



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 the City of Belleville**

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### **Purpose**

To present a recommendation to the Board to direct senior administration to conduct an accommodation review for a group of schools in the City of Belleville 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 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 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**

Three school groups and associated secondary schools are in the Belleville area: Centennial to the west, Quinte in the centre and Moira to the east. The elementary feeder schools to each secondary school are shown in the table below.

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

<b>Belleville Area Elementary &amp; Secondary Schools</b>		
<b>Centennial Secondary School Grades 9-12</b>	<b>Moira Secondary School Grades 9-12</b>	<b>Quinte Secondary School Grades 9-12</b>
Foxboro Public School (K-8)	Deseronto Public School (K-8)	Harmony Public School (K-8)
Prince Charles School (Belleville) (K-8)	<b>Harry J Clarke Public School (K-8)</b>	<b>Hillcrest School (K-5)</b>
<b>Sir John A Macdonald School (K-8)</b>	<b>Queen Elizabeth School (Belleville) (K-8)</b>	<b>Park Dale School (K-8)</b>
<b>Susanna Moodie Elementary School (K-8)</b>	<b>Queen Victoria School (K-6)</b>	<b>Prince of Wales Public School (K-8)</b>
		Tyendinaga Public School (K-8)



Students from Quinte Mohawk School, a federal school on Tyendinaga Territory, also feed to the Belleville area schools.

**5-year renewal needs**

The combined renewal needs over five years for the Centennial, Moira and Quinte school groups is \$60.6 million. Specifically, the combined renewal needs for Moira Secondary School and Quinte Secondary School is \$20.8 million<sup>1</sup>. The renewal needs over five years for the elementary feeder schools are shown in the table below.

<b>Belleville Area Elementary Feeder Schools – Five Year Renewal Needs</b>		
<b>Centennial School Group</b>	<b>Moira School Group</b>	<b>Quinte School Group</b>
Foxboro Public School - \$0.9M	Deseronto Public School - \$1M	Harmony Public School - \$0M
Prince Charles School (Belleville) - \$0.8M	<b>Harry J Clarke Public School - \$1.8M</b>	<b>Hillcrest School - \$1.4M</b>
<b>Sir John A Macdonald School - \$1M</b>	<b>Queen Elizabeth School (Belleville) - \$1.9M</b>	<b>Park Dale School - \$4M</b>
<b>Susanna Moodie Elementary School - \$2.3M</b>	<b>Queen Victoria School - \$4.3M</b>	<b>Prince of Wales Public School - \$0.5M</b>
		Tyendinaga Public School - \$1.8M

The combined surplus space in the three Belleville secondary schools is 829 student spaces with a combined utilization of 72%. It should be noted that Moira Secondary School enrolment includes 100 Grade 7 and 8 students from Harry J. Clarke Public School. If these elementary students are removed from Moira Secondary School, then the combined surplus capacity increases to 929 and the combined utilization decreases to 68%. Additional information is included in Appendix A – School Group Overview.

**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.

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



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.

### **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 (1) the consolidation of Hillcrest School, Prince of Wales Public School, and Park Dale School in the Quinte School Group, (2) the consolidation of Queen Elizabeth and Queen Victoria and boundary adjustments in the Moira School Group; (3) the consolidation of Moira Secondary School and Quinte Secondary School.

The preliminary recommendations are as follows, where Option 1 is the preferred option.

### **Option 1**

- Close Hillcrest School and consolidate students at Prince of Wales Public School and Park Dale School for September 2017
- Revise the boundary for Park Dale School to balance enrolment between Park Dale School and Prince of Wales Public School for September 2017
- Close Quinte Secondary School and modify boundaries so that some students move to Centennial Secondary School for September 2018
- Close Moira Secondary School and seek Ministry of Education funding/approval to build a new Grade 9-12 secondary school which consolidates Moira Secondary School and Quinte Secondary School in the east end of Belleville for September 2020
- Close Queen Elizabeth Public School and Queen Victoria School and seek Ministry of Education funding/approval to build a new K-8 elementary school on the Sir Winston Churchill site, and modify boundaries to adjust enrolment pressures on Harry J. Clarke Public School for September 2020
- Change Sir John A. Macdonald School to a K-6 school for September 2017
- Relocate Grade 7 and 8 students from Sir John A. Macdonald School to Susanna Moodie Elementary School
- Relocate the Destinations Programme currently at Moira Secondary School to the new elementary school after construction
- Explore opportunities for community partnerships aligned with the 2015-2020 Strategic Plan priorities



### **Transition for Option 1**

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.

Students at Queen Elizabeth School (Belleville) and Queen Victoria School will remain in their current schools until a new school is constructed. There is existing space in all other schools in the recommended option and students can be accommodated. Portables will be required as a temporary measure at Centennial Secondary School and Moira Secondary School until a new school is constructed.

Bus routes may need to be reconfigured based on changes to boundaries and school closures. Some students who previously walked may require busing. Some bus ride times may be extended.

### **Option 2**

- Close Hillcrest School and move students to Prince of Wales Public School for September 2017
- Close Quinte Secondary School and modify the boundaries so that some students move to Centennial Secondary School and others to Moira Secondary School for September 2018
- Seek Ministry of Education funding/approval to build an addition/renovation at Moira Secondary School for September 2019
- Close Queen Elizabeth Public School and Queen Victoria School and build a new K-8 elementary school on the Sir Winston Churchill site, and modify boundaries to adjust enrolment pressures on Harry J. Clarke Public School
- Relocate the Destinations Programme currently at Moira Secondary School to new elementary school
- Change Sir John A. Macdonald School to a K-6 school for September 2017
- Relocate Grade 7 and 8 students from Sir John A. Macdonald School to Susanna Moodie Elementary School for September 2017

### **Transition for Option 2**

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.

Students at Queen Elizabeth School (Belleville) and Queen Victoria School will remain in their current schools until a new school is constructed. There is existing space in all other schools in the recommended option and students can be accommodated. Portables will be required as a temporary measure at Centennial Secondary School and Moira Secondary School until addition(s)/renovations are completed at Moira Secondary School.

Bus routes may need to be reconfigured based on changes to boundaries and school closures. Some students who previously walked may require busing. Come bus ride times may be extended.

### **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.

Moira Secondary School welcomes students from Quinte Mohawk School in Tyendinaga. These students are supported through a formal tuition agreement reached collaboratively with Mohawks of the Bay of Quinte, Aboriginal Affairs and Northern Development Canada and HPEDSB. The tuition and partnership with Mohawks of the Bay of Quinte will need to be considered in any accommodation strategy in the City of Belleville.



Specialized programs at Centennial Secondary School include an Arts Specialist High Skills Major, at Moira Secondary School include the Destinations and International Baccalaureate programmes, and at Quinte Secondary School include a Manufacturing Specialist High Skills Major. Additional information is included in Appendix D – Programming, on the programming that is provided at each school.

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 8 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.

Grade 9–12 secondary schools reflect the current organization in HPEDSB. Students transition from elementary schools to secondary schools at the end of Grade 8. Beginning in grade 9, students work toward the completion of credits and other requirements for graduation. Secondary schools with greater enrolments are able to offer a wider range of courses and dynamic educational experiences within program offerings to better meet the interests of students.

