capacity concerns will need to be monitored closely. It is the understanding at the time of this report, that both sites would be able to accommodate the enrolment figures presented in table 2 above.

While the servicing constraints currently posed limitations and concerns at both Harmony PS and Foxboro PS, the BRAC committee viewed a solution that a site within the City of Belleville that is on municipal services would be able to provide relief to those sites that are not. Both Park Dale School and Susanna Moodie ES were discussed as potential sites to receive the areas of change, and through the review process, the BRAC members determined that Susanna Moodie ES would be the preferred site, as Park Dale School is located on a much smaller site and the availability to add additional portables if needed would be a challenge. The recommended Option 4 (revised) change would result in enrolment pressures to be present at Susanna Moodie ES, noting that alternative accommodation strategies may be required to reduce enrolment pressures in the future.

Based on current student loads on existing routes and depending on student pick-up/drop-off addresses, the TriBoard has determined through a preliminary review that there is the possibility that 3 additional buses may be required (1 for each area of change). However, the TriBoard will complete a detailed review of actual ridership/enrolment on existing routes prior to adding an additional bus and any courtesy riders, if any, would also be removed at the time of implementation. By policy, any courtesy students would be removed to provide capacity for eligible students under Tri-Board transportation policy.



# COMMITTEE RECOMMENDATIONS

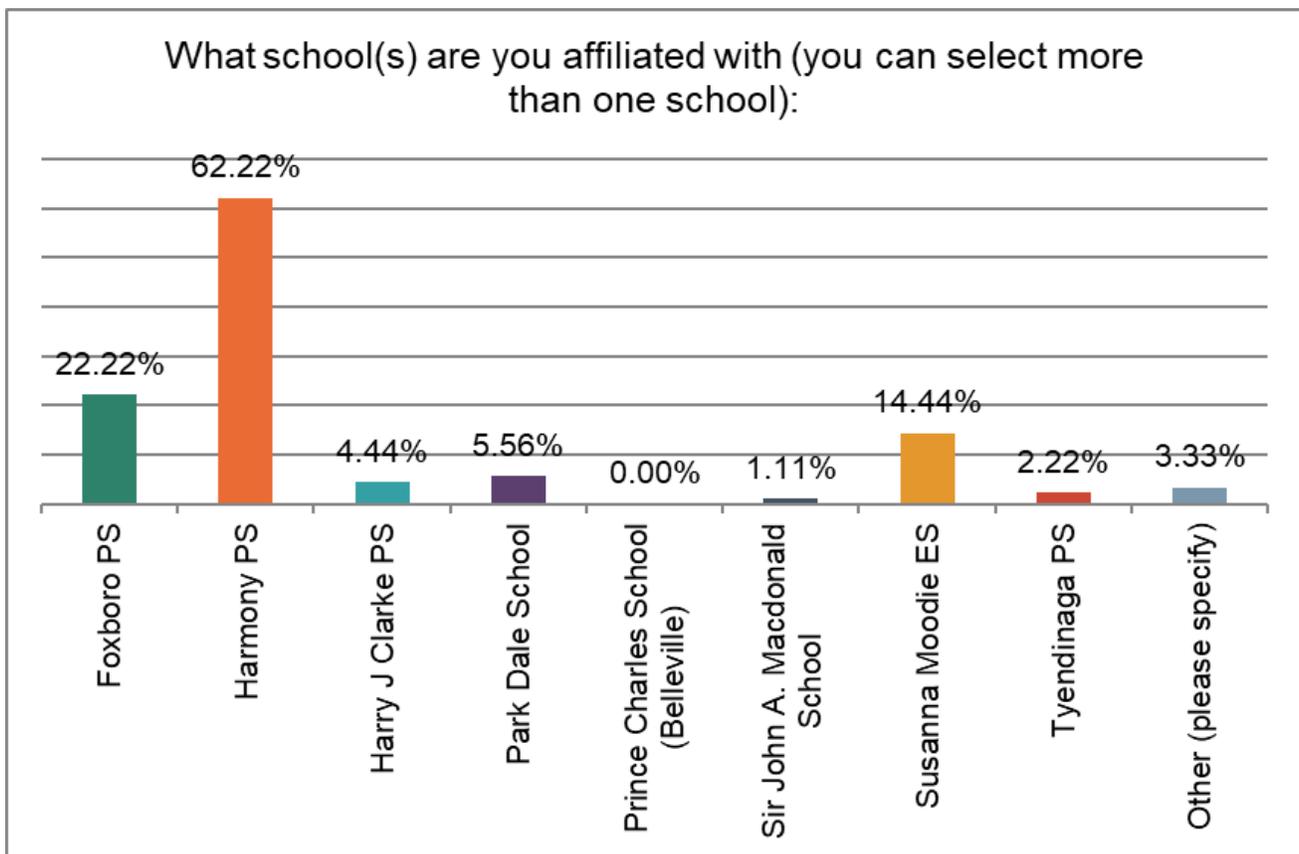
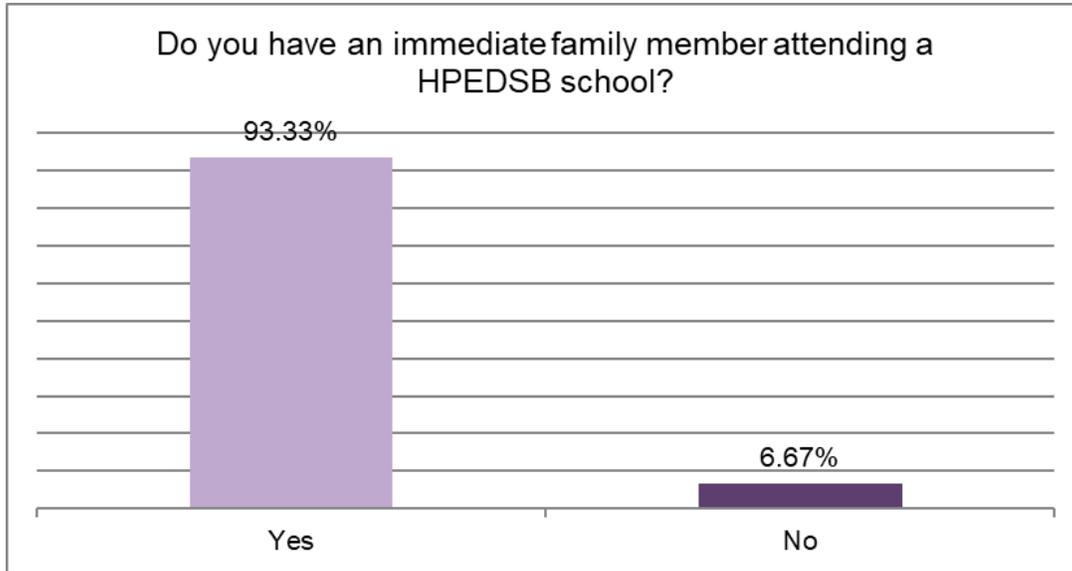
## Next Steps - Transition Planning

