



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 Prince Edward County

Purpose

To present a recommendation to the Board to direct senior administration to conduct an accommodation review for a group of schools in Prince Edward County 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

Over the last decade, elementary enrolment in HPEDSB has declined by 21% and secondary enrolment has decreased by 26%. Projections indicated 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 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

Prince Edward County is served by a single secondary school, Prince Edward Collegiate Institute (PECI), Grade 9-12, located in Picton. The Prince Edward County School Group consists of that school and the seven elementary feeder schools shown below.

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

Prince Edward County School Group Schools
Prince Edward Collegiate Institute (Grade 9-12)
Athol-South Marysburgh Public School (K-8)
C.M.L. Snider School (K-8)
Kente Public School (K-8)
Massassaga-Rednersville Public School (K-6)
Pinecrest Memorial Elementary School (K-8)
Queen Elizabeth School (Picton) (K-8)
Sophiasburgh Central School (K-8)



5-year renewal needs

The renewal needs over five years for the Prince Edward County school group are \$33.7 million. Specifically, the renewal needs for Prince Edward Collegiate Institute are \$17.4 million over five years¹. Additional information is included in Appendix A – School Group Overview.

Prince Edward Collegiate Institute has surplus space of 674 student spaces resulting in a utilization of 46%. The elementary feeder schools have a combined total of 1,098 surplus student spaces, an overall utilization of 56%. Five-year renewal needs for the elementary schools total \$16 million.

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 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.

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

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



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 Pinecrest Memorial Elementary School, Queen Elizabeth School (Picton), Sophiasburg Central School, C.M.L. Snider School and Kente Public School.

The preliminary recommendation is:

- Close Pinecrest Memorial Elementary School and Queen Elizabeth School (Picton) and consolidate students at Prince Edward Collegiate Institute for September 2017
- Close Sophiasburg Central School and move students to Prince Edward Collegiate Institute for September 2018
- Close C.M.L. Snider School and Kente Public School and seek Ministry of Education funding/approval to build a new K-8 elementary school on the CML Snider property or in Wellington for September 2020
- 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 Prince Edward Collegiate Institute can be ready to welcome students for September 2017 from Queen Elizabeth School (Picton) and Pinecrest Memorial Elementary. Renovations at Prince Edward Collegiate Institute would be completed to ensure age appropriate learning spaces and outdoor areas for the K-8 students. Students from Kente Public School and C.M.L. Snider School would remain in their schools until capital funding is approved by the Ministry of Education for construction of a new school and construction is complete.

Bus routes already exist and minor changes may be required to existing transportation routes.

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 that 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 PECE include the following programs as noted below.

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

Venture Program: Venture is a unique enrichment opportunity for motivated Grade 9 and 10 students. The program is multi-layered and has in-class and extra-curricular dimensions. This program will provide students with outstanding preparation for university. Students will be timetabled together for a minimum of one course per semester to ensure that their learning can extend to and from the classroom. 21st Century skill development will enhance their educational experience beyond the classroom through the use of technology, trips and hands on activities that will encourage collaboration and critical thinking. Venture leads to the university Advanced Placement opportunities in Grades 11 and 12 in addition to enrichment certificates.

Designing My Future: The Designing My Future Program is a creative approach to re-connect learners so they move forward as contributing members of our society. Students will work with a teacher-mentor, community agencies and employers to gain valuable certifications, skills, knowledge and experience required to become successful in life. By redefining learning, students will set personal goals and strive to achieve them. This program will service students ready to better their life and embrace the future beyond high school with attitudes and skills needed to lead fulfilling lives.

J.O.A.L.T. Joining Outdoor Adventure & Leadership Training: JOALT provides students with an exciting opportunity to develop fitness and leadership skills and experience outdoor education in a variety of settings. Learning will be hands-on, experiential activities including community projects and leadership roles within the school setting. Students will also have the opportunity experience personal fitness training, non-traditional sports, hiking, cycling, canoeing and camping.



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.

Arts PLUS: Grade 9 students who are creatively inspired and engaged by the arts are invited to explore the Arts PLUS program. This option allows grade nine students the opportunity to take an additional arts course as an elective in their first year at PECEI. Students choosing the Arts PLUS option can select from any two of the following courses: music, visual or dramatic performing art.

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 with the school as well as extracurricular activities. The consolidation of multiple resources in one school supports a range of dynamic, inclusive educational experiences which include opportunities for student leadership and mentoring for younger students.

