



Decision X Information _____

To: Chair and Members of the Student Enrolment/School Capacity Committee

From: Senior Administration

Re: Recommendation to Board to conduct an accommodation review for a group of schools in Centre Hastings

Purpose

To present a recommendation to the Board to direct senior administration to conduct an accommodation review for a group of schools in Centre Hastings as per Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review.

Background

The Ministry of Education *Pupil Accommodation Review Guideline* released in March 2015 states that school boards are responsible for managing their school capital assets in an effective manner. They must respond to program needs and changing demographics to ensure student achievement and well-being, and the financial viability/sustainability of the school board.

In September 2015, Trustees approved the 2015-2020 Strategic Plan, Possibilities Today & Tomorrow which identifies Achieving Excellence & Equity and Public Confidence as priorities. The vision for the board is *All students prepared and empowered for the possibilities for today and tomorrow.*

Hastings and Prince Edward District School Board (HPEDSB) is committed to providing optimum learning opportunities and learning environments in service of Achieving Excellence & Equity. This accommodation review is intended to provide programs and services to help each student achieve success through:

- Alignment of schools to support diverse elementary and secondary school programming
- Equitable access to program offerings
- Continued capacity to deliver special education programs
- Optimization of available resources to better serve all students

Over the last decade, elementary enrolment in HPEDSB has declined by 21% and secondary enrolment has decreased by 26%. Projections indicate that enrolment will continue to decrease over the next 10 years. Ontario school boards are mainly funded on a per-student basis through grants from the Ministry of Education. School boards, and therefore schools, lose funding as their enrolment declines. When funding decreases, all students in a board are affected because the cost of maintaining empty space is spread across all of the schools.

HPEDSB has significant renewal needs of \$250 million over the next 10 years. Elementary schools are, on average, 54 years of age. Secondary schools are, on average, 60 years of age. As well, recent funding formula changes for school operations indicate that it will not be possible to operate and maintain existing facilities at their current level of utilization.



The ability to sustain effective programming for students and continued declining enrolment, as well as surplus space, aging facilities and the phasing out of top up funding by the Ministry of Education were driving forces behind the development of the Long-Term Capital and Accommodation Plan (LTCAP). The Board adopted the LTCAP in October 2016.

The LTCAP is a framework for decision making and is a living document that will be monitored and updated as required.

A pupil accommodation review, which is a public consultation process, is required before any strategy can be implemented. An accommodation review is a process undertaken by the school board to determine the future of a school or group of schools when decisions regarding consolidation, closure or program relocation are made. An accommodation review takes into account the needs of all of the students in all schools in the review area and in particular school group(s).

Trustees reviewed and revised Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review to reflect the updated Ministry of Education *Guidelines for Pupil Accommodation Reviews*. The following guiding principles are listed in Policy 15:

- a. Student achievement and well-being.
- b. Effective stewardship of the school board resources.
- c. Student curriculum and program needs, as well as funding and renewal needs will drive facility planning.
- d. Upgrades to the condition of facilities will occur where feasible.
- e. The Board will comply with Ministry of Education guidelines for school consolidations and closure decisions.
- f. The Board will exemplify open decision-making, Board oversight and public participation in capital planning.

Current situation

Centre Hastings is served by a single secondary school, Centre Hastings Secondary School, Grade 9-12, located in Madoc. The Centre Hastings School Group consists of that school and five elementary schools, shown below. This number will decrease to four when the new addition at Marmora Senior Public School is completed in 2017.

The enlarged Marmora Senior Public School will consolidate students from Earl Prentice Public School and Marmora Senior Public School, after which Earl Prentice Public School will close.

Schools to be included in the accommodation review are indicated in **bold** in the table below.

Centre Hastings School Group
Centre Hastings Secondary School (Grades 9-12)
Earl Prentice Public School (K-3)
Madoc Public School (K-8)
Madoc Township Public School (K-6)
Marmora Senior Public School (4-8)
Tweed Elementary School (K-8)



5-year renewal needs

The renewal needs over five years for the Centre Hastings school group are \$17.3 million.

Specific renewal needs are as follows:

- Centre Hastings Secondary School are \$7 million
- Madoc Township School are \$2.9 million
- Madoc Public School are \$2.3 million¹.

Additional information is included in Appendix A – School Group Overview.

