



**Hastings and Prince Edward
District School Board**

Belleville Area Accommodation Review Final Report

*“ALL STUDENTS PREPARED AND EMPOWERED FOR
THE POSSIBILITIES OF TODAY AND TOMORROW”*

May 2017

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Executive Summary

The 2015-2020 Strategic Plan Possibilities Today & Tomorrow states that at Hastings and Prince Edward District School Board (HPEDSB) we create dynamic, inclusive educational experiences that develop capable, confident, curious learners who thrive and contribute to their communities. Achieving Excellence & Equity, Learning & Leadership, Public Confidence, and Well-Being are priorities in the [2015-2020 Strategic Plan, Possibilities Today and Tomorrow](#).

Hastings and Prince Edward District School Board (HPEDSB) is committed to enhancing the learning environment in its schools for all students while ensuring fiscal responsibility. HPEDSB works intentionally to keep education funds focused on the classroom.

Trustees operate through good governance to support the board's Public Confidence priority. This includes supporting the goal of ensuring effective management of all resources (i.e. human, financial, and environmental).

The Board considers, the need to consolidate, close or relocate a school(s) due to changes in curriculum, program demands, student enrolment, community demographics, facility needs and other factors. In some circumstances, these considerations result in the need to carry out an accommodation review for a school or group of schools.

The Board is committed to the following Guiding Principles with regard to accommodation reviews:

- a. Student achievement and well-being,
- b. Effective stewardship of 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 consolidation and closure decisions.
- f. The Board will exemplify open decision-making, Board oversight and public participation in capital planning.

As per [Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review](#), accommodation reviews can be activated when a school or a group of schools has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment or if reorganization of the school or group of schools could enhance program and learning opportunities for students.

The accommodation review process requires boards to put forward concrete proposals in the form of initial staff recommendations. These are not pre-determined outcomes, but rather a means to ensure focused engagement with stakeholders. The appendices to this report include information and feedback related to this process.

An initial recommendation by Senior Administration to initiate an accommodation review for the Belleville Area was approved by the Board of Trustees on November 21, 2016. The Belleville Area Pupil Accommodation Review involved 11 schools, including Centennial Secondary School, Sir John A Macdonald School, Susanna Moodie Elementary School, Moira Secondary School, Harry J Clarke Public School, Queen Elizabeth School, Queen Victoria School, Quinte Secondary School, Hillcrest School, Park Dale School, and Prince of Wales Public School. The initial recommendation was as follows:

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; and
- Explore opportunities for community partnerships aligned with the 2015-2020 Strategic Plan priorities

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; and
- 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.

The purpose of the pupil accommodation review was to recommend changes that support:

- More equitable access to program offerings
- Enriched program offerings wherever possible
- Continued capacity to deliver special education programs
- Optimization of resources

Consultation with the public, local and municipal governments and community partners was a key component in the pupil accommodation review process. The Accommodation Review Committee (ARC) participated in an orientation session on January 26, 2017. Two working meetings took place on February 15, 2017 and March 23, 2017. The ARC discussed and synthesized feedback and data into the Consolidated Recommendation Analysis Template. This document includes pros and cons regarding the initial recommendations, possible implications or additional considerations, alternative options and rationale, along with questions and requests for additional information.

Two public meetings were held at Quinte Secondary School on February 8, 2017 and April 19, 2017. Feedback was captured in the meetings notes from both of these meetings. Ongoing public input was received through the board's Information email. Documentation of input, questions and responses were captured in a question and answers format. All of the feedback and input during the consultation process is documented and available to the public on the board website.

As determined by the Ministry of Education, the pupil accommodation review process requires that a Final Report be presented to the Board of Trustees for consideration. The Final Report is prepared by administration and includes a community consultation section that contains feedback from public consultations, municipalities and community partners. As per Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review, the recommendations in the Final Report consider the input and feedback provided through the accommodation review consultation process and may differ from the proposed options in the Initial report. The final decision to consolidate, close or relocate a school(s) will be made by the Board of Trustees at the Public Board Meeting on June 19, 2017.

The accommodation review, including consultation on the proposed recommendation, took place between November, 2016 and April 2017. The consultation and the resulting feedback has been reviewed and considered in the development of this Final Report.

The final staff recommendation is shown below:

- Effective September 2017, consolidate Hillcrest School and Prince of Wales Public School at Prince of Wales Public School;
- Effective September 2018, consolidate Moira Secondary School and Quinte Secondary School at Quinte Secondary School, and seek Ministry of Education funding/approval to build a new Grade 9-12 secondary school in Belleville and in consultation with the City of Belleville. Potential locations could include the former Hillcrest School property or another location in the east end of Belleville;
- Should funding/approval for a new build not be approved, seek Ministry of Education funding/approval for an addition/renovation to Quinte Secondary School;
- Consolidate Harry J Clarke Public School, 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 Moira Secondary School property;
- Should funding/approval for a new build not be approved, seek Ministry of Education funding/approval for an addition/renovation to Queen Elizabeth Public School to consolidate Queen Elizabeth Public School and Queen Victoria School. Harry J Clarke Public School students would remain at the current site;
- Effective September 2017, relocate Grade 7 and 8 students from Sir John A Macdonald to Centennial Secondary School, creating a Grade 7-12 school;
- Effective September 2018, relocate the Destinations Programme currently at Moira Secondary School to Centennial Secondary School;
- Effective September 2018, revise the attendance boundary between Sir John A Macdonald School and Susanna Moodie Elementary School. Families with children registered at Sir John A Macdonald School will not be impacted by attendance boundary changes; and
- Continue to explore opportunities for community partnerships for the consolidated school(s), including child care opportunities, that are aligned with the 2015-2020 Strategic Plan priorities.

SECTION 1

Introduction and Purpose

1.0 Introduction and Purpose

Hastings and Prince Edward District School Board is committed to providing students with dynamic, inclusive educational experiences. To maximize the investment in students, HPEDSB works to keep education funds focused on the classroom.

1.1 Strategic Plan

The [2015-2020 Strategic Plan](#), *Possibilities Today and Tomorrow* consists of a vision, mission, priorities and goals, all of which are all built on the foundation of our eight [Growing with Character](#) attributes of caring, cooperation, honesty, humour, integrity, respect, responsibility, and trustworthiness.

Achieving Excellence & Equity, Learning & Leadership, Public Confidence, and Well-Being are priorities in the strategic plan. HPEDSB is committed to student achievement and well-being. Each student is an individual with unique interests, goals and strengths. Each should be given the opportunity to explore the possibilities for today and tomorrow, and move towards graduation from their chosen pathway.



Vision

All students prepared and empowered for the possibilities of today and tomorrow.

Mission

We create dynamic, inclusive educational experiences that develop capable, confident, curious learners who thrive and contribute to their communities.

STRATEGIC GOALS

<h3>ACHIEVING EXCELLENCE & EQUITY</h3> <ul style="list-style-type: none">• Increase graduation rates and reduce achievement gaps for students not yet at the provincial standard.• Provide programs and services to help each student achieve success.• Support all students to be globally minded learners and leaders.	<h3>LEARNING & LEADERSHIP</h3> <ul style="list-style-type: none">• Involve students, cultivate student leadership and voice.• Collaborate as a learning organization to engage all employees in developing their growth plans.• Implement a renewed succession planning process for school and system leaders.
<h3>PUBLIC CONFIDENCE</h3> <ul style="list-style-type: none">• Ensure effective management of all resources (i.e. human, financial, environmental).• Operate through good governance.• Be leaders in public education.	<h3>WELL-BEING</h3> <ul style="list-style-type: none">• Develop the elements of well-being for students and employees collaboratively.• Create welcoming, inclusive, safe and accepting learning environments that optimize students' potential.• Build the capacity of employees to deliver positive social and emotional learning experiences.

The strategic goals are reviewed annually.

1.2 Long-Term Capital and Accommodation Plan 2016

The Board approved the Long-Term Capital and Accommodation Plan in October 2016.

Ministry of Education documents and funding require the development of new or revised capital plans to effectively right-size and manage excess capacity in schools.^a School boards are expected to have capital plans that address the future needs of their students.^b HPEDSB must ensure students are being provided with appropriate programming and facilities. By responsibly managing school space, including excess space, education funds can be focused on student's needs, achievement and well-being.

“When a school has excess space because of low enrolment, the excess space still costs money to staff, maintain and operate. One of the key responsibilities of school boards is to ensure that funding is focused on the students who are in classrooms, and not on maintaining empty classrooms. The board must make decisions about the best accommodation and program options for students relative to funds that are available.”^c

The purpose of the Long-Term Capital and Accommodation Plan is to:

1. Meet the requirements of the Ministry of Education to develop a capital plan, which includes enrolment projections, school capacity, renewal needs, potential consolidations and the construction of new schools or additions, including significant renovations.^d
2. Provide background information on enrolment, school buildings, demographics, community use and transportation; and
3. Provide a framework for decision making with respect to students and schools over the next 10-years.

1.3 Guiding Principles

School boards must develop school accommodation strategies that takes their specific issues into consideration when ensuring how to best support program delivery, student achievement, and well-being.

The Board considers the need to consolidate, close or relocate a school(s) due to changes in curriculum, program demands, student enrolment, community demographics, facility needs and other factors. These considerations may result in the need to carry out an accommodation review for a school or group of schools. [Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review](#) describes the process for establishing and conducting accommodation reviews.

The following Guiding Principles are consistent with the Board's commitment to provide equitable and sustainable learning environments, and are well aligned with the 2015-2020 Strategic Plan, *Possibilities Today and Tomorrow*:

1. Student achievement and well-being.
2. Effective stewardship of school board resources.
3. Student curriculum and program needs, as well as funding and renewal needs, will drive facility planning.
4. Upgrades to the condition of facilities will occur where feasible.

^a Ontario Ministry of Education, [Memorandum to Directors of Education, 2016B:06, Grants for Student Needs changes for 2015-16 and 2016-17](#), March 2016

^b Ontario Ministry of Education, [Community Planning and Partnerships Guideline](#), March 2015

^c Ontario Ministry of Education, [Guide to Pupil Accommodation Reviews](#), February 2015

^d Ontario Ministry of Education, [Community Planning and Partnerships Guideline](#), March 2015

5. The Board will comply with Ministry of Education guidelines for school consolidation and closure decisions.
6. The Board will exemplify open decision-making, Board oversight and public participation in capital planning.

1.4 Purpose

The Belleville Pupil Accommodation Review was initiated in November 2016 and includes 11 schools: Centennial Secondary School, Sir John A Macdonald School, Susanna Moodie Elementary School, Moira Secondary School, Harry J Clarke Public School, Queen Elizabeth School, Queen Victoria School, Quinte Secondary School, Hillcrest School, Park Dale School, and Prince of Wales Public School.

The purpose of the pupil accommodation review was to recommend changes that support:

- More equitable access to program offerings
- Enriched program offerings wherever possible
- Continued capacity to deliver special education programs
- Optimization of resources

The recommendation, as outlined in the Initial Recommendation Report of November 21, 2016, attached in Appendix A, proposed the following:

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.

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
- 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.

On November 21, 2016, the Hastings and Prince Edward District School Board Trustees passed the following motion:

“That the Hastings and Prince Edward District School Board conduct an Accommodation Review for the group of schools in the City of Belleville as outlined in Report B-5, dated November 21, 2016.”

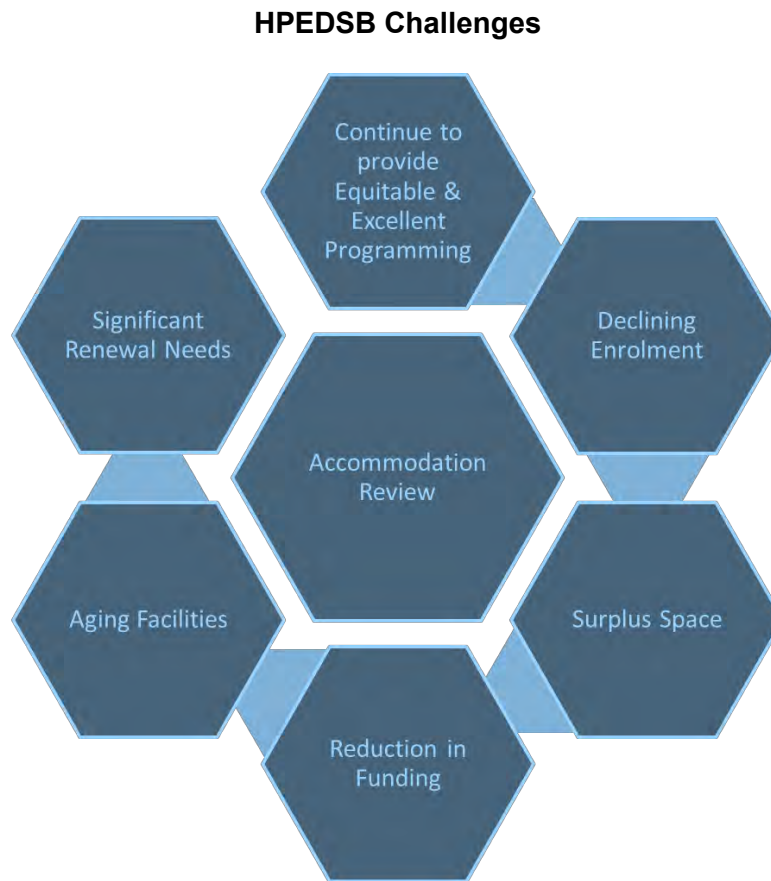
This Final Report is provided to the Board of Trustees in accordance with Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review. The purpose of this report is to provide Trustees with final recommendations for review and consideration with respect to school accommodations as it relates to the City of Belleville Area.

SECTION 2

Background & Rationale

2.0 Background & Rationale

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.



The accommodation review process was initiated as per the requirements of Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review. It 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 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.

2.1 Continue to Provide Equitable and Excellent Programming

The long-term capital accommodation planning process provides opportunities to align with the strategic goal of Achieving Excellence & Equity through program considerations that can strengthen and improve programs for all students Kindergarten (K) to Grade 12.

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.

Program considerations for students and the sustainability of programming and educational experiences for students are critical in decisions related to accommodation reviews.

As part of accommodation planning, consideration has been given to models of school organization (i.e. K-6, K-8, 7-12, K-12) 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 has also be given to the number of students enrolled in schools.

2.2 Declining Enrolment

HPEDSB has consistently opened new schools and consolidated schools where the population of students has shifted and programming for students is impacted. This is a reflection of the cycle of economic growth and decline, and demographic change within communities. If HPEDSB is to continue to deliver high quality education programs and services to students, the ability to respond and adjust to this change is necessary by understanding of the demographics and enrolment of the HPEDSB area.

Elementary enrolment in HPEDSB has declined by 21% and secondary enrolment has declined by 26%. Both are expected to continue to decline over the next 10 years. More specifically, in the City of Belleville area, between 2001/02 and 2011/12 the following occurred with elementary and secondary enrolment:

Elementary enrolment:

- a. Declined by nearly 26% for the Centennial School Group and is expected to increase slightly in the short term and remain stable for the medium term.
- b. Declined over 9% for the Moira School Group and is expected to increase slightly, with a decrease in the short term and slight increase in the medium to long term.
- c. Declined by over 19% for the Quinte School Group and is expected to slightly increase in short and medium term, with a decrease in the long term.

Secondary enrolment:

- a. Increased by 2% for the Centennial School Group and is expected to fluctuate over the next 15 years.
- b. Decreased by approximately 9% for the Moira School Group and is expected to decrease steadily over the next 15 years.
- c. Decreased by approximately 31% for the Quinte School Group and is expected to continue to decrease over the next 15 years.

The table below illustrates the current enrolment in the 11 schools subject to this accommodation review, as well as the surplus capacity at each facility. Enrolment data is current as of October 31, 2016. In additional, the utilization of each school is also illustrated.

School	Enrolment	School Capacity	Surplus Space/Capacity	Utilization
Centennial Secondary School	729	975	246	75%
Moira Secondary School	637	828	191	77%
Quinte Secondary School	580	1,113	533	52%
TOTAL (secondary)	1,946	2,916	970	---
Sir John A Macdonald School	348 (includes Gr.7/8)	315	-33	100%
Susanna Moodie Elementary School	212	343	131	62%
Harry J Clarke Public School	718 (includes Destinations students)	697	-21	100%
Queen Elizabeth School	203	265	62	77%
Queen Victoria School	246	423	177	58%
Hillcrest School	121	168	47	72%
Park Dale School	343	409	66	83%
Prince of Wales Public School	282	378	96	75%
TOTAL (elementary)	2,473	1,643	525	---

The school capacity data is provided by a Ministry of Education database (School Facilities Inventory System), and as updated by the Board. Enrolment projections are also provided by Watson & Associates in a report prepared for HPEDSB, [The Hastings and Prince Edward District School Board Long Term Capital Study Report and Recommendation, November 9, 2015](#) as shown in the figures below. Larger figures and additional enrolment data is provided in Appendix B.

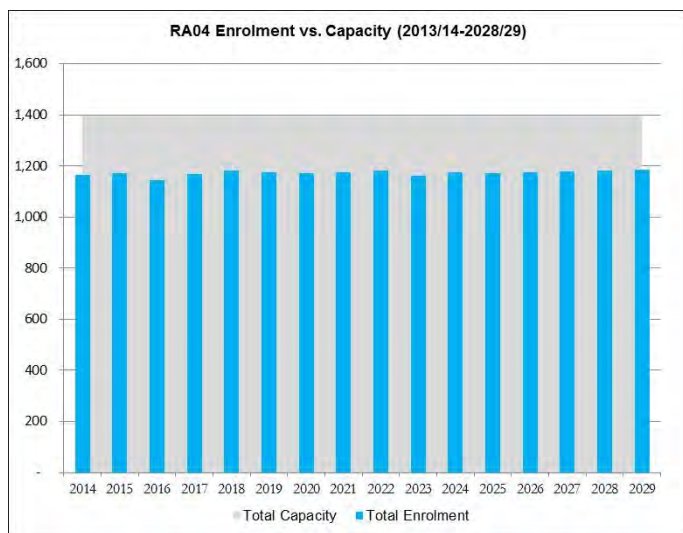


Figure 1 – Centennial School Group Elementary Enrolment vs. Capacity

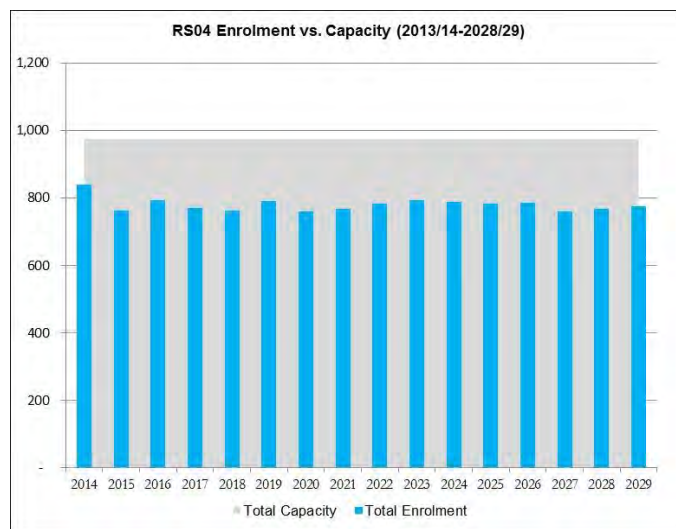


Figure 2 – Centennial School Group Secondary Enrolment vs. Capacity

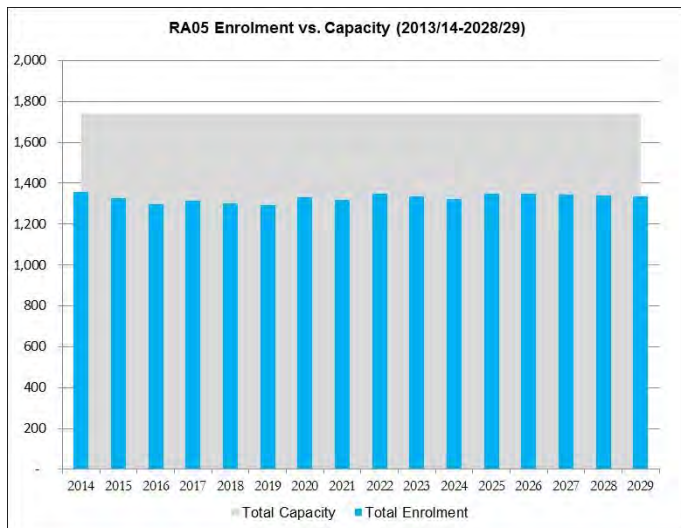


Figure 3 – Moira School Group Elementary Enrolment vs. Capacity

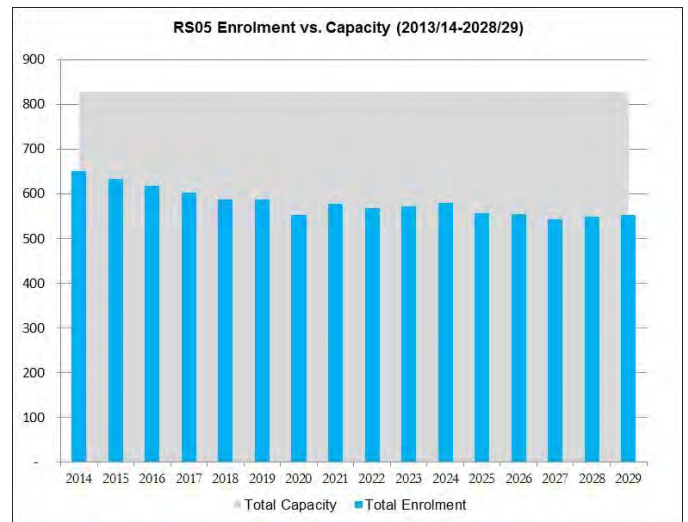


Figure 4 – Moira School Group Enrolment vs. Capacity

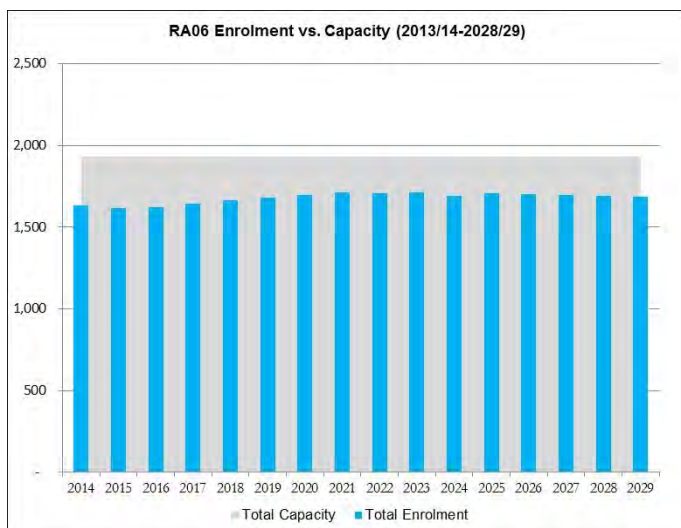


Figure 5 – Quinte School Group Elementary Enrolment vs. Capacity

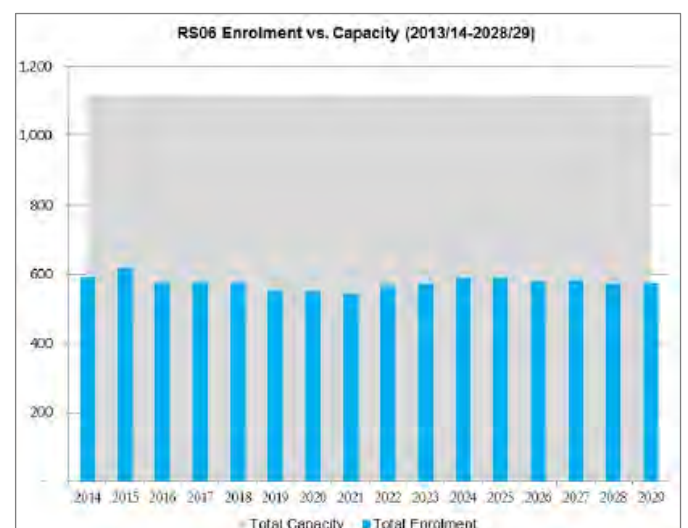


Figure 6 – Quinte School Group Enrolment vs. Capacity

Total Population Census Data released by Statistics Canada February 2017 indicates a population increase of 2.6%.

2.3 Surplus Space

When a school has excess space because of low enrolment, costs are incurred for the excess space to staff, maintain and operate. One key responsibility of a school board is to ensure that funding is focused on students in classrooms.

An excess of 6,000 pupil places exists in elementary and secondary schools for HPEDSB. Current enrolment for the schools subject to review in the Centennial School Group is 1,289 with a capacity of 1,633, resulting in a utilization of 78%. Current enrolment for the schools subject to review in the Moira School Group is 1,084 with a capacity of 2,213, resulting in a utilization of 48%. Current enrolment for the schools subject to review in the Quinte School Group is 1,326 with a capacity 2,068 of resulting in a utilization of 64%. There are 1,495 total surplus spaces across the schools subject to the accommodation review.

2.4 Reduction in Funding

School boards are mainly funded on a per-student basis through grants from the Ministry of Education. When enrolment declines, funding decreases. With decreases in funding, students are affected because the cost of maintaining empty space is spread across all schools.

In 2014-15, the Ministry of Education introduced the School Board Efficiencies and Modernization strategy to provide incentives and supports for boards to make more efficient use of school space. Under this program, further revisions were introduced to funding grants to incent boards to make more efficient use of school space. The Remote & Rural, Declining Enrolment Adjustment, and Top-Up Funding grants, which together support rural and under-utilized schools, have declined by \$3.1 million or 41% over the past three years, with a further decline expected.