### ***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 in Option 1 as outlined in Report B-1, 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

**Appendix D** – Programming for Belleville Area Schools

Respectfully submitted,

**Mandy Savery-Whiteway**

**Director of Education and Secretary of the Board**

**Nick Pfeiffer**

**Superintendent of Business Services**

**Kim Horrigan**

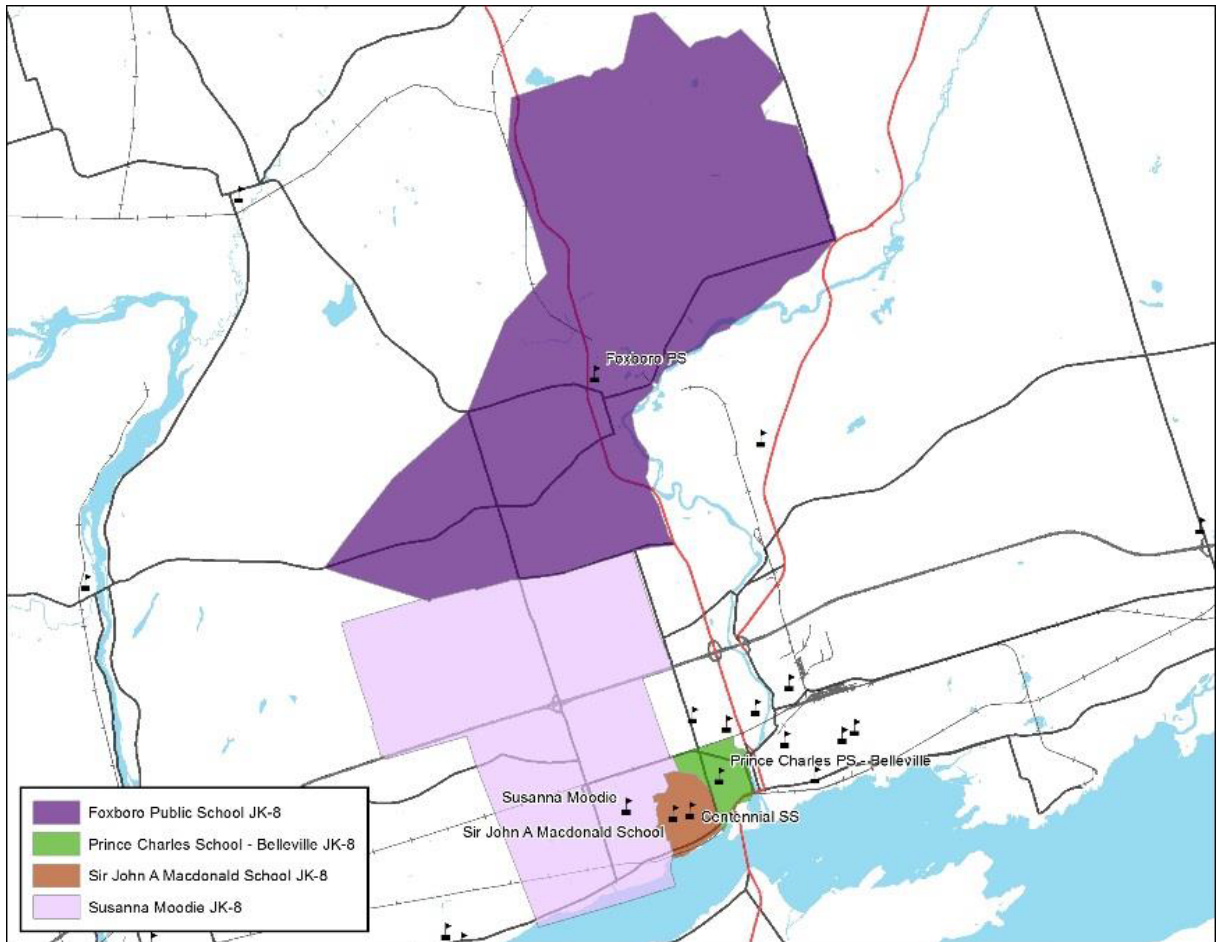
**Manager of Planning**





**APPENDIX A – School Group Overview**

Figures 1 illustrate there are four elementary schools in the Centennial School Group. Figure 2 illustrates that the capacity of Centennial Secondary School exceeds the current and projected enrolment.