Transitioning to a new school represents a significant change in a student's life, one that encompasses a change of environment, and also adapting to new relationships and routines. It is of the utmost importance for HPEDSB that each student feels welcomed, included and truly a part of their new school community from the very first day. HPEDSB are committed to providing a comprehensive transition process that embraces and supports each and every student.



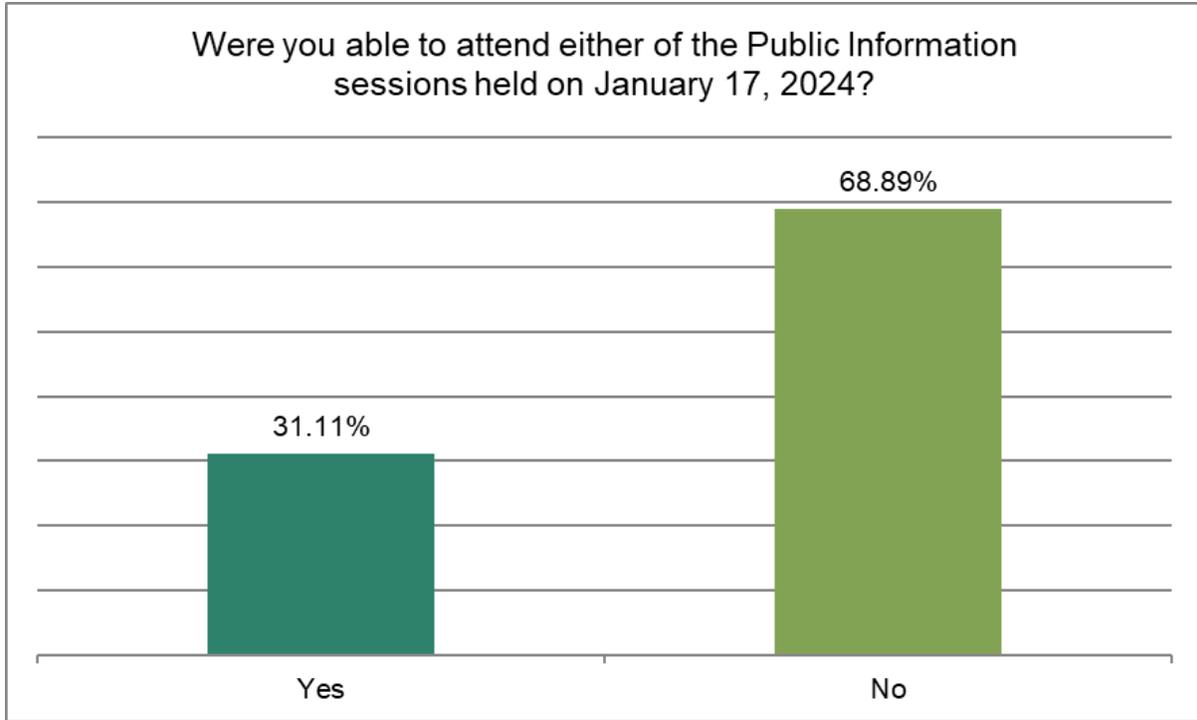
# APPENDIX A

## Public Engagement Feedback



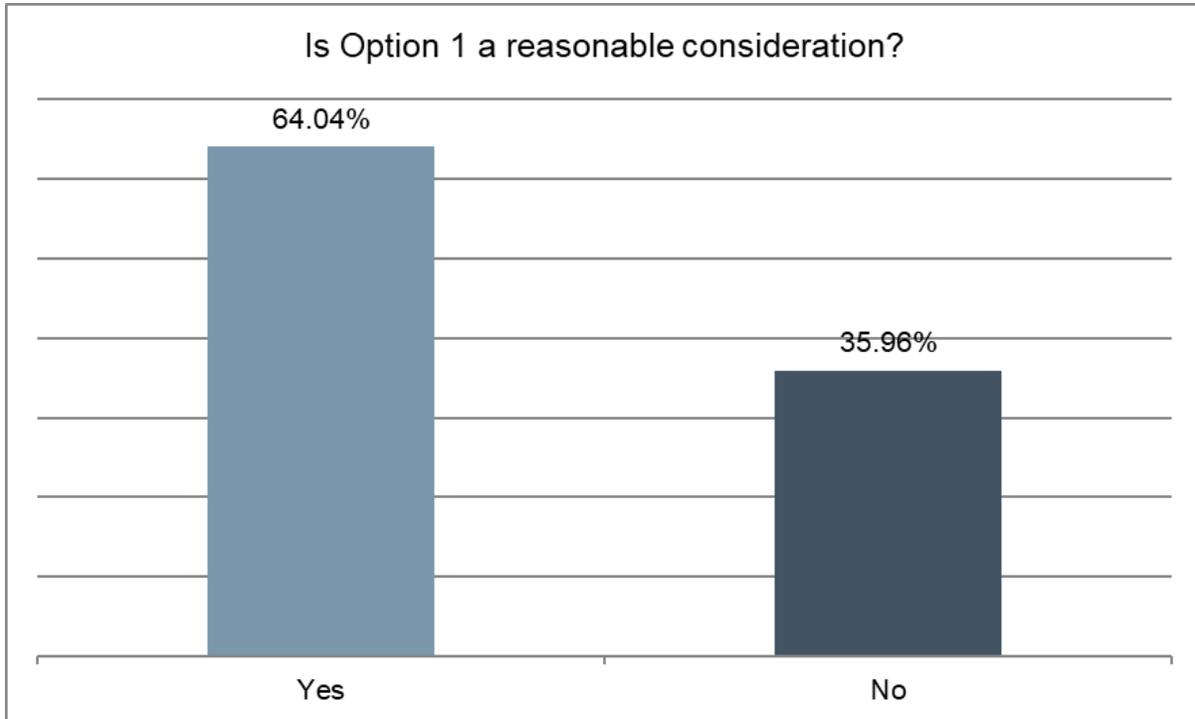
# APPENDIX A

## Public Engagement Feedback



# APPENDIX A

## Public Engagement Feedback

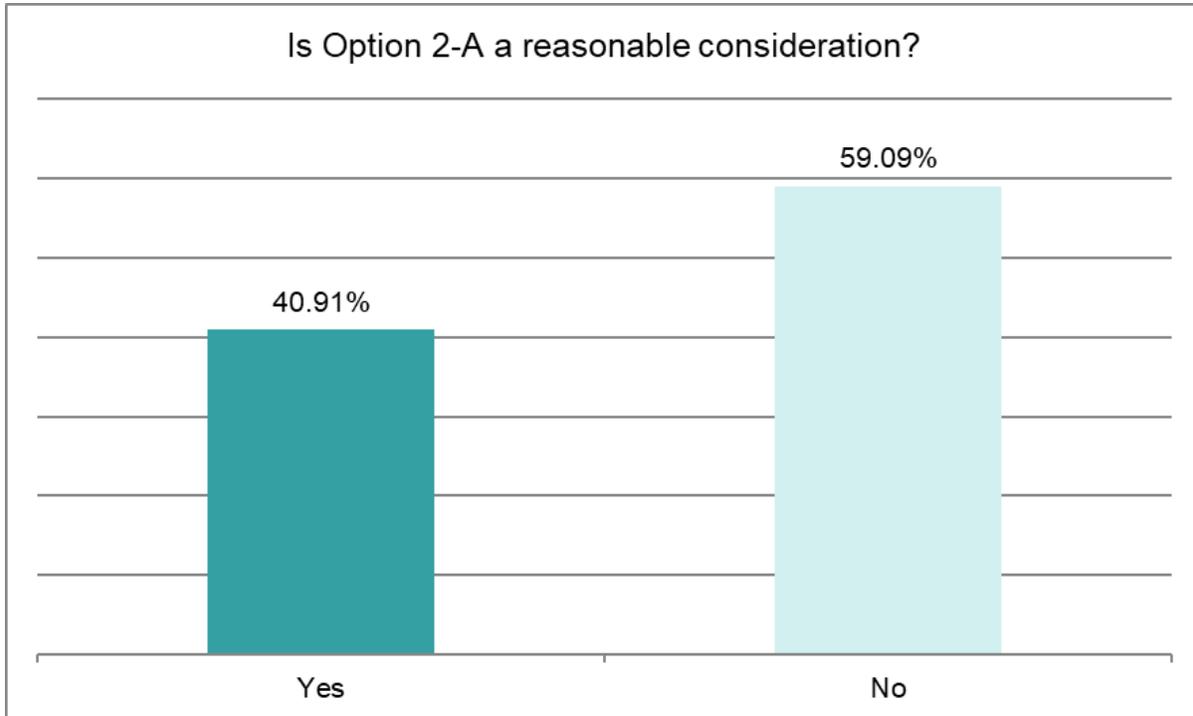


Answer	Comment(s)
No	<ul style="list-style-type: none"> <li>• Distributes problem to Foxboro, does not address larger issue – other school remains underutilized/puts unnecessary pressure on Foxboro/</li> <li>• Does not fix long-term issue</li> <li>• Problem is new subdivisions/growth – school not built to accommodate</li> <li>• Will result in another boundary review process in a few years time from not solving the problem</li> <li>• Foxboro does not have adequate infrastructure to handle this many students (no potable water or well system in place)/new school should be built</li> </ul>
Yes	<ul style="list-style-type: none"> <li>• Keeps students at schools closest to their homes/geographically makes sense</li> <li>• Least disruptive/does not impact as many families</li> <li>• Concern for bus times for families in the North</li> <li>• Best option in the short-term</li> </ul>