Centre Hastings Secondary School has a surplus capacity of 473 student spaces resulting in a utilization of 54%. Madoc Public School has a surplus of 30 student spaces resulting in a utilization of 92%. Madoc Township Public School has a surplus capacity of 60 student spaces resulting in a utilization 63%.

Actions taken by senior administration

HPEDSB has a long-term capital and accommodation plan to use as a framework for decision making related to addressing the programming needs of students, declining enrolment, aging infrastructure and the phasing out of top up funding.

A consultation period with stakeholders and the community took place during the development of the Long-Term Capital and Accommodation Plan from May 20, 2016 to September 30, 2016.

A series of information bulletins has been shared through school newsletters, board and school websites, social media, Parent Involvement Committee, school councils and the local media. Additional information is included in Appendix B – Resource Documents and Information Bulletins.

Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review and Procedure 570: Community Planning and Partnerships indicate that the school board will continue to have discussions with affected municipalities and other community organizations around long-term capital planning and underutilized space matters.

Local municipalities were contacted during the development of the Long-Term Capital and Accommodation Plan by school board staff and Watson and Associates Economists Ltd. With respect to community planning and partnerships, expressions of interest for facility partnership and co-build opportunities have been received and will be taken into consideration through this process.

Upon the initiation of a pupil accommodation review, HPEDSB will invite affected single and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the school board's initial staff report.

¹ Ontario Ministry of Education, *School Facility Condition Assessment Data, Assessment Cycle: 2011-2015*, August 22, 2016



Additional information related to process timelines is included in Appendix C – Timelines for a Standard Accommodation Review Process.

Proposed accommodation review

It is proposed that a pupil accommodation review be commenced, with a final report to the Board of Trustees on June 19, 2017, for the consolidation of Madoc Township Public School and Madoc Public School.

The preliminary recommendation is:

- Close Madoc Township Public School and consolidate students to Madoc Public School for September 2017
- Relocate Grade 7 and 8 students from Madoc Public School to Centre Hastings Secondary School, creating a Grade 7-12 model, for September 2017
- Explore opportunities for community partnerships aligned with the 2015-2020 Strategic Plan priorities

Transition

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

Transition plans typically include opportunities for students and parents from the consolidating school(s) to come together, prior to the consolidation, to engage in activities together and to build a renewed sense of community.

Existing space at Madoc Public School can be ready to welcome students from Madoc Township Public School in September 2017. Existing space at Centre Hastings Secondary School can be ready to welcome Grade 7 and 8 students from Madoc Public School in September 2017. Renovations will occur at Centre Hastings Secondary School, as needed, to ensure appropriate learning spaces and outdoor areas for the Grade 7 and 8 students.

Bus routes already exist to these schools. Minor changes to these existing bus routes and route times may be required for Madoc Public School and Centre Hastings Secondary School.

Rationale

This accommodation review is being considered because Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review states that a group of schools may be considered for an accommodation review where:

- The school or group of schools will experience an adverse impact on learning opportunities for students due to declining enrolment.
- Reorganization involving the school or group of schools will enhance program and learning opportunities for students.



- One or more of the schools is experiencing higher building maintenance or renewal expenses than the average for the system and/or is in need of major capital improvements.

Programming

HPEDSB creates dynamic, inclusive educational experiences that develop capable, confident, curious learners who thrive and contribute to their communities. Our graduates are developing as globally minded learners and leaders who see themselves as connected citizens of the world. They will apply relevant knowledge and skills to make a difference in local, national and global contexts. All students are prepared and empowered for the possibilities of today and tomorrow.

All programs K-12 are focused on the implementation of *The Ontario Curriculum* and the development of 10 HPEDSB competencies: caring inclusive citizens, collaboration, communication, creative thinking, critical thinking, digital fluency, entrepreneurship, literacy, numeracy and well-being.

Specialized programs at Centre Hastings Secondary School include the following programs as noted below.

Madoc Public School offers:

Essential Skills Program (ESP): This program is for students in Kindergarten to Grade 8 who are typically identified with the exceptionality of Intellectual - Developmental Disability (I-DD). Programming emphasis is on functional numeracy/literacy, communication, social and self-regulation skills, and basic living skills.

Autism Spectrum Disorder (ASD) Regional Program: This program is for primary/junior/intermediate students who are typically identified with the exceptionality of Communication - Autism (C-A). Programming emphasis is on social, integration, communication and learning skills development.