**Figure 1 Centennial School Group**

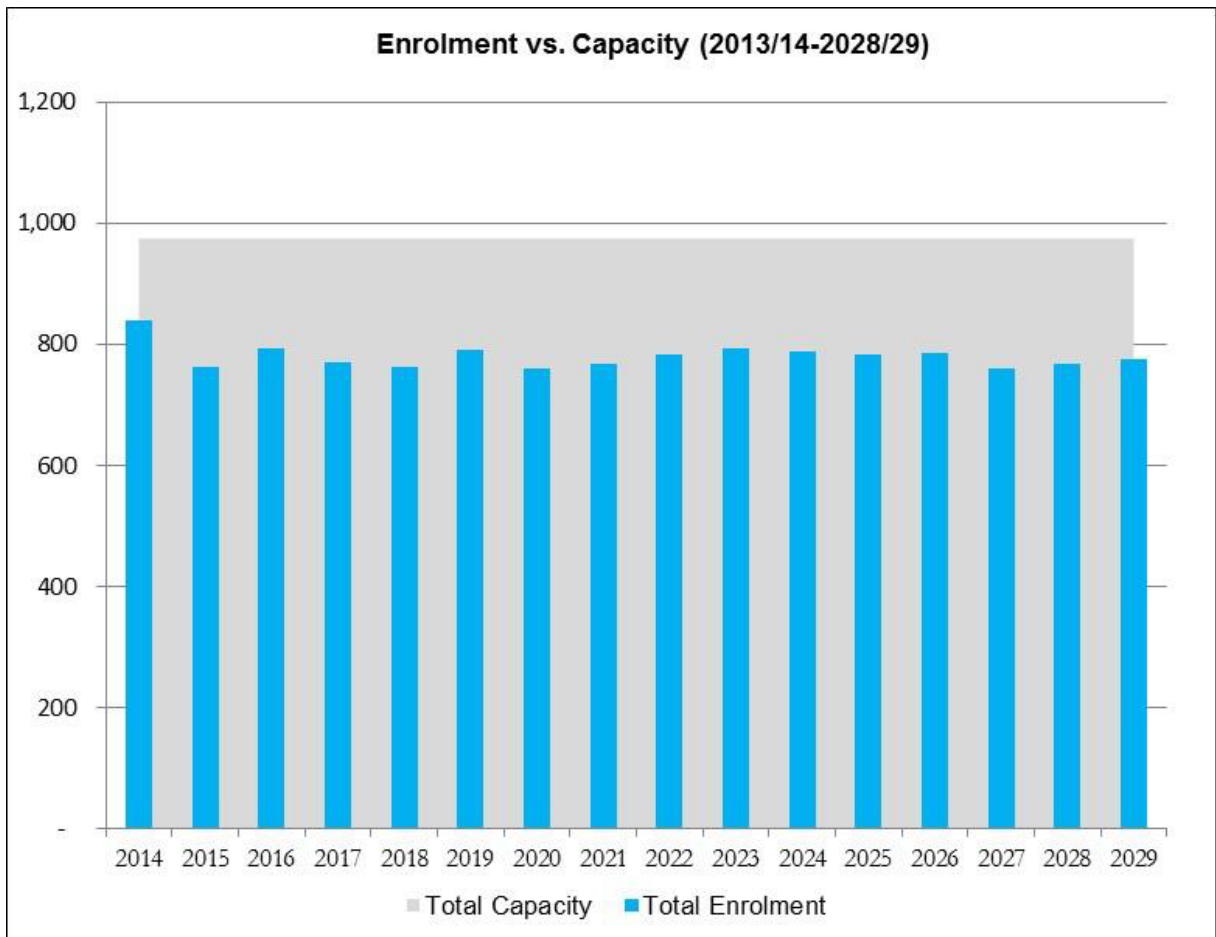
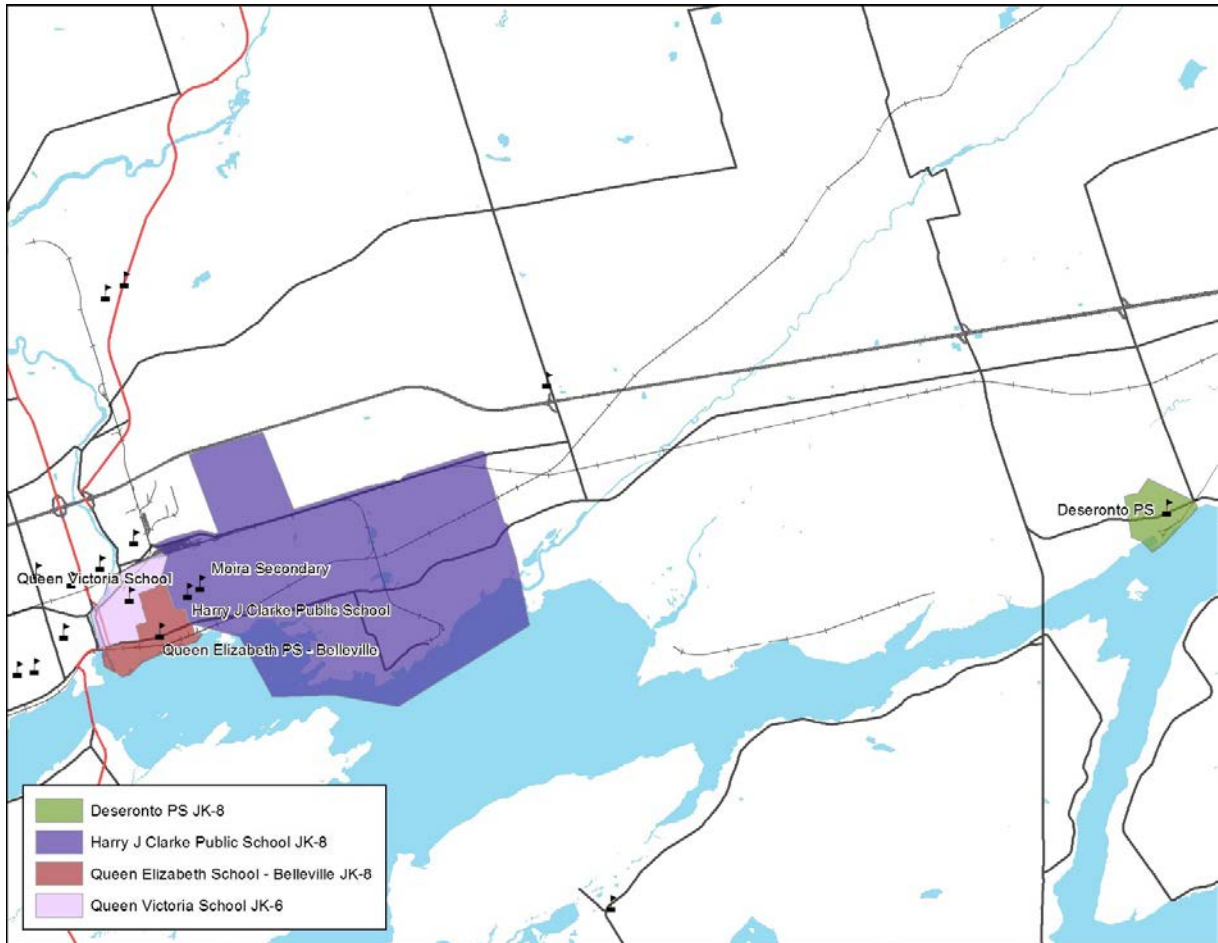


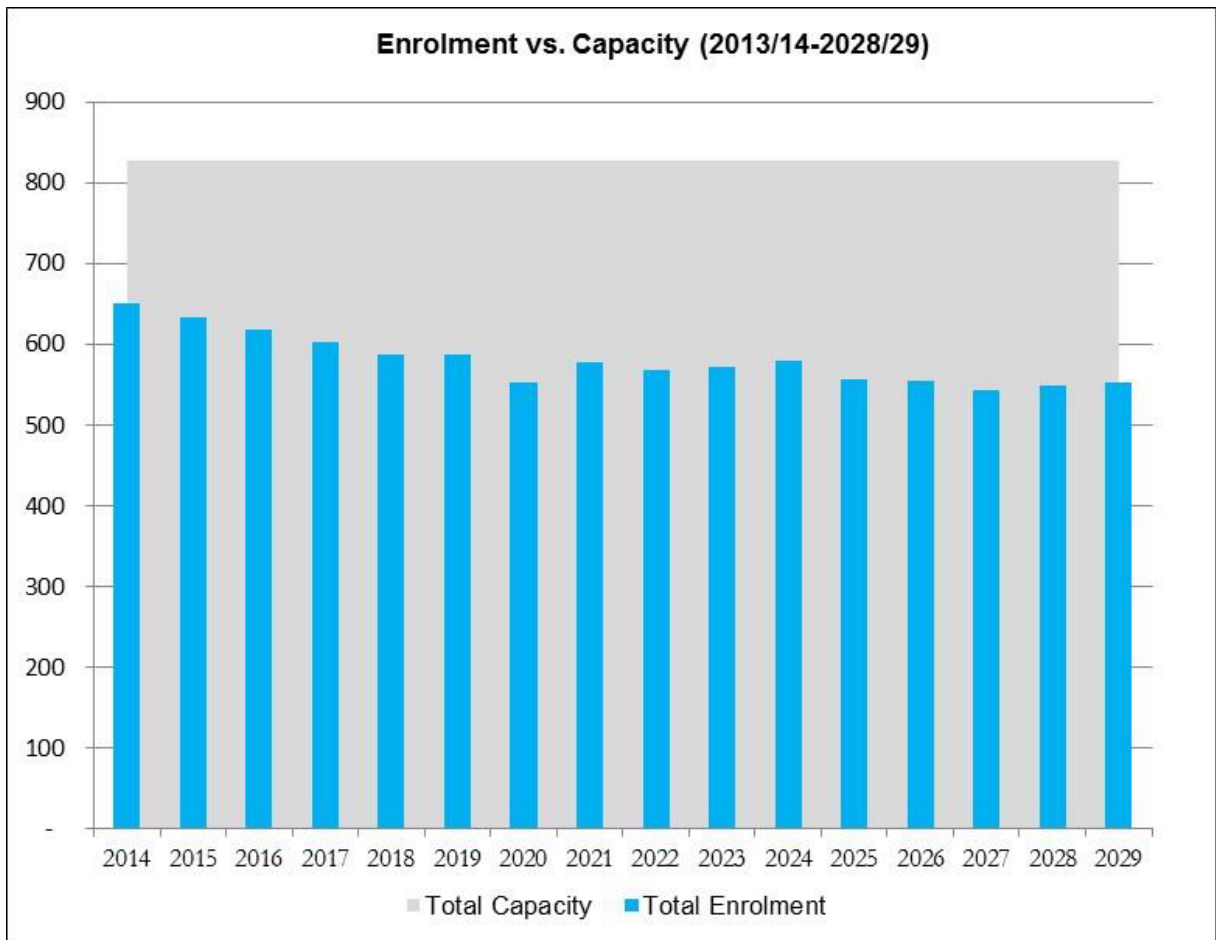
Figure 2 – Centennial Secondary School Enrolment vs. Capacity



Figure 3 illustrates there are four elementary schools in the Moira School Group. Figure 4 illustrates that the capacity of Moira Secondary School exceeds the current and projected enrolment.