# APPENDIX A

## Public Engagement Feedback

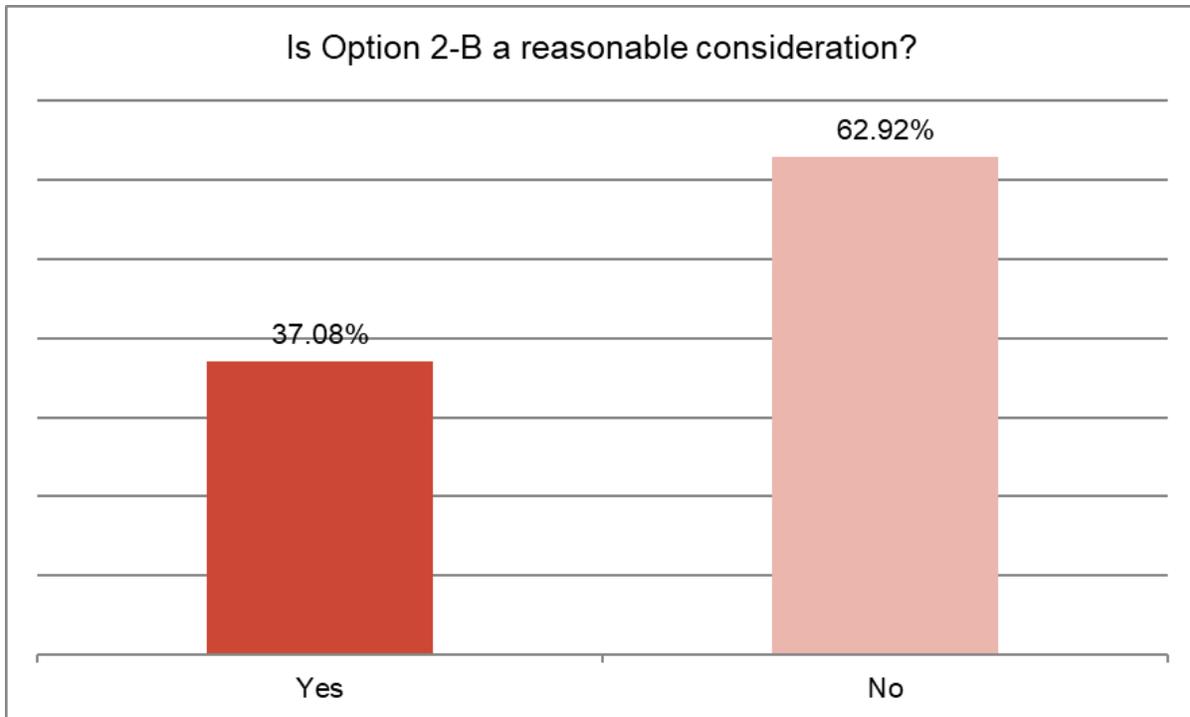


Answer	Comment(s)
No	<ul style="list-style-type: none"> <li>Doesn't deal with over capacity in the schools, increases problem at SMES/does not evenly distribute students between schools in the review – some over capacity and some under</li> <li>Short-term fix</li> <li>Subdivision being moved is still growing – transfers issue from one school to the other</li> <li>Minimal improvement to Harmony with large impacts to Suzanna Moodie in the long-term</li> <li>Longer bus times</li> <li>Forces students in rural area into an urban setting (not ideal)</li> </ul>
Yes	<ul style="list-style-type: none"> <li>Doesn't put any school over 120% utilization (short term only)</li> <li>Keeps school/neighbourhood communities together</li> <li>Susanna Moodie has space for portables/addition</li> <li>Same quality of education provided at Susanna Moodie</li> <li>Addresses enrolment pressures from growth (new subdivisions)</li> </ul>