Child care is offered at Madoc Public School:

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

Madoc Township Public School does not currently offer child care before and after school programs.

Centre Hastings Secondary School offers:

Construction Specialist High Skills Major (SHSM): The Construction SHSM enables students to build a foundation of sector-focused knowledge and skills before entering apprenticeship training, college, university, or an entry-level position in the workplace.

Centre Hastings Alternative School (CHAP): CHAP offers an alternative education setting for students who require additional support in obtaining credits toward graduation within CHSS. Students must be referred through the Student Success Team.



Musical Theatre Program: Since 1998, Centre Hastings Secondary School's unique Musical Theatre Program has entertained the community with professional quality productions, while enabling students enrolled in the program to have an authentic theatrical experience. Through the acquisition of the necessary artistic and technical skills students produce a polished music theatre production. These skills include: vocal production, character development, dance, make-up artistry, technical theatre and promotion.

EcoQuest: EcoQuest is a 2-credit ecotourism and outdoor adventure program integrating the principles of outdoor and nature travel, guiding, and the exploration of our local region from a tourism perspective. This two-credit program is designed for students who intend to pursue a career focusing on travel, guiding, parks management, wildlife and nature conservation, or outdoor activities and leadership. As part of the program, students will learn the principles of ecotourism and outdoor activities while in a classroom setting. Students will then apply their learning to a variety of day trips, a winter camping excursion, and a local cycling trip. The course culminates with a backcountry wilderness canoe trip. Throughout the program, students will work toward certifications in Standard First Aid, ORCKA Canoe Tripping, and Search and Rescue.

Renovations and Restoration Program: This is a 3-credit program that concentrates on various aspects of the construction industry. Students are given the opportunity to explore different facets of the construction by being involved in community-based renovation and restoration projects. This course will enable students with similar interests to come together to benefit from specialized equipment and training. It will also help high school students with an interest in construction to make well-informed career decisions and to assist with a smooth transition to post-secondary education and/or the world of work.

Dual Credits: Through a partnership with Loyalist College, two opportunities exist for Centre Hastings Secondary School students to earn credits through the college in Grade 12 Building Construction Techniques and Grade 12 College Mathematics.

Hockey Skills Focus Program: The Hockey Skills Focus Program is open to both females and males regardless of their previous hockey experience. Students receive 45 hours of on-ice skills with the focus on individual skill development and improvement. They also experience 45 hours of off-ice fitness and skill related development using the most innovative training techniques and equipment. In-class instruction consists of tactical development for all player positioning; both offensive and defensive aspects of the game. It will also cover all components of the Healthy Active Living Course profile at this level.

Life Skills Program (LSP)/Practical Learning Program (PLP): These programs are for students in secondary school who are typically identified with the exceptionality of Intellectual - Developmental Disability (I-DD). Programming emphasis is on life skills, adaptive numeracy/literacy skills, and community/independent living skills.



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

In addition to current school-based programs at elementary and secondary schools, opportunities for program innovation will be supported through the development of a framework for new programs that are based on student needs, community interest and addressing retention challenges.

As part of long-term capital and accommodation planning, consideration will be given to models of school organizations that enhance program provisions for students, maximize the use of space and contribute to viable business cases when applying for Ministry of Education funding. Consideration should also be given to the number of students enrolled in schools.

Larger Kindergarten to Grade 6 schools enhance specialized program opportunities within the school, as well as extracurricular activities. The consolidation of multiple resources in one school supports a range of dynamic, inclusive educational experiences which include opportunities for student leadership and mentoring for younger students.

Grade 7-12 Schools include all Intermediate (Gr 7–10) students in one building. Student transitions from Grade 8-9 are enhanced as students do not change buildings while adjusting to the Grade 9 curriculum and credit courses. Increased numbers of Grade 7 and 8 students and staff enrich specialized program opportunities as well as extracurricular activities. Consolidating multiple resources in one school supports a range of dynamic, inclusive educational experiences which include opportunities for student leadership and mentoring. This model encourages students and their families to view the school as a true community and to establish longer term relationships. A Grade 7-12 model is likely to increase student retention from Grade 8 to 9.