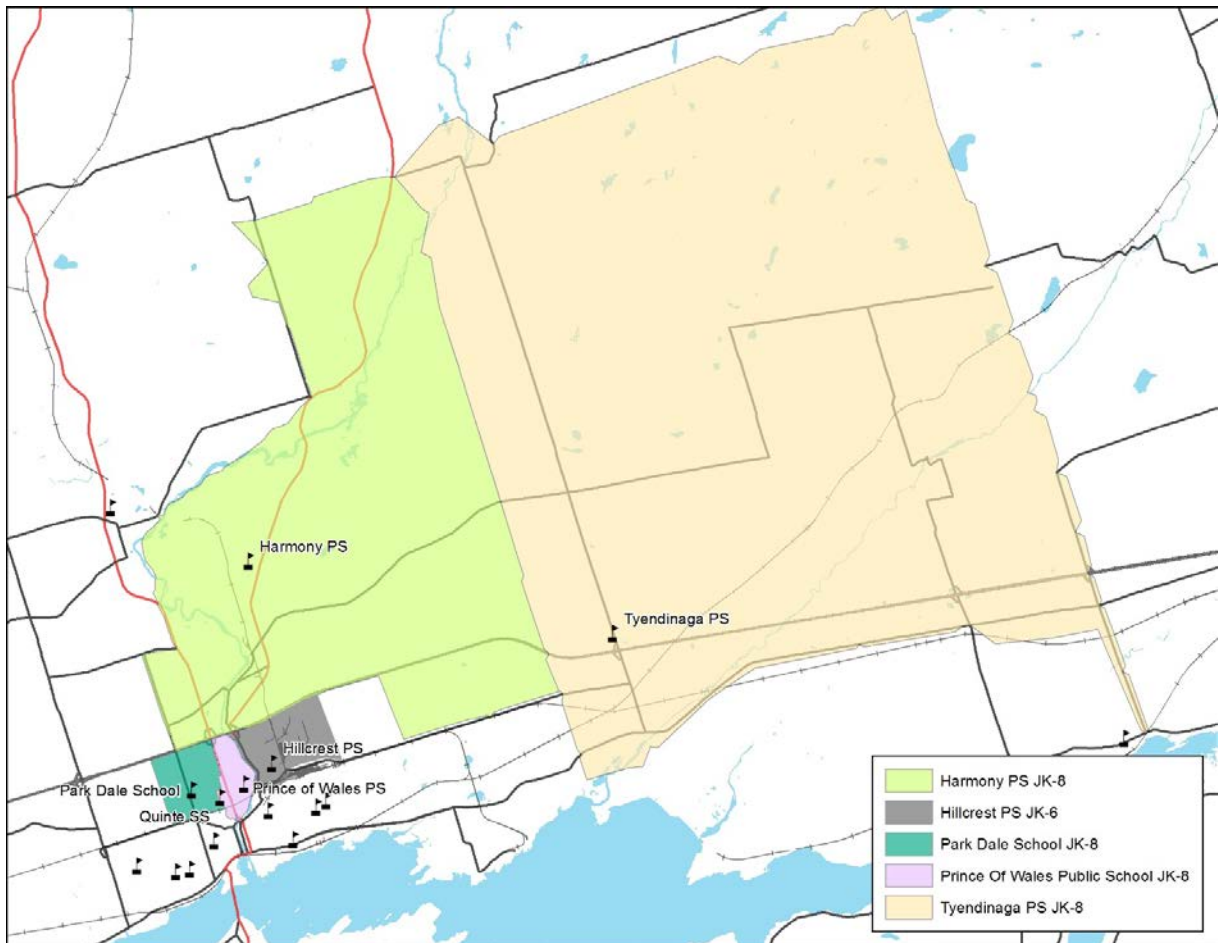
**Figure 3 – Moira Secondary School Group**



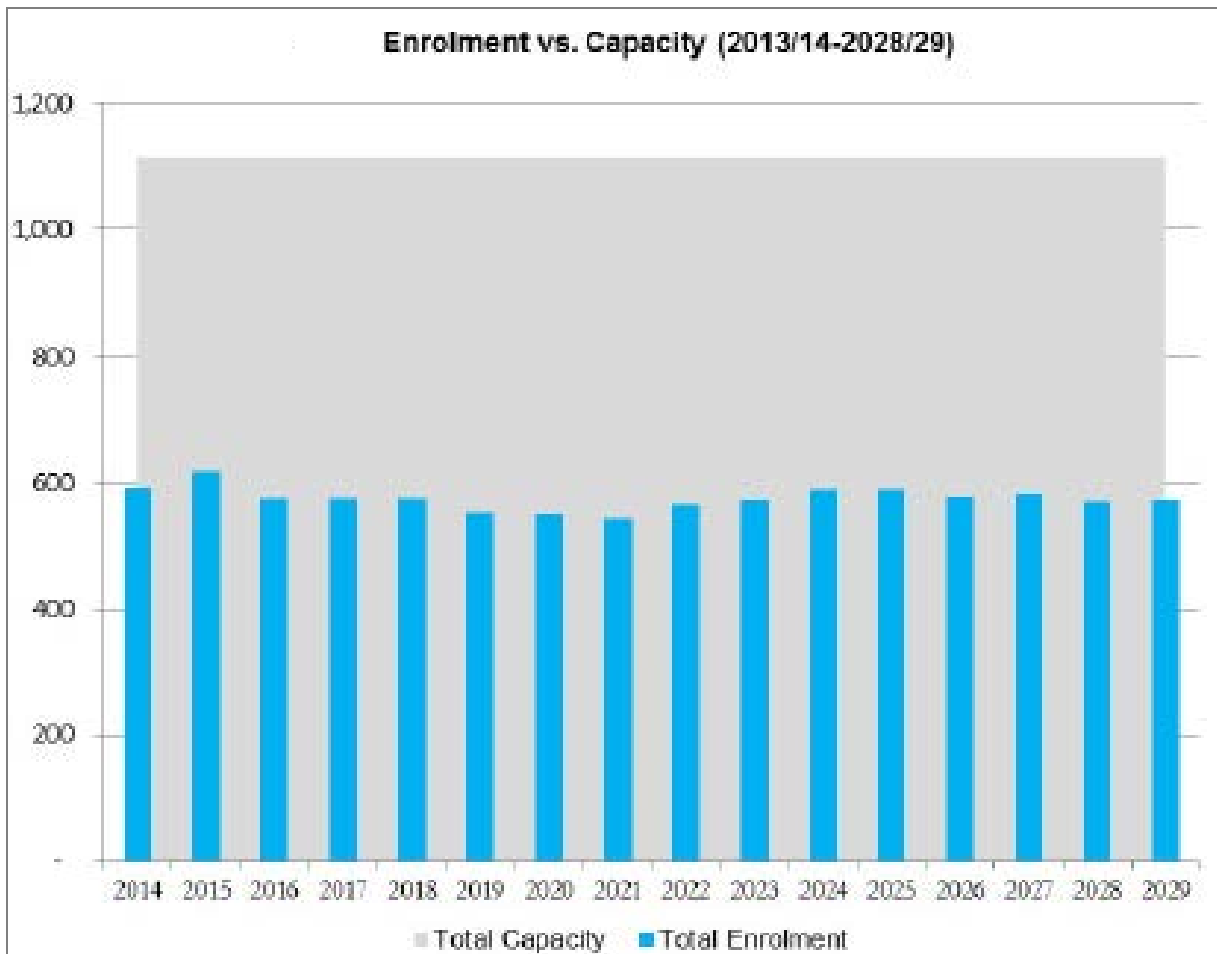
**Figure 4 – Moira Secondary School Enrolment vs. Capacity**



Figure 5 illustrate there are five elementary schools in the Quinte School Group. Figure 6 illustrates that the capacity of Quinte Secondary School exceeds the current and projected enrolment.