2.5 Aging Facilities

The elementary schools are, on average, 54 years of age as of 2016 and many additions have been constructed. The average age of secondary schools is approximately 60 years as of 2016 with most having at least one addition constructed. The table below illustrates the date of construction of the schools subject to this accommodation review.

Elementary School	Year Built
Susanna Moodie Elementary School	1979
Prince of Wales Public School	1983
Hillcrest School	1942
Queen Elizabeth School (Belleville)	1951
Harry J Clarke Public School	1961
Park Dale School	1962
Sir John A Macdonald School	1967
Queen Victoria School	1912

Secondary School	Year Built
Quinte Secondary School	1954
Moir Secondary School	1959
Centennial Secondary School	1966

2.6 Significant Renewal Needs

The condition of each school is periodically assessed by the Ministry of Education on a rotating five year cycle. This information is used to estimate renewal needs over different time intervals (i.e. 5 years, 10 years). The Ministry of Education has assessed all HPEDSB schools within the past five years. These assessments include a detailed inspection and analysis of building and system components such as walls, foundations, roofing, windows, mechanical, electrical, plumbing and other systems for each school. The facility condition assists in identifying replacement timing and estimated costs for building components, assist in identifying facility needs, and capital planning.

The Facility Condition Index (FCI) is a source of data about the state of school repairs. The Ministry of Education gathers this information in five-year cycles, the last of which took place from 2011 to 2015. The data is used by the Ministry of Education and (may be used) by school boards for planning capital projects and school repairs.

Building condition is assessed by comparing the cost of identified repair needs to the replacement cost of the building. This comparison, known as a Facility Condition Index (FCI), provides a ready means of determining which buildings are in good shape and which require significant investment. The lower the FCI, the better the building condition. Buildings with an FCI above 65% are often considered as 'prohibitive to repair'. HPEDSB has more than \$250 million in expected 10-year renewal costs resulting in an average FCI of 48%, as of November 2015.^e

The renewal needs within the City of Belleville Area under review are shown below for the five-year period from 2011-2015.^f This information is taken directly from information provided by the Ministry of Education, school condition facility assessment data, for assessment cycle 2011-2015.

Belleville Area Feeder Schools Subject to Accommodation Review Five Year Renewal Needs		
Centennial School Group	Moira School Group	Quinte School Group
Centennial Secondary School - \$18M	Moira Secondary School - \$7.5M	Quinte Secondary School - \$13.3M
Sir John A Macdonald School - \$1M	Harry J Clarke Public School - \$1.8M	Hillcrest School - \$1.4M
Susanna Moodie Elementary School - \$2.3M	Queen Elizabeth School (Belleville) - \$1.9M	Park Dale School - \$4M
	Queen Victoria School - \$4.3M	Prince of Wales Public School - \$0.5M

2.7 Next Steps

Boards of trustees make the final decision to consolidate schools. Prior to making their final decision, boards consider several data sources including, the Final Report prepared by senior administration, student achievement and well-being, as well as feedback from parents and the community. Consolidation is the combination of the student populations of two or more schools into an existing, or new structure. Consolidation may mean different groupings of students than in the existing schools. For instance, the organization might be grades JK-6, or 7-12 or K-12.

For HPEDSB, board trustees must decide which approach would best manage the changing circumstances of the schools within the City of Belleville area. Their responsibility is to ensure that the educational needs of students are the priority and are met before other options, such as facility partnerships, are considered.

^e Watson & Associates Economists Ltd. [The Hastings and Prince Edward District School Board Long Term Capital Study Report and Recommendation, November 9, 2015](#), pg 6.

^f Ontario Ministry of Education, [School Facility Condition Data, Assessment Cycle 2011-2015](#), August 22, 2016, pg 26.

SECTION 3

Pupil Accommodation Review Process

3.0 Pupil accommodation review process

The pupil accommodation review process is mandated by the Ministry of Education and must occur prior to a decision to consolidate or close a school. This includes a public consultation process that school boards undertake when reviewing whether to consolidate or close a school. It is through the accommodation review process that parents communicate to the school board their perspective on the educational needs of their children and their views on the board’s specific proposal for change.

3.1 Steps in School Consolidation Process



9

Once a final decision has been made by the Board of Trustees, a transition process is outlined for the school consolidation or closure and the relocation of students.

⁹ Ontario Ministry of Education, Guide to Pupil Accommodation Reviews, February 2015

Date	Steps in Accommodation Review Process to Date
November 21, 2016	Initial Recommendation Report approved by Board of Trustees
December 16, 2016	Meeting with municipal representatives from the City of Belleville
January 26, 2017	Orientation Meeting for the Accommodation Review Committee
February 8, 2017	Public Meeting #1
February 15, 2017	Accommodation Review Committee Working Group Meeting #1
March 6, 2017	Meeting with Mohawks of the Bay of Quinte
March 14 & 20, 2017	Contact with municipal representative from the City of Belleville
April 19, 2017	Public Meeting #2

Date	Future Steps in Accommodation Review Process
May 8, 2017	Student Enrolment/School Capacity Committee Meeting to receive final report
May 29, 2017	Student Enrolment/School Capacity Committee Meeting for public delegations
June 12, 2017	Student Enrolment/School Capacity Committee Meeting to prepare final recommendation
June 19, 2017	Public Board Meeting to consider the final recommendation

3.2 Community Consultation/Communication

HPEDSB is committed to community engagement, and when considering school consolidation, parents and the public are consulted for their input. Senior administration would like to acknowledge and thank the citizens of the City of Belleville and the Mohawks of the Bay of Quinte for their commitment to public education and for their active participation in the accommodation review process. The input received through the Accommodation Review Committee, through two public meetings and through email was invaluable as consideration was given to the many factors that resulted in this final recommendation.

The Board follows the Pupil Accommodation Review process as mandated by the Ministry of Education.

Throughout the process, a variety of communication and feedback means were utilized to engage school communities, parents and the public. This included the board's dedicated webpage to the accommodation review process, [Accommodation review for Belleville schools](#), dedicated email to provide feedback and communicate with board staff, as well as media outlets. Sources of opportunities for public consultation and feedback included:

- HPEDSB website
- HPEDSB information email
- ARC - conduit of information
- Public Meeting #1 which included detailed explanation of the process and timing
- Public Meeting #2 which included detailed explanation of the next steps and timing
- Media outlets – notices in local newspapers advertising meetings
- Question and Answer Chart, regularly updated

As a result of the Pupil Accommodation Review process, aligned with the Ministry of Education's Pupil Accommodation Review Guidelines (2015), feedback was received from the Belleville Area communities from a variety of sources and perspectives. This feedback is attached in Appendix C. In addition, a detailed question and answer chart was created and updated and can be found in Appendix D.

3.3 Municipal Consultation Meetings

The Initial Recommendation Report was shared with representatives from the City of Belleville as the single tier municipality in the City of Belleville, as per Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review.

Date	Action
November 23, 2016	Letter to municipal and community partners from Director of Education regarding the initiation of the pupil accommodation review process
December 2, 2016	Email and phone message to City of Belleville CAO requesting a meeting to share information about the pupil accommodation review process
December 6, 2016	Response received from the City of Belleville, meeting date set for December 16, 2016
December 16, 2016	Meeting with City of Belleville (Mayor, CAO, Director of Engineering and Development Services, two HPEDSB Trustees, Director of Education, Superintendent of Education, Superintendent of Business, Manager of Planning)
March 6, 2017	Meeting with Mohawks of the Bay of Quinte (Chief, members of Band Council, members of Education Committee, CAO, Chair of the Board, Trustee, Director of Education, Superintendent of Education, Superintendent of Business, Manager of Planning)
March 14, 2017	Phone conversation with City of Belleville representative as a follow-up to initial meeting
March 20, 2017	City of Belleville request to meet with Chair of the Board, email response from Director of Education indicating availability of Chair and Director for a meeting, no response received

Municipalities were also invited to provide a formal submission to HPEDSB at any time during the accommodation review process as it relates to the initial recommendation report.

3.4 Public Meetings

Two public meetings were held through this process to provide the school communities, parents and members of the public the objectives and accommodation review process, and provide an opportunity for questions and feedback on the initial recommendation report.

- Public Meeting # 1 – Quinte Secondary School on February 8, 2017
- Public Meeting # 2 – Quinte Secondary School on April 19, 2017

The meeting notes are included in Appendix E.

3.5 Accommodation Review Committee

The Accommodation Review Committee was established in accordance with [Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review](#) and [Procedure 178: Accommodation Review Committee](#). The ARC was the official conduit for information shared between the school board and school communities, and was led by a Superintendent of Education.

Accommodation Review Committee Members		
Chair: Trish FitzGibbon, Superintendent of Education		
Harry J. Clarke Public School Laina Andrews, Superintendent Tina Jones, Principal Tamara Sayers-Pringle, Teacher Rep. Dave MacMullen, School Council Rep. Marissa Norton, Parent Rep.	Hillcrest School Trish FitzGibbon, Superintendent Annette Huizinga, Principal Kim Brown, Teacher Rep. Desiree Montgomery, School Council Rep. Stephanie Burger, Parent Rep. Andrew McDonald, Parent Rep.	Park Dale School Trish FitzGibbon, Superintendent Derek DeLarge, Principal Melanie Lee, Teacher Rep. Rhonda McFaul, Support Staff Rep. Julie Turner, School Council Rep. Jacob Mattice, Student Rep.
Prince of Wales Public School Trish FitzGibbon, Superintendent Carla Ross, Principal Timothy Woods, Teacher Rep. Randi-Lin Sheppard, Support Staff Rep. Cindy King, School Council Rep. Bobby Brooks, Parent Rep. Colleen Prest, Parent Rep. Keyara Cooney, Student Rep.	Queen Elizabeth School Laina Andrews, Superintendent Earle Wright, Principal Paul Longhurst, Teacher Rep. Nancy Winstanley, Support Staff Rep. Marlena MacKenzie, Parent Rep. Wyatt Richardson, Student Rep.	Queen Victoria School Laina Andrews, Superintendent Tina Elliott, Principal Susan Charles, Teacher Rep. Angela Rogers, Support Staff Rep. Shannon Bellamere, School Council Rep. Trevor Pross, Parent Rep.

Sir John A. Macdonald School Cathy Portt, Superintendent Nicola Wand, Principal Trish Belford-Hall, School Council Rep. Ian Misner, Parent Rep. Shawn Legere, Parent Rep. Jasmine Maxwell, Student Rep.	Susanna Moodie Elementary School Cathy Portt, Superintendent Cassandra Windsor, Principal Jack Bayfield, Teacher Rep. Jay Baker, Support Staff Rep. Crystal Clark, School Council Rep. Kandi Hambley, Parent Rep. Lyndsay Terry, Parent Rep. Jamie Fair, Student Rep.	Centennial Secondary School Cathy Portt, Superintendent Kim Sampson, Principal Adam Hunt, Teacher Rep. Angela Wiggins, Support Staff Rep. Teri Birt, School Council Rep. Alisa McNulty, Parent Rep. Shannon Alexander, Parent Rep. Stuti Patel, Student Rep.
Moira Secondary School Laina Andrews, Superintendent Grant Montgomery, Principal Tammy Kenzie, Teacher Rep. Heather Lowry-Love, Support Staff Rep. Laurel Hoad, School Council Rep. Sharon Cooke, Parent Rep. Sneha Patel, Student Rep.	Quinte Secondary School Trish FitzGibbon, Superintendent Liane Woodley, Principal Christine Harris, Teacher Rep. Sheridan Jennings, School Council Rep. Glenn Turner, Parent Rep. Katie Soule, Student Rep.	Community Rep. Spencer Hutchison

The mandate of the Accommodation Review Committee was to review, provide comment and feedback on the Initial Recommendation Report of November 21, 2016.

The Accommodation Review Committee participated in an orientation session on January 26, 2017.

The Accommodation Review Committee held two working meetings on February 15 and March 23, 2017. During the working meetings, the committee members discussed and synthesized feedback and data into the Consolidated Recommendation Analysis Template, which included pros and cons regarding the initial recommendations, possible implications or additional considerations, alternative options and rationale, along with questions and requests for additional information. Responses to questions and additional information was provided throughout the timeframe of the working meetings.

Although the Accommodation Review Committee working meetings were open to the public to observe, these were specific meetings for the Accommodation Review Committee to review, undertake their work and provide feedback on the accommodation option presented and provide alternative options, with rationale. Any alternative options presented are included in the final report and taken into consideration by senior staff when preparing the final report.

The Consolidated Recommendation Analysis Template is found in Appendix F.

In addition, alternative options were presented, with rationale, as documented in the Consolidated Recommendation Analysis and submissions received from the Sir John A Macdonald and Susanna Moodie school committees, contained in Appendix F.

The alternative options, summarized below, were presented with rationale by the Accommodation Review Committee, and are explained in further detail in the Consolidated Recommendation Analysis and supplemental information provided by school committees:

- 1) Redraw the boundaries between Sir John A Macdonald School and Susanna Moodie Elementary School to redistribute students K-8 between the two schools.
- 2) New Grade 9-12 build on Hillcrest School and adjacent City of Belleville property.
- 3) Consider partnership opportunities with a new build (i.e. YMCA)
- 4) Considering consolidating MSS students into QSS as a short term solution until a new build or long term solution. If a long term solution, close both MSS and QSS and re-brand QSS (i.e. new name, colours, renovations).

- 5) Consolidation of Queen Elizabeth Public School and Queen Victoria School on the Queen Victoria School site.

3.6 Overall Feedback Themes

During two working group meetings, the Belleville area Accommodation Review Committee completed its mandate and acted as the official conduit for information shared between the school board and school communities. The ARC reviewed and provided feedback on the accommodation option presented by school board administration. The ARC also provided other accommodation options, with supporting rationale, for Board consideration. The feedback, shared through the Consolidated Recommendation Analysis Template, is attached in Appendix F.

In addition, the public provided feedback on the initial recommendation at the public meetings as well as through the board's information email, all of which is included in Appendix C.

The overall feedback themes from the ARC and the public included:

	Overall Feedback Themes	Common Messages
1	Programming/Students with Special Needs	Equitable programming for all students. Consider transition timeframes for students with special needs
2	Staff transitions	Concerns were expressed regarding the short timeline for staff to pack resources, have classroom learning spaces prepared to welcome students in September 2017 and staffing adjustments as required
3	Transportation	Concerns were expressed regarding safety of students who will be consolidated from Hillcrest School to Prince of Wales, concerns expressed about potential need for bussing for students relocated to Susanna Moodie Elementary School who currently walk to Sire John A Macdonald School
4	Programming	Assurances were sought that students and staff would have access to programming supports at new sites, including programming for indigenous students
5	Historical Value	Concerns was expressed about the historical value of Queen Victoria and potential impact to the surrounding community
6	Boundary Changes	Concern expressed about potential boundary changes between Sir John A Macdonald School and Susanna Moodie Elementary School
7	Community Partnerships	Concern expressed about continuing valuable community partnerships (i.e. Quinte Ballet)
8	Mohawks of the Bay of Quinte Students	Continued partnership with the Quinte Mohawk School to ensure learning environments that respond to the needs of students of the Quinte Mohawk School

SECTION 4
Financial Impact/Analysis

4.0 Financial Impact/Analysis

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. It is 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). It has 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.

Closing an elementary school through consolidation can assist in decreasing overall operating costs for board.

4.1 Financial Impact

Operating costs for individual schools can be related to staffing, facilities, and transportation. Through consolidation comes the opportunity to adjust teaching and support staff levels to align with student requirements in the consolidated school. Similarly, when a school is closed through the consolidation process, the cost of maintaining the closed facility can be reduced through savings in utilities (electricity, heat, telephone, data, security, etc.) and through a reduction in ongoing maintenance. Further, transportation costs are a function of the number, type, and length of routes to and from the schools that are served. When schools are consolidated, there is the opportunity to adjust bus routes, which may lead to savings.

Estimates for the reduction in operating cost through the proposed consolidations, are shown in the table below:

Annual Cost Savings				
Item	Consolidate Hillcrest School and Prince of Wales Public School	Consolidate Moira Secondary School and Quinte Secondary School	Consolidate Harry J Clarke Public School, Queen Elizabeth Public School and Queen Victoria School	Description
Staff	\$100,000	\$700,000	\$237,000	Estimated reduction in support staff costs for elementary/secondary school
Facility-Utilities	\$50,000	\$250,000	\$100,000	Estimated reduction in utilities costs based on typical elementary/secondary school
Facility - Maintenance	\$36,000	\$36,000	\$36,000	Estimated reduction in facility maintenance costs based on average board cost to maintain a school
Transportation	\$0	\$0	\$0	Estimated reduction in transportation costs
Total	\$186,000	\$986,000	\$373,000	

It should be noted first-year operating cost savings will be below that shown in the table above.

Although there will be changes to individual busing routes to support the proposed consolidations, it is anticipated that net transportation costs will remain unaffected after routes are optimized for the new route configurations.

In addition to operational cost savings, capital costs related to facility renewal can also be reduced through school consolidation and closure. The identified total building renewal costs for each school from 2017 to 2022 is shown below. This information is taken from Ministry of Education database generated reports based on 2011-2015 cycle of facility assessments, and reflects estimated costs related to end-of-life of systems and infrastructure over the next five years, from 2017-2022.

School	Renewal Needs
Harry J Clarke Public School	\$5.2M
Hillcrest School	\$2.7M
Queen Victoria School	\$7.0M
Queen Elizabeth School	\$3.4M
Moir Secondary School	\$16.8M
Quinte Secondary School	\$14.3M

SECTION 5

Transition Planning & Implementation

5.0 Transition Planning & Implementation

HPEDSB welcomes community use of schools and community partnerships in support of healthy, active lifestyles and sustainable, vibrant communities including partners such as Family Space, YMCA and the Mohawks of the Bay of Quinte. The school board's first responsibility is to ensure student safety and well-being, and to support student achievement.

HPEDSB will continue to consult and work with the community partners on potential partnerships and locations throughout this process and following any decision to exchange information about current and future needs and opportunities.

Planning has already taken place to utilize the Community Hubs Capital Funding: Minor Retrofits and Accessibility as provided by the Ministry of Education. This funding is proposed to be used to improve accessibility of three schools of the board to enable use by a broader range of community partners.

Strategies around community hubs and partnerships are an option that can be explored, keeping in mind the school board's first responsibility is to manage the program needs for students first, then decide whether a school is eligible for further strategies such as facility partnerships or hubs. Any community use, hubs or partnerships would be on a cost-recovery basis.

5.1 Transition Planning

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 are 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 to come together, prior to the consolidation, to engage in activities together and to build a renewed sense of community. There would be continued involvement of the Education Committee of the Mohawks of the Bay of Quinte as the final recommendations in the report impact MBQ students who attend secondary schools in Belleville.

Existing space at Prince of Wales will be ready to welcome students from Hillcrest School for September 2017.

Existing space at Centennial Secondary School can be ready to welcome Grade 7 and 8 students in September 2017. Existing space at Quinte Secondary School is ready to welcome students from Moira Secondary School for September 2018.

Bus routes already exist to these schools. Minor changes to individual bus routes and route times may be required. In addition, a review would be conducted related to safety and busing would be provided as required.

Transition plans include opportunities to students from different schools to meet each others and to become familiar with the school facilities. Plans included orientation and open house opportunities for parents and students to visit facilities together. Closing ceremonies to celebrate the history and education experiences with students, staff and community members and potential dates for these various activities were discussed during ARC working meetings as part of transition planning.

SECTION 6

Recommendation & Conclusion

6.0 Recommendation & Conclusion

The purpose of this report is to provide the Board of Trustees with final recommendations based on feedback received through a public consultation process, for their review and consideration about school accommodations as it relates to Centennial Secondary School, Sir John A Macdonald School, Susanna Moodie Elementary School, Moira Secondary School, Harry J Clarke Public School, Queen Elizabeth School, Queen Victoria School, Quinte Secondary School, Hillcrest School, Park Dale School, and Prince of Wales Public School.

6.1 Recommendation

HPEDSB is facing many challenges that affect programming options for students. These challenges result from declining enrolment, surplus space, reduction in funding, aging facilities and significant renewal needs. Reorganization of the schools will enhance program and learning opportunities for students.

This recommendation 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

The recommendation is as follows:

1. Effective September 2017, consolidate Hillcrest School and Prince of Wales Public School at Prince of Wales Public School;
2. Effective September 2018, consolidate Moira Secondary School and Quinte Secondary School at Quinte Secondary School, and seek Ministry of Education funding/approval to build a new Grade 9-12 secondary school in Belleville and in consultation with the City of Belleville. Potential locations could include the former Hillcrest School property or another location in the east end of Belleville;
3. Should funding/approval for a new build not be approved, seek Ministry of Education funding/approval for an addition/renovation to Quinte Secondary School;
4. Consolidate Harry J Clarke Public School, 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 Moira Secondary School property;
5. Should funding/approval for a new build not be approved, seek Ministry of Education funding/approval for an addition/renovation to Queen Elizabeth Public School to consolidate Queen Elizabeth Public School and Queen Victoria School. Harry J Clarke Public School students would remain at the current site;
6. Effective September 2017, relocate Grade 7 and 8 students from Sir John A Macdonald to Centennial Secondary School, creating a Grade 7-12 school;
7. Effective September 2018, relocate the Destinations Programme currently at Moira Secondary School to Centennial Secondary School;
8. Effective September 2018, revise the attendance boundary between Sir John A Macdonald School and Susanna Moodie Elementary School. Families with children registered at Sir John A Macdonald School will not be impacted by attendance boundary changes; and
9. Continue to explore opportunities for community partnerships for the consolidated school(s), including child care opportunities, that are aligned with the 2015-2020 Strategic Plan priorities.

6.2 Conclusion

Following the prescribed Ministry of Education pupil accommodation review process, feedback was received from the school communities and the Accommodation Review Committee, all of which is reflected in this report. Senior administration wish to acknowledge and thank the Belleville Accommodation Review Committee and community for their commitment to public education and for their engagement in this process. All feedback received through the consultation process has been reviewed and carefully considered.

Senior administration is committed to student achievement and well-being and has considered all factors in determining that in the City of Belleville the consolidation and reorganization of schools will enhance program and learning opportunities for students.

This report provides a comprehensive overview of the feedback submitted to position the Board of Trustees to review and make an informed decision in the best interests of our students while ensuring fiscal responsibility.

APPENDIX A

Initial Recommendation Report of November 21, 2016

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

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.

Belleville Area Elementary & Secondary Schools		
Centennial Secondary School Grades 9-12	Moira Secondary School Grades 9-12	Quinte Secondary School Grades 9-12
Foxboro Public School (K-8)	Deseronto Public School (K-8)	Harmony Public School (K-8)
Prince Charles School (Belleville) (K-8)	Harry J Clarke Public School (K-8)	Hillcrest School (K-5)
Sir John A Macdonald School (K-8)	Queen Elizabeth School (Belleville) (K-8)	Park Dale School (K-8)
Susanna Moodie Elementary School (K-8)	Queen Victoria School (K-6)	Prince of Wales Public School (K-8)
		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 million¹. The renewal needs over five years for the elementary feeder schools are shown in the table below.

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

¹ 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.