K-12 schools include all students within one school building. Student transitions are enhanced as students remain in the same school community throughout their K-12 experience. The consolidation of multiple resources in one school supports a range of dynamic, inclusive educational experiences which include opportunities for student leadership and mentoring. This model encourages students and their families to view the school as a true community and to establish long term relationships. It provides an opportunity to bring together staff from the Early Years to Grade 12 in one professional community.



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-3, 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 seven elementary schools in the Prince Edward County School Group. Figure 2 illustrates that the capacity of Prince Edward Collegiate Institute greatly exceeds the current and project enrolment.

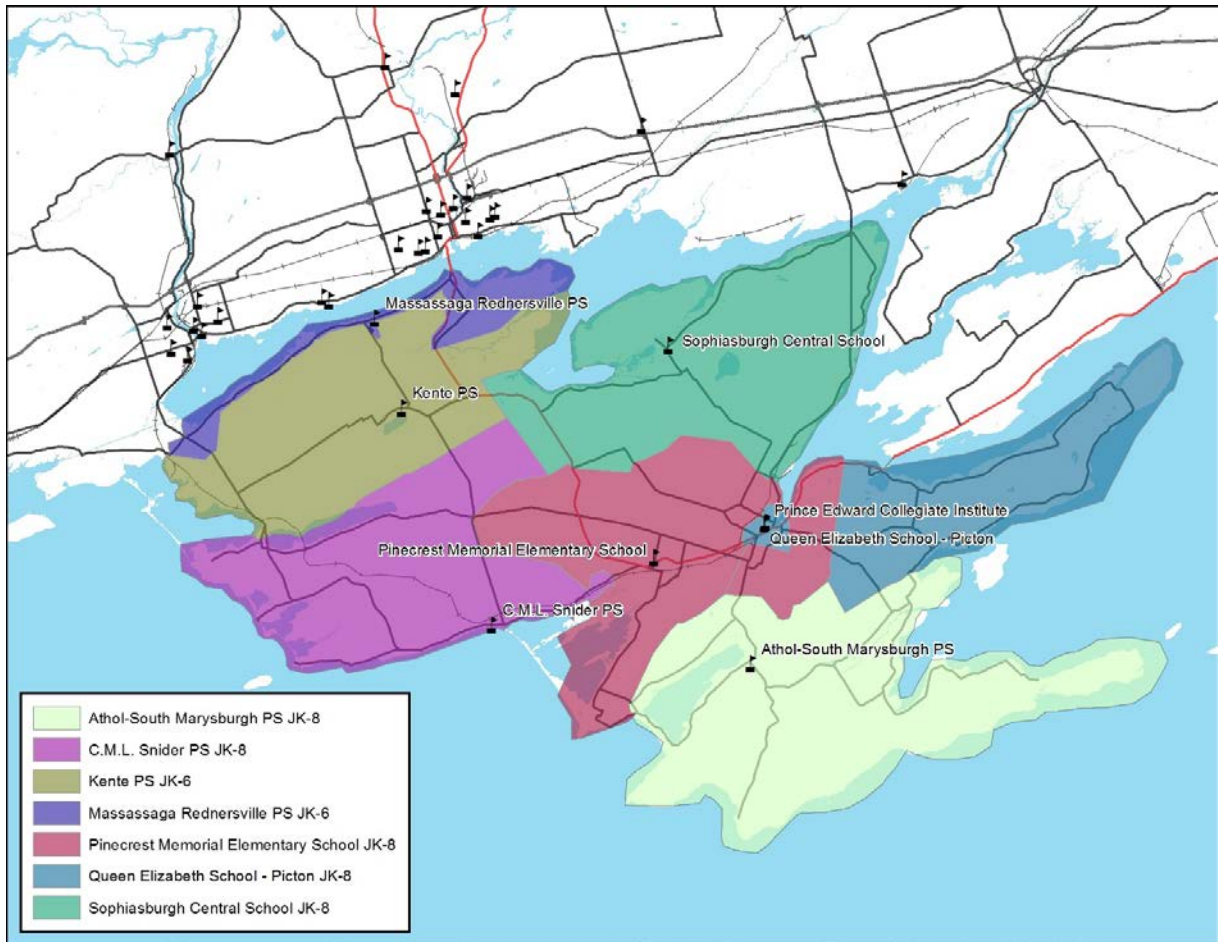


Figure 1 Prince Edward County School Group

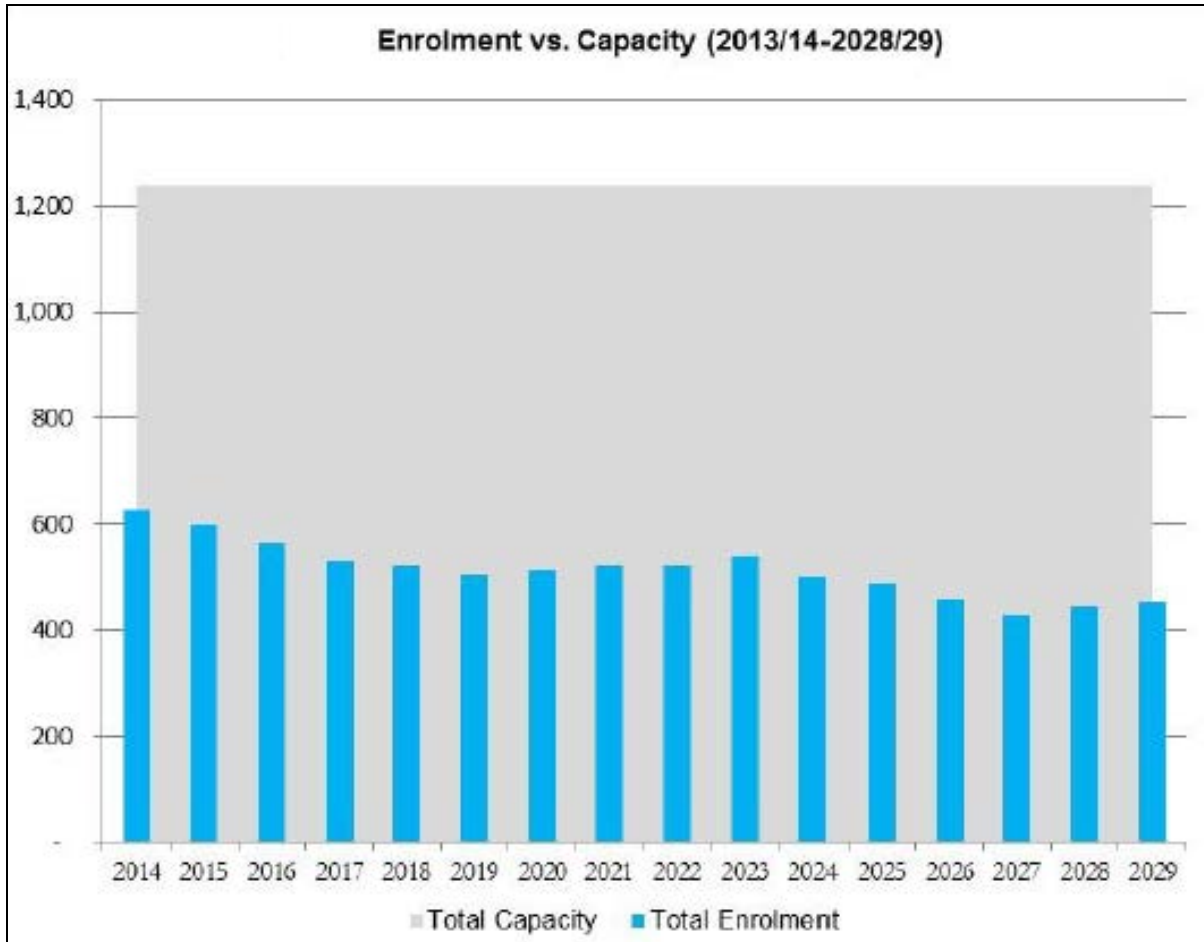


Figure 2 Prince Edward Collegiate Institute Enrolment vs. Capacity

In addition to a surplus capacity of 674 student spaces, the school requires significant investment to meet the five-year renewal needs in the amount of \$17.4 million, as shown in the table below.

2015-16 Year	Prince Edward CI
Capacity (OTG)	1239
Enrolment	565
Surplus Capacity	674
Utilization	46%
Renewal Needs (5 year data released August 2016)	\$17.4M
Facility Condition Index(5 year data released August 2016)	52%

There are seven elementary schools in the Prince Edward County School Group. Figure 3 illustrates that the combined capacity of the seven elementary schools provides a utilization rate of only 56%.