Financial resources

Ontario school boards are mainly funded on a per-student basis through [grants from the Ministry of Education](#). This funding supports the classroom, school leadership and operations, student-related priorities, and local management by school boards. When enrolment declines, the funding decreases. When a school has excess space because of low enrolment, the excess space still costs money in order to staff, maintain and operate resulting in decreased amounts available to support classrooms and students. All students in a board are affected because the cost of maintaining empty space is spread across all of the schools.



The Ministry of Education has identified low enrolment and excess space as issues across the province. They are continuing to shift funding away from very small schools that are not isolated while investing in schools that are larger, remote, or combined (serving both elementary and secondary students). They have also introduced funding measures to encourage boards to focus on using education resources and facilities to support students rather than supporting school space that may be surplus to students' education needs.

The closing of an elementary school through consolidation can assist in decreasing the operating costs of the board.

Recommendation

Moved:

Seconded:

That the Student Enrolment/School Capacity Committee recommend that the Hastings and Prince Edward District School Board conduct an accommodation review for the group of schools as outlined in Report B-2, dated November 21, 2016.

Appendix A – School Group Overview

Appendix B – Resource Documents and Information Bulletins

Appendix C – Timelines for a Formal Accommodation Review Process

Respectfully submitted,

Mandy Savery-Whiteway

Director of Education and Secretary of the Board

Nick Pfeiffer

Superintendent of Business Services

Kim Horrigan

Manager of Planning



APPENDIX A – School Group Overview

Figure 1 illustrates there are five elementary schools in the Centre Hastings School Group, this number will decrease to four when the new addition at Marmora Senior Public School is completed. Figure 2 illustrates that the capacity of Centre Hastings Secondary School greatly exceeds the current and project enrolment.