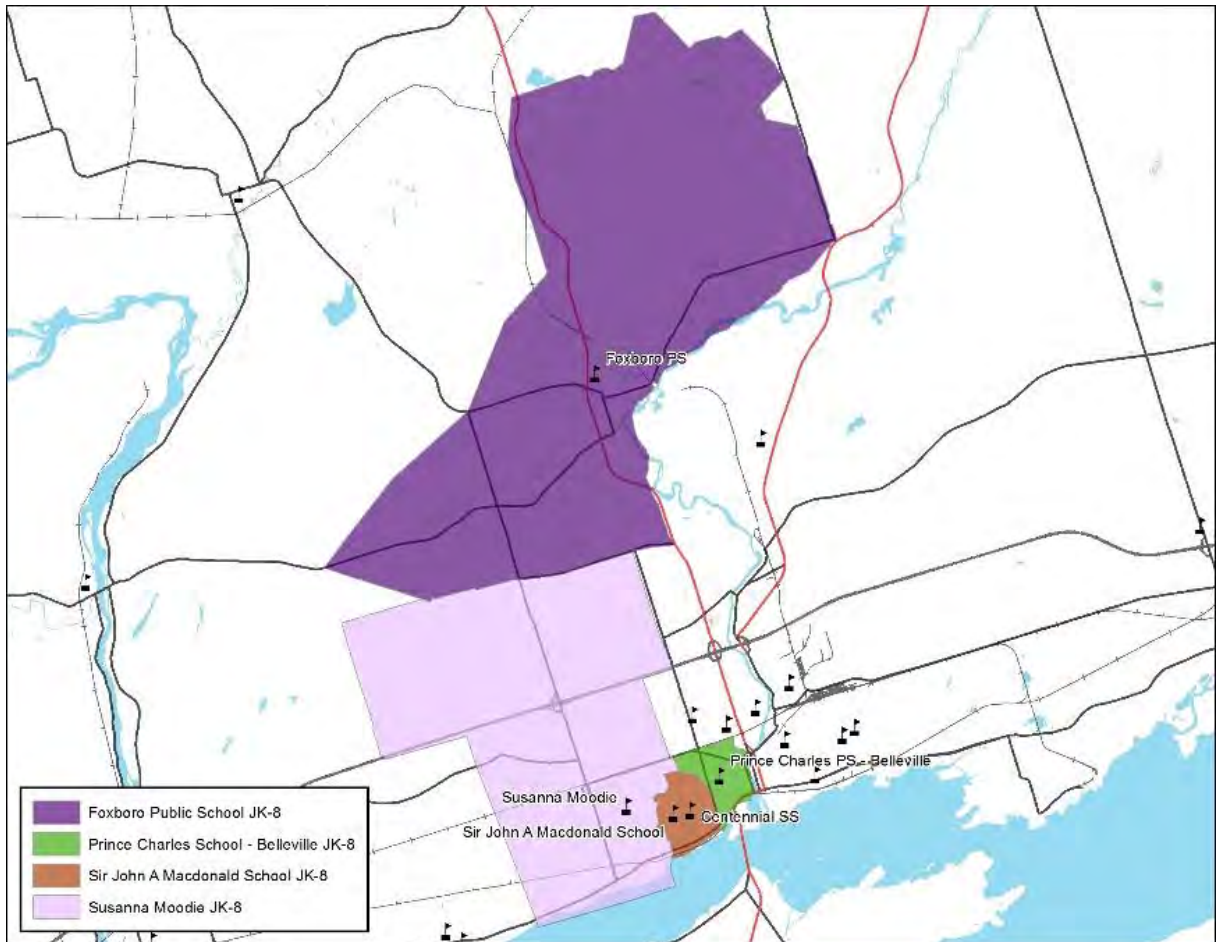


Figure 1 Centennial School Group

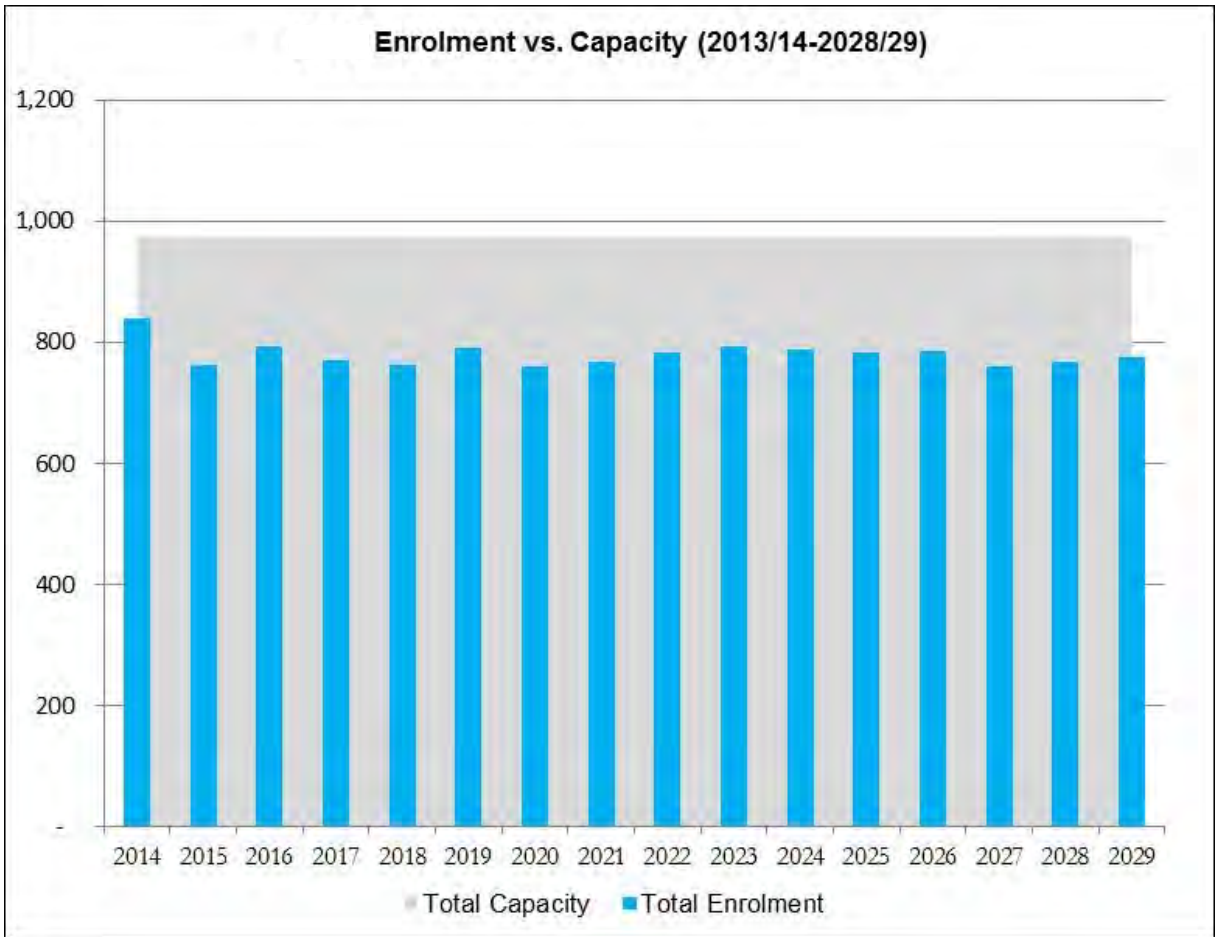


Figure 2 – Centennial Secondary School Enrolment vs. Capacity

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.

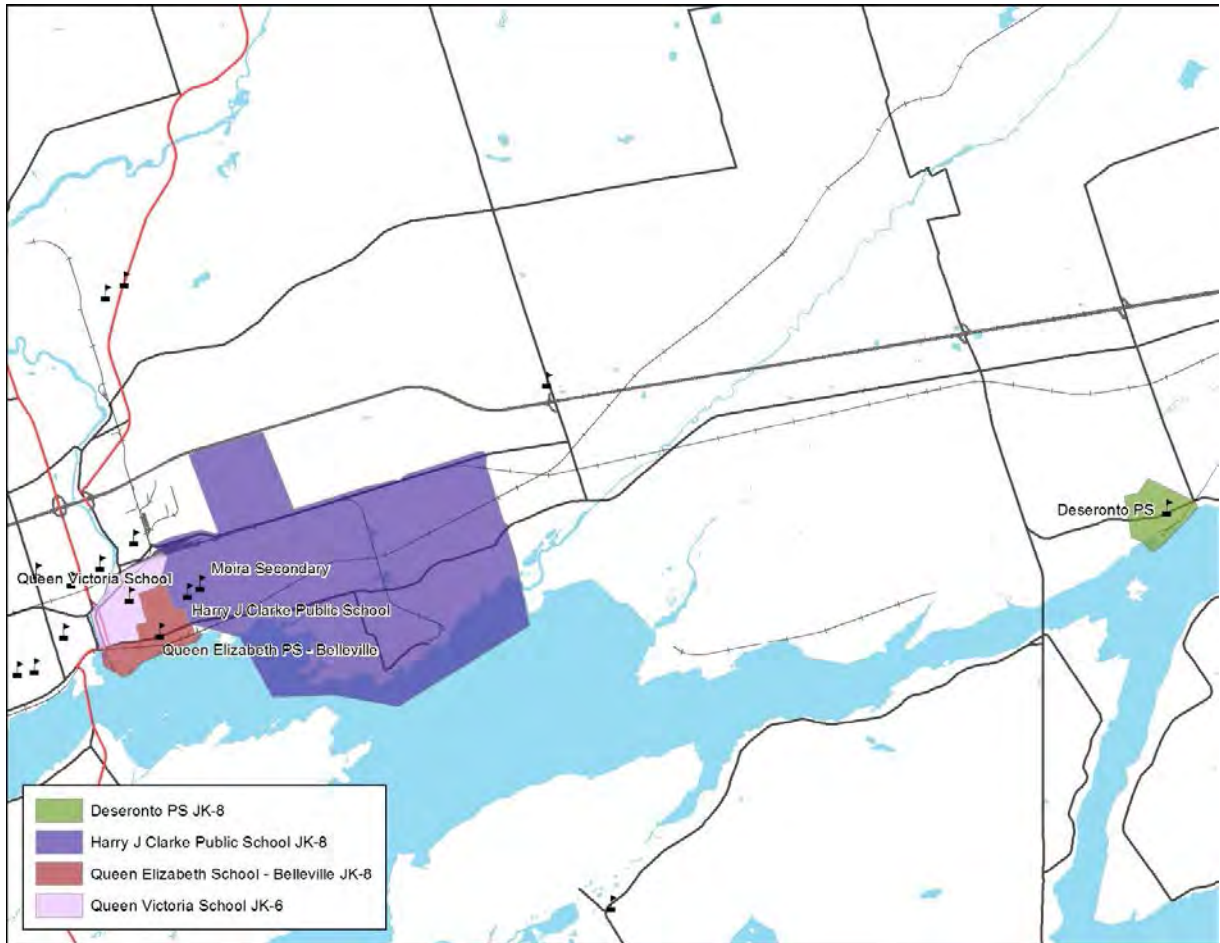


Figure 3 – Moira Secondary School Group

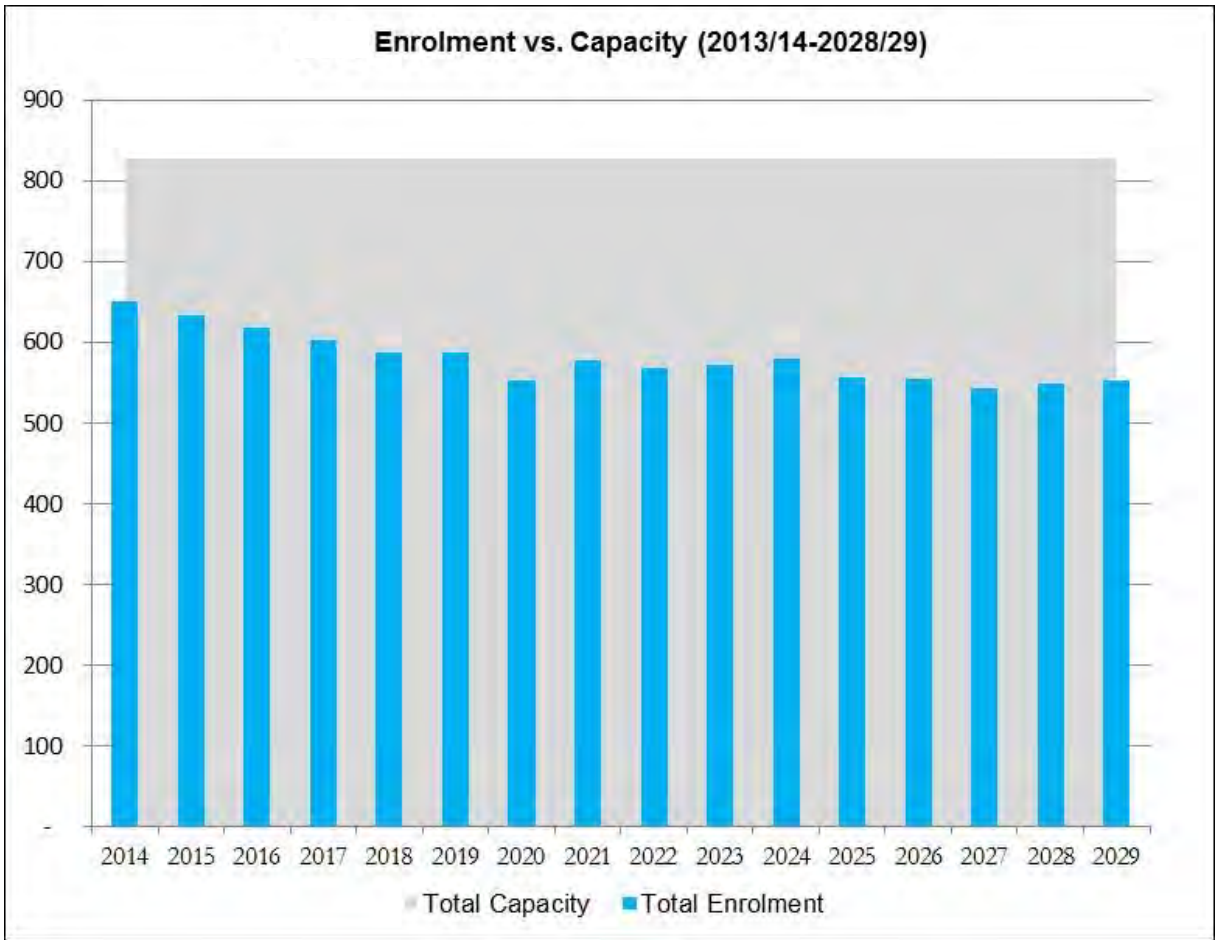


Figure 4 – Moira Secondary School Enrolment vs. Capacity

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.

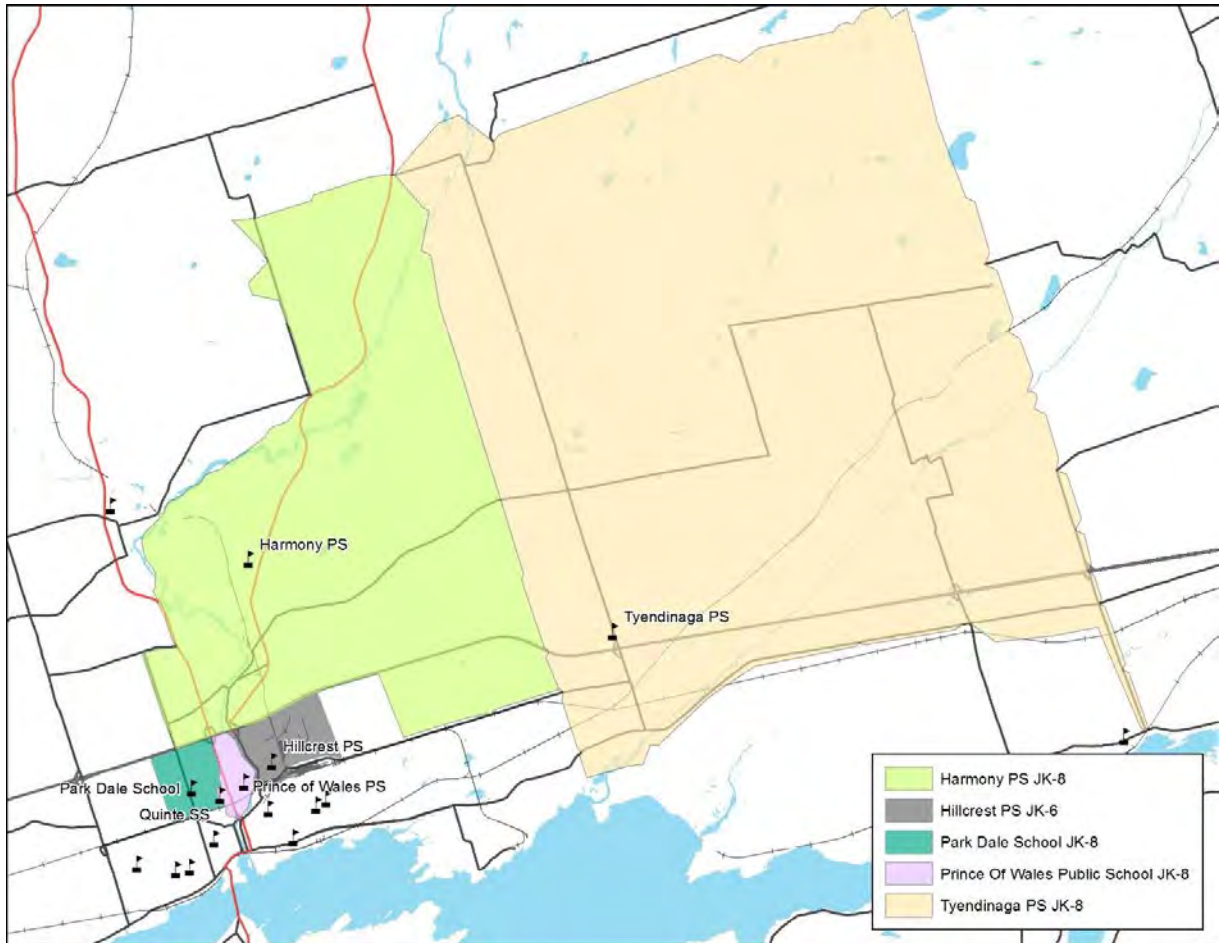


Figure 5 – Quinte School Group

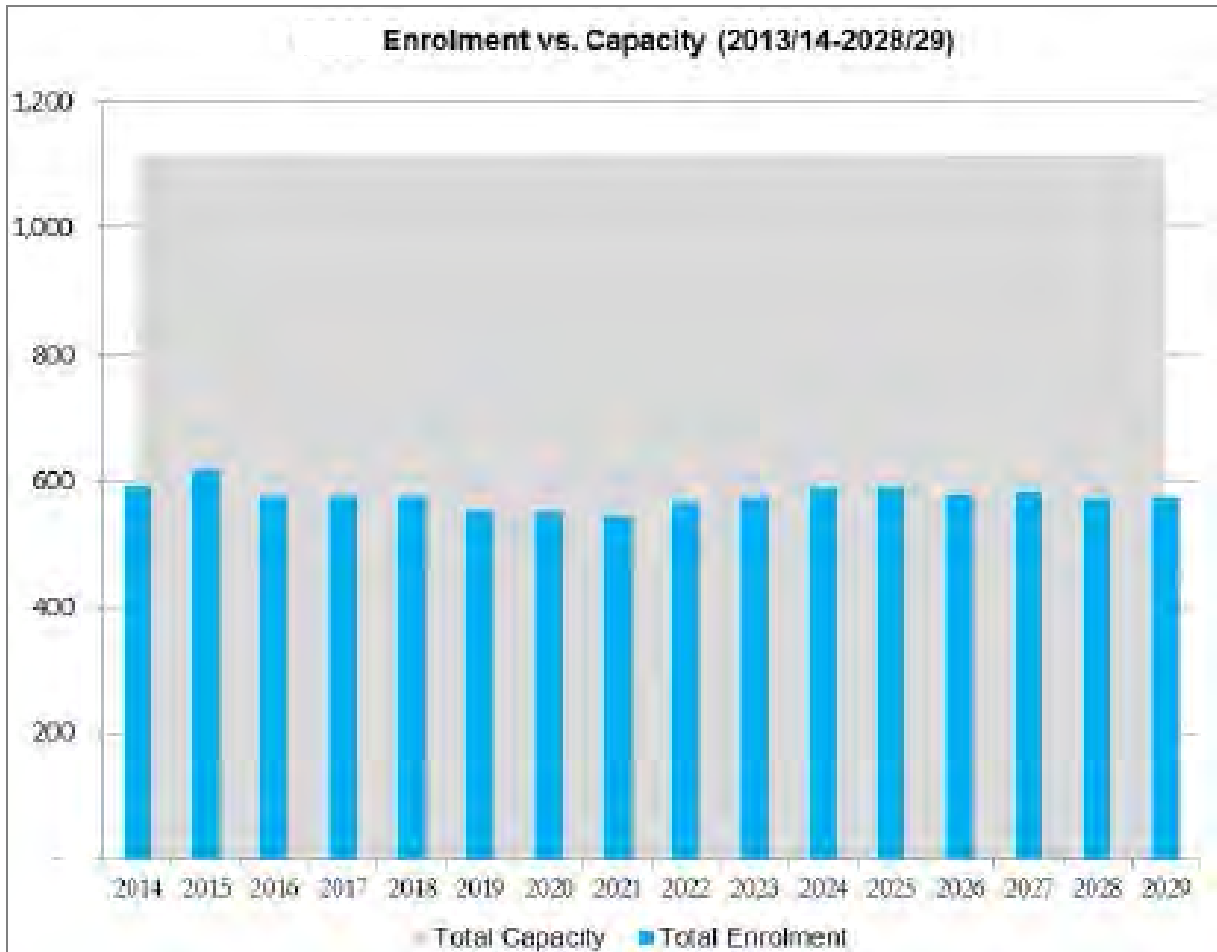


Figure 6 – Quinte Secondary School Enrolment vs. Capacity

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
Capacity (OTG)	975	828	1113	2916
Enrolment	793	718	576	2087
Surplus Capacity	182	110	537	829
Utilization	81%	87%	52%	72%
Renewal Needs (5 year)	\$18.1M	\$7.5M	\$13.3M	\$38.9M
Facility Condition Index	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.

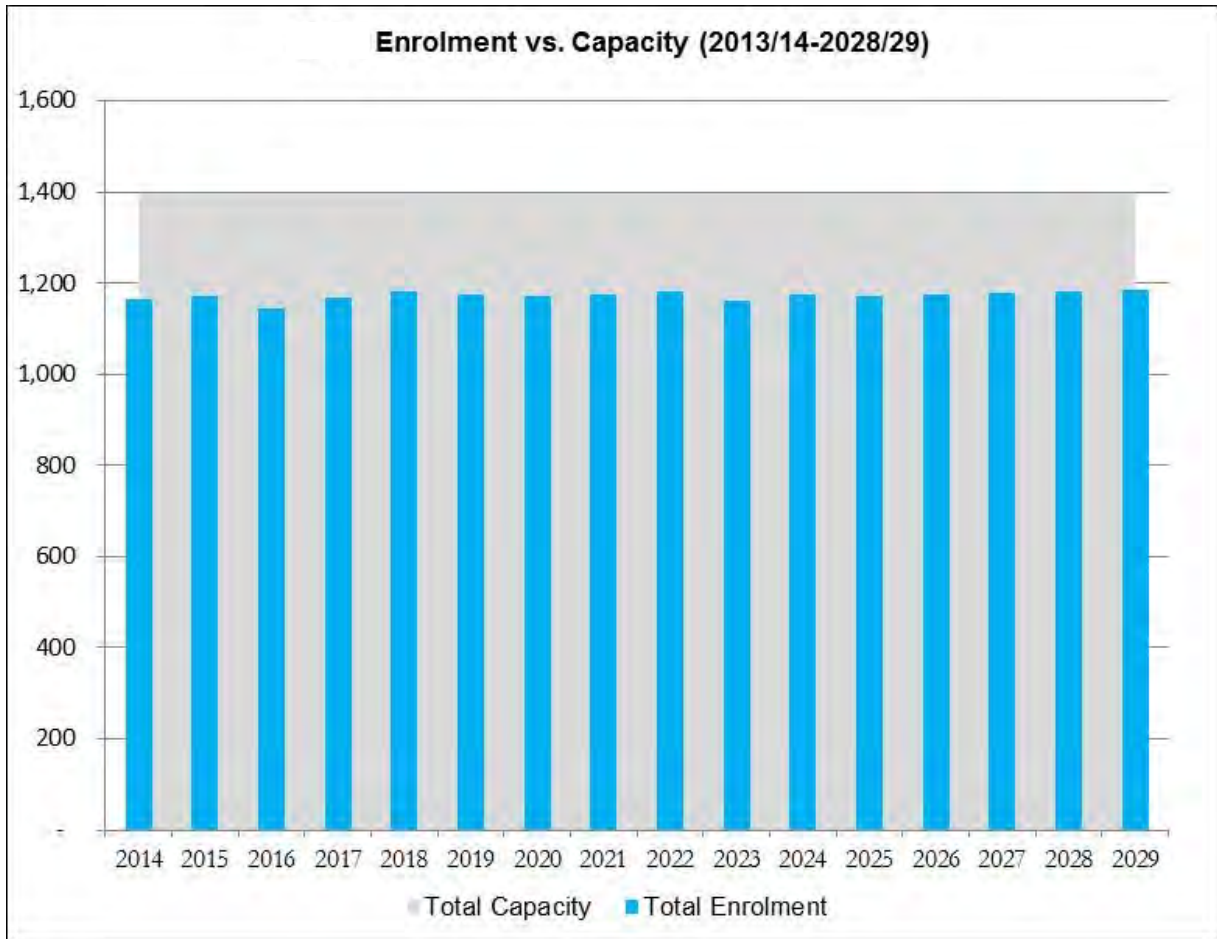


Figure 7 – Centennial Elementary School Enrolment vs. Capacity

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
Capacity (OTG)	354	383	315	343	1395
Enrolment	332	313	296	204	1145
Surplus Capacity	22	70	19	139	250
Utilization	94%	82%	94%	59%	82%
Renewal Needs (5 year)	\$0.9M	\$0.8M	\$1M	\$2.3M	\$5M
Facility Condition Index	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.