**Figure 5 – Quinte School Group**

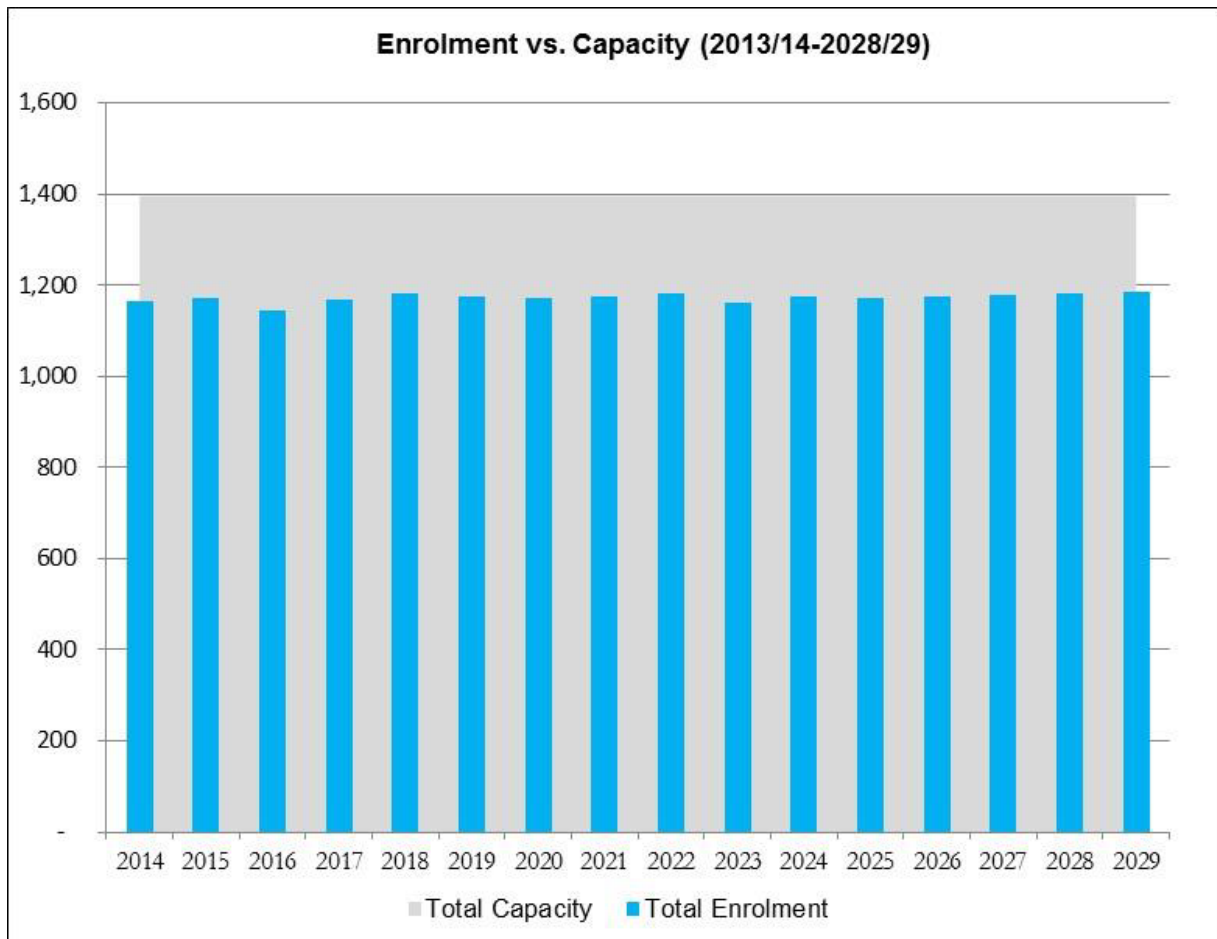


**Figure 6 – Quinte Secondary School Enrolment vs. Capacity**

In addition to a combined surplus capacity of 829 student places, each school requires secondary school requires significant investment to meet renewal needs. Together, the renewal needs of the schools over the next five years is in excess of \$38 million, as shown in the table below.

2015-16 Year	Centennial SS	Moira SS	Quinte SS	Total
<b>Capacity (OTG)</b>	975	828	1113	2916
<b>Enrolment</b>	793	718	576	2087
<b>Surplus Capacity</b>	182	110	537	829
<b>Utilization</b>	81%	87%	52%	72%
<b>Renewal Needs (5 year)</b>	\$18.1M	\$7.5M	\$13.3M	\$38.9M
<b>Facility Condition Index</b>	67%	28%	44%	-

Figure 7 illustrates that the combined capacity of the four elementary schools in the Centennial School Group provides a utilization rate of 80 to 85% based on projected enrolments.



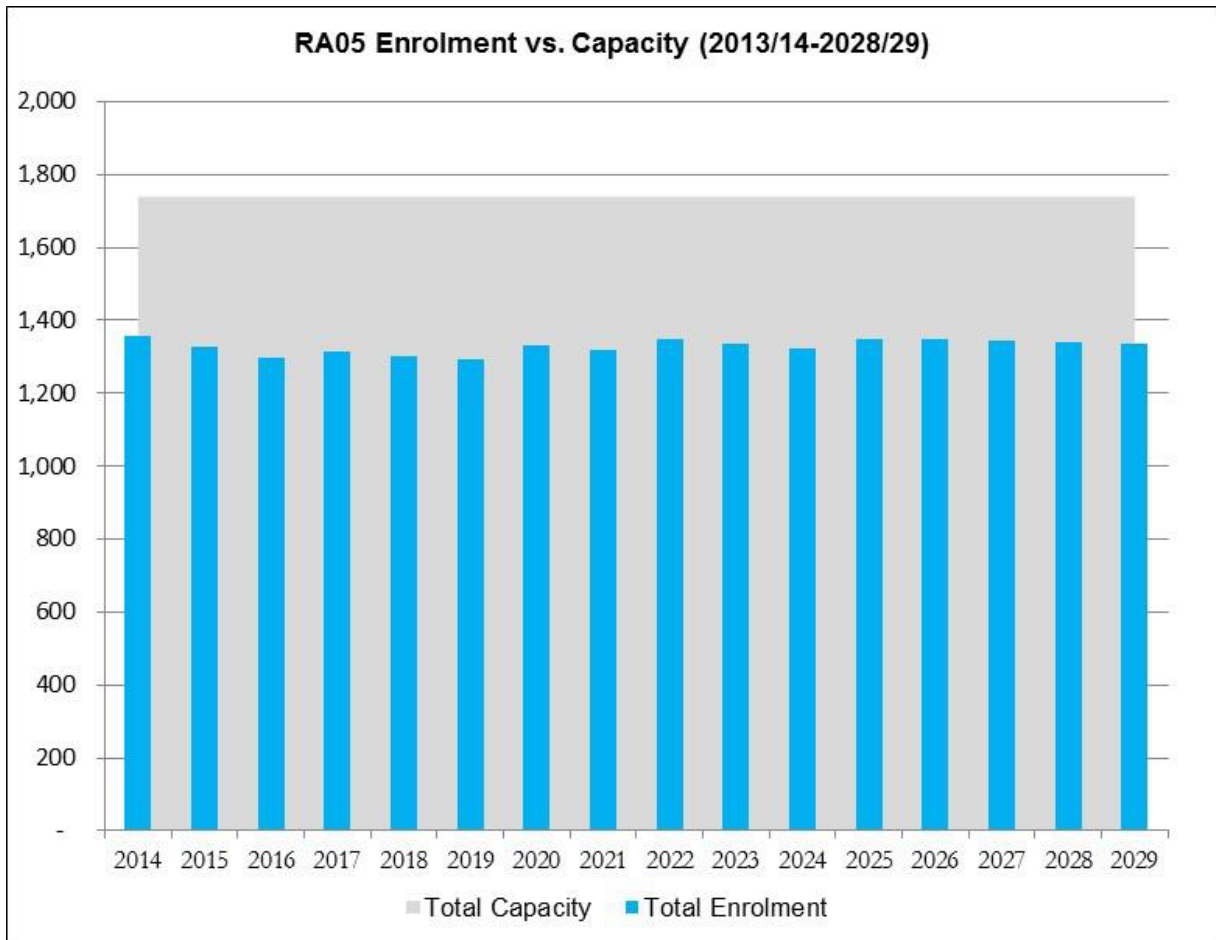
**Figure 7 – Centennial Elementary School Enrolment vs. Capacity**