# APPENDIX A

## Public Engagement Feedback

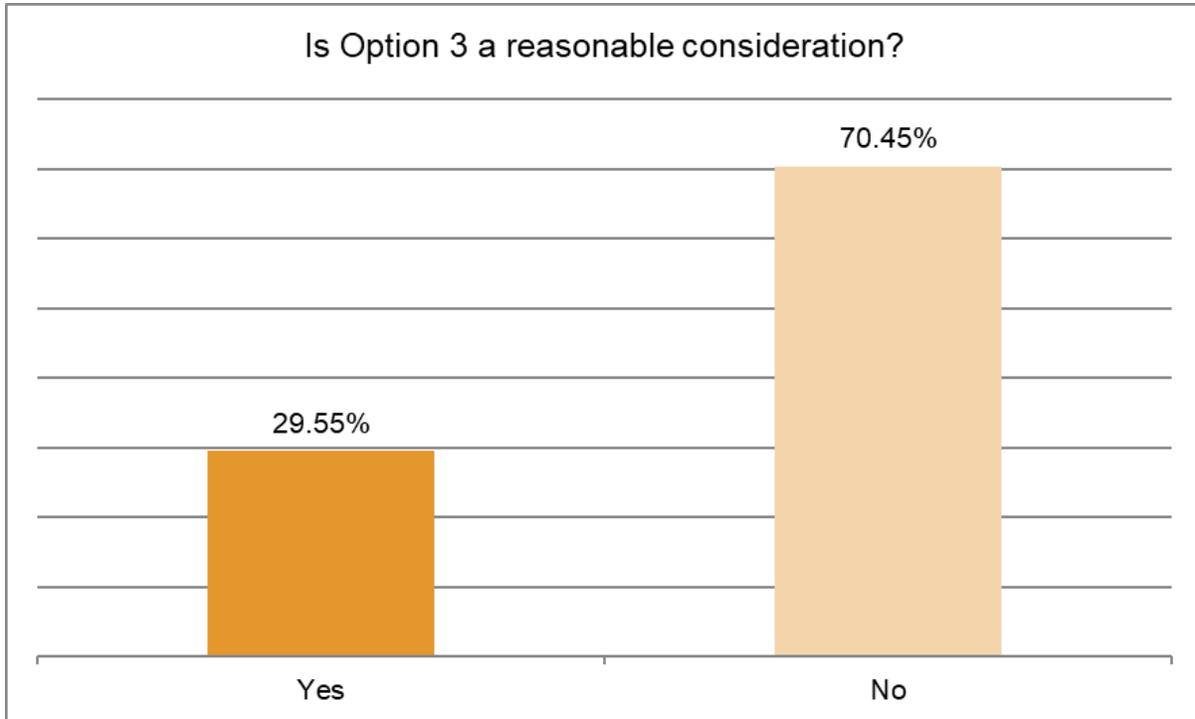


Answer	Comment(s)
No	<ul style="list-style-type: none"> <li>How does this impact secondary?</li> <li>Moves problem from Harmony to Park Dale – Park Dale has no/limited space for portables/addition</li> <li>Little improvement to problem with large disruption to students</li> <li>Should send students to Prince of Wales and build another school to service growth north of town</li> <li>Moves students into portables instead of real classrooms</li> <li>What types of before and after programs are offered with the proposed changes?</li> </ul>
Yes	<ul style="list-style-type: none"> <li>Sends students to the school closest to them/shorter transportation times</li> <li>Addresses enrolment pressures from growth (new subdivisions)</li> <li>Only leaves one school over capacity versus several</li> <li>it will send the subdivisions to a city school and leave the rural boundaries the same</li> </ul>