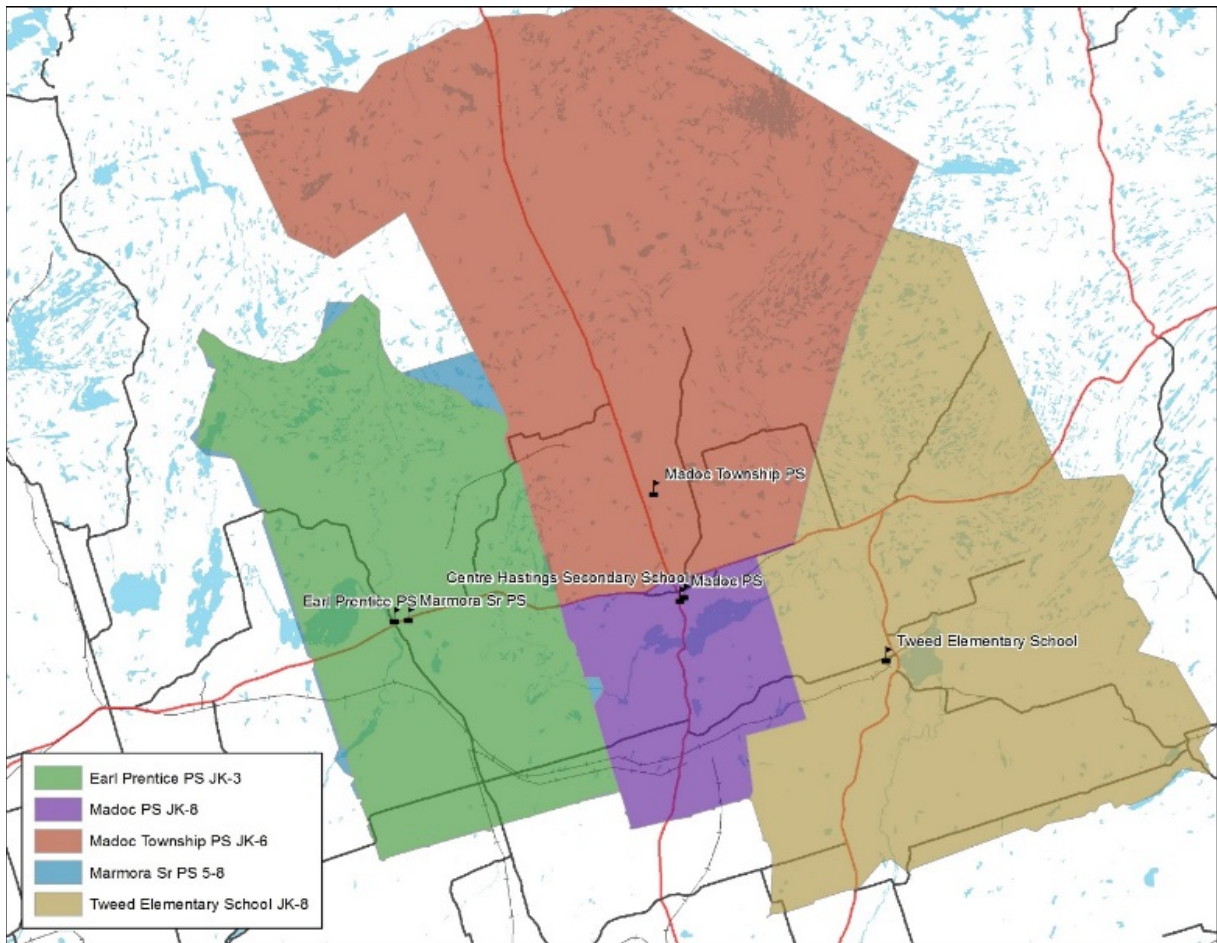


Figure 1 - Centre Hastings School Group

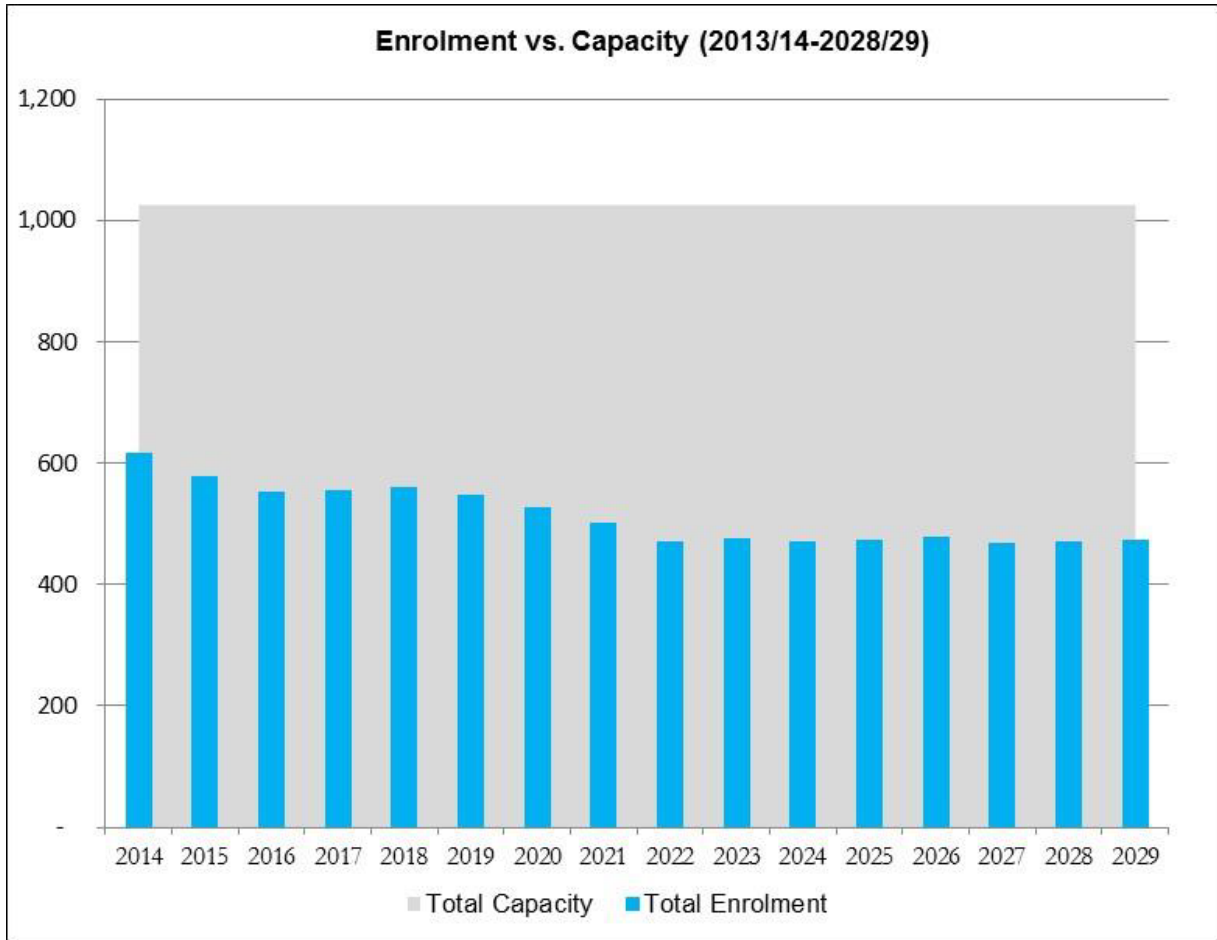


Figure 2 – Centre Hastings Secondary Enrolment vs. Capacity

In addition to a surplus capacity of 473 student places, the school requires investment to meet the five-year renewal needs in the amount of \$7 million, as shown in the table below.

2015-16 Year	Centre Hastings SS
Capacity (OTG)	1026
Enrolment	553
Surplus Capacity	473
Utilization	54%
Renewal Needs (5 year data released August 2016)	\$7M
Facility Condition Index (5 year data released August 2016)	24%



There are five elementary schools in the Centre Hastings School Group; however, this number will decrease to four when the new addition at Marmora Senior Public School is completed in 2017. Figure 3 illustrates that the combined capacity of the elementary schools provides a utilization rate of 85 to 90% based on projected enrolments.