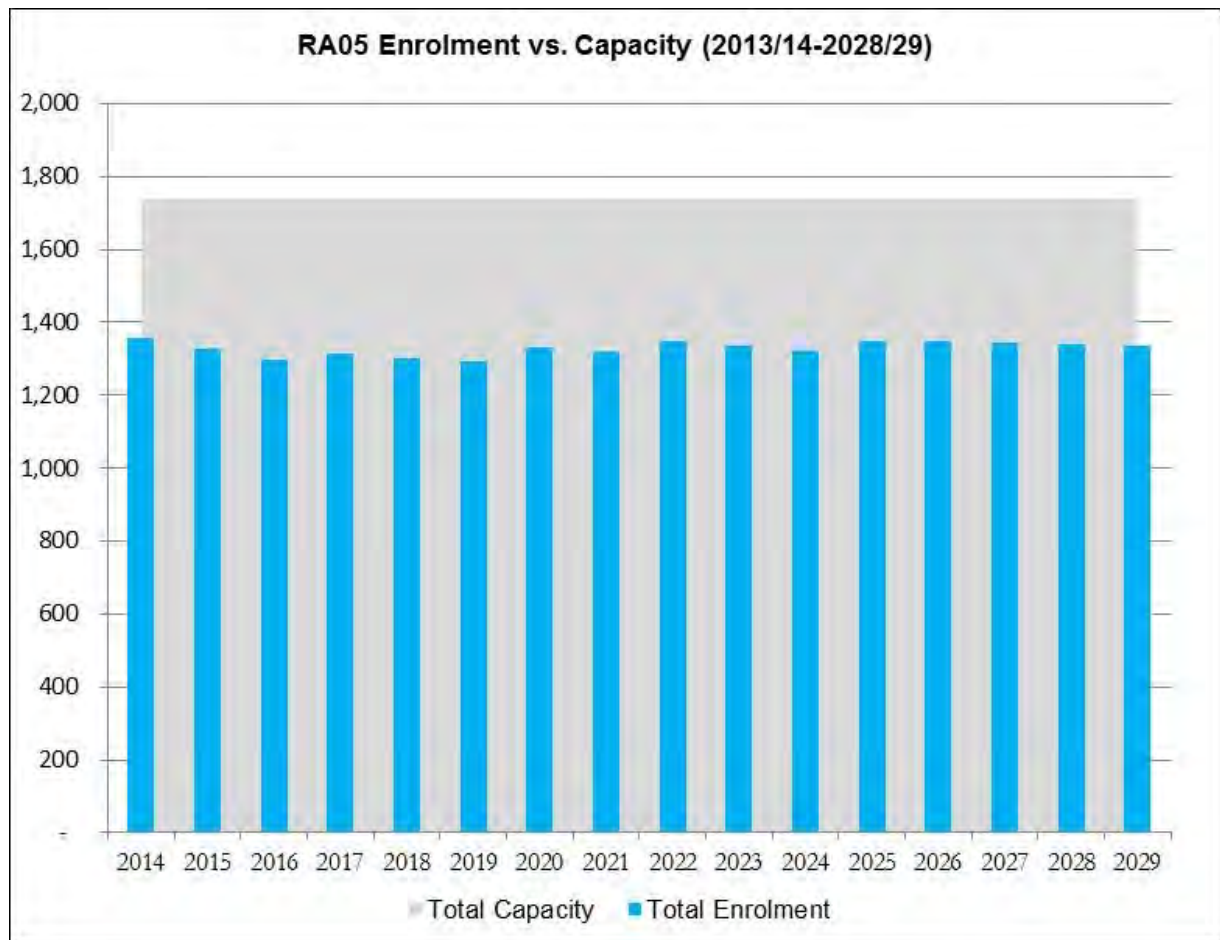


Figure 8 – Moira Elementary School Enrolment vs. Capacity

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
Capacity (OTG)	239	697	265	423	1624
Enrolment	142	640	181	235	1198
Surplus Capacity	97	57	84	188	426
Utilization	59%	92%	68%	56%	74%
Renewal Needs	\$1M	\$1.8M	\$1.9M	\$4.3M	\$9M
Facility Condition Index	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.

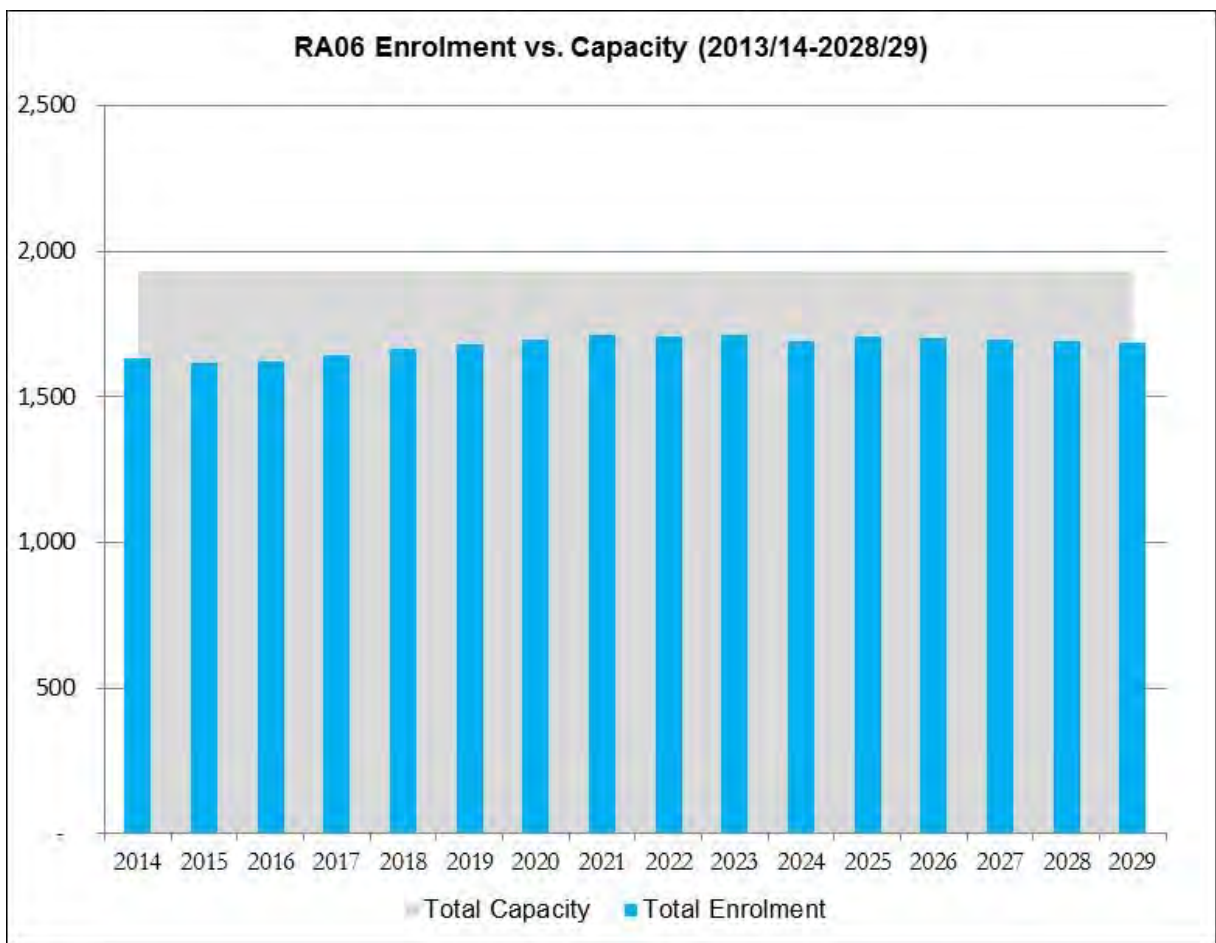


Figure 9 – Quinte Elementary School Enrolment vs. Capacity

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.

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

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

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 many 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.

APPENDIX B

Enrolment Projections for Belleville Area School Groups

**Belleville Area School Groups
Centennial School Group**

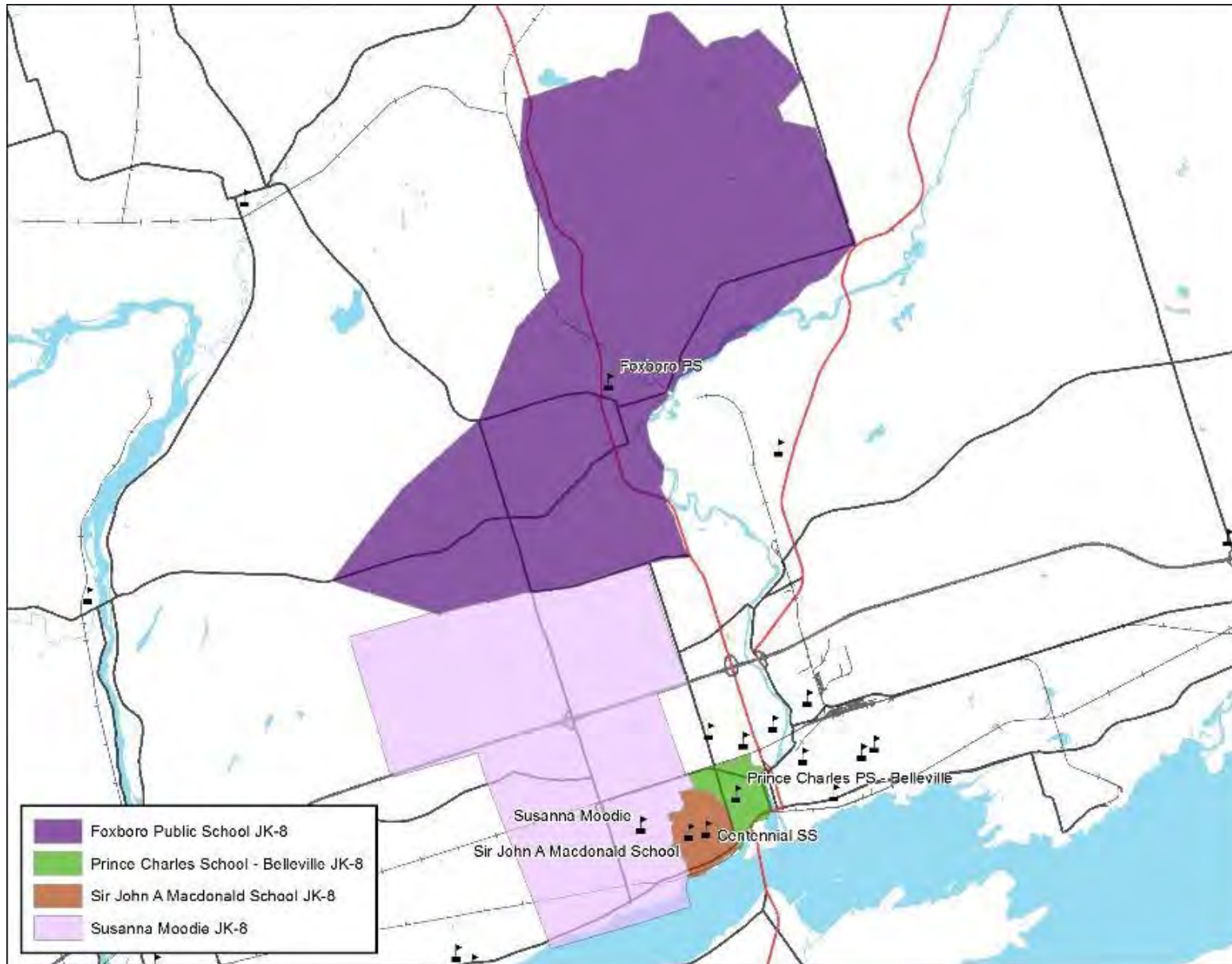


Figure 7 Centennial School Group (SG) Boundary Map

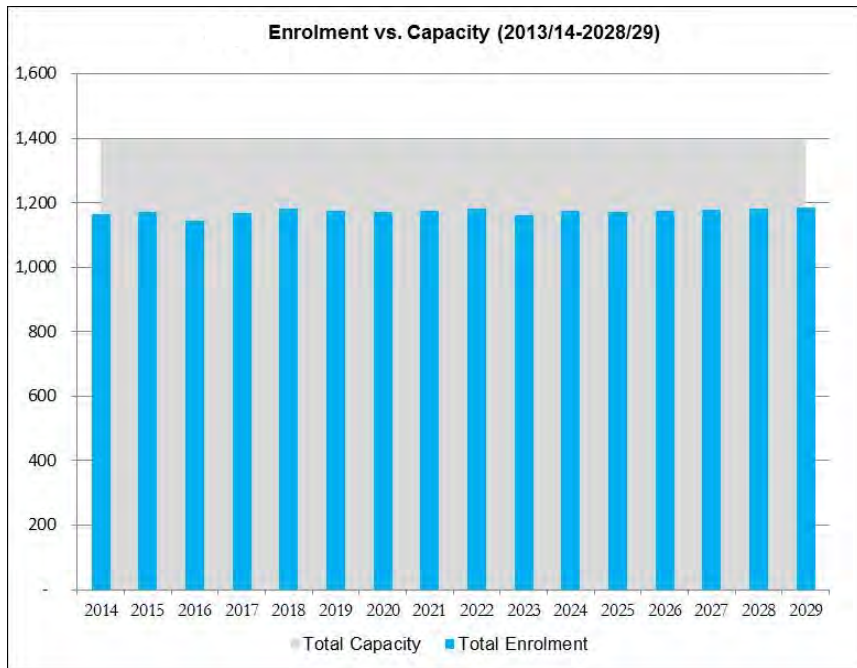


Figure 8 Centennial SC Elementary Enrolment vs. Capacity

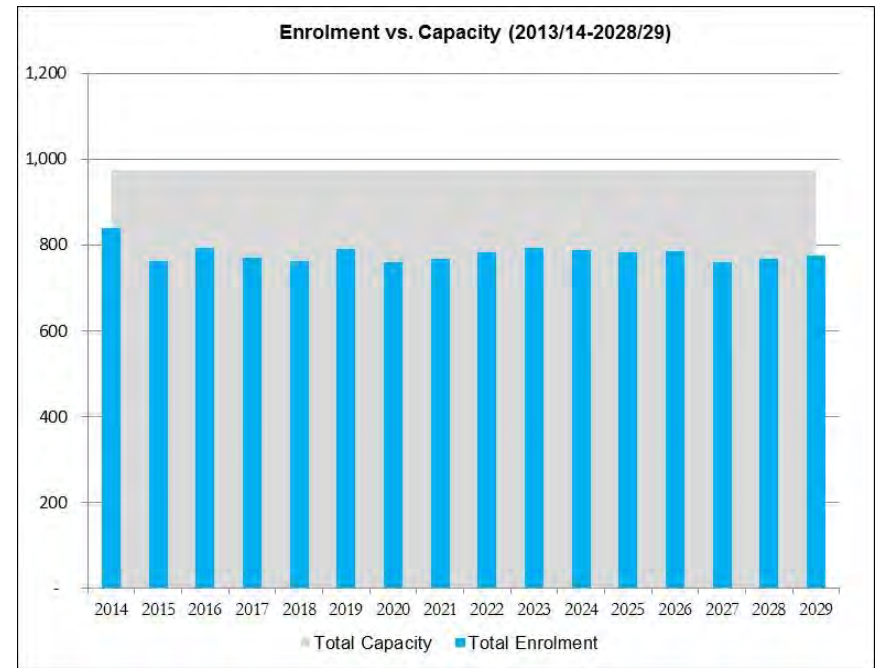


Figure 9 Centennial SC Secondary Enrolment vs. Capacity

Table 1 Elementary Projected Enrolment Summary (2015/16- 2028/29)

Schools	Cap.	Actual		Projected Enrolment														
		2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	
Foxboro Public School	354	340	338	332	341	336	338	339	338	339	332	335	331	330	329	328	326	
Prince Charles School (Belleville)	383	322	316	313	316	318	321	319	321	328	325	330	328	329	329	329	330	
Sir John A. Macdonald School	315	274	301	296	303	304	305	304	309	309	307	305	304	305	306	307	308	
Susanna Moodie Elementary School	343	228	217	204	209	222	212	209	205	206	198	206	211	213	215	218	221	
Total Capacity		1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	
Total Enrolment		1,164	1,172	1,144	1,169	1,181	1,176	1,171	1,173	1,181	1,162	1,176	1,173	1,176	1,179	1,182	1,184	
Student Surplus/Deficit		231	223	251	220	214	219	224	222	214	233	219	222	219	210	213	211	
Utilization Rate		83%	84%	82%	84%	85%	84%	84%	84%	85%	83%	84%	84%	84%	85%	85%	85%	

Table 2 Secondary Projected Enrolment Summary (2015/16 – 2028/29)

Schools	Cap.	Actual		Projected Enrolment														
		2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	
Centennial Secondary School	975	840	764	793	771	764	791	760	767	784	794	789	785	787	761	768	775	
Molra Secondary School	828	651	633	618	603	588	588	554	578	568	573	580	557	555	543	549	552	
Quilnie Secondary School	1,113	593	618	576	576	578	553	550	544	568	574	590	590	579	585	571	573	
William R. Kirk School	108	50	48	52	50	50	50	50	50	50	50	50	50	50	50	50	50	
Total Capacity		3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	
Total Enrolment		2,134	2,063	2,039	2,000	1,980	1,981	1,914	1,938	1,970	1,990	2,008	1,982	1,972	1,939	1,938	1,951	
Student Surplus/Deficit		890	961	985	1024	1044	1043	1110	1086	1054	1034	1016	1042	1052	1085	1086	1073	
Utilization Rate		71%	68%	67%	66%	65%	66%	63%	64%	65%	66%	66%	66%	65%	64%	64%	65%	

Table 3 Elementary Projected Enrolment and Utilization

Centennial School Group

Sir John A Macdonald School

Age (years): 48

School Condition: Facility totals 2830 metres squared and total site size is 3.26 hectares

10 Year Renewal Event Costs Total \$2727270 And The FCI is 0.38

Comments:

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Sir John A Macdonald School	315	274	301	305	305	308

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Sir John A Macdonald School	315	87%	96%	97%	97%	98%

Susanna Moodie Elementary School

Age (years): 38

School Condition: Facility totals 3719 metres squared and total site size is 2.91 hectares

10 Year Renewal Event Costs Total \$3743220 And The FCI is 0.49

Comments:

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Susanna Moodie Elementary School	343	228	217	212	206	221

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Susanna Moodie Elementary School	343	66%	63%	62%	60%	64%

Table 4 Secondary Projected Enrolment and Utilization

Centennial Secondary School

Age (years): 49

School Condition: Facility totals 16258 metres squared and total site size is 9 hectares

10 Year Renewal Event Costs Total \$13444957 And The FCI is 0.49

Comments:

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Centennial Secondary School	975	840	764	791	789	775

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Centennial Secondary School	975	86%	78%	81%	81%	79%

Table 5 Elementary Projected Enrolment by Year and Grade

Grades (Headcount)	Historical								Projected													
	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029
JK	98	114	112	116	112	135	107	124	113	113	114	114	114	113	112	110	109	109	109	108	108	108
SK	117	103	116	124	134	123	153	114	136	124	124	125	125	125	124	123	121	120	120	120	119	119
1	131	119	101	122	128	132	120	149	115	136	124	124	125	125	124	123	121	120	120	120	120	119
2	110	126	118	108	125	125	121	117	144	111	132	120	120	121	121	121	120	119	117	116	116	116
3	128	104	130	116	107	122	121	123	116	143	110	130	119	119	120	120	120	119	118	116	115	115
4	121	111	98	111	92	93	109	110	104	97	120	92	108	100	100	100	100	100	99	97	96	96
5	91	110	114	107	113	94	91	110	110	105	98	120	92	108	100	100	100	100	100	99	97	97
6	133	95	110	113	112	118	90	96	113	113	107	100	123	94	110	102	102	102	102	102	102	101
7	121	118	103	104	113	110	124	89	97	117	116	111	102	127	94	111	104	104	104	104	104	104
8	136	123	119	110	102	115	109	126	90	98	120	117	113	104	129	95	113	105	105	106	106	106
Special Education	48	35	28	19	10	18	19	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Alternative/Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Existing Pupils	1,234	1,158	1,149	1,150	1,148	1,185	1,164	1,172	1,139	1,157	1,164	1,153	1,142	1,136	1,134	1,107	1,112	1,099	1,095	1,090	1,085	1,078
Pupils Expected From Growth								0	6	11	17	23	29	38	46	55	64	73	81	89	97	106
Total Pupils (Existing + New)	1,234	1,158	1,149	1,150	1,148	1,185	1,164	1,172	1,144	1,169	1,181	1,176	1,171	1,173	1,181	1,162	1,176	1,173	1,176	1,179	1,182	1,184
Year to Year Enrolment % Change		-6.2%	-0.8%	0.1%	-0.2%	3.2%	-1.8%	0.7%	-2.4%	2.1%	1.1%	-0.4%	-0.5%	0.2%	0.7%	-1.6%	1.2%	-0.3%	0.3%	0.3%	0.2%	0.1%

Table 6 Secondary Projected Enrolment by Year and Grade

Grades (Headcount)	Historical								Projected													
	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029
9	246	228	191	224	184	198	182	167	202	172	165	185	177	176	175	194	168	168	170	170	170	170
10	257	255	238	212	222	190	200	177	170	206	175	168	189	180	179	178	198	171	172	173	173	174
11	263	254	258	233	222	224	195	202	182	175	212	180	173	195	186	185	184	204	176	177	178	178
12	220	252	245	252	219	199	218	173	236	213	205	248	211	203	228	217	216	215	239	207	207	208
Total Existing Pupils	1,092	1,056	1,036	996	954	906	840	764	791	767	758	782	750	754	768	774	766	759	756	726	728	731
Pupils Expected From Growth								0	2	4	6	8	10	13	17	20	23	26	31	35	40	44
Total Pupils (Existing + New)	1,092	1,056	1,036	996	954	906	840	764	793	771	764	791	760	767	784	794	789	785	787	761	768	775
Year to Year Enrolment % Change		-3.3%	-1.9%	-3.9%	-4.2%	-5.0%	-7.3%	-9.0%	3.8%	-2.8%	-0.9%	3.5%	-3.9%	0.9%	2.3%	1.3%	-0.7%	-0.5%	0.3%	-3.3%	0.9%	0.9%

Moira School Group

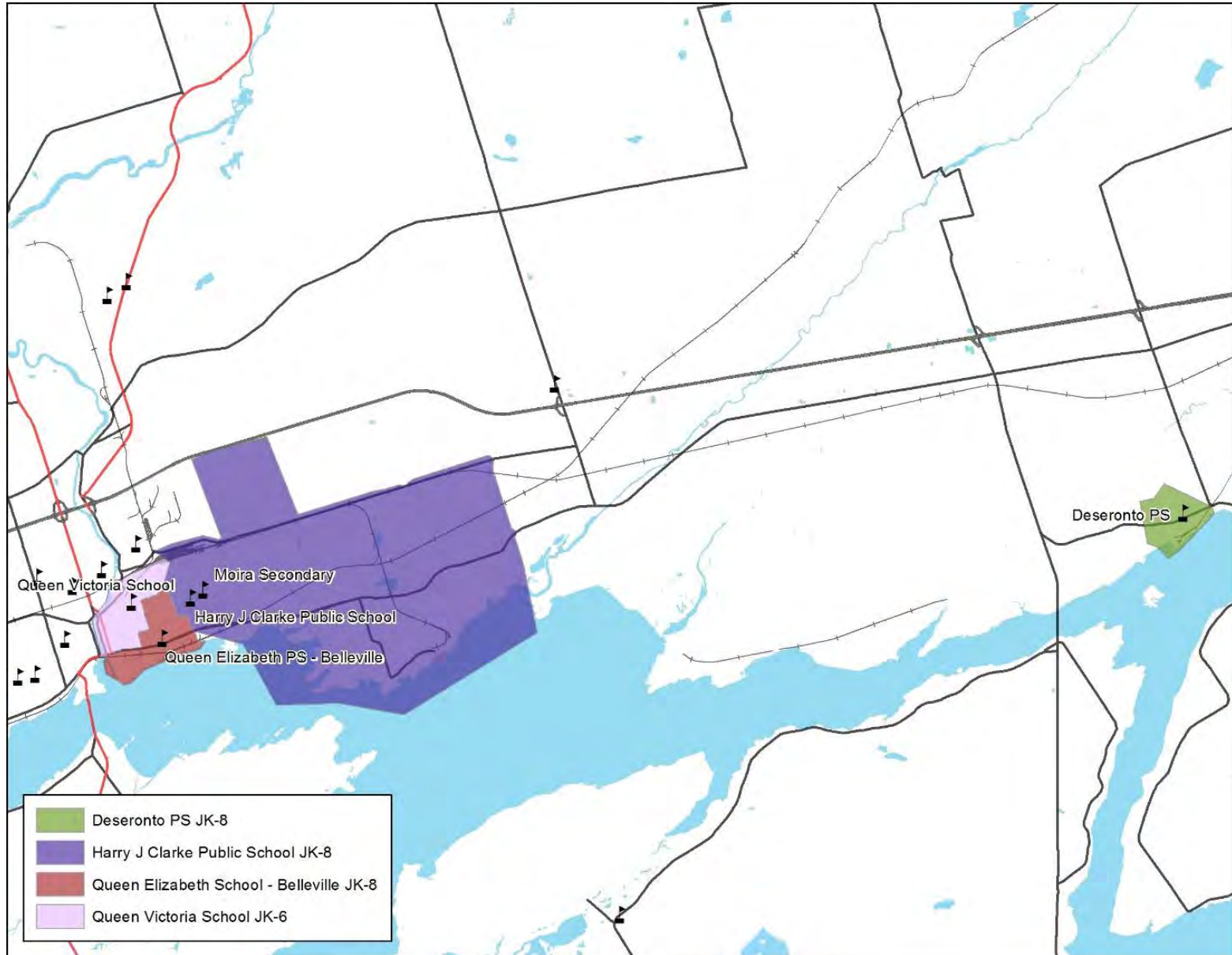


Figure 10 Moira School Group (SG) Boundary Map

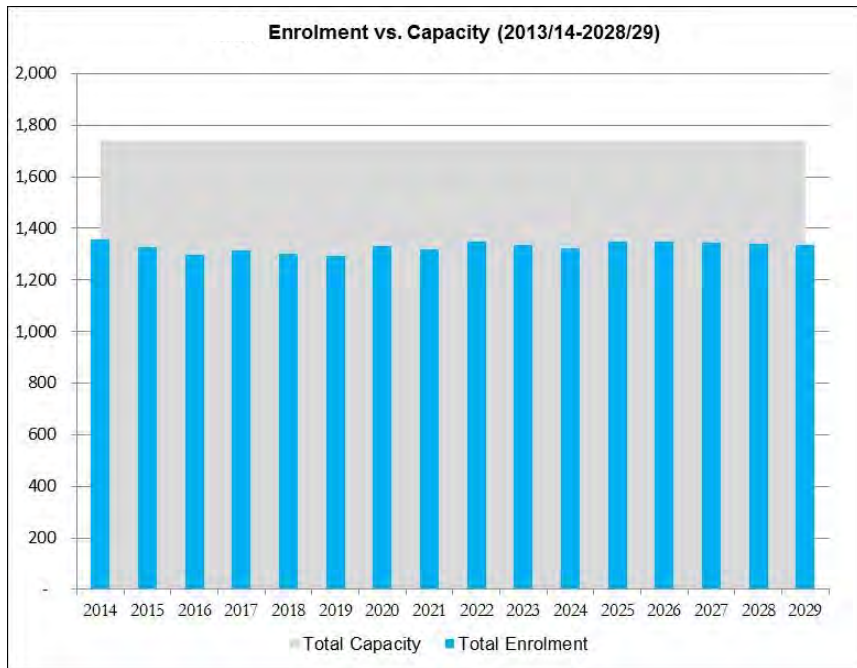


Figure 11 Moira SG Elementary Enrolment vs. Capacity

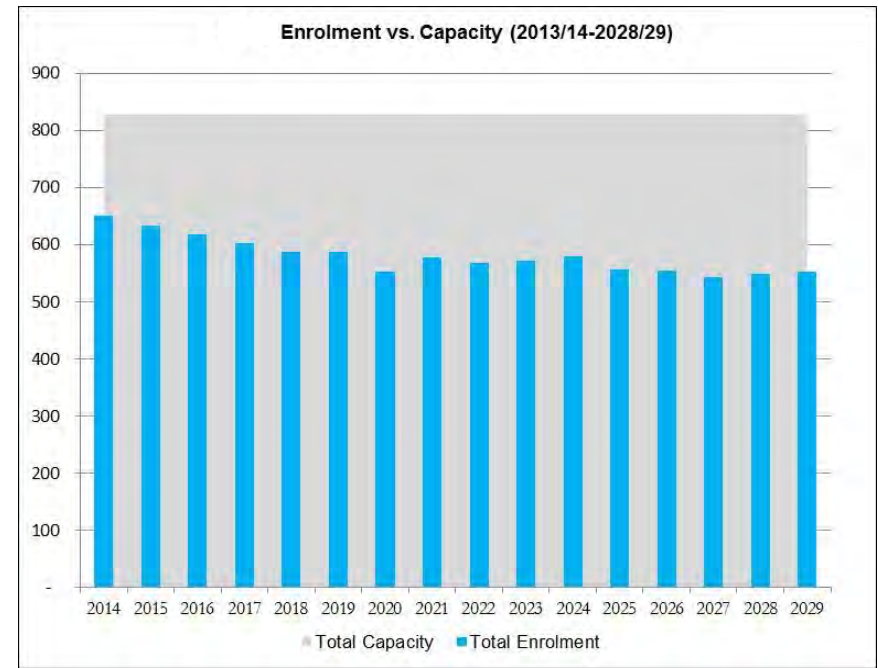


Figure 12 Moira SG Secondary Enrolment vs. Capacity

Table 7 Elementary Projected Enrolment Summary (2015/16 – 2028/29)