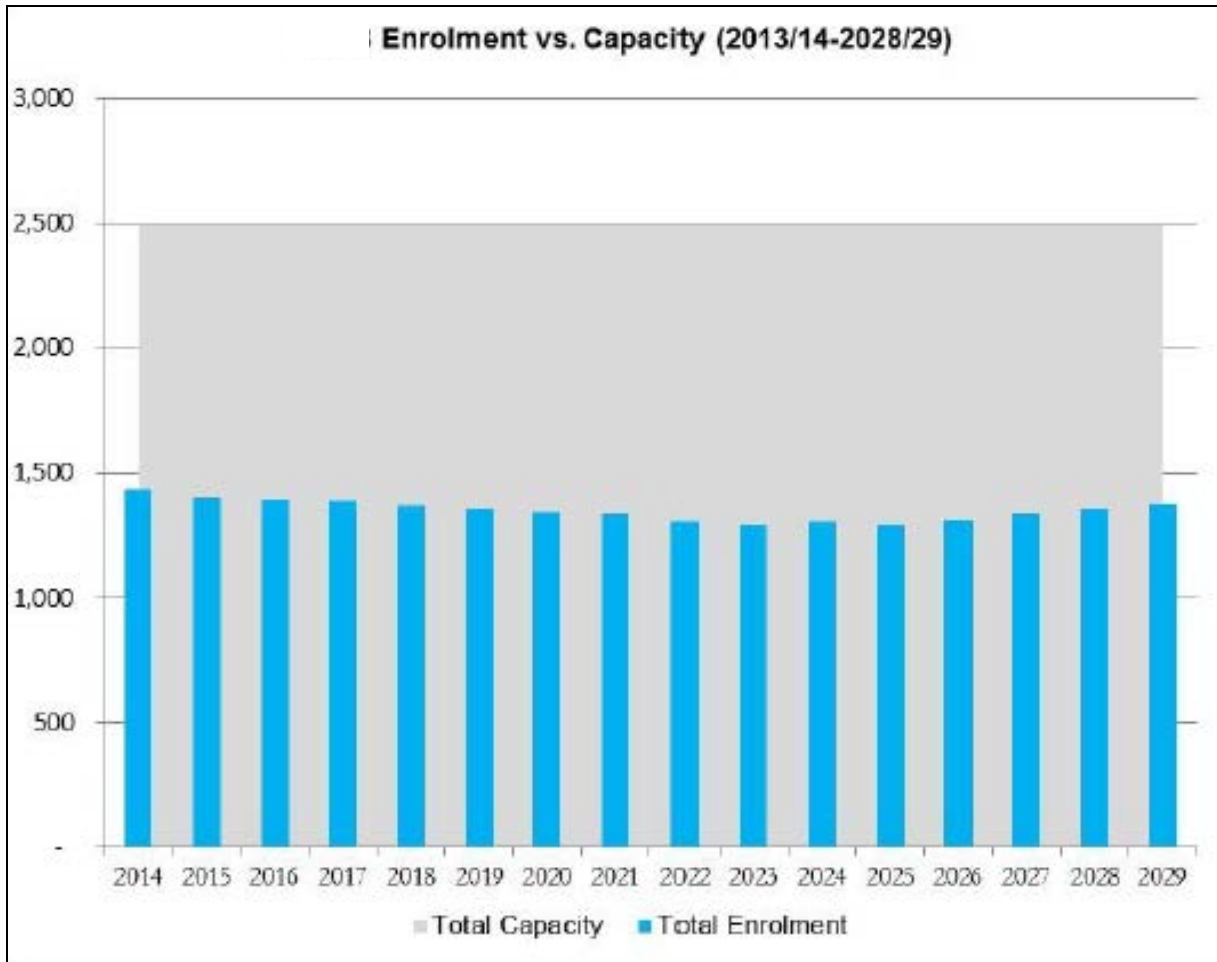


Figure 3 Prince Edward SG Elementary Enrolment vs. Capacity

A surplus capacity of approximately 1,100 student spaces exists. The school requires investment to meet renewal needs over five years. Together, the renewal needs of the elementary schools over the next five years is \$16 million, as shown in the table below.

2015-2016 Year	Athol-South Marysburgh PS	C.M.L Snider School	Kente PS	Massassaga-Rednersville PS	Pinecrest Memorial PS	Queen Elizabeth School (Picton)	Sophiasburgh Central School	Total
Capacity (OTG)	179	403	334	210	556	498	311	2491
Enrolment	137	243	234	136	268	232	143	1393
Surplus Capacity	42	160	100	74	288	266	168	1098
Utilization	77%	60%	70%	65%	48%	47%	46%	56%
Renewal Needs*	\$0.8M	\$2.2M	\$2.6M	\$0.3M	\$3.7M	\$4.7M	\$1.8M	\$16.1M
Facility Condition Index*	17%	26%	34%	6%	33%	46%	25%	-

*5 year data released August 2016



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

Timelines

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