A surplus capacity of 250 students exists. The schools also require investment to meet renewal needs. Together, the renewal needs of the elementary schools over the next five years in the amount of \$5 million as shown in the table below.

2015-2016 Year	Foxboro PS	Prince Charles School (Belleville)	Sir John A. Macdonald School	Susanna Moodie ES	Total
<b>Capacity (OTG)</b>	354	383	315	343	1395
<b>Enrolment</b>	332	313	296	204	1145
<b>Surplus Capacity</b>	22	70	19	139	250
<b>Utilization</b>	94%	82%	94%	59%	82%
<b>Renewal Needs (5 year)</b>	\$0.9M	\$0.8M	\$1M	\$2.3M	\$5M
<b>Facility Condition Index</b>	11%	9%	14%	31%	-



Figure 8 illustrates that the combined capacity of the four elementary schools in the Moira School Group provides a utilization rate of 70 to 75% based on projected enrolments.



**Figure 8 – Moira Elementary School Enrolment vs. Capacity**

A surplus capacity of 426 students spaces exists. The schools require investment to meet renewal needs. Together, the renewal needs over a five year period for the elementary schools are approximately \$9 million as shown in the table below.

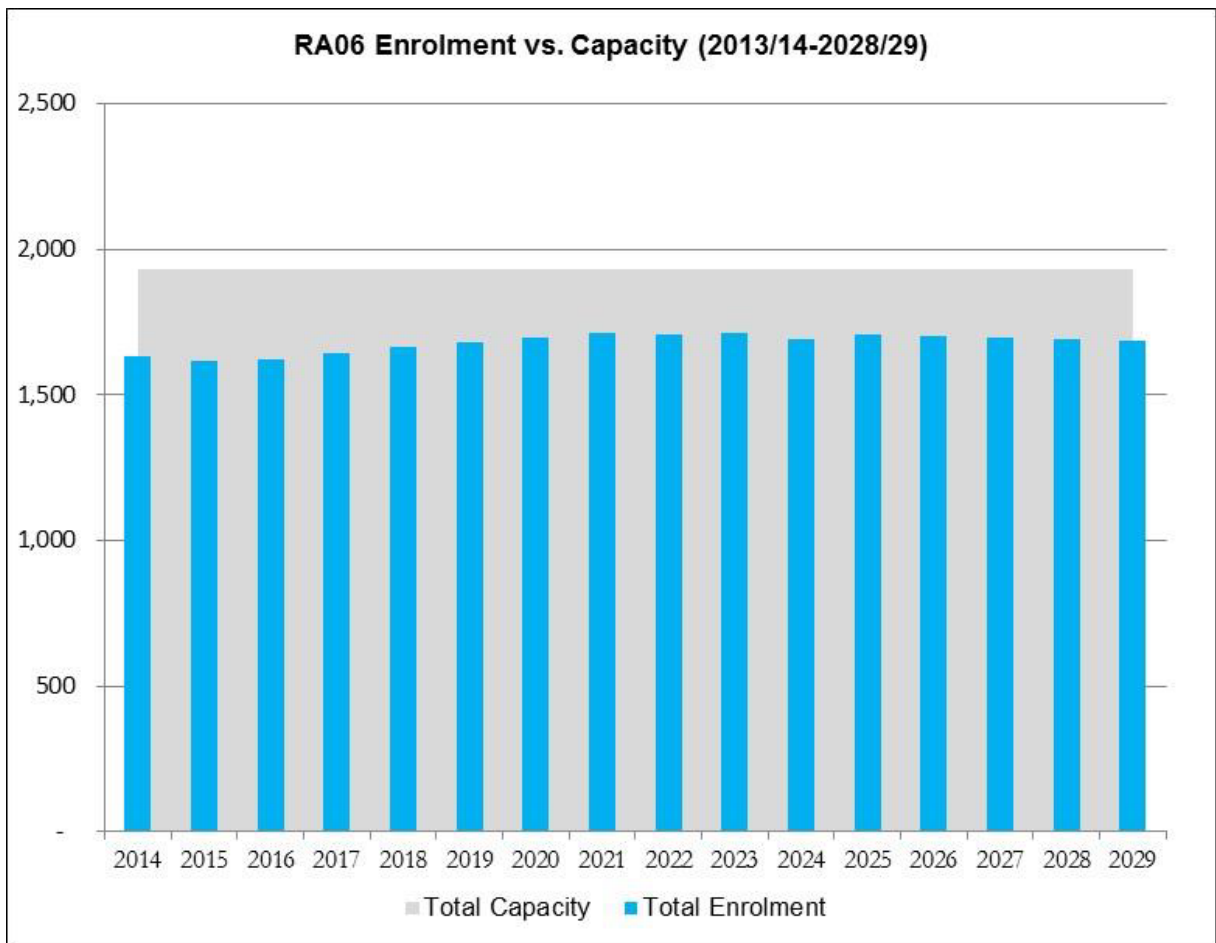
2015-16 Year	Deseronto PS	Harry J Clarke PS	Queen Elizabeth School (Belleville)	Queen Victoria School	Total
<b>Capacity (OTG)</b>	239	697	265	423	1624
<b>Enrolment</b>	142	640	181	235	1198
<b>Surplus Capacity</b>	97	57	84	188	426
<b>Utilization</b>	59%	92%	68%	56%	74%
<b>Renewal Needs</b>	\$1M	\$1.8M	\$1.9M	\$4.3M	\$9M
<b>Facility Condition Index</b>	16%	13%	31%	50%	-





It is noted that the Harry J. Clarke Public School enrolment does not include 100 elementary students in Grades 7 and 8 that are located at Moira Secondary School. If these elementary students are removed from Moira Secondary School and included in the Harry J. Clarke Public School enrolment, then the elementary enrolment at Harry J. Clarke Public School increases to 740 and the utilization increases to 106%, resulting in the requirement for an additional 43 student places at Harry J. Clarke Public School.