# APPENDIX A

## Public Engagement Feedback

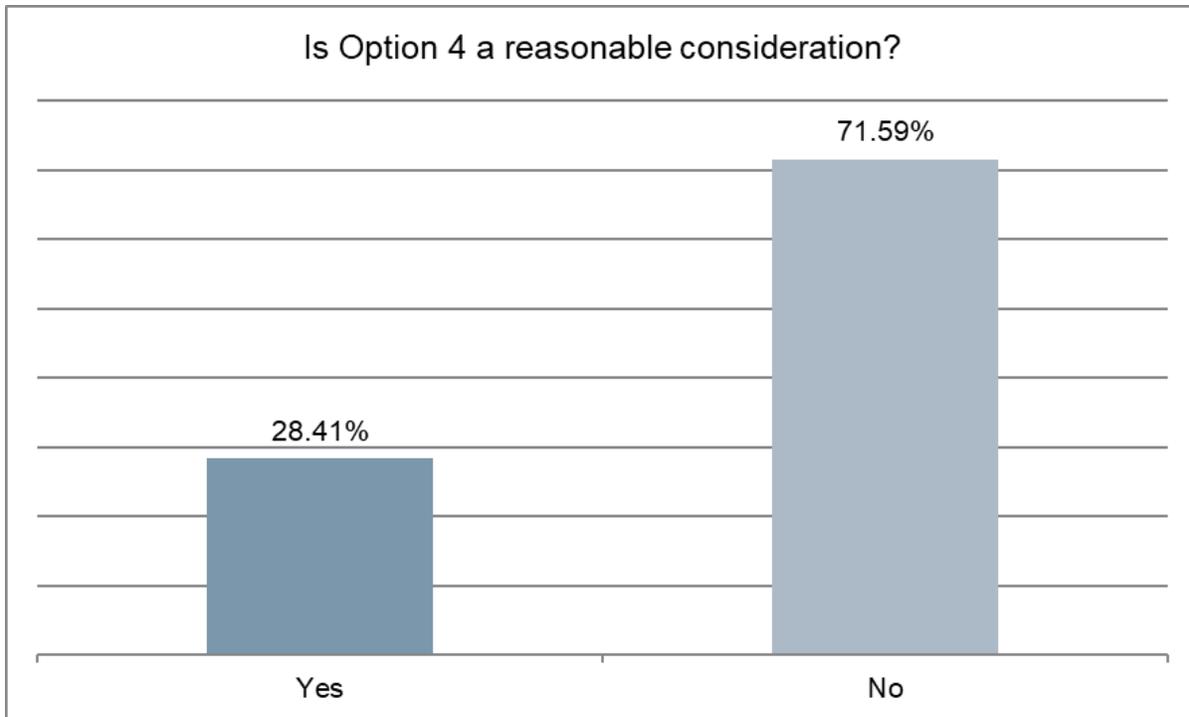


Answer	Comment(s)
No	<ul style="list-style-type: none"> <li>• Too large of an area for Foxboro</li> <li>• While it reduces enrolment at Foxboro and Harmony, it is not enough/Harmony is the only school to benefit</li> <li>• Impacts worse than status quo</li> <li>• Too many schools still over capacity while others are under</li> <li>• Disruption of two zones when one zone could fix the problem</li> <li>• It changes the rural school boundary</li> <li>• Why wouldn't Harmony kids go to Prince Charles?</li> <li>• Splits neighbourhoods/communities up</li> </ul>
Yes	<ul style="list-style-type: none"> <li>• Area 2 to Susanna Moodie works better</li> <li>• Spreads enrolment across the schools/best distribution of students</li> <li>• Transportation changes are easy and reasonable bus times for students</li> <li>• Improves Harmony and doesn't negatively impact other schools</li> </ul>