Schools	Cap.	Actual		Projected Enrolment													
		2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029
Deeronto Public School	239	148	138	142	144	144	150	153	160	158	157	160	168	168	169	169	168
Harry J Clarke Public School	697	361	651	640	642	650	669	695	691	713	712	696	705	704	702	700	697
Queen Elizabeth School (Belleville)	265	206	198	181	192	179	151	163	148	156	147	148	158	158	158	157	155
Queen Victoria School	423	263	242	235	235	227	222	220	218	220	220	219	218	217	215	214	
Sir Winston Churchill Site	157																
Harry J Clarke PS (7&8)	115	222	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Total Capacity		1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730
Total Enrolment		1,357	1,329	1,299	1,313	1,300	1,292	1,331	1,318	1,347	1,336	1,323	1,349	1,348	1,346	1,341	1,335
Student Surplus/Deficit		382	410	440	426	439	447	408	421	392	403	416	390	391	393	398	404
Utilization Rate		78%	76%	75%	75%	75%	74%	77%	76%	77%	77%	76%	78%	78%	77%	77%	77%

Table 8 Secondary Projected Enrolment Summary (2015/16 – 2028/29)

Schools	Cap.	Actual		Projected Enrolment													
		2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029
Centennial Secondary School	975	840	764	793	771	764	791	760	767	784	794	789	785	787	761	768	775
Moira Secondary School	828	651	633	618	603	588	588	554	578	568	573	580	557	555	543	549	552
Quinte Secondary School	1,113	593	618	576	576	578	553	550	544	568	574	590	590	579	585	571	573
William R. Kirk School	108	50	48	52	50	50	50	50	50	50	50	50	50	50	50	50	50
Total Capacity		3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024
Total Enrolment		2,134	2,063	2,039	2,000	1,980	1,981	1,914	1,938	1,970	1,990	2,008	1,982	1,972	1,939	1,938	1,951
Student Surplus/Deficit		890	961	985	1024	1044	1043	1110	1086	1054	1034	1016	1042	1052	1085	1086	1073
Utilization Rate		71%	68%	67%	66%	65%	66%	63%	64%	65%	66%	66%	66%	65%	64%	64%	65%

Table 9 Elementary Projected Enrolment and Utilization

Moira School Group

Harry J Clarke Public School

Age (years): 54

School Condition: Facility totals 4845 metres squared and total site size is 2.54 hectares

Comments:

10 Year Renewal Event Costs Total \$5587114 And The FCI Is 0.5

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Harry J Clarke Public School	697	361	651	669	696	697

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Harry J Clarke Public School	697	52%	93%	96%	100%	100%

Queen Elizabeth School (Belleville)

Age (years): 64

School Condition: Facility totals 2337 metres squared and total site size is 2.66 hectares

Comments:

10 Year Renewal Event Costs Total \$3433580 And The FCI Is 0.55

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Queen Elizabeth School (Belleville)	265	206	196	151	148	156

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Queen Elizabeth School (Belleville)	265	78%	75%	57%	56%	59%

Queen Victoria School

Age (years): 103

School Condition: Facility totals 3883 metres squared and total site size is 2.24 hectares

Comments:

10 Year Renewal Event Costs Total \$6310454 And The FCI Is 0.72

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Queen Victoria School	423	263	242	222	219	214

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Queen Victoria School	423	62%	57%	52%	52%	50%

Harry J Clarke PS (7&8)

Age (years):

School Condition:

Comments:

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Harry J Clarke PS (7&8)	115	222	100	100	100	100

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Harry J Clarke PS (7&8)	115	193%	87%	87%	87%	87%

Table 10 Secondary Projected Enrolment and Utilization

Moirá Secondary School

Age (years): 56

School Condition: Facility totals 13882 metres squared and total site size is 4 hectares

10 Year Renewal Event Costs Total \$17302866 And The FCI Is 0.65

Comments:

School	Cap.	Projected Enrolment				
		Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Moirá Secondary School	626	651	633	588	580	552

School	Cap.	Projected Utilization				
		Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Moirá Secondary School	626	79%	76%	71%	70%	67%

Table 11 Elementary Projected Enrolment by Year and Grade

Grades (Headcount)	Historical									Projected												
	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029
JK	115	112	110	145	130	142	114	98	123	123	123	123	123	122	121	120	120	120	120	118	116	115
SK	116	127	117	129	153	134	136	128	101	127	127	127	127	126	125	124	124	124	124	121	119	
1	135	114	126	122	128	148	132	136	130	103	127	127	127	127	126	125	124	124	124	124	122	
2	126	117	116	132	130	121	151	126	141	135	107	132	132	132	132	131	130	128	128	128	128	
3	128	135	124	122	140	119	115	143	123	138	135	107	130	130	130	130	128	128	126	126	126	
4	147	141	142	136	137	145	125	111	147	128	144	145	114	137	137	137	137	135	135	133	133	
5	141	148	140	136	144	126	142	131	108	143	124	139	141	111	133	133	133	133	131	131	129	
6	129	131	154	141	127	136	120	126	126	104	138	117	133	135	108	127	127	127	127	126	125	
7	189	164	153	181	158	151	162	151	137	162	97	158	124	148	157	117	143	143	143	143	141	
8	170	180	171	153	182	163	152	164	152	137	163	98	160	124	149	158	119	144	144	144	144	
Special Education	10	9	8	3	5	8	8	13	8	8	7	8	8	7	8	7	8	7	7	8	7	
Alternative/Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Existing Pupils	1,406	1,388	1,361	1,400	1,434	1,393	1,357	1,327	1,294	1,306	1,291	1,281	1,317	1,301	1,326	1,312	1,295	1,317	1,313	1,307	1,299	1,290
Pupils Expected From Growth								0	2	5	7	9	12	15	19	22	26	30	33	37	40	43
Total Pupils (Existing + New)	1,406	1,388	1,361	1,400	1,434	1,393	1,357	1,327	1,297	1,311	1,298	1,290	1,329	1,316	1,345	1,334	1,321	1,347	1,346	1,344	1,339	1,333
Year to Year Enrolment % Change		-1.3%	-1.9%	2.9%	2.4%	-2.9%	-2.6%	-2.2%	-2.3%	1.1%	-1.0%	-0.6%	3.0%	-1.0%	2.2%	-0.8%	-1.0%	1.9%	-0.1%	-0.2%	-0.4%	-0.5%

Table 12 Secondary Projected Enrolment by Year and Grade

Grades (Headcount)	Historical									Projected												
	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029
9	166	149	181	139	148	133	149	132	146	121	136	128	118	141	127	133	118	121	122	122	122	122
10	185	164	154	177	142	158	140	154	139	154	127	142	134	124	148	133	140	124	127	128	128	128
11	180	202	167	171	179	149	155	147	156	140	155	128	144	136	125	149	134	141	126	128	130	130
12	156	180	207	168	167	159	167	162	176	187	168	186	154	172	163	150	179	161	169	151	154	156
OACs	55	69	70	94	80	70	40	38														
Total Existing Pupils	742	764	779	749	716	669	651	633	617	601	586	585	550	573	562	565	571	547	544	529	534	536
Pupils Expected From Growth							0	1	2	2	3	4	5	6	8	9	10	12	13	15	17	
Total Pupils (Existing + New)	742	764	779	749	716	669	651	633	618	603	588	588	554	578	568	573	580	557	555	543	549	552
Year to Year Enrolment % Change		3.0%	2.0%	-3.9%	-4.4%	-6.6%	-2.7%	-2.8%	-2.4%	-2.4%	-2.5%	0.0%	-5.8%	4.3%	-1.6%	0.7%	1.3%	-4.0%	-0.3%	-2.3%	1.1%	0.7%

Quinte School Group

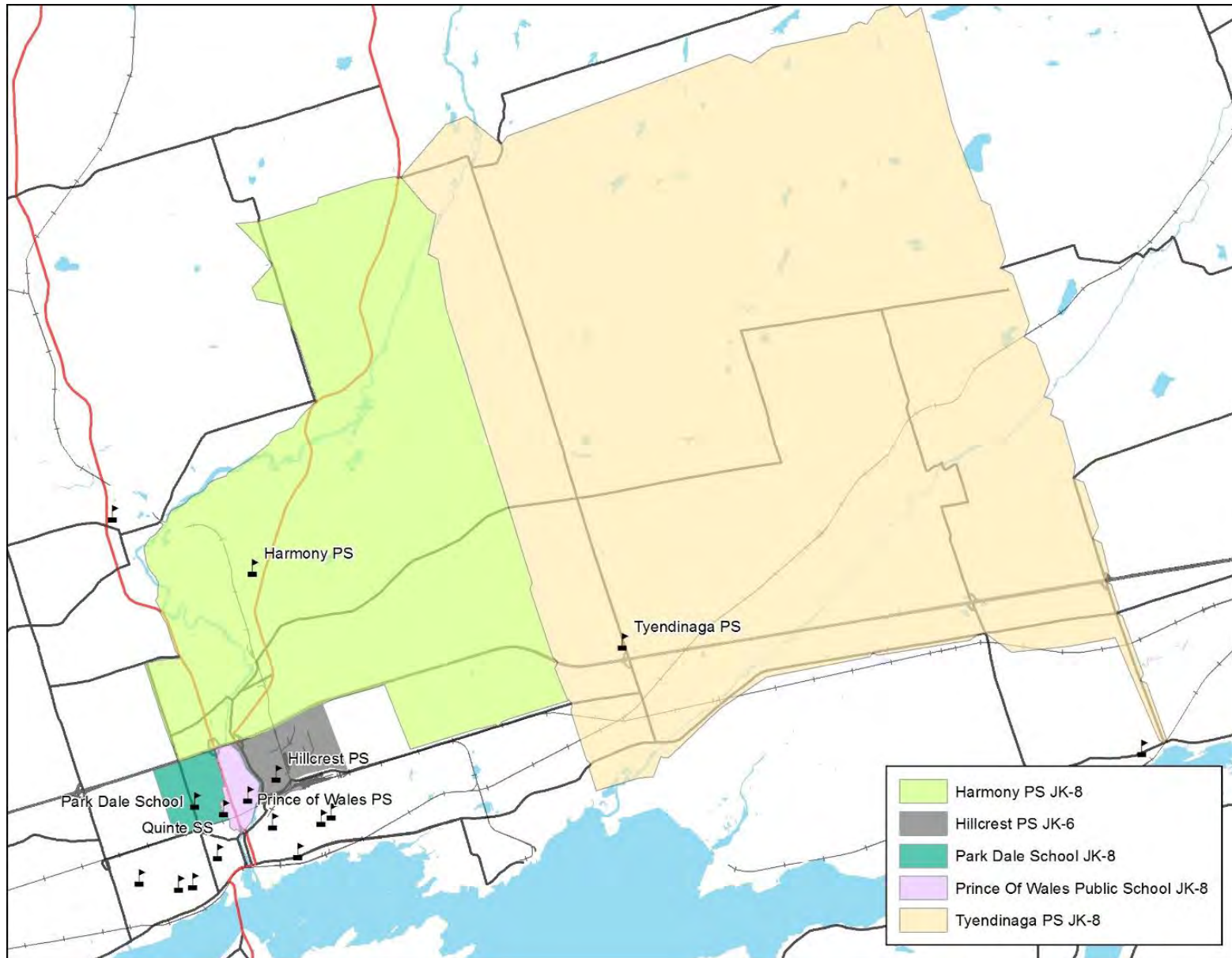


Figure 13 Quinte School Group (SG) Boundary Map

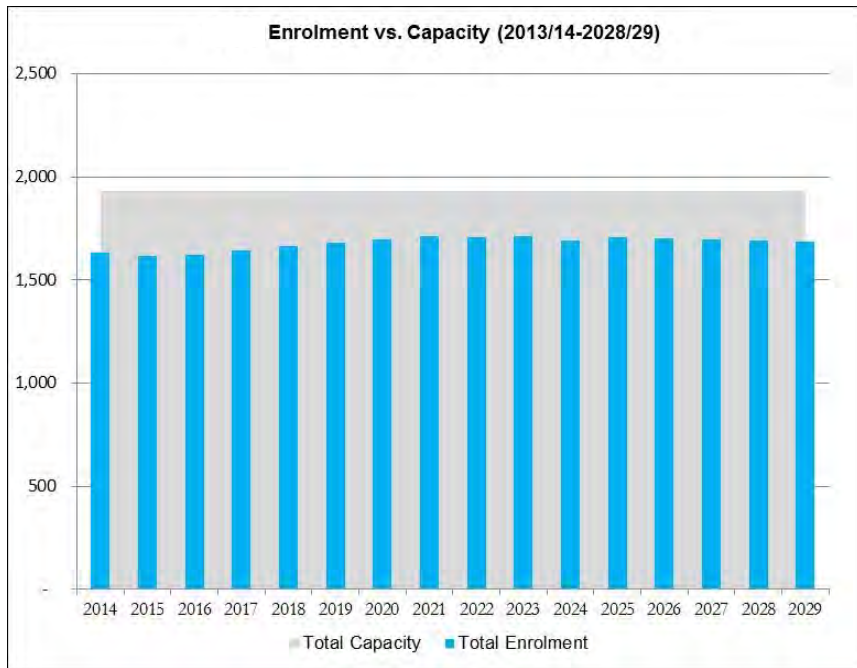


Figure 14 Quinte SG Elementary Enrolment vs. Capacity

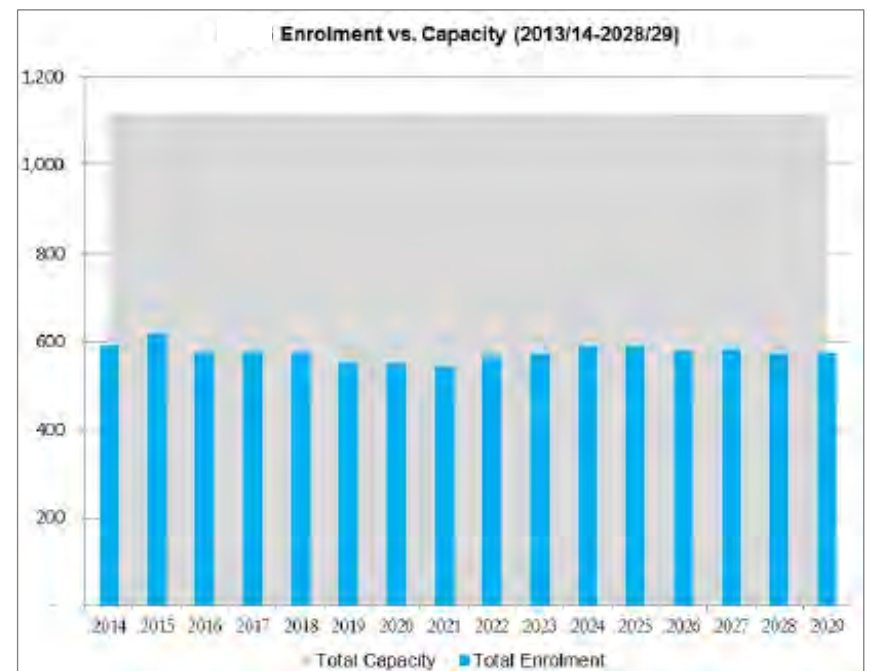


Figure 15 Quinte SG Secondary Enrolment vs. Capacity

Table 13 Elementary Projected Enrolment Summary (2015/16 – 2028/29)

Schools	Cap.	Actual		Projected Enrolment													
		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	2028/2029
Harmony Public School	614	500	520	538	557	581	555	574	560	593	583	573	577	578	574	572	570
Hillcrest School	188	91	101	97	108	103	104	105	107	103	103	104	104	104	105	104	103
Park Dale School	409	343	330	315	310	309	306	303	301	300	309	300	304	303	301	300	299
Prince of Wales Public School	378	349	317	326	322	338	353	358	365	367	370	368	365	364	363	361	359
Tyendinaga Public School	383	350	350	347	348	356	380	358	352	344	349	348	358	357	356	355	355
Total Capacity		1,932	1,932	1,932	1,932	1,932	1,932	1,932	1,932	1,932	1,932	1,932	1,932	1,932	1,932	1,932	1,932
Total Enrolment		1,633	1,618	1,621	1,643	1,667	1,679	1,698	1,714	1,707	1,714	1,691	1,706	1,703	1,699	1,693	1,685
Student Surplus/Deficit		299	314	311	289	265	253	234	218	225	218	241	226	229	233	239	247
Utilization Rate		85%	84%	84%	85%	86%	87%	88%	89%	88%	89%	86%	88%	88%	88%	88%	87%

Table 14 Secondary Projected Enrolment Summary (2105/16 – 2028/29)

Schools	Cap.	Actual		Projected Enrolment													
		2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029
Centennial Secondary School	975	840	764	793	771	764	791	760	767	784	794	789	785	787	761	768	775
Molra Secondary School	828	651	633	618	603	588	588	554	578	568	573	580	557	555	543	549	552
Quinte Secondary School	1,113	593	618	576	576	578	553	550	544	568	574	590	590	579	585	571	573
William R. Kirk School	108	50	48	52	50	50	50	50	50	50	50	50	50	50	50	50	50
Total Capacity		3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024
Total Enrolment		2,134	2,063	2,039	2,000	1,980	1,981	1,914	1,938	1,970	1,990	2,008	1,982	1,972	1,939	1,938	1,951
Student Surplus/Deficit		890	961	985	1024	1044	1043	1110	1088	1054	1034	1016	1042	1052	1085	1088	1073
Utilization Rate		71%	68%	67%	66%	65%	66%	63%	64%	65%	66%	66%	66%	65%	64%	64%	65%

Table 15 Elementary Projected Enrolment and Utilization

Quinte School Group

Hillcrest School

Age (years): 73

School Condition: Facility totals 1982 metres squared and total site size is 2.84 hectares

Comments:

10 Year Renewal Event Costs Total \$2823585 And The FCI Is 0.61

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Hillcrest School	168	91	101	104	104	103

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Hillcrest School	168	54%	60%	62%	62%	62%

Park Dale School

Age (years): 53

School Condition: Facility totals 2966 metres squared and total site size is 2.82 hectares

Comments:

10 Year Renewal Event Costs Total \$5926031 And The FCI Is 0.69

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Park Dale School	409	343	330	306	300	299

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Park Dale School	409	84%	81%	75%	73%	73%

Prince of Wales Public School

Age (years): 32

School Condition: Facility totals 3882 metres squared and total site size is 1.86 hectares

Comments:

10 Year Renewal Event Costs Total \$3866865 And The FCI Is 0.47

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Prince of Wales Public School	378	349	317	353	368	359

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Prince of Wales Public School	378	92%	84%	94%	97%	95%

Table 16 Secondary Projected Enrolment and Utilization

Quinte Secondary School

Age (years): 61

School Condition: Facility totals 11239 metres squared and total site size is 6.41 hectares

10 Year Renewal Event Costs Total \$7741090 And The FCI Is 0.25

Comments:

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Quinte Secondary School	1113	593	618	553	590	573

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Quinte Secondary School	1113	53%	56%	50%	53%	52%

Table 17 Elementary Projected Enrolment by Year and Grade

Grades (Headcount)	Historical									Projected												
	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029
JK	151	156	149	147	166	165	184	155	165	165	165	165	165	163	161	160	160	160	159	157	155	155
SK	165	160	164	154	170	166	166	195	183	174	174	174	174	172	170	169	169	169	167	165	163	
1	172	167	165	164	153	169	178	161	194	162	173	173	173	173	171	169	168	168	168	167	165	
2	146	170	161	165	151	159	165	174	160	193	161	172	172	172	172	170	168	167	167	167	166	
3	166	148	157	150	152	162	159	172	177	162	197	164	175	175	175	173	171	170	170	170	170	
4	141	150	144	153	149	145	151	141	159	164	150	182	150	162	162	162	162	160	158	157	157	
5	163	154	151	144	142	157	144	151	143	161	166	153	185	152	164	164	164	164	162	160	159	
6	169	157	152	143	147	163	166	144	157	156	162	173	159	193	153	170	170	170	170	168	166	
7	184	163	151	153	137	149	154	154	140	153	149	156	167	157	187	149	165	165	165	165	163	
8	174	189	168	146	148	138	153	151	154	140	154	149	156	168	159	188	150	166	166	166	166	
Special Education	24	19	17	17	12	15	13	20	7	7	7	7	7	7	7	7	7	7	7	7	7	
Alternative/Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Existing Pupils	1,655	1,633	1,579	1,536	1,527	1,608	1,633	1,618	1,618	1,637	1,659	1,668	1,685	1,697	1,686	1,688	1,662	1,672	1,666	1,658	1,648	1,637
Pupils Expected From Growth								0	3	5	8	10	13	17	21	25	30	34	37	41	45	49
Total Pupils (Existing + New)	1,655	1,633	1,579	1,536	1,527	1,608	1,633	1,618	1,621	1,643	1,667	1,679	1,698	1,714	1,707	1,714	1,691	1,706	1,703	1,699	1,693	1,685
Year to Year Enrolment % Change		-1.3%	-3.3%	-2.7%	-0.6%	5.3%	1.6%	-0.9%	0.2%	1.4%	1.5%	0.7%	1.1%	1.0%	-0.4%	0.4%	-1.3%	0.9%	-0.2%	-0.2%	-0.4%	-0.4%

Table 18 Secondary Projected Enrolment by Year and Grade

Grades (Headcount)	Historical								Projected													
	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029
9	193	144	180	138	139	115	115	144	129	133	117	122	126	129	137	125	139	127	127	127	127	127
10	243	189	141	178	135	137	131	125	148	133	137	120	126	129	133	141	129	143	130	130	130	130
11	190	249	194	152	177	147	143	141	130	154	138	142	125	131	134	139	147	134	149	136	136	136
12	223	186	247	182	142	158	141	149	168	155	184	164	169	149	156	160	165	175	160	177	161	161
OACs	113	132	100	92	78	54	63	59														
Total Existing Pupils	962	900	862	742	671	611	593	618	575	575	575	549	546	538	561	565	580	579	566	570	554	554
Pupils Expected From Growth								0	1	2	3	4	4	6	7	9	10	12	14	16	17	20
Total Pupils (Existing + New)	962	900	862	742	671	611	593	618	576	576	578	553	550	544	568	574	590	590	579	585	571	573
Year to Year Enrolment % Change		-6.4%	-4.2%	-14%	-9.6%	-8.9%	-2.9%	4.2%	-6.8%	0.1%	0.2%	-4.4%	-0.5%	-1.1%	4.4%	1.0%	2.8%	0.1%	-1.9%	1.0%	-2.4%	0.4%

APPENDIX C

Community Consultation Feedback

Email from a member of the public, April 19, 2017:

As the parent of a grade 7 student at Sir John A Macdonald school in Belleville, I wish to make our family's views known.

We would prefer to see the SJAM kids in grade 7 and 8 left at the high school for the next school year. Moving them to Susanna Moodie will mean another transition, and will mean for the kids in these grades three major transitions in 3 years....fall of 2016 to the high school without prior planning was a little chaotic and upsetting. Proposed fall of 2017 moving to a brand new school to these kids many of whom have only ever attended SJAM. Then come fall of 2018 they will be back at CSS for grade nine. I do not feel the number of transitions is good for these kids. I also feel the cost of bussing from our neighbourhood is a waste of money when they could just continue at CSS where majority of kids walk. I also feel that moving to Susanna Moodie will be a temporary solution only because when the neighbourhood is expanded with the anticipated 100 + homes to be added, there will be an influx of kids at SJAM which will require another change and that will likely be within a couple of years. I feel that a proper preparation of CSS to incorporate the grade 7's and 8's is a better solution. Many communities have moved to this type of set up. Although it was done in a rather abrupt chaotic manner in the fall of 2016, now that they are settled it is actually a really great experience for the kids to be in the high school setting. There has been a nice exchange of resources and the kids have had some opportunities they would not have at Susanna Moodie Plus CSS is our neighbourhood school. I am not a fan of bussing kids unnecessarily out of their neighbourhood. I love that my kids can walk to school, it is good for their health and their socialization as they are attending school with neighbourhood kids.