Figure 9 illustrates that the combined capacity of the five elementary schools in the Quinte School Group provides a utilization rate of 80 to 90% based on projected enrolments.



**Figure 9 – Quinte Elementary School Enrolment vs. Capacity**

A surplus capacity of 311 student spaces exists. The schools require investment to meet renewal needs over the next five years. Together, the renewal needs of the elementary schools over the next five years is \$7.7 million, as shown in the table below.



**Hastings and Prince Edward  
District School Board**

**Student Enrolment/School  
Capacity Committee  
Report No. B-1  
Page 18  
November 21, 2016**

<b>2015-2016 Year</b>	<b>Harmony PS</b>	<b>Hillcrest School</b>	<b>Park Dale School</b>	<b>Prince of Wales PS</b>	<b>Tyendinaga PS</b>	<b>Total</b>
<b>Capacity (OTG)</b>	614	168	409	378	363	1932
<b>Enrolment</b>	536	97	315	326	347	1621
<b>Surplus Capacity</b>	78	71	94	52	16	311
<b>Utilization</b>	87%	58%	77%	86%	96%	84%
<b>Renewal Needs</b>	\$0M	\$1.4M	\$4M	\$0.5M	\$1.8M	\$7.7M
<b>Facility Condition Index</b>	0%	29%	46%	6%	22%	-



## **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.



<b>Timeline for a Standard Accommodation Review in 2016-2017</b>			
<b>As per Policy 15: Student Enrolment/School Capacity – Pupil Accommodation Review</b>			
	<b>Action</b>	<b>Timeline</b>	<b>Date</b>
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 <a href="http://www.HPEschools.ca">www.HPEschools.ca</a>	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



	<b>Action</b>	<b>Timeline</b>	<b>Date</b>
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



**APPENDIX D – Programming for Belleville Area Schools**

**Centennial School Group**

***Prince Charles Public School Belleville offers:***

**Child care:** Before and after school program offered for children up to age 12, in partnership with the YMCA.

**Early Learning:** Early learning play group and early years program support provided in partnership with Family Space.

**Bridge Program (formerly Parent-Child and Youth Program):** This is a Section 23 Program in partnership with Quinte Healthcare Corporation - Ministry of Health and Long-Term Care. The program provides service to children aged 5 to 9 who are experiencing significant social, emotional, and behavioural needs. Programming is designed to support students to develop social, self-regulation, integration and communication skills.

***Sir John A Macdonald Public School offers:***

**Child care:** Before and school program offered for children up to age 12, in partnership with Hastings County Children's Services.

**Quinte Ballet School:** Students attend and are supported at this school

***Susanna Moodie Public School offers:***

**Essential Skills Program (ESP) (2):** This program is for JK to Grade 8 students who are typically identified with the Ministry Exceptionality of Intellectual - Developmental Disability (I-DD). Programming emphasis is on functional numeracy/literacy, communication, social and self-regulation skills, and basic living skills. Presently there are two classes.

**Child care:** Before and school program offered for children up to age 12, in partnership with the YMCA

***Centennial Secondary School Offers:***

**Life Skills Program (LSP)/Practical Learning Program (PLP) (2):** These programs are for students in secondary school who are typically identified with the Ministry Exceptionality of Intellectual - Developmental Disability (I-DD). Programming emphasis is on life skills, adaptive numeracy/literacy skills, and community/independent living skills.





**eXplore:** An exciting 4-credit integrated program that gives students the opportunity to gain credits and through participation, learn the skill sets required to be a steward of the environment and humanity. These valuable skills are extremely important for any student interested in these fields for either post-secondary schooling or the workplace. Students master these skills through the challenge of a series of team building and leadership growth activities. Curriculum expectations are met using a combination of the classroom setting and the natural environment. Thus, the program lends itself to creating numerous community partners and creating an indelible impact on the students and the community.

**International Student Program:** We welcome approximately 30 students to our school each year from as many as 12 different countries. This provides our students an opportunity to learn about and develop an appreciation of other cultures. International students participate in a full range of courses and extra-curricular activities. Supports for students include tutorials, planned social activities, English as a Second Language courses, university preparation and regular visits from our homestay coordinator.

**Link Crew:** Senior students are trained to be Link Crew Leaders who act as positive role models and motivators. Student mentors and teachers help guide junior students to discover what it takes to be successful during their high school transition.

**Regional Arts Program:** The Visual and Performing Arts Program provides students with an inspiring and creative learning experience. The program offers students who have a passion for instrumental music, vocal music, visual art and drama, the opportunity to study with like-minded students, guided by highly skilled teachers. In Grades 9 and 10, students will study the Arts in an integrated model that allows them to choose a Major and Minor area of focus. They will be challenged and encouraged in a collaborative arts environment that provides any enriched opportunities including: professional guest speakers, workshops, field trips and performances. There is an application and audition process for all students seeking this unique program.

**Arts & Culture Specialist High Skills Major (SHSM):** The Arts & Culture SHSM is an opportunity for senior students to receive specialized training and experiences to guide them towards a post-secondary experience in the Arts. The program is designed to prepare students for the workplace, college, or university, and offers several certification and reach ahead opportunities that students can take advantage of. Graduates of the program receive a customized diploma indicating that they are uniquely trained in the areas of arts and culture.

**Health & Wellness Specialist High Skills Major (SHSM):** The Health & Wellness SHSM is an opportunity for senior students to receive specialized training and experiences to guide them towards a post-secondary experience in the Health fields. The program is designed to prepare students for the workplace, college, or university, and offers several certification and reach ahead opportunities that students can take advantage of. Graduates of the program receive a customized diploma indicating that they are uniquely trained in the areas of health and wellness.

**Quinte Ballet School of Canada Professional Training Program (PTP):** Designed to provide students with innovative training, connect them to the dance world and support them every step of the way to become the dancer they want to be. As a result of a unique instructional approach, Quinte Ballet School of Canada students become self-sufficient, independent thinkers. They are creative, critical and analytical individuals.



Graduates are renowned not just for their technique, creativity and versatility, but also for their professionalism, discipline and work ethic.

**SHAPE (South Hastings Alternative Personalized Education):** In Belleville, SHAPE on Palmer Road offers an alternative education setting for students who require additional support in obtaining credits toward graduation. Students must be registered at Centennial SS and must be referred through the Student Success Team.

**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.

### **Moira School Group**

#### ***Deseronto Public School offers:***

**Early Learning:** Early learning play group and early years program support provided in partnership with Family Space.

#### ***Harry J. Clarke Public School offers:***

**Destinations Programme:** The Destinations Programme is designed for Grade 7 and 8 students who are innately curious and passionate about learning. Through active inquiries, students will explore their role in the world, and further their sense of social justice. They will be given the opportunity to become active and responsible citizens who are internationally minded and technologically savvy. In the Destinations classroom, students inspire and motivate each other to become life-long learners, and proficient digital navigators. Thus the programme develops students who take steps to create a better and more peaceful world.

**French Immersion:** French Immersion begins in Grade 4. It provides an opportunity for students to develop French-language skills in a variety of subject areas. The content is the same as the regular program with French as the language of instruction. Students will have a minimum of 3800 hours of instruction in French by the end of Grade 8. When continuing French Immersion at Bayside Secondary School, students will complete 10 French Immersion credits that count towards the Ontario Secondary School Diploma. They will also receive a French Immersion Certificate to recognize their successful completion of the program.