# APPENDIX A

## Public Engagement Feedback

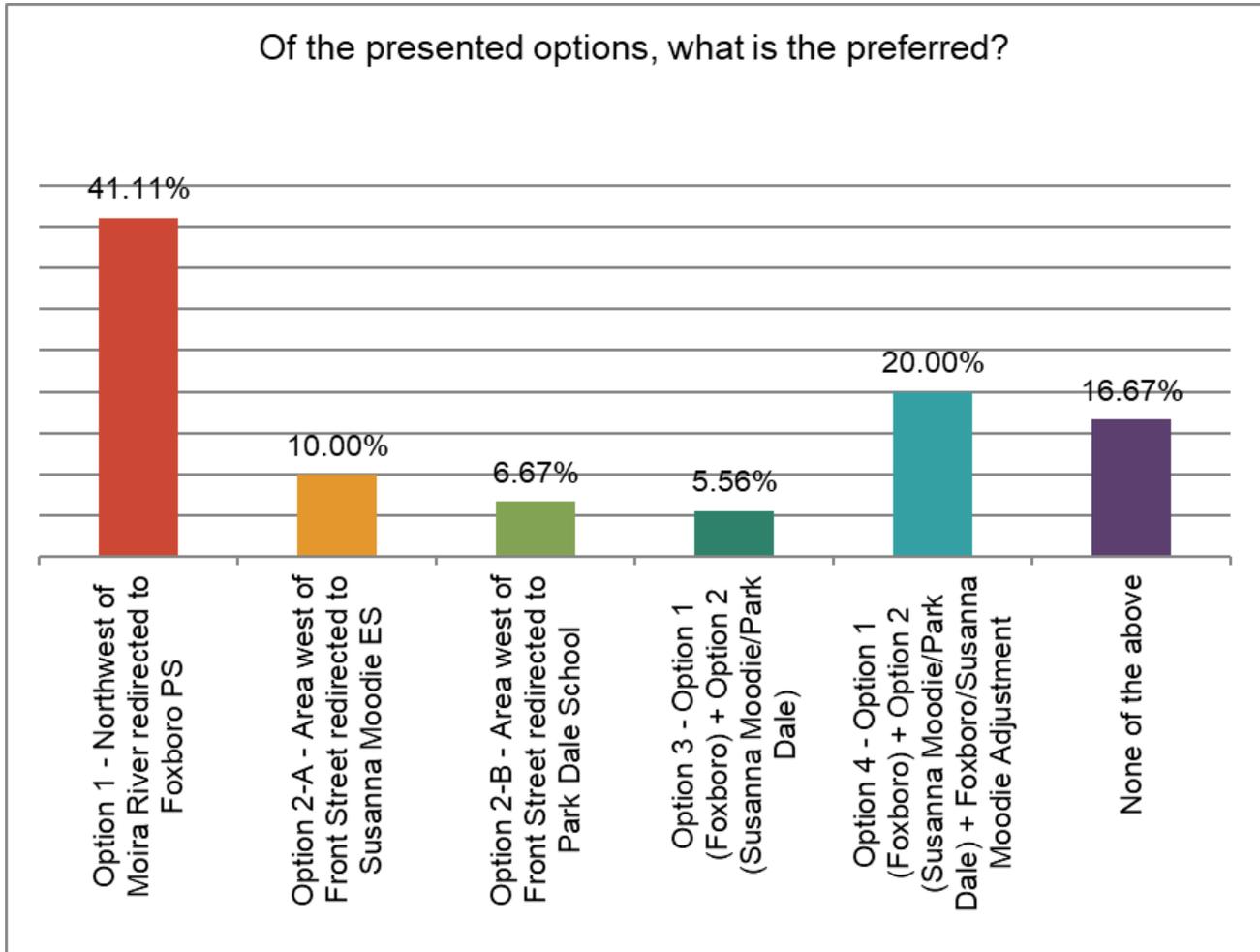


Answer	Comment(s)
No	<ul style="list-style-type: none"> <li>• Park Dale would become extremely overcapacity</li> <li>• Will cause longer bus times</li> <li>• Seems like a lot of change with minimal improvement</li> <li>• Too many schools will be overcapacity in the long term</li> </ul>
Yes	<ul style="list-style-type: none"> <li>• Reduces enrolment issues at both Harmony and Foxboro/seems most balanced</li> <li>• Seems like best option for the medium to long term – potentially avoids another AAR in the near future</li> <li>• This option effectively "spreads the risk" and fills up the capacity without going over 90% (with the exception of Parkdale).</li> <li>• It showcases that we are full to the Ministry and will allow HPEDSB to have support to build additions on the properties that have the land</li> <li>• As growth occurs and board continues to increase enrolments, this option reduces stress</li> </ul>