I know there is a lot to consider, but I just wanted to express our family's view.

Thanks for your time.

Email from a member of the public (including map below), April 20, 2017:

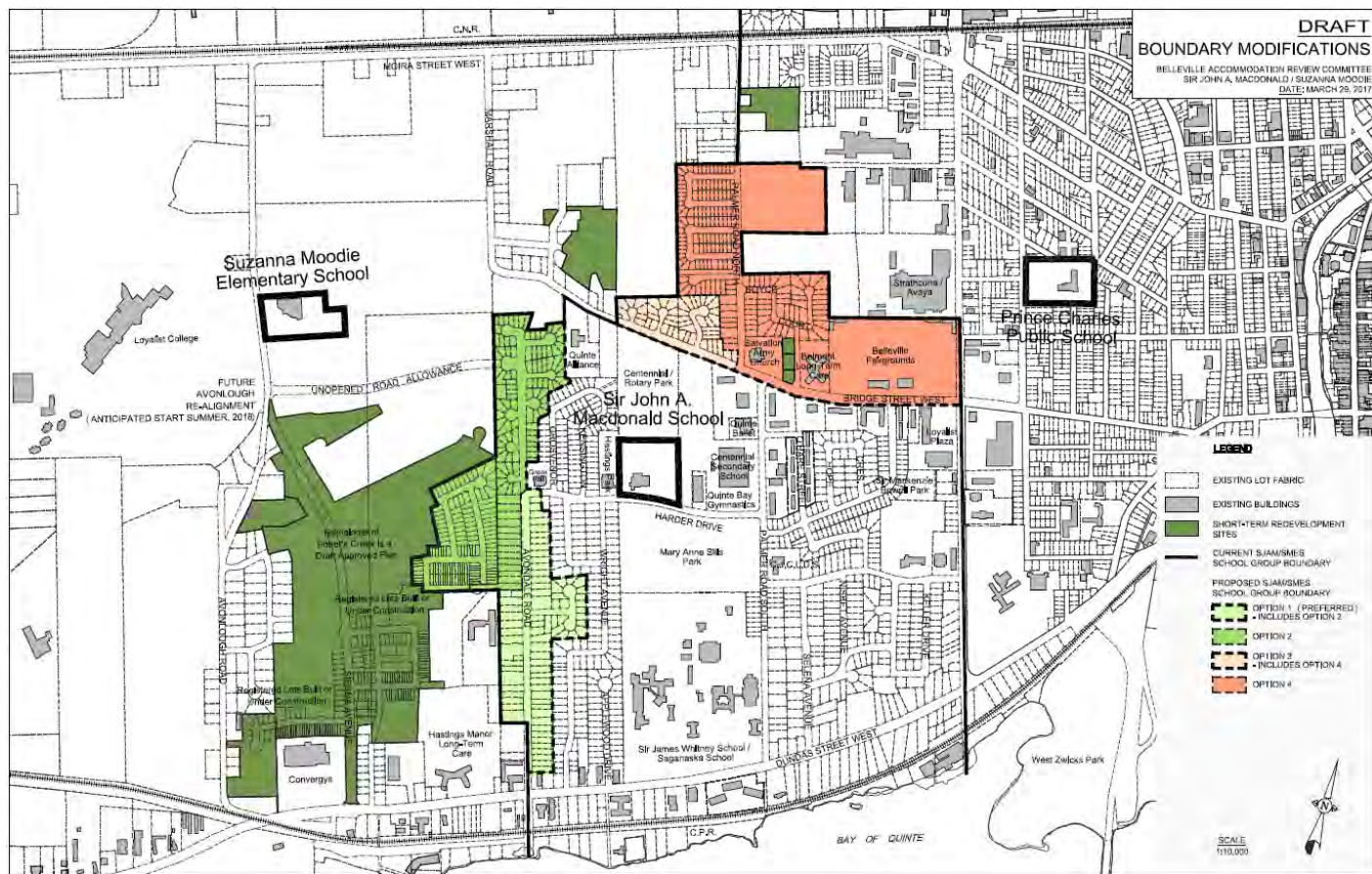
I do understand something has to change to accommodate the number of students enrolled at SJAM. I ask that you strongly consider the original proposal of moving grade 7 & 8 students to Suzanna Moody. I agree that moving 7 & 8 to Centennial would be the wrong choice for two reasons. Centennial's numbers will also be increasing if that proposal goes through and also, I believe the majority of parents (at least the ones I've talked too) do not wish for their grade 7 and 8 students to be in a highschool setting. However, if you move grade 7 & 8 students to Suzanna Moody, they get to stay with their SJAM friends as they will be moving together.

When I heard about the proposed boundary changes to SJAM I have to say I became very concerned. 5 years ago, we spent a lot of money building a home in Potters Creek specifically to be in the SJAM school district. Our daycare for our youngest child is also planned around that location. We want our children to be able to walk to school once old enough. To give you an accurate picture, our home is only 375 meters from SJAM, or less than 1 km by road. To go to Suzanna Moody, this increases to 3.5 km's. It doesn't make sense to live so close to the school and now be on the chopping block.

If you are considering a boundary change, in my opinion, the most seamless boundary move would be to move the two proposed peach sections (north of Bridge St W) to Suzanna Moody. These students are already being bussed. Since their bussing is already budgeted for, it would make more economical sense to bus them to Suzanna Moody instead of SJAM. Adding additional bus routes to accommodate the proposed green boundary would only increase budgetary constraints. Currently the green section on the proposed boundary change are all walking students.

I would like to ask the board if you go with the ARC committees boundary change, to please consider Grandfathering the existing students (and their younger sibling not yet in school) to stay at SJAM?

I know you have a difficult decision to make and there are many points of view involved. I thank you for hearing mine.



Email from a member of the public, April 6, 2017:

Please do not close Queen Victoria public school! It means a lot to the community as one of the oldest schools still running, generations have attended it. If it closes the houses in the beautiful area would go down in price significantly, and these wonderful old houses would not sell as easily if there is no school. Please keep the old belleville areas alive!

If you choose to close the school please do not simply tear it down, it is still useful as something, don't make the same mistake you did with BCI.

Thank you for your consideration.

Email from a member of the public, April 6, 2017:

I am a former student of Queen Victoria School, and I'm very glad I was. I believe the school is a great part of Belleville's history, and many people would regret closing it/tearing it down altogether. It's a beautiful building which holds tons of memories and experiences, and I hope the school board considers letting it continue to make them. Thank you.

Email from a member of the public, April 4, 2017:

I attended Queen Victoria P.S, during the 1980's. I used to live directly across the street. I also won the very first "Principle For A Day" contest, and was part of the schools 100th Birthday celebration. I was featured cutting the cake for the festivities, and photographed for the write up, in the Belleville Intelligencer. (I do believe I was 9 at the time)

Queen Victoria is a Heritage building and location, and should be designated as such. To close such a beautiful school that is rich in history, is atrocious. There must be something that can be done, to keep Queen Victoria Public School open, and continuing to add to the rich history, of her. The school for me, has always been a synonymous with beauty and grace, and a top notch education, provided by top notch Educational Staff. Her Majesty Queen Victoria was a regal woman. Queen Victoria Public School, is a regal school. I realize that

this advanced technological state that we perpetually live in, could be causing issue with the integration of such a wonderful learning centre, as well as provincial and federal cutbacks to education and funding. I also realize that a decline in registrants plays a factor as well, but in all sincerity this amazing Educational Centre should remain open, at least in some form.

If it is an absolute necessity to foreclose this modest old school, perhaps a proposal could be written with regards to having it certified as a Historical Site, and run by the Heritage Society? Much like the Glanmore House?

I just think it's an absolute shame, to close a school that played such an integral part not only in my education and in my life, but in every student who attended before me and after me, as well as all the Teachers of the past and present. More children and teachers should be given the opportunity to experience Queen Victoria Public School, in the future.

Please do not close this amazing learning institution, and rich Historical Site.

Email from a member of the public, April 3, 2017:

I'm writing to say as a parent whose had 3 children at Queen Victoria that I completely disagree with the school closure and do not wish it to be closed. This is a beautiful building full of history! I find closing it and spreading the kids all over or tearing it down and building another school completely idiotic! Hope the school board will have buses for all kids in the area of Queen Victoria because my 6 year old daughter will not be walking all over the city to another school! I will take her out of HPEDSB and put her in Catholic school! All my children are being affected 1 in Moira 1 in Queen Elizabeth and 1 in Queen Victoria! We purchased our home in this area for the whole reason that the 3 schools were all fairly close! So NO I'm opposed defiantly in Queen Victoria Closing!

Email from a member of the public, April 3, 2017:

I am a grade 11 student at Moira Secondary School. I would like to express my concern about the closure of the one of the oldest functioning public elementary schools in Ontario. I, along with many others, have been voicing our opinions to seemingly deaf ears. If the school board is asking for the input of the public, then it should listen when they give to them. Closing a fully functioning school is not in the best interest of the children that go to that school as the school board has been saying is their mission statement, and I have been told by a teacher there that the students of Queen Victoria feel a great connections to the school and are proud to be royals. I know that I need to voice my concerns at the meeting in two weeks, and I will, however, I would like it to be known that if the school is demolished, and houses go in its place, they will need a school and we will be back in the same position we are in now. Belleville has a habit of demolishing old buildings and then having public outcry in the wake of the building, and I do not want to see this beautiful part of the city be removed. I would like to leave you on this: In 20 years, or even on the day of the building's demolition, could you proudly tell people that you were the reason that a little bit of Belleville died due to a six month rush to deal with money concerns?

Email from a member of the public, April 3, 2017:

I would like to protest the closure of Queen Victoria School, and appeal to the board on the grounds of it's historic place in our immediate community and the city at large. I feel that the public's attention has been distracted by the focus on high school issues, and has not been aware of the agenda in ALL proposals to close the Pine Street school. The ARC delegation process restricts input and communication, and contact with the school itself has been futile. (For three weeks the principal was 'at a meeting' or 'not at the school today'. Three weeks? The ARC parent council rep had already given up on the school weeks ago when I spoke to her. No creative solutions, no alternatives. I have no children in the school, so any access to information is stymied. And the ARC committee is stacked with school board employees who tote the party line. If grade seven and eight were re-instituted in the school, numbers would be up. As for accessibility issues, I noticed that Albert College has been grandfathered in (exempted) from compliance.(Albert College's current building is newer than Queen Vic.) The maintenance issues of the school were less than or comparable to the other elementary schools. Queen Vic cost \$ twenty thousand to build in 1911-12. I think a little investment is warranted 105 years later. Urban expansion is heading past Moira SS. Something should remain in the middle. Totally frustrated with the system. This is the same community and the same people (feeder school) who were embittered by the BCI fiasco.

Email from a member of the public, April 27, 2017:

Hello, I know I have emailed concerning the school before, however, since the public meeting I have studied the booklet handed out and have come up with a potential solution to Queen Victoria School's concerns. If Queen Elizabeth were to be closed as planned, rather than moving its students as well as Queen Victoria's students to a new school, they could be moved to Queen Victoria, bringing the school up to near 100% capacity. Also, the money that is planned on being used on renovating Queen Elizabeth could go to Queen Victoria significantly lowering the renovation costs. Along with this, the school board could take after St. Michael's Catholic School and add an addition to the school when needed in the future. This addition could be in modern design and incorporate all of the aspects of the new school the board wants to build. This would bring Queen Victoria up to par with the overcrowding Harry J. Clarke, as well as serve as the school for students that cannot fit into HJC, rather than adding more additions to it. Queen Victoria has the land for more additions than HJC if needed. Although my ideas on additions to Queen Victoria would be far in the future if taken into consideration, I would like to emphasize the significance of my idea involving moving the students from QE to QV. Thank you, and if you would like to contact me further about the idea please do.

Quinte Ballet School of Canada  L'École de Ballet Quinte du Canada

Artistic Director
CATHERINE TAYLOR

General Manager
DEBORA COSSEE

Artistic Director Emeritus
BRIAN SCOTT, F.I.S.T.D. (CECCHETTI)

April 20, 2017

Kim Horrigan
Hastings and Prince Edward District School Board
khorrigan@hpedsb.on.ca

Dear Ms. Horrigan

Re: **Quinte Ballet School of Canada – Centennial Secondary School**

Further to our remarks at the Public Meeting last evening, we summarize our concerns regarding the possible closure of Centennial Secondary School.

The close campus of the Quinte Ballet School of Canada, Sir John A. Macdonald School and Centennial Secondary School is integral to the survival of the Quinte Ballet School of Canada. Students who attend CSS begin their dance classes at 1:30 p.m., leaving their academic school early to do so. This arrangement was made possible because of an agreement with the HPEDSB, the very premise which allows our school to function as it has. The students of QBSC study dance at a professional level, thereby receiving an M level credit each semester which allows them, upon graduation, to attend the post secondary program of their choice.

The ability to use the auditorium and stage at Centennial Secondary School for our performances in December and our year end shows is vital to the students training in the performing arts. This also benefits CSS students in the theatre program as part of their learning experience.

This past December, for the first time, we were able to offer a student matinee performance to approximately 500 students from the Quinte area including students from Centennial, Sir John A. Macdonald, St. Michael's Catholic School and École Secondaire Publique Marc-Garneau. This outreach program for the school community was extremely well received, and something we feel strongly about being able to offer to the students in the Quinte region.

The news of possible changes at SJAM that would affect our school deeply had us incredibly concerned for the future of our school. Hearing of the possible closure of CSS escalates our concerns further, and would ultimately mean closure for the QBSC.

There are six schools of this calibre in this country, mostly in major centres including Toronto, Vancouver, Winnipeg, Calgary, and Montreal. That Belleville is home to one of these professional training grounds should be a source of pride for the Quinte area, a relationship that has been fostered largely by the support of the HPEDSB and the City of Belleville. It is hoped that this community recognizes and values the art and culture that QBSC brings to this region.

We understand that the school board has many difficult decisions to make. We would ask that you keep the future of the Quinte Ballet School of Canada in mind.

Yours truly,



Christina Taylor, Chair, Board of Directors
Quinte Ballet School of Canada



Catherine Taylor, Artistic Director
Quinte Ballet School of Canada

Cc: Principal, Nicola Wand, SJAM
Principal, Kim Sampson, CSS
CSS Student Liaison, Kelly Carroll,
Mayor Taso Christopher
HPEDSB Chair, Lucille Kyle
HPEDSB Vice-Chair, Dave Patterson
HPEDSB Trustee for Belleville/Thurlow, Mary Hall

Quinte Ballet School of Canada  L'École de Ballet Quinte du Canada

Artistic Director
CATHERINE TAYLOR

General Manager
DEBORA COSSEE

Artistic Director Emeritus
BRIAN SCOTT, F.I.S.T.D. (CECCHETTI)

April 13, 2017

Kim Horrigan
Hastings and Prince Edward District School Board
khorrigan@hpedsb.on.ca

Dear Ms. Horrigan:

Re: **Quinte Ballet School of Canada – Sir John A. Macdonald School**

At a recent meeting in March, Desirée Botting, our Student Registrar and myself met with Principal Nicola Wand to discuss issues arising from the suggested move of Grade 7 and 8 students from Sir John A. Macdonald School to Suzanna Moodie School. We have been advised of these issues and have great concerns on how this will directly impact not only on our Grade 7 and 8 students who attend the Professional Training Program (PTP), but also the entire organization of the Quinte Ballet School of Canada, (QBSC).

If our Grade 7 and 8 students move (right now they attend classes held at Centennial Secondary School), their start and end time of classes will be later than they currently are. This will result in our students not being able to start their QBSC dance classes until possibly 4:30 in the afternoon, due to a much later dismissal. As well we would have to factor in how our students would be transported to our school, the QBSC certainly would not have the means financially to take this on. Right now, our Grade 7 and 8 students walk from Centennial, arrive at QBSC and are ready to start dance classes at 3:30 p.m. and are dismissed at 6:30 p.m. If they couldn't start until 4:30, their dismissal time could conceivably be as late as 7:30 p.m. That is not an optimal time for them to get home, eat their dinner, and have time for their academic homework.

This as well would affect our community dance classes offered in our Recreation Program (RD). If the QBSC should have to adjust their scheduling and programming in the event of this issue with the proposed changes, all our programming offered would now have to start and end much later. As it is now, many of our dance faculty already work until 8:30-9:00 pm. as they teach in both streams of the QBSC, and obviously, this would not suit our youngest students and families in our RD program. This would impact the schedule of approximately 100 students and families in our community and would no doubt deeply affect us both within the community and financially.

Quinte Ballet School of Canada's Professional Training Program, attracts students from other parts of Ontario, across Canada, and international students, these students add to HPEDSB student enrolment numbers; these students are important to your schools and they are important to the culture of the City of Belleville.

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Hastings and Prince Edward District School Board Belleville Area Accommodation Review Final Report



May, 2017

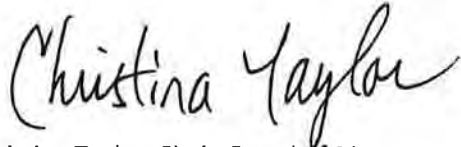
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The long-standing partnership and relationship with both Sir John A. Macdonald (SJAM) and Centennial Secondary School (CSS) is highly valued at the QBSC. It is very attractive to potential families considering sending their children to our school as it presents itself as a campus-type arrangement. This we can confidently tell you is a very rare thing amongst the major dance schools in the country. We would hope that this city, community and the HPEDSB would want to protect this proud achievement.

We would ask that our Grade 7 and 8 students be allowed to remain either at Sir John A. Macdonald School or at Centennial, and that the Hastings and Prince Edward District School Board take our concerns into consideration and look at re-aligning the school boundaries to even the enrolment numbers between Sir John A. Macdonald School and Suzanna Moodie School in September of 2017.

Thank you for your consideration of this request. We look forward to hearing from you and remain available for any further consultation.

Yours truly,



Christina Taylor, Chair, Board of Directors, Quinte Ballet School of Canada



Catherine Taylor, Artistic Director, Quinte Ballet School of Canada

Cc: Principal, Nicola Wand, SJAM
Principal, Kim Sampson, CSS
CSS Student Liaison, Kelly Carroll
Mayor Taso Christopher
HEPDSB Chair, Lucille Kyle
HEPDSB Vice-Chair, Dave Patterson
HEPDSB Trustee for Bellville/Thurlow, Mary Hall

February 16, 2017

Ms. Cathy Portt
Superintendent of Education
Hastings and Prince Edward District School Board
cportt@hpedsb.on.ca

Dear Superintendent Portt:

Re: **Quinte Ballet School of Canada – Sir John A. Macdonald School**

Further to my remarks at the Belleville Accommodation Review Public Meeting #1 on February 8th, I confirm the following proposals which were made at the meeting:

- Sir John A. Macdonald will become a K to 6 school in September 2017
- QBSC students in Grades 7 and 8 will be attending Susanna Moodie Elementary School as of September 2017
- QBSC students currently walk from Sir John A. Macdonald School at 3:15 directly to QBSC to attend ballet classes five nights a week from 3:30 to 5:30 or later
- What busing arrangements will be made to transport QBSC students from Suzanna Moodie School to QBSC at the end of every school day?

It is very important that a viable plan be formulated for our current students who will be attending Grade 8 next year and to assure parents of new QBSC students that their children will be transported to attend their ballet classes.

The Quinte Ballet School of Canada would be willing to attend any school committee meetings arranged at Sir John A. Macdonald School and will be attending Public Meeting #2 on April 19, 2017.

Yours truly,

Christina Taylor, Chair
Board of Directors

Cc: Ms. Catherine Taylor, Artistic Director, QBSC
Ms. Debora Cossee, General Manager, QBSC

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2**Ministère de l'Éducation**

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Ontario

March 6, 2017

Dear Colleagues,

It will come as no surprise that, over the past several months, our government has been hearing from many parts of Ontario about the impacts of recent pupil accommodation reviews, particularly in Ontario's rural and remote communities. Our government supports and values all communities in Ontario, and our school boards and municipalities must make every effort to work together to ultimately support positive experiences for our students and the communities they live in.

As you know, school closures and consolidations are among the most difficult decisions that school boards have to make. This is especially true in our rural and remote communities. Ontario entrusts school boards with the responsibility to review their school accommodation needs and for ensuring that student achievement and well-being are supported by all accommodation decisions that are made.

However, we also know that some parts of Ontario face demographic challenges, while others are seeing considerable growth. We want to assure all of our community partners that our government is committed to finding solutions to meet both local needs and the educational needs of Ontario's students.

Starting this spring, our government will launch an engagement on new approaches to supporting education in rural and remote communities. Three Parliamentary Assistants, MPPs Granville Anderson, Grant Crack, and Lou Rinaldi, will gather feedback on how our province can further strengthen the future of rural education. We are also pleased to provide you with an update on how our government will further support local decision-making and complete communities moving forward.

Pursuing Joint-Use Opportunities between School Boards

Communities and the province expect Ontario's four school systems to maximize the opportunities of co-location. Prior to commencing with student accommodation changes through closures, it is our government's strong preference that school boards fully explore joint accommodation arrangements with coterminous boards, particularly to maintain a school presence in a rural or isolated community. Of the 4,900 schools in Ontario, only 37 are currently joint-use arrangements in which pupils from one or more boards share a facility.

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In July 2013, prior to the launch of the Ministry of Education's 2014 Capital Priorities program, the Ministry stated a preference for these joint-use projects, committing to review these proposals before any others. Additionally, the Ministry of Education has committed \$600,000 to assist school boards in pursuing joint-use school opportunities between school boards. This funding is being allocated to support school boards with facilitation and joint planning towards the potential development of joint-use school proposals, as well as on studies being commissioned by the Ministry of Education to highlight joint-use experiences and develop a joint-use school toolkit that can be used to assist school boards in developing joint-use schools.

Moving forward, the Ministry of Education will be reviewing all capital proposals submitted by school boards for ministry funding for new schools, additions or consolidation projects to ensure joint-use opportunities between boards have been fully explored before funding is granted.

Importance of School Board and Municipal Partnerships

We have recently had the pleasure of speaking with many of our municipal and school board partners. These conversations have highlighted many positive examples of collaboration and joint local planning between school boards and municipalities. But we have also heard about potential inconsistencies and difficulties in current community collaboration, including instances where municipalities and communities have not felt meaningfully engaged in pupil accommodation reviews. These difficulties can arise for many reasons, but we would like to remind school boards and municipalities of the tools we have provided to facilitate an effective process and provincial expectations with respect to engagement by involved parties:

- **Annual Community Consultation:** Reforms to Ontario's *Planning Act* and *Development Charges Act* were made in 2015 to help create more complete communities and to provide citizens a greater, more meaningful say in how their neighbourhoods grow. The Ministry of Education's Community Planning and Partnerships Guideline was also introduced in 2015 to ensure that each school board hosted at least one meeting each year to discuss their capital plans and opportunities for joint planning and facility partnerships with relevant communities and stakeholders. We have heard from some boards that these meetings are not well attended, and from some communities that they were not aware of them. It is imperative that these meetings involve all relevant stakeholders, and facilitate real dialogue between boards and the involved communities. Further, board policies must reflect this guideline prior to the commencement of new accommodation reviews. To be effective, these meetings require community engagement and attendance and a spirit of real partnership from all parties.

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- **Pupil Accommodation Review Guideline:** Updates to the Pupil Accommodation review guideline in 2015 were introduced following consultations with school boards, municipalities and other community partners to enable a more effective review process. This included a new requirement that impacted municipalities and community partners are consulted regarding the potential accommodation changes. It is our expectation that this is a meaningful engagement from both boards and municipalities, and that full input and feedback from the municipalities, including local economic and community impacts where relevant are reflected in the final staff report and advice to trustees. The new process also requires boards to put forward concrete proposals in the form of initial staff recommendations. These should not be interpreted as pre-determined outcomes, but rather as a means to ensure focused engagement.

Our government expects school boards and communities to be making active and continual efforts to facilitate positive, inclusive relationships with each-other.

The changes made in 2015 to the Pupil Accommodation Review Guideline also changed the minimum requirement for the school information profiles shared at the commencement of an accommodation review to no longer require information outlining the value of the school to the local economy. This change was made to reflect input from school boards that this information was not readily available or in their area of expertise and could be better reflected in the input from municipal and community partners.

While accommodation decisions must support student achievement and well-being as a primary goal, this change was not intended to discount the importance of engagement with communities to understand the impact of accommodation changes or to disallow boards from considering the impacts on communities and local economies from their final reports or deliberations.

Going forward, our government will be considering how community impact could be included in the pupil accommodation process, included with anticipated impacts on student achievement, transportation and outcomes. We will work with municipalities and school boards to explore how the government can best support this type of analysis in the pupil accommodation review process.

Enabling Community Hubs in Schools

Through the Premier's special advisor Karen Pitre, our government has been considering how we can use public property in a manner that takes into account the best interests of local communities. A community hub can be a school, neighbourhood centre or other public space that offers co-ordinated services such as education, early years support, health care and social services.

Many schools have some space that is or could be used by community organizations through lease or other arrangements when the space is not required for school use. The province has encouraged school boards to work with local communities and in 2015 released the Ministry of Education's Community Planning Partnership Guideline to help facilitate these opportunities.