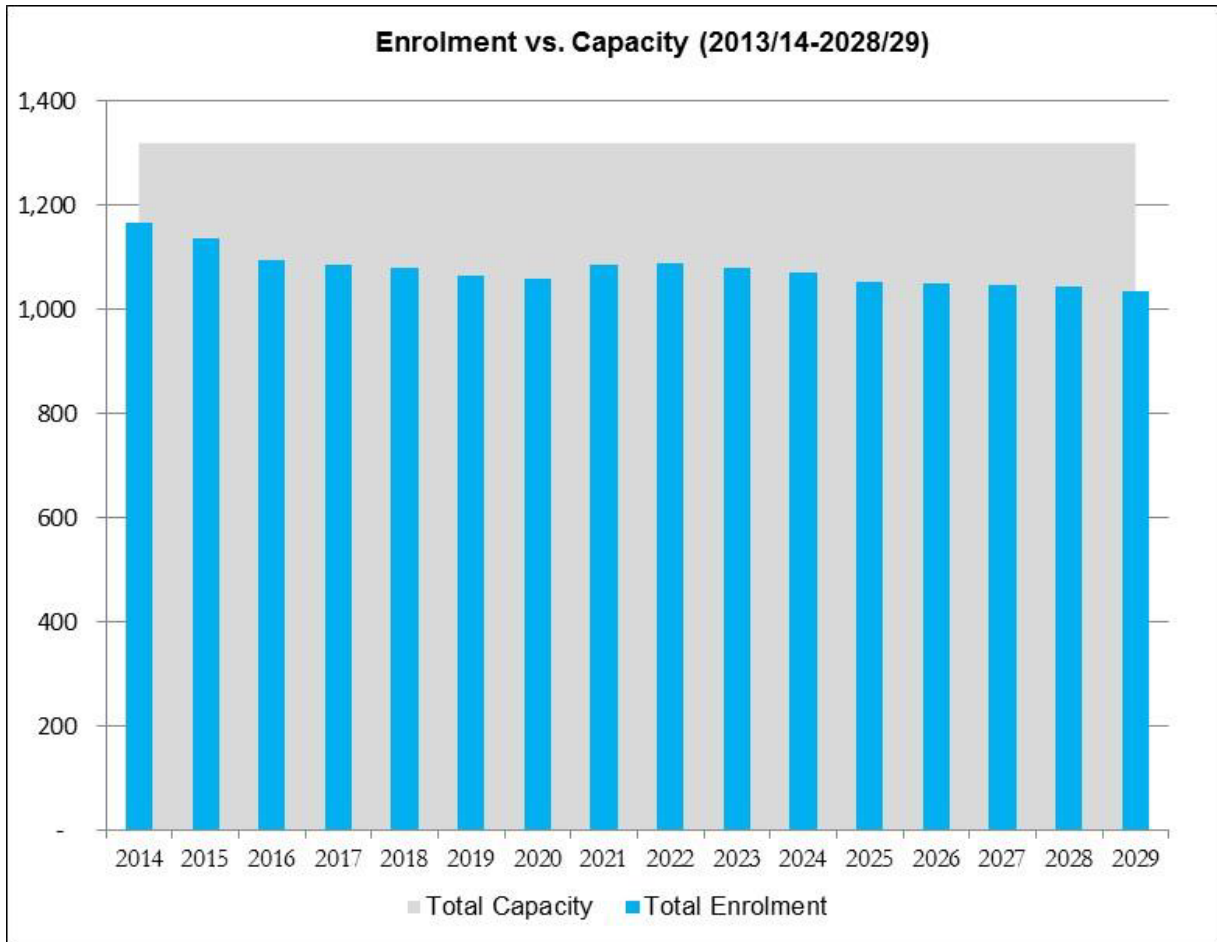


Figure 3 – Centre Hastings Elementary Enrolment vs. Capacity

A combined surplus capacity of 225 student spaces currently exists within the Centre Hastings School Group. Following the consolidation of Earl Prentice Public School and Marmora Senior Public School, the combined capacity is projected to be 152 student spaces for the Centre Hastings School Group. This results in a combined utilization of 88%. Together, the renewal needs of the elementary schools over the next five years are in excess of \$7 million.

More specifically, the renewal needs over five years for Madoc Township School is \$2.9 million, and Madoc Public School is \$2.3 million.



Table 1 - Summary Capacity, Enrolment, and Renewal of Centre Hastings Elementary Schools

2015-2016 Year	Madoc PS	Madoc Township PS
Capacity (OTG)	392	161
Enrolment	362	101
Surplus Capacity	30	60
Utilization	92%	63%
Renewal Needs(5 year data released August 2016)	\$2.3M	\$2.9M
Facility Condition Index (5 year data released August 2016)	26%	53%



APPENDIX B – Resource Documents & Information Bulletins

Resource documents

- [Long-Term Capital and Accommodation Plan](#)
- [Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review](#)
- [Procedure 570: Community Planning and Partnerships](#)
- [Guide to Pupil Accommodation Reviews, Ministry of Education](#)
- [Pupil Accommodation Review, Ministry of Education](#)
- [School Facility Condition Assessment Data, Ministry of Education](#)
- [Watson & Associates Economists Ltd. Long-Term Capital Study Report and Recommendations, November 9, 2015](#)
- School information profiles, which will be completed for each school in the review area and will be available for the first public meeting of the accommodation review process

Information bulletins

- [Bulletin #7: The plan is in place, now what?](#), October 2016 (pdf)
- [Bulletin #6: Making sense of Facility Condition Index data](#), September 2016 (pdf)
- [Bulletin #5: Date extended for public input](#), June 2016 (pdf)
- [Bulletin #4: Next steps in the long-term capital and accommodation planning process](#), May 2016 (pdf)
- [Bulletin #3: Looking at enrolment data](#), May 2016 (pdf)
- [Bulletin #2: A road map for future planning](#), April 2016 (pdf)
- [Bulletin #1: Our commitment is to students](#), April 2016 (pdf)



APPENDIX C – Timelines for a Formal Accommodation Review Process

Public meetings

- 1) Following the initiation of an accommodation review, the school board will hold a minimum of two public meetings for broader consultation on the initial report from administration.
- 2) The meetings will be facilitated by school board staff in order to solicit broader community feedback on the recommended option(s) contained in the initial report, and will include the accommodation review committee (ARC).
- 3) Notice of the public meetings will be provided, no later than 10 business days prior to the meeting, through school newsletters, letters to the school community, the school board website and advertisements in local community newspapers and will include date, time location, purpose, contact name and number.
- 4) The first public meeting will be held no fewer than 30 business days following the Board's decision to conduct an accommodation review, and will include:
 - a) an overview of the ARC orientation session;
 - b) review of the initial report from administration with recommended option(s); and
 - c) a presentation of the School Information Profiles (SIPs). The SIPs will help to provide an understanding of the context surrounding the decision to include a specific school or school(s) in an accommodation review.
- 5) There must be a minimum of 40 business days between the first and last public meeting.
- 6) The last public meeting must occur no fewer than 10 business days prior to the presentation of administration's final report to the Student Enrolment/School Capacity Committee (SE/SCC).