# APPENDIX A

## Public Engagement Feedback



**Is there anything else you want Board staff and the consultants to know so that any recommendations truly reflect the interests of the school communities involved?**

**Repeated Themes:**

- Grandfathering of current students/siblings
- What mental health/transition support will students and families have? – concern for disruption in student’s education, socialization, mental health, adjusting to change, etc.
- The Board should provide counselling services



## Calendar of Events

<b>Trustee Events</b>	<b>Name of Event</b>
nil	
<b>Committee Meetings</b>	<b>Committee Name</b>
February 28, 2024	Supervised Alternative Learning
March 4, 2024	Physical Planning, Finance and Building Committee
March 18, 2024	Governance and Policy Committee
March 20, 2024	Supervised Alternative Learning
March 25, 2024	Regular Public Board Meeting
March 28, 2024	Special Education Advisory Committee
<b>School</b>	<b>Events</b>
Athol-South Marysburgh Public School	<ul style="list-style-type: none"> <li>• March 8, 2024, local PEC Author Caitlyn Evans visiting primary classes</li> <li>• March 27, 2024, Anything but a BACKPACK day, school spirit day</li> <li>• April 4, 2024, School wide spelling bee in partnership with Rotary Club</li> <li>• April 11, 2024, logo competition for local recreation committee</li> </ul>
Bird's Creek Public School	<ul style="list-style-type: none"> <li>• February 27, 2024, PRO Grant Literacy bags go home with March challenges</li> <li>• March 1, 2024, Character assembly Humour – "Owl'ways be kind"</li> <li>• March 4-8, 2024, Kindness Week with various activities led by Leadership Students</li> <li>• March 25, 2024, School Council meeting</li> </ul>
C.M.L. Snider School	<ul style="list-style-type: none"> <li>• March 4-8, 2024, Walt's Sugar Shack (entire school to visit over the five days)</li> <li>• March 26, 2024, Belleville Senators visit classrooms</li> </ul>
Eastside Secondary School	<ul style="list-style-type: none"> <li>• February 28, 29, 2024, CPR training</li> <li>• March 1, 2024, Grade 6-8 dance</li> <li>• March 5, 2024, Social Insurance Number clinic</li> <li>• March 21, 2024, Parent/Teacher Interviews</li> </ul>
Foxboro Public School	<ul style="list-style-type: none"> <li>• March 1, 2024, "Love for The Learning Foundation" dance</li> </ul>
Massassaga-Rednersville Public School	<ul style="list-style-type: none"> <li>• March 20, 2024, Science Fair (snow date is March 21<sup>st</sup>)</li> </ul>
North Hastings High School	<ul style="list-style-type: none"> <li>• March 3, 2024, Legion Public Speaking contest</li> <li>• March 4, 2024, Drop in lunch club for students 7/8 and 9/12</li> <li>• March 21, 2024, "Rock Your Sock" day at NHHS</li> <li>• March 26, 2024, School Council meeting</li> </ul>
Queen Victoria School	<ul style="list-style-type: none"> <li>• February 29, 2024, Family Math Games night</li> </ul>
Sophiasburgh Central School	<ul style="list-style-type: none"> <li>• February 28, 2024, Celebration Assembly – guest speaker Jessica Lindsay-Sonkin</li> </ul>

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

	<ul style="list-style-type: none"> <li>• February 28, 2024, School council sponsored hot lunch</li> <li>• March 21, 2024, Therapy Dog visit</li> <li>• March 22, 2024, JR/INT Maple Bush visit (Frink Centre)</li> </ul>
Susanna Moodie Elementary School	<ul style="list-style-type: none"> <li>• March 7, 2024, Susanna Moodie/Centennial SS Spring Concert-evening performance 6:30 p.m. at CSS</li> </ul>
Tweed Elementary School	<ul style="list-style-type: none"> <li>• February 28, 2024, Calabogie Ski Trip</li> </ul>
York River Public School	<ul style="list-style-type: none"> <li>• Primary &amp; Junior class trips to local Fish Hatchery throughout the month of February</li> <li>• February 27, 2024, Junior SG Basketball Tournament</li> <li>• Public skating for junior classes every Tuesday (until the ice is removed from the arena)</li> </ul>