We have also made a number of investments to support this goal, including:

- **Capital Funding for Community Hub School Retrofits:** The Ministry of Education announced \$50 million in November 2016 to support retrofits of available school space for use by new community partners, or improve accessibility for schools to enable community use.
- **Capital Funding for Community Replacement Space:** In the event that an original school location that housed community partnerships is closed or sold, capital funding will be available for replacement space for eligible community partners in new schools, additions or retrofits to existing schools. Details regarding eligibility for this new program will be announced ahead of the Ministry of Education's 2017 Capital Priorities program request for submissions.

Surplus schools have also been identified as potential community hubs in some communities, and our government is serious about taking the next steps on this strategy:

- **New Rules for Disposition or Lease of Surplus Property:** Changes to O. Reg. 444/98 doubled the current minimum surplus school circulation period from 90 to 180 days, and expanded the list of organizations that can place an offer before surplus school property is placed on the open market. This is intended to enable potential community hub projects to reuse surplus school properties where there is a viable business plan and identified partnerships necessary to develop a community hub
- **Disposition of Surplus School Board property:** In 2017-18, we will also be proceeding with the recommendation in the Community Hubs Strategic Framework and Action Plan to consider supporting the sale of surplus schools at less than fair market value, where there is a provincial interest to enable viable community hubs, while keeping school boards whole.
- **Community Hubs Summit:** We are also pleased to announce that the Ontario Community Hubs Summit will be held from May 1-3, 2017, which will feature keynote speakers, hands-on workshops and opportunities to interact with and learn from others.

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Recognizing that planning for strategic partnerships cannot be developed quickly or easily, in instances where communities and school boards see innovative solutions to local needs with opportunities for potential community hubs in school properties involved in accommodation reviews, we are requesting that school boards and municipalities with opportunities advise the Ministry of Education's Capital Policy and Programs Branch and the Ministry of Infrastructure's Community Hubs Division at community.hubs@ontario.ca preferably before the Community Hubs Summit. We will endeavor to work with the partners to ensure that these opportunities are considered within existing resources. In some cases, this could include providing facilitation services that would help community organizations, municipalities, and school boards develop their proposals for community hubs.

Enhancing Education in Rural and Remote Communities

Ontario's rural and remote communities have been impacted by a diversity of socio-economic trends. We also know that the future will not look like the past. For our rural communities to thrive, our government knows that students must be supported by high-quality education, strong local community programming, and innovative local economic strategies. That's why we've taken the following actions to support our rural and remote schools:

- **Supporting Broadband Expansion:** Our government is moving forward with its commitment in the 2016 Ontario Budget to provide secure, affordable broadband access to all of Ontario's students and educators, especially in northern and remote parts of Ontario, to enable equitable access to rich and innovative learning opportunities.
- **Supporting E-Learning Opportunities:** Our government provides secure access to the provincial Virtual Learning Environment which supports delivery of eLearning courses that otherwise might not be available close to a student's home. Additionally, we are investing over \$6 million for distance learning delivery by the Independent Learning Centre of TVO that helps students from a variety of backgrounds gain necessary education credentials. Together these support equitable and timely access to credit courses.
- **Remote & Rural Funding Support for School Boards:** We have made the education funding formula less dependent on enrolment. Since 2012-13, annual GSN funding for rural boards has increased by nearly \$200 million or 5.7 per cent. In addition, we have made the following changes the funding formula to meet the unique needs of rural and remote communities:
 - Increased funding to support the higher cost of purchasing goods and services for small and rural school boards;

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- Investments in top-up supports for rural schools to fund the heating, lighting and maintenance costs of excess spaces in schools that are a considerable distance from the next closest school;
- Introduced new factors that reflect distance and dispersion of schools in the distribution of special education funding;
- Funding for additional principals in schools that combine elementary and secondary students, depending on enrolment levels; and
- Funding to support a minimum number of teachers and early childhood educators for remote schools with small enrolment.

It is our hope that our engagement this coming spring will allow us to highlight further opportunities that will proactively enhance the quality and delivery of education in rural and remote communities in Ontario. We will work with our partners to finalize the details of this engagement process and share these in the coming weeks.

Conclusion

There are a number of initiatives across government that are working to ensure that we have complete communities – whether they are urban, rural, northern or remote. Each community has different needs and together we need to make sure we are working together.

We welcome your thoughts and suggestions as we continue to evolve to meet the changing demographics and needs of our communities.

Sincerely,

[Original Signed by]

Hon. Mitzie Hunter

[Original Signed by]

Hon. Bob Chiarelli

cc: Hon. Bill Mauro, Ontario Ministry of Municipal Affairs
Hon. Jeff Leal, Ontario Ministry of Agriculture Food and Rural Affairs
Association of Municipalities of Ontario
Rural Ontario Municipal Association
Ontario Catholic School Trustees' Association (OCSTA)
Ontario Public School Boards' Association (OPSBA)
L'Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO),
L'Association franco-ontarienne des conseils scolaires catholiques (AFOCSC);



APPENDIX D

Questions and Answer Chart


Belleville Area – Accommodation Review – Questions & Answers

ARC Working Meeting #1 – February 15th, 2017

NO.	QUESTION	ANSWER
FACILITIES		
1	In the accommodation review, is there any school that can be “built” up rather than closed?	<p>We recognize that the term closure is difficult and can sound harsh. We consider the consolidation of schools instead. There are a range of recommendations. For example, the Queen Victoria and Queen Elizabeth recommendation may result in a new build. Or, for example, the recommendation for the secondary schools may result in a new secondary school or recommendations may result in renovations to modernize a current secondary school facility. This can be further discussed at the ARC workgroup sessions.</p> <p>The initial recommendation from staff suggests that there is excess space and that by reorganizing some schools such as Susanna Moodie can receive students. In the secondary scenario, the intent is to consolidate schools and increase enrolment in two secondary schools so that diverse programming can be provided in all pathways for students.</p>
2	What is the proposed future use for Quinte Secondary School should it be closed?	<p>The Ministry of Education, through regulation, defines a process to be followed for the disposal of board property that has been declared surplus. The board first must offer the property to a list of preferred agencies, including school boards, municipalities and other public entities. If none of those preferred agencies show interest in the property, it then goes on the public market for sale.</p> <p>Disposal process through Regulation 444/98. This is the offering of the school building/site at fair market value (as determined from a formal appraisal) to municipalities/school boards/higher government entities etc. If no interest from prescribed list of organizations, then property is sold on the public market</p>
3	The mandate of the Accommodation Review Committee is completed prior to the second public meeting, which does not make sense. If the ARC is a conduit between public and the process, then why does its mandate end before second public meeting?	It is necessary to bring closure to the work group sessions so that the feedback from the work group can be shared with the public. There are a number of other public opportunities that allow for the public to comment on recommendations through the Student Enrolment/School Capacity Committee.

4	Why has Centennial Secondary School been excluded from the recommendation if its renewal needs are higher than Quinte Secondary School or Moira Secondary School?	<p>Centennial Secondary School has a number of renewal needs which the Ministry provides renewal funding for, such as boilers, etc.</p> <p>There were various factors considered in the initial recommendation. It is possible through the accommodation review process that a variation of the initial recommendation will be presented, with rationale, that could be considered by senior staff and the board of Trustees.</p> <p>It is important to note that Centennial Secondary School, Moira Secondary School and Quinte Secondary School are all part of the City of Belleville accommodation review process</p>
5	Option #1 talks about building a new secondary school in the east side of Belleville. Is there a minimum lot size for such a high school?	The size of the lot would depend on size of school being permitted to be built. If the Ministry approves construction of a new secondary school, we would have to look at footprint of school in relation to the size of property required. There are no government regulations related to the size of property required for a school.
6	The projected enrolment for special education shown in the SIP's for 10 years from now shows 0 at Queen Victoria School and same for Queen Elizabeth, while Harry J. Clarke shows 7. Why are those numbers so low?	The projected needs will be reviewed as part of the Accommodation Review and it will determined what the projected needs will be at each location. Student needs in regular classrooms and specialized programs in schools will be reflected in the overall needs of the school and a determination will be made how best to consolidate the resources to support students rather than trying to spread resources out and not have enough.
7	Is there a target utilization percentage and cap for each school?	Space not being utilized is posing a number of challenges. We will be looking at how the utilization of space ultimately creates opportunities for better programming rather than a target number for space utilization.
8	If students leave Quinte in 2018 and the new build is not open until 2020, what happens in the meantime?	Students will be consolidated with Centennial Secondary School and Moira Secondary School. Developing transition plans for students and staff is part of the process and the accommodation review committee may provide input. Staff will provide possible transition plans to the accommodation review committee.
9	All of the students at Quinte and Moira will fit into Quinte. Why split two school communities into two different schools? There is not enough parking at Moira and portables are not a dynamic learning environment.	<p>The board recognizes the excellent facility and staff of Quinte. We acknowledge the tremendous history in all schools, however, Option #1 includes a new building, which would create the opportunity for a new modern school and a dynamic learning environment for students.</p> <p>The ARC, if the members chose, can present different options, with rationale, for consideration by senior staff and the board of Trustees.</p>

10	<p>We agree that a new school is needed but feel it makes more sense to consolidate at Quinte first, then build the new school. There is not as much growth in east end, therefore it would make more sense to build new school in the north/northeast area of the city. Build the new school where the students are going to be. Harmony is already full to capacity. If we need a new school it needs to go to the north of the city.</p>	<p>The recommendation for a new school is an option that we hope would be supported by the Ministry. The ARC can present different options, with rationale, for consideration by senior staff and the board of Trustees. Funding from the Ministry requires a detailed business case submitted for consideration. The location of a new school would be part of the business case.</p>
11	<p>There is concern that if schools are at 100% capacity, what does that leave for flexibility when enrolments increase? Go back to the Ministry to seek extra funding to keep schools open with extra space available?</p>	<p>This will be brought forward to the ARC for consideration, however the Ministry has directed school boards to undertake this process to ensure strong learning environments and to provide excellent programming and use of schools in most effective way. A target utilization rate is not the intention. We are tracking trends for next 10 years and if planning recommendations are effective, we will have set ourselves up for several years to support facilities that will not be underutilized or over utilized. Projected enrolment numbers have been provided until 2028-2029 by Watson and Associates to assist in the planning.</p>
12	<p>The Harmony population feeds into Quinte and the Foxboro population feeds into Centennial. Why not adjust boundaries to have students from Foxboro go to Quinte? This would increase Quinte enrolment and free up space at Centennial.</p>	<p>Boundary changes are considered as part of the ARC process and will be discussed at the work group meetings. It is important to note that Harmony Public School and Foxboro Public School are not part of this accommodation review process.</p>
13	<p>Will there be any consideration to relocating the daycare from Quinte Secondary School?</p>	<p>The board values partnerships in all schools and there has been a long-standing partnership with the daycare at Quinte which has provided many opportunities for students. The board will continue to support community partners and provide learning opportunities for students.</p>
14	<p>The Quinte Sport and Social Club has a number of permits at Quinte on any given night. Many sports events are hosted at Quinte and they are always looking for places in the community. It is hoped that in the planning we are accommodating community use of schools as the schools are hubs of the community in many respects, not to mention the revenue and health benefits.</p>	<p>The ARC process will absolutely take this into consideration. There are many existing partnerships within the community and one of the tasks of the ARC process is to have discussions with existing and new community partners.</p> <p>Section (3) in each of the School Information Profiles includes data with respect to community use and partnerships, including revenues. For example, at Quinte Secondary School for 2015-16, there were 31 permits for a revenue of \$3,575.</p>

15	<p>On page 8 of the PowerPoint presentation (copy attached), Option 1 talks of a “school build in east end...”</p> <p>I have attached a map from the City’s GIS Section and was wondering if you could qualify the boundaries of the East end” that is the preferred option.</p> <p>In a related vein, and as was asked at the meeting, what is the size of the property that is required for this new secondary school? I assume there is a minimum size and an optimum size that the new school would require.\?</p>  <p>RoadMapUrban11x 17-schools.pdf</p>	<p>We would anticipate the new build being located on the current MSS site, however this or any other location will depend on Ministry approval as part of a business case submission.</p> <p>The size of the lot would depend on size of school being permitted to be built. If the Ministry approves construction of a new secondary school, we would have to look at footprint of school in relation to the size of property required. There are no government regulations related to the size of property required for a school.</p>
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FINANCIAL

16	<p>COMMENT: The Ministry has stated that new developments cannot be factored in for planning purposes but planning is not complete if we are not using those numbers. The Ministry’s primary concern is fiscal and we feel it is the board’s responsibility to champion the Ministry for the rights of students.</p>	<p>The primary purpose of the Watson report was to analyze demographic and enrolment trends to identify areas of priority and to determine if viable schools can successfully house both existing and long term projected enrolments. This study is available on the board website - http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/documents/watson_report_nov15.pdf</p> <p>As part of this study, demographics and increases in housing stock were examined to project long term enrolment for each review area. Recently released census data supports the enrolment projections of the Watson report.</p> <p>School boards are required to provide the diverse programming to students and to focus funding on the classroom rather than on maintaining excess space.</p>
17	<p>The renewal needs figures are dramatically different than what was Previously reported. Where did these figures comes from?</p>	<p>The Watson report provided information at a certain point in time calculated over a 10-year period. New data provided by the Ministry is based on a 5-year period starting at the date at which each school was assessed for building condition (ranging from 2011 to 2015). Current, detailed assessed renewal needs for the next five years (starting 2017) will be provided.</p>

18	Does the building renewal figure for Centennial Secondary School include renovations to accommodate new students?	The figure reflects the 5-year renewal data, based on Ministry assessors and they assign a value to items such as windows, doors and heating system related to their life span. The data is “point in time” and will be provided and further reviewed by the Accommodation Review Committee. A number of renewal needs for Centennial are systems that have come to the end of their life span. Should additions and/or renovations be required, it would be additional.
19	Will the money that is required for renewal needs be shared with the public?	This information will be shared at the ARC working group meeting #1. Superintendent Pfeiffer will be in attendance at the next meeting and will provide an overview of the renewal needs. Current, detailed assessed renewal needs for the next five years (starting 2017) will be provided.

TRANSPORTATION

20	Will there be anyone from Tri Board Transportation involved for bussing questions?	Tri-Board Student Transportation Services will be involved in this process, bussing questions and route times/changes are being reviewed by Tri-Board, and this information will be provided to the ARC for consideration.
21	If Grade 7 & 8 students are relocated from Sir John A. Macdonald to Susanna Moodie, this will create problem to get students to Quinte Ballet School. Will they be bussed back home at the end of the day or will there be consideration given to getting them to the Ballet School?	The board has collaborative partnerships with many community organizations that will be taken into consideration during the work group discussions.
22	Students in the Destinations program come from as far away as Marmora, Cherry Valley, Brighton, and Tyendinaga and have to access to the high school buses. If relocated to an elementary school, it would be more difficult and more expensive to transport those students and this has to be part of consideration.	Transportation will be considered as part of the process.
23	Money is spent busing students to Bayside Secondary School for French Immersion. Why not offer French Immersion in Belleville? Why is Bayside Secondary School not included in the ARC Process? Bayside has nowhere to grow. Most of the students at Bayside come from the Stirling area.	Transportation is a significant consideration as well as equity of programs. Historically, there have been two sites offering French Immersion, Bayside and Harry J. Clarke. We have been expanding programs to distribute those learning opportunities to a number of schools, most recently in Prince Edward County and now potentially in Madoc and Trenton.

24	There are concerns about students not being able to work part time if they are spending their time after school on buses. Those opportunities for part time work will be lost. Why put more students on buses?	Transportation is factored into boundary changes and we do consider the importance of opportunities that are offered within the Belleville setting as opposed to rural settings.
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PROGRAMS

25	If Quinte Secondary School is to be closed what is the Board's strategy? Where will the students be attending in the Fall of 2017? Are the feeder schools supposed to be registering Grade 9 students even if we don't know what the outcome is yet? There are rumours about QSS closing and parents of Grade 9 students are wondering whether their children should be registered at another high school in our district or whether some students may register in the Catholic Secondary Schools.	Transition from elementary to secondary schools within the HPEDSB is expected to proceed as normal. Grade 8 students are undertaking transition activities with their high schools throughout the district and this is the same process for QSS feeder elementary schools. The current recommendation for QSS closure is just a recommendation at this time. Based upon feedback received from the ARC, the recommendation may look different when brought to the board in June. There are a number of factors to be considered and that will be part of the discussion of the ARC workgroup sessions. While an example was given that there is space at CSS now, that may not be the case when recommendations for CSS are considered. Our focus is on creating a strong public education system and promoting our transition processes and our secondary schools. The ARC workgroup session will provide an opportunity to discuss this matter further.
26	The Destinations program provides rich learning leading to the IB pathway. In order to facilitate this program we need certain facilities that Moira has shared that are not available in an elementary school. Those things do not get factored into the budgets of elementary schools, which results in the loss of specialized programs. How will IB students retain the current level of resources to support their programming.	The School Information Profiles outline key programs at various schools. Part of the thinking in terms of relocating the Destinations program was based on creating additional space, but that does not prevent the Accommodation Review Committee from looking at other recommendations and providing feedback regarding appropriate placement of the program.
27	Based on the current and projected enrolments of Quinte Secondary School, Centennial Secondary School and Moira Secondary School, there will be a shortfall of 150 spaces between Centennial and Moira in accommodating students from Quinte. What is the plan for the shortfall and when will this be communicated to students?	Part of the work is the analysis of space availability. There are currently some Sir John A. Macdonald students housed at Centennial and Destination students at Moira. Certain programs may be shifted to make more space. This is something the Accommodation Review Committee will review. Option #1 would result in a new secondary school build and Option #2 addresses the possibility of an addition to Moira, both of which would accommodate the number of students.

28	Regarding special education programming for students, how will you determine what programs will be offered and where they will be located?	There is a process every year to review the needs of students in relations to programs, resources and supports. Changes depend on where students are located and decision made to support those students. The accommodation review will follow those processes to determine where to provide those programs and the transition process will involve students, parents and staff. There is no intention to make programs disappear, although programs do change and shift depending on student needs.
29	As a student in my third year at Quinte Secondary School, I note that both options propose the closure of Quinte Secondary School. How will the board ensure that the transition to another secondary school will be the best experience possible and students will feel at home in their new school as they start a new school life there?	Both proposed recommendations are only a starting point for discussion and feedback is being sought on both options, which would see Quinte Secondary School students transition to other schools. Those recommendations could change by June 19, however, should one of those options be approved, staff will consult with students, parents and school staff to understand the needs for a successful transition. The receiving school will also be included in those discussions and students will be very much a part of the process. We also refer to our other experiences in transitioning students within HPE and to practices throughout the province that strive to ensure the best for students.
30	There is an overwhelming amount of data and we feel that the process is being rushed. A wealth of new information has just been made available tonight. Hillcrest has approximately 130 students and has been the cornerstone of that community for more than 50 years. Many generations have attended the school and appreciate what it brings to the community. Almost 100% of students walk to school and if Hillcrest closes, they will no longer be able to do that. There have been no snow days for those students. No information has been provided yet regarding transportation. The demographics provided so far have been based on 2011 census data. 2016 census data was released today and administration needs to look at the new data. There has been an increase in the number of students at Hillcrest since the Watson data was release. Harmony is at or over capacity and there needs to be review of school boundaries which should increase numbers and benefit the other schools. In addition, the renewal needs costs have changed in the new information provided which causes concern about whether the matrix behind the data is working. It is felt	These comments are being noted for the Accommodation Review Committee to review. It is important to receive this information and comments and to understand the concerns that the community has. A number of individuals will be supporting the Belleville ARC and will provide answers to the Accommodation Review Committee, which will be posted on website.

	there are underlying problems at board that are not being reviewed, including the retention of high school students and the number of reasons behind this. Regardless of whether students are moved, over time there will still be the same issues related to the retention of students.	
31	Do you expect to lose students to the Catholic board?	It is always our goal to keep HPEDSB students in our Board and our focus on excellent programming will continue.
32	Elementary enrolment declined by 21% and secondary by 26%. Where are those students going who make up the 5% difference? Is the Catholic board enrolment decreasing?	Enrolment is declining because there are fewer child being born, and therefore fewer students. We project how many students are coming into Kindergarten and the number of students coming into Kindergarten does not equal the number of students leaving Grade 12. There are fewer children in the communities.
33	How do we not know the enrolments for the Catholic board? What are we doing to encourage students to stay in our board? If we don't make it extremely attractive, we are going to have a greater drop in enrolment in the future. It would be attractive to have new build.	Our public board is not involved with the Catholic board and cannot comment on its processes or enrolment information. Our board is committed to providing strong public education for all students. Our transition processes are underway. Elementary and secondary schools are working together to provide students and parents with information about transitioning to high school, course offerings, extra-curriculars, leadership opportunities, etc. Parent information nights, student visits to their high schools, newsletter articles, visits to elementary schools are ongoing promoting our schools.
34	Has there been any thought about going to the City of Belleville to get copies of their Urban development plans? The Urban Development housing plans would be something that would provide projected school enrolments due to new housing developments currently under construction.	As part of the ARC process, engagement with community partners and municipalities has occurred, information has been shared, including information from other sources such as the Watson Report when considering enrolment and facility needs.
35	Are the ARC Committee members supposed to attend the public meeting that is scheduled for February 8, 2017?	ARC Committee members are more than welcome to attend the public meetings, however they are not required to do so. If ARC members choose to attend the first public meeting, the agenda will provide an orientation to the ARC process, review school profiles and gather questions or comments from the public to share with the ARC at their work group session.

36	Why are the enrolment numbers declining? Is it because students are going to the other board? Is it a continuous trend? How can we prevent this? Is there room in the other board for continued growth as our board continues to shrink. Are there smaller family sizes?	Across the province for 10 years or more, most boards have faced declining enrolment. There have been some centres in larger urban areas where they have been able to maintain or have seen a slight growth in student populations, often due to international students coming into the province. Declining enrolment has impacted our board for a number of years and the board has already completed consolidation processes in other areas of the board such as Stirling, Tweed, Athol-South Marysburgh and Trenton. The board is very strategic in its examination of enrolment data as it strives to create optimal learning environments for students. HPEDSB is at the tail end of the declining trend and has gone from 20,000 students in 2002 down to 14,700 currently. We are starting to see small increases in elementary enrolments but continue to decline in secondary. The Long Term Capital and Accommodation Plan was adopted so the board can make decisions for the long term based 10-15 year projections, which appear to be stable over the long term. The data that we have today is what we can plan for in the foreseeable future.
37	February 15 is the date for the first working group meeting, which coincides with grade 8 information coming into the school and student selecting courses. Enrolment could decline further if parents wish to select a different secondary school to attend if they think QSS is going to be closing.	We recognize that the current recommendations for QSS is difficult, sensitive and raises a number of concerns for all involved. QSS is a vibrant secondary school with a focus on student learning and leadership. It is business as usual to transition students from Quinte elementary schools to QSS. Transition meetings are occurring, elementary principals are speaking with their students, staff and parents about transitioning to QSS. Programs and pathways are being discussed. QSS is continuing to host transition days for grade 8 students. As the Superintendent of Quinte school group (Trish Fitzgibbon), I have been directly involved in receiving updates on a regular basis from QSS and feeder elementary schools about the transitioning of students. The ARC will have an opportunity to hear from elementary feeder school principals about their focused efforts on handing students attend QSS. We promote all elementary students to attend their secondary school in our district. Moira and Centennial Secondary schools are very cognizant of the ARC recommendation for QSS and the board procedure for transferring students. More discussion on the QSS recommendations can occur at the ARC work group meeting.
38	Are there any more accommodation review processes in the near future that could affect the position we are currently in?	We do not have any further accommodation reviews happening. We are currently going through a significant ARC process as we have Centre Hastings and Prince Edward County happening at the same time. The Belleville ARC is currently the largest of the three at this time.
39	When it comes to the facility index number, is a higher or lower number better?	The Facility Condition Index (FCI) numbers can be seen in the School Information Profile (SIP) and <u>Long Term Capital and Accommodation Plan</u> . It is the ratio between the renewal needs and the replacement value of the facility. The lower the number the better.

COMMUNICATION

40	Will there be any information provided to us for future build sites?	<p>We would anticipate the new build being located on the current MSS site, however this or any other location will depend on Ministry approval as part of a business case submission.</p> <p>It is proposed that the new elementary build (consolidation of Queen Elizabeth and Queen Victoria) would occur at the Sir Winston Churchill site which is owned by the Board.</p>
41	Is it up to the ARC members to provide communications for the process, or is it the responsibility of the school board to communicate to the public with updates?	<p>HPEDSB will provide communications to the system and the board web site will provide regular updates (e.g., meeting notes, Q&A). Information is also shared with administrators so that they can keep the school ARC and school council updated as well.</p>
42	How is the success measured? Is there a report published afterwards?	<p>Success is measured in a variety of ways as a result of the implementation of ARAC recommendations. Are we able to provide equity of programming for students? Have we created modern learning environments? Have we been able to enhance the use of technology? Have we maintained or increased the number of students attending our schools and school system? Are we better positioned to manage our fiscal responsibilities? Feedback from the ARC as well as public consultations will result in a final report that goes before the board in June.</p>
43	These recommendations came as a surprise to many of the students and staff of the schools affected. Who was responsible for the initial recommendation that came forward?	<p>The Long Term Capital and Accommodation Plan was underway by January 2016 and the process for public input was extended from June 2016 until September 30, 2016. Based upon this input, as well as a review of other sources of information (e.g., Watson Report, programming needs, etc.) the senior team made a recommendation to the Student Enrolment/School Capacity Committee and the recommendation was forwarded to the Board and approved at the November 2016 board meeting.</p>

ENROLMENT/CAPACITY/STAFFING/PROGRAMMING

44	<p>How will the boundaries adjustments be determined in the reorganization of Queen Elizabeth, Queen Victoria and Harry J. Clarke? The Destinations Program (although included in the HJC enrollment numbers) removal from Moira Secondary School and placement into a new school with Queen E and Queen Vic will not alleviate any capacity constraints at HJC. Thus, how will the boundaries adjustments be determined and how will they impact the population of HJC? How will the staffing numbers at HJC which is determined by student enrollment, be affected?</p>	<p>Staffing levels will be adjusted according to enrolment levels, the collective agreement and joint staffing committee processes & timelines once boundary adjustments are confirmed.</p>
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45	<p>According to Page 9 of the Student Enrolment/School Capacity Committee Report No. B-1, the 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 reorganization involving the school or group will enhance program and learning opportunities for students. In the case of the Destinations Program, what plans do you have in place to provide those students with the same level of access to resources (music room and instruments, science labs and science/tech resources and enhanced computer access) that they are currently receiving?</p>	<p>Providing excellent programming for all students is a priority for all employees in HPEDSB. Should the current proposed recommendation be approved by the board of Trustees we will work to ensure that this continues.</p>
46	<p>In the Belleville Accommodation Review Committee Orientation- January 26, 2017 presentation it stated that the current enrolment at Harry J. Clarke PS is 718 with a capacity of 697, resulting in a school at capacity. However, the 98 students currently enrolled in the Destinations Program actually reside at Moira Secondary School. The Destinations program has never been physically located at HJC and thus, are you not misrepresenting the capacity data by including them in the HJC capacity numbers? The actual data is 620 students with a capacity of 697 which is a 88.95% of capacity for HJC. Current enrolment at Moira Secondary School is 637 with a capacity of 828, resulting in an utilization of 77%. If the 98 students from the Destinations were included in MSS capacity numbers (since they reside in this building) the current capacity would actually be 88.76%.</p>	<p>The Destinations Program students are students of Harry J. Clarke Public School and, as such, are considered in the proposed recommendation that includes this school.</p>

47	<p>In Option 2 (page 5 of the Student Enrolment/School Capacity Committee Report) Quinte Secondary School will be closed, and some students will be moved into Moira as of September 2018. Looking at MSS true capacity of 88.76% (since Destinations will reside there until September 2020 under the Option 2 plan) how will the additional students be accommodated? How will you prevent the students in the Destinations Program from being adversely affected by this plan in terms of access to their current classrooms, labs, cafeteria, library and gym?</p>	<p>We are currently working on transition planning that aligns with the proposed recommendation and that ensures that programming for all our student will not be adversely affected.</p>
48	<p>How is capacity calculated? Specifically, we would like to see the calculations for HJC and Moira Secondary.</p>	<p>The On-the-Ground (OTG) Capacity is the student capacity of a school as determined by the Ministry of Education by loading all school instructional spaces to current Ministry standards for class size requirements and room areas. The sum of all student loadings is the OTG. For further explanation, see Section 4.0 LTCAP</p> <p>http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/docments/ADOPTEDLTCAPNov1816KH.pdf</p> <p>In addition, each of the School Information Profiles contain the instruction/room inventory data taken directly from the Ministry of Education School Facilities Inventory System.</p>
49	<p>In Option 1 and 2, the proposal consolidates the Destinations Program into a new school with Queen Elizabeth's Leadership Program. What plans do you have in place to maintain both programs in one school setting?</p>	<p>Program planning will be part of the discussion should either of the current proposed plans be accepted by the board of trustees.</p>

50	<p>By removing the Destinations Program from MSS you are severing it from the IB pathway. Destinations was established at MSS as part of the IB Pathway of Destinations, Foundations and IB. How do you intend to keep this pathway connected after the program's relocation? How do you intend to continue to attract students to the Destinations Program and ultimately the IB Pathway if you remove the program from its sister programs and MSS to which it is a feeder?</p>	<p>Program planning will be part of the discussion should either of the current proposed plans be accepted by the board of trustees.</p>
51	<p>We would like the statistics for how many students outside of the board the Destinations Program attracts each year.</p>	<p>There are 6 (out of 52) students in the Destinations program from outside the board.</p>
52	<p>The Guide to Pupil Accommodation Reviews states that by consolidating schools, school boards are often able to offer a better educational experience through range of programming, specialized support services, specialized facilities, sufficient enrollment, a newer school building and accessibility. Will this be the case for all students affected by the Belleville ARC or will some needs (high school students) supersede the needs of elementary students such as those in grades 7 and 8 who have experienced a decline in access to resources like music programs, science labs, and teacher specialists? In the Watson report, a 7-12 school model was proposed (page 10). Why was this model rejected? If the needs of students are to be considered first as well as the breadth and quality of programming why was the Watson proposed 7-12 strategy not considered a viable option? As the Watson report states, “the obvious benefit of moving to this model would be the resultant increase in the utilization of space, there have been alternative benefits reported by school boards who have implemented this model.</p>	<p>At HPEDSB our mission is to create dynamic, inclusive educational experiences that develop capable, confident, curious learners who thrive and contribute to their communities. School boards are responsible for providing their students with the best possible educational experience. Our job is to put the needs of students first. To maximize our investment in students, boards must keep education funds focused on the classroom.</p> <p>Boards must ensure that students are being provided with appropriate programming and facilities. Currently at HPEDSB, the breadth of programming available to students is in jeopardy due to the reduction of funding. It is the responsibility of the board to develop an accommodation strategy that takes into consideration our unique issues when ensuring how best to support program delivery, student achievement and well-being.</p> <p>There were various factors considered in the initial recommendation. It is possible through the accommodation review process that a variation of the initial recommendation will be presented, with rationale, that could be considered by senior staff and the board of Trustees.</p>

	<p>For example, there can be positive program implications through mentoring programs and elementary to secondary linkages. The secondary facility can provide program opportunities or specialized classroom space (e.g. science labs) that elementary school might not have. Furthermore, a grade 7-12 model is likely to increase student retention from grade 8 to 9 and from a space perspective it also can provide the Board with flexibility and adaptability of space if demographics change or programming needs evolve.”</p>	
53	<p>In both Option 1 and 2, portions of a school (grade 7 and 8 at Sir John A. Macdonald and the Destinations Programme) are being removed and relocated to a new school under new administration and staff. How will you deal with this in terms of staffing? Seniority? Job Assignment timelines? Will the current teachers move with the jobs or will the jobs be posted?</p>	<p>The collective agreement and joint staffing committee timelines provide direction regarding the staffing of elementary schools. The joint staffing committee has met on several occasions to consider possible staffing matters related to ARC recommendations. Teachers are able to confirm staffing processes with their respective school stewards and reference the joint staffing timelines and process.</p>
54	<p>In the Watson report (page 1), “according to Board enrolments and Canada Census 2011 data, approximately 70% of the elementary school aged population and 54% of the secondary school aged population attend public schools with the jurisdiction.” Why is there a decline of 16% when transitioning from elementary to secondary. We would like to see more data concerning this decline.</p>	<p>There are many reasons that students may leave a school board; it is sometimes difficult to track students once they leave our system.</p>
55	<p>Under the new funding rules, a combined school with at least 350 students with at least 100 elementary and 100 secondary students is eligible for an additional principal. Does MSS currently qualify for this funding? Has this funding been accessed?</p>	<p>The allocation of school administration assigned is centrally based on overall board population as well as school size and need.</p>

56	On page 22, of the Watson report it states that the potential financial impact of considering their recommended strategy is a 50% reduction in renewal event costs. What is the proposed reduction under current proposed strategy (which differs from the Watson report)?	Renewal needs will be provided to the Accommodation Review Committee.
57	The Watson report (page 76) projects an increase in enrollment for HJC over the next 15 years of 7% but a decline in MSS enrollment of 13%. If a 7-12 model was considered for the East End of Belleville the decline in the high school enrollment could be offset by moving grade 7-8 students to the secondary school and thus alleviate the capacity pressures on HJC. Why has this not been considered?	The ARC workgroup has an opportunity to review the current recommendations and provide alternative options with a rationale. The suggestion for MSS to be a 7-12 school can be reviewed and put forth by the ARC should it have rationale.
58	In the Watson report (page 78) the Destinations Program has a long term utilization of approximately 86% permanent capacity. How was this calculated?	This is one piece of information used in the long term planning process.
60	What is the breakdown of population distribution within the HJC boundary region?	Unknown
61	How would Destinations busing be maintained as students currently are provided busing on the high school timetable?	Bussing would be taken into consideration before finalizing a recommendation regarding the location of the Destinations program.
62	We would like to see the 2016 population data for the city of Belleville especially in new growth areas like the south west, north east and north sections of the city.	Newly released census data will be available at the ARC Working Meeting.

Questions and answers about the accommodation review process

Last updated March, 23, 2017

NOTE: Questions asked at meetings are contained in the meeting notes which [are posted online](#). Once there, choose Belleville, Centre Hastings or Prince Edward County at the top of the page.

1. Why do school boards consolidate and close schools?

- A. School boards generally consolidate and close schools to enable improved educational options and opportunities for students. By bringing students together through a school consolidation, school boards are often able to offer a better educational experience.

When a school has excess space because of low enrolment, the excess space still costs money to staff, maintain and operate. One of the key responsibilities of school boards is to ensure that funding is focused on the students who are in classrooms, and not on maintaining empty classrooms. The board must make decisions about the best accommodation and program options for students relative to the funds that are available.

Some of the potential improvements may include:

- The range of programming and courses available
- The availability of specialized support services for individual students or small groups
- Specialized facilities, such as gyms, libraries, design and technology, music and science rooms
- Sufficient enrolment to support sports teams and other extracurricular activities
- A school building in better condition than the one that is to close
- Accessibility features with respect to entry, movement within the facility and outdoor play space

Source: [Guide to Pupil Accommodation Reviews](#), Ministry of Education.

2. What do school boards consider before proposing school closures and/or consolidations?

- A. School boards are responsible for providing their students with the best possible educational experience. Their job is to put the needs of students first. To maximize their investment in students, boards work to keep education funds focused on the classroom. Factor including programming options, declining enrolment, surplus space, facility renewal needs and community hubs are considered.

3. What is the role of school board trustees in the accommodation review process?

- A. Trustees may attend accommodation review meetings to monitor the ARC process. A staff report and final recommendation are provided to the Board of Trustees which must include information from the Accommodation Review Committee feedback. The public will have an opportunity to provide comments directly to the Board of Trustees through public delegations at the Student Enrolment/School Capacity Committee meeting following the release of the final staff recommendation. The Board of Trustees makes the final decision regarding the future of a school or group of schools.

4. What happens to playground equipment if a school is closed?

A. Playground equipment that is in good, safe condition may be considered for relocation to the new school if it is needed there.

5. Will transportation to the new school be available if a school is closed and students are relocated?

A. Transportation distances for students to and from schools will be considered through the normal process with Tri-Board Student Transportation Services. The principle business of Tri-Board is to provide safe, secure, on-time, cost effective transportation. School board [Policy 17: Transportation of Students](#) identifies walking distances for students as shown below.

Walking Distances for Students		
Grade	Distance to School	Distance to Bus Pick-up
JK-6	1.6 km	0.8 km
Grade 7-8	3.2 km	0.8 km
Grade 9-12	3.2 km	1.6 km

6. Based on the initial recommendation to close some schools in June and move into other schools in September, is there enough time to prepare the receiving school(s)?

A. It's important that all students feel welcome at school each and every day. That includes when/if students move to a different school. The receiving schools in the initial recommendation have surplus space that can be made ready over the summer to accommodate the incoming students. Alterations would then be planned to further renovate the spaces. A transition plan will be presented to the accommodation review committees.

7. What is planned for students with Special Education needs?

A. Consideration will be given to creating inclusive educational experiences to address the needs of all learners. Specialized or regional special education programs will be considered. Student Services personnel will assess student needs and work with students and their families to ensure support are in place, as required.

8. What happens after an accommodation review is completed?

A. When the decision is made to close a school, students must be transferred to a different school. School boards want students to feel welcome at their receiving school, and they develop a transition plan to make the move to a different school culture 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. The transition process is generally planned in consultation with parents and staff.

Should the school board decide that a closed school is no longer needed for the purposes of the board, the facility can be declared "surplus to the needs of the board." The Board can then proceed to lease or sell the surplus property to other organizations, according to the process required in the *Education Act*.

9. How will the issues of split classes be addressed in our rural schools should the recommendation not be approved?

- A. Combined classes (split classes) exist in almost all schools. Schools are organized in compliance with Ministry of Education expectations related to class size caps and averages. Programming for students in split classes is appropriate for the grade, just as in single grade classrooms. School organization and staffing implications may be affected by declining enrolment and class size requirements. These may include combined or multiple grades, as well as combined course programming in secondary. Schools will continue to program for students in combined classes and courses.

Opportunities to consolidate schools maximizes the ability to address school staffing and organization needs, and where possible, reduce combined grades. In addition, programming opportunities are enhanced when schools are consolidated and teachers are able to plan collaboratively with grade/subject partners.

10. As a taxpayer, I'm concerned about the amount of money being spent on empty rooms and spaces, and on the maintenance and operations for buildings not in full use. What is the school board doing about this?

- A. The school board is responsible and accountable to the public, with a responsibility for good governance through the effective management of all resources. The [Pupil Accommodation Review Guideline](#) provides school boards with specific direction regarding the management of capital assets by stating *"School boards are responsible for managing their school capital assets in an effective manner. They must respond to changing demographics and program needs while ensuring continued student achievement and well-being, and the financial viability/sustainability of the school board."*

When a school has excess space because of low enrolment, the excess space still costs money to staff, maintain and operate. One of the key responsibilities of school boards is to ensure that funding is focused on the students who are in classrooms, and not on maintaining empty classrooms. The board must make decisions about the best accommodation and program options for students relative to the funds that are available."

Source: [Guide to Pupil Accommodation Reviews](#), Ministry of Education

11. How does a community hub/community use in a school improve programming for students?

- A. School boards are open to considering partnerships with our community agencies that align with and support the school board vision, mission and priorities. The primary focus and responsibility of the Board and each school is to set the conditions necessary to support student achievement and well-being. *Community hubs in schools may benefit from the utilization of available space and create an opportunity for families to access agency resources. However, the school remains responsible for school organization, staffing, programming, student achievement and well-being. School boards manage program needs first, then they identify the school's eligibility for other options, such as facility partnerships or hubs.* HPEDSB is committed to being a community partner to engage with all community members -- from our youngest learners to people of all ages.

Source: [Guide to Pupil Accommodation Reviews](#), Ministry of Education

12. Should the recommendation for Prince Edward County be approved, will the school be 100% complete in all areas for K-12 students?

- A. The school would be ready to welcome all students into classrooms and learning spaces for September 2017. However, like any consolidation, additional work will be completed on the building over the next couple of years. All schools have work done continuously as a normal part of operations. Additional renewal needs maybe required as the space is repurposed and as staff and students settle in. These areas can be examined and requests brought to Facility Services through the regular ongoing renewal processes.

13. How will students be supported in adjusting to the new spaces in schools?

- A. Our school and system employees are dedicated to creating welcoming, safe, inclusive spaces for all students. Our secretaries, educational assistants, child and youth counsellors, custodians, teachers, early childhood educators, library technicians, administrators, board personnel and community partners work together to support students each day and will continue to do so through any of the proposed changes.

HPEDSB has significant experience in transitioning and supporting staff and students, such as at Athol-South Marysburgh Public School in Prince Edward County, Stirling Public School, Tweed Elementary School, York River Public School in Bancroft and the new Trent River Public School in Trenton. At secondary, Bayside, Centennial and Moira secondary schools have hosted Grade 7-8 students as a part of the school community.

APPENDIX E

Public Meeting Notes



**HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD
BELLEVILLE
ACCOMMODATION REVIEW COMMITTEE
PUBLIC MEETING #1 NOTES
February 8, 2017**

Trustees	Lucille Kyle, Chair of the Board Mary Hall, Trustee Dave Patterson, Trustee
Resource/Other Staff Attendees	Laina Andrews, Superintendent of Education Kerry Donnell, Communications Officer Trish FitzGibbon, Superintendent of Education Kim Horrigan, Manager of Planning Nick Pfeiffer, Superintendent of Business Services Cathy Portt, Superintendent of Education Connie Reid, Administrative Assistant Mandy Savery-Whiteway, Director of Education

Accommodation Review Committee Members		
Chair: Trish FitzGibbon, Superintendent of Education		
Harry J. Clarke Public School	Hillcrest Public	Park Dale School
Laina Andrews, Superintendent Tina Jones, Principal Tamara Sayers-Pringle, Teacher Rep. Pat Godee, Support Staff Rep. Dave McMullen, School Council Rep. Christina Brinklow, Parent Rep. Marissa Norton, Parent Rep. Moirra Gaddes, Student Rep.	Trish FitzGibbon, Superintendent Annette Huizinga, Principal Kim Brown, Teacher Rep. Desiree Montgomery, School Council Rep. Stephanie Burger, Parent Rep. Andrew McDonald, Parent Rep.	Trish FitzGibbon, Superintendent Derek DeLarge, Principal Melanie Lee, Teacher Rep. Rhonda McFaul, Support Staff Rep. Julie Turner, School Council Rep. Jacob Mattice, Student Rep.
Prince of Wales Public School	Queen Elizabeth School	Queen Victoria School
Trish FitzGibbon, Superintendent Carla Ross, Principal Timothy Woods, Teacher Rep. Randi-Lin Sheppard, Support Staff Rep. Cindy King, School Council Rep. Bobby Brooks, Parent Rep. Colleen Prest, Parent Rep. Keyara Cooney, Student Rep.	Laina Andrews, Superintendent Earle Wright, Principal Paul Longhurst, Teacher Rep. Nancy Winstanley, Support Staff Jessica Burroughs, School Council Rep. Charlotte Pearson, Parent Rep. Marlena MacKenzie, Parent Rep. Wyatt Richardson, Student Rep.	Laina Andrews, Superintendent Tina Elliott, Principal Susan Charles, Teacher Rep. Angela Rogers, Support Staff Rep. Shannon Bellamere, School Council Rep. Trevor Pross, Parent Rep. Jason Bremner, Parent Rep.
Sir John A. Macdonald School	Susanna Moodie Elementary School	Centennial Secondary School
Cathy Portt, Superintendent Nicola Wand, Principal Andy Forgrave, Teacher Rep. Heather Barber, Support Staff Rep. Trish Belford-Hall, School Council Rep. Ian Misner, Parent Rep. Shawn Legere, Parent Rep. Jasmine Maxwell, Student Rep.	Cathy Portt, Superintendent Cassandra Windsor, Principal Jack Bayfield, Teacher Rep. Jay Baker, Support Staff Rep. Crystal Clark, School Council Rep. Kandi Hambley, Parent Rep. Lyndsay Terry, Parent Rep. Jamie Fair, Student Rep.	Cathy Portt, Superintendent Kim Sampson, Principal Adam Hunt, Teacher Rep. Angela Wiggins, Support Staff Rep. Teri Birt, School Council Rep. Alisa McNulty, Parent Rep. Shannon Alexander, Parent Rep. Stuti Patel, Student Rep.

Moira Secondary School Laina Andrews, Superintendent Grant Montgomery, Principal Tammy Kenzie, Teacher Rep. Heather Lowry-Love, Support Staff Rep. Laurel Hoard, School Council Rep. Sharon Cooke, Parent Rep. Kevin Moncrieff, Parent Rep. Sneha Patel, Student Rep.	Quinte Secondary School Trish FitzGibbon, Superintendent Liane Woodley, Principal Christine Harris, Teacher Rep. Sheridan Jenning, School Council Rep. Jen Lyng, Parent Rep. Glenn Turner, Parent Rep. Katie Soule, Student Rep.	Community Rep. Spencer Hutchison
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The meeting commenced at 6:35 p.m.

Welcome and introductions

Trish FitzGibbon, Superintendent of Education for the Quinte group of schools, welcomed members of the public to the meeting. She reviewed the agenda for the meeting and introduced trustees, resource staff, school administration, and Accommodation Review Committee (ARC) members for the Belleville Schools.

Kim Horrigan, Manager of Planning, provided an overview of the following topics:

- What is an Accommodation Review?
- Why an Accommodation Review?
- HPEDSB challenges.
- Accommodation Review in Belleville.
- Initial Recommendation Report.
- What is An Accommodation Review Committee (ARC)?
- Accommodation Review Committee composition/membership.
- Mandate of the Accommodation Review Committee.
- Roles and responsibilities.
- Meetings.
- Accommodation Review Committee Timelines.
- Meeting Dates.
- School Information Profiles (SIPs).
- School Information Profiles – Content.

A copy of the PowerPoint presentation being used to facilitate the meeting was provided to all participants, along with copies of the following documents:

- Ministry of Education's *Guide to Pupil Accommodation Reviews*;
- Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review;
- Procedure 178: Accommodation Review Committee (ARC);
- Long-Term Capital & Accommodation Planning Information Bulletins #1 to #8;
- Initial recommendation report to board to conduct an accommodation review for a group of schools in Belleville;
- 2016-2017 School Information Profiles for:
 - Harry J. Clarke Public School
 - Hillcrest School
 - Park Dale School
 - Prince of Wales Public School
 - Queen Elizabeth School
 - Queen Victoria School
 - Sir John A. Macdonald School
 - Susanna Moodie Elementary School
 - Centennial Secondary School
 - Moira Secondary School
 - Quinte Secondary School

Communications Officer, Kerry Donnell provided information regarding the location of all documentation related to Accommodation Reviews on the board's public website www.HPEschools.ca under Long-Term Planning/ Accommodation Reviews.

Members of the public are encouraged to speak with any member of the Accommodation Review Committee regarding questions, concerns, or comments they wish to share. The key contact(s)/ information for the Belleville Accommodation Review are:

- Trish FitzGibbon, Superintendent of Education, 613-966-1170, ext. 2210, tfitzgibbon@hpedsb.on.ca
- Laina Andrews, Superintendent of Education, 613-966-1170, ext. 2535, lsandrews@hpedsb.on.ca
- Cathy Portt, Superintendent of Education, 613-966-1170 ext. 2210, cportt@hpedsb.on.ca
- Kim Horrigan, Manager of Planning, 613-966-1170, ext. 2129, khorrigan@hpedsb.on.ca
- information@hpedsb.on.ca

The following questions/comments and responses are noted:

- Q: As a student in my third year at Quinte Secondary School, I note that both options propose the closure of Quinte Secondary School. How will the board ensure that the transition to another secondary school will be the best experience possible and students will feel at home in their new school as they start a new school life there?
- A: Both proposed recommendations are only a starting point for discussion and feedback is being sought on both options, which would see Quinte Secondary School students transition to other schools. Those recommendations could change by June 19, however, should one of those options be approved, staff will consult with students, parents and school staff to understand the needs for a successful transition. The receiving school will also be included in those discussions and students will be very much a part of the process.
- Q: There is an overwhelming amount of data and we feel that the process is being rushed. A wealth of new information has just been made available tonight. Hillcrest has approximately 130 students and has been the cornerstone of that community for more than 50 years. Many generations have attended the school and appreciate what it brings to the community. Almost 100% of students walk to school and if Hillcrest closes, they will no longer be able to do that. There have been no snow days for those students. No information has been provided yet regarding transportation. The demographics provided so far have been based on 2011 census data. 2016 census data was released today and administration needs to look at the new data. There has been an increase in the number of students at Hillcrest since the Watson data was release. Harmony is at or over capacity and there needs to be review of school boundaries which should increase numbers and benefit the other schools. In addition, the renewal needs costs have changed in the new information provided which causes concern about whether the matrix behind the data is working. It is felt there are underlying problems at board that are not being reviewed, including the retention of high school students and the number of reasons behind this. Regardless of whether students are moved, over time there will still be the same issues related to the retention of students.
- A: These comments are being noted for the Accommodation Review Committee to review. It is important to receive this information and comments and to understand the concerns that the community has. A number of individuals will be supporting the Belleville ARC and will provide answers to the Accommodation Review Committee, which will be posted on website.
- Q: Why are the enrolment numbers declining? Is it because students are going to the other board? Is it a continuous trend? How can we prevent this? Is there room in the other board for continued growth as our board continues to shrink. Are there smaller family sizes?
- A: Across province for 10 years or more, most boards have faced declining enrolment. There have been some centres in larger urban areas where they have been able to maintain or grow student populations, often due to international students coming into the province. Declining enrolment has impacted our board for a number of years and the board has already completed consolidation processes in other areas of the board such as Stirling, Tweed, Athol-South Marysburgh and Trenton. The board is very strategic in its examination of enrolment data as it strives to create

optimal learning environments for students. HPEDSB is at the tail end of the declining trend and has gone from 20,000 students in 2002 down to 14,700 currently. We are starting to see small increases in elementary enrolments but continue to decline in secondary. The Long Term Capital and Accommodation Plan was adopted so the board can make decisions for the long term based 10-15 year projections, which appear to be stable over the long term. The data that we have today is what we can plan for in the foreseeable future.

Q: What is the proposed future use for Quinte Secondary School should it be closed?

A: The Ministry of Education, through regulation, defines a process to be followed for the disposal of board property that has been declared surplus. The board first must offer the property to a list of preferred agencies, including school boards, municipalities and other public entities. If none of those preferred agencies show interest in the property, it then goes on the public market for sale.

Q: The mandate of the Accommodation Review Committee is completed prior to the second public meeting, which does not make sense. If the ARC is a conduit between public and the process, then why does its mandate end before second public meeting?

A: It is necessary to bring closure to the work group sessions so that the feedback from the work group can be shared with the public. There are a number of other public opportunities that allow for opportunities for the public to comment on recommendations through the Student Enrolment/School Capacity Committee.

Q: If Grade 7 & 8 students are relocated from Sir John A. Macdonald to