Completing the Accommodation Review Process

Final report from Administration to the Student Enrolment/School Capacity Committee (SE/SCC)

- 1) At the conclusion of the accommodation review process, and no fewer than 10 business days following the final public meeting, administration will prepare and present its final report to the SE/SCC in public session.
- 2) The final report from administration must include a community consultation section that contains feedback from the Accommodation Review Committee (ARC) and any public consultations as well as any relevant information obtained from the municipalities and other community partners prior to and during the accommodation review.



- 3) Administration may choose to amend their proposed option(s) included in their initial report. The recommended options must also include a proposed accommodation plan, prepared for decision of the Board, which contains a timeline for implementation.

SE/SCC meeting for public delegation

- 1) The SE/SCC will hold a meeting, no fewer than 10 business days following presentation of the final report from administration to allow an opportunity for members of the public to provide feedback on the final report from administration.
- 2) Notice of the SE/SCC meeting for public input will be provided through school newsletters, letters to the school community, the district website and advertisements in the local community newspapers and will include date, time, location, purpose, contact name and number.

SE/SCC follow-up meeting

- 1) Administration will compile feedback from the SE/SCC meeting for public input and present to the SE/SCC, with the final report from administration, no fewer than 10 business days following the SE/SCC meeting for public input.
- 2) The SE/SCC will review the final report from administration and public input and prepare its recommendation to the Board. The recommendation will be based on the final report and recommendations from administration, and feedback compiled from the public delegation. The SE/SCC has the discretion to approve the recommendation(s) as presented by administration or to recommend a different outcome for Board consideration.

Board meeting to consider school accommodation

- 1) The Board will make its decision regarding the school accommodation recommendations from the SE/SCC.
- 2) Public notice of the meeting regarding the school accommodation recommendations will be provided through school newsletters, letters to the school community, the school board website and advertisements in local community newspapers.
- 3) Final accommodation review decisions will not be made during the summer holiday.



Timeline for a Standard Accommodation Review in 2016-2017			
As per Policy 15: Student Enrolment/School Capacity – Pupil Accommodation Review			
	Action	Timeline	Date
1	Presentation of the initial reports and recommendations from administration to the Student Enrolment/School Capacity Committee (SE/SCC)	At the SE/SCC meeting	Monday, November 21, 2016
2	Decision by the Board of Trustees to conduct an accommodation review(s)	At the regularly scheduled Board meeting	Monday, November 21, 2016
3	Notice of the Board decision to conduct an accommodation review(s) to parents/guardians, schools(s), municipal and community partners	Within five business days of the Board's decision	By Monday, November 28, 2016
4	Formation of the accommodation review committee(s) (ARC)	Prior to Public Meeting #1	TBD
5	Consultation meetings with municipal and community partners	As required, prior to Public Meeting #2 (of 2)	TBD
6	Notice about the date of Public Meeting #1 (of 2) to the school(s) and broader community	At least 10 business days prior to the meeting	TBD
7	Public Meeting #1 (of 2)	No sooner than 30 business days following the Board's decision	Earliest is Monday, January 16, 2017
8	Information package prepared for the accommodation review committees (ARCs)	No later than the first working meeting of the ARC	TBD
9	ARC working meetings (minimum two, more can happen)	As scheduled by the ARC, after Public Meeting #1 and prior to Public Meeting #2	TBD
10	Notice about the date of Public Meeting #2 (of 2) to the school(s) and broader community	At least 10 business days prior to the meeting	TBD
11	Public meeting #2 (of 2)	No sooner than 40 business days following Public Meeting #1	Earliest is Tuesday, March 21, 2017
12a	Final report from administration posted online at www.HPEschools.ca	No less than 10 business days following Public Meeting #2	Earliest is Tuesday, April 4, 2017
12b	SE/SCC meeting to receive the report		Regularly scheduled SE/SCC meeting is Monday, April 10, 2017



	Action	Timeline	Date
13	SE/SCC meeting for public delegations/input	No less than 10 business days following the presentation of the report from administration to the SE/SCC	Earliest is Wednesday, April 26, 2017 (based on an April 10, 2017 meeting from line 12b)
14	SE/SCC follow-up meeting to prepare a recommendation to the Board of Trustees	No less than 10 business days following the SE/SCC meeting for public input	Earliest is Wednesday, May 10, 2017 (based on an April 26, 2017 meeting from line 13)
15	Public Board meeting to determine accommodation recommendations	Regularly scheduled Board meeting (after the SE/SCC follow-up meeting (line 14) and prior to summer break)	Monday, June 19, 2017