**International Students:** International students attend and are supported at this school.

**Child care:** Before and after school program offered for children up to age 12, in partnership with the YMCA.



***Queen Elizabeth Public School offers:***

**Bridge Resource Centre:** This program is for Junior/Intermediate students in Grades 4 to 8 who experience significant social, emotional and behaviour needs. Emphasis is on the development of learning skills (self-regulation and social skills) to support academic achievement.

**Student Leadership Program:** The Student Leadership Program (SLP) is a specialized program that allows students to gain valuable leadership skills through inquiry based learning. The SLP challenges students to develop their leadership skills on a school community and global platform. SLP students will also enhance their skills and knowledge by participating in a variety of workshops and certificate programs.

**Child care:** Before and after school care program offered for children up to age 12, in partnership with the YMCA.

***Queen Victoria Public School offers:***

**Adventure Program:** This program delivers standard Ontario curriculum in an innovative and alternative format. The program emphasizes hands-on learning, real life discovery and integrated life skills. A lively mix of ages, academic levels, skills and interests is further enriched by family and community involvement.

**Child care:** Before and after school care program offered for children up to age 12, in partnership with the YMCA.

**Resource Program – Autism Spectrum Disorder (ASD) Regional Program & Essential Skills Program:** This program is for Primary/Junior students. Emphasis is on the development of social, communication, integration and learning skills to support academic achievement.

***Moira Secondary School offers:***

**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.

**Hockey Canada Skills Academy:** The Hockey Canada Skills Academy aims to enhance academic achievement through the motivation of establishing a balance between academics and athletics within the school system. The program maximizes arena availability during school hours thus allowing players to train throughout the year to further enhance their individual technical and tactical skills.

**Geoventure:** Geoventure is a 4-credit program designed to link the expectations of four courses together into a meaningful and authentic learning experience over a semester of study. Using outdoor skills and community involvement as a vehicle, students will be immersed in learning about themselves as active community members. This unique opportunity will provide foundation skills for decision making and personal growth.



**Foundations Programme:** In order to provide a challenging enrichment programme that allows students to develop the knowledge and skills required to succeed in the International Baccalaureate Programme and university, the Foundations Programme is for students in Grades 9 and 10. Based on International Baccalaureate ideals, the program includes a holistic approach to the learner and school, as well as a global understanding fostered in the curriculum discussion.

**International Baccalaureate (IB) Programme:** The IB Programme is an international programme designed to develop citizens who become lifelong learners through an exposure to education which stimulates their curiosity and fosters a spirit of discovery, as well as an enjoyment of learning. The IB Diploma encompasses Grades 11 and 12. students' final two years of high school. Students experience a learning environment where they are challenged to think, encouraged to discuss and collaborate. They are taught an understanding of different cultures from around the world, and are encouraged to constantly reflect on their experiences and learning. The extended essay component teaches the research and study skills universities desire. While the programme is very intense, it is also exhilarating for those that crave knowledge and understanding.

**Academy of Sport Specialized High Skills Major (SHSM):** The Academy of Sport allows students to explore the many aspects of the business and performance of sport. The Academy is open to students in Grades 11 and 12 who are interested in pursuing a bundle of courses specifically tailored to sports performance and management, as well as earning industry accreditation in related areas. Students will be able to make important connections to both community and post-secondary destinations.

**HOPE:** On the Tyendinaga Mohawk Territory, HOPE offers a similar alternative educational setting for high school students of Native ancestry and provides programming with a concentration on Mohawk culture. This is a partnership between Moira Secondary School and Mohawks Bay of Quinte. Students must apply through the Moira Student Success Team to be admitted. Students in the HOPE program are registered as Moira Secondary School Students.

**SHAPE (South Hastings Alternative Personalized Education):** In Belleville, SHAPE on Palmer Road offers an alternative education setting for students who require additional support in obtaining credits toward graduation. Students must be registered at Moira Secondary School and must be referred through the Student Success Team. See the vice principal or guidance teacher for further information on the intake process.

**International Student Program:** We welcome approximately 30 students to our school each year from as many as 12 different countries. This provides our students an opportunity to learn about and develop an appreciation of other cultures. International students participate in a full range of courses and extra-curricular activities. Supports for students include tutorials, planned social activities, English as a Second Language courses, university preparation and regular visits from our homestay coordinator.

**Music Theatre:** The Music Theatre Program bring professional-quality productions to the community. Students develop practical experience in all aspects of production including those on stage and behind the scenes, gain knowledge through presentations conducted by guests from the theatre community, participate in trips to live professional musical theatre productions, acquire positive teamwork and leadership skills and share in the excitement of the opening night of their production.



**Quinte School Group**

***Harmony Public School offers:***

**Honeywell House:** This Section 23 Program is in partnership with Children's Mental Health Services - Ministry of Children and Youth Services. It is for students, 7 to 17 years of age, who have demonstrated a need for intense, residential-based, children's mental health services. The program is provided within the residential facility, and is designed to meet the educational needs of the children in care as well as those in transition to a regular day school.

**Child care:** Before and after school program offered for children up to age 12, in partnership with the YMCA.

***Hillcrest 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.

***Park Dale Public School offers:***

**International students:** International students attend and are supported at this school.

**Junior Day Treatment Program:** This is a Section 23 program in partnership with Children's Mental Health Services - Ministry of Children and Youth Services. It provides service to children in Grade 4 to 6 who are experiencing significant social, emotional and behavioural needs. Programming is designed to support students to develop social, self-regulation, integration and communication skills.

**Autism Resource Centre:** 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:** Before and after school program offered for children up to age 12, in partnership with the YMCA.

***Prince of Wales Public School offers:***

**Autism Resource Centre:** This program is for primary/junior/intermediate students who are typically identified with the Ministry Exceptionality of Communication - Autism (C-A). Programming emphasis is on social, integration, communication and learning skills development.



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

**Child care:** Before and after school program offered for children up to age 12, in partnership with the YMCA.

**Early Learning:** Early learning play group and early years program support provided in partnership with Family Space.

***Tyendinaga Public School offers:***

**Child care:** Before and after school program offered for children up to age 12, in partnership with the YMCA.

***Quinte Secondary School offers:***

**International Student Program:** We welcome approximately 30 students to our school each year from as many as 12 different countries. This provides our students an opportunity to learn about and develop an appreciation of other cultures. International students participate in a full range of courses and extra-curricular activities. Supports for students include tutorials, planned social activities, English as a Second Language courses, university preparation and regular visits from our homestay coordinator.

**Link Crew:** Senior students are trained to be Link Crew Leaders who act as positive role models and motivators. Student mentors and teachers help guide junior students to discover what it takes to be successful during their high school transition.

**Hockey Canada Skills Academy:** The Hockey Canada Skills Academy aims to enhance academic achievement through the motivation of establishing a balance between academics and athletics within the school system. The program maximizes arena availability during school hours thus allowing players to train throughout the year to further enhance their individual technical and tactical skills.

**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.

**SHAPE (South Hastings Alternative Personalized Education):** In Belleville, SHAPE on Palmer Road offers an alternative education setting for students who require additional support in obtaining credits toward graduation. Students must be registered at Quinte Secondary School and must be referred through the Student Success Team.

**Life Skills Program (LSP)/Practical Learning Program (PLP) (2):** 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.

**Child care:** School/community child care program for infant, toddler and preschool age children, in partnership with Quinte/BCI Child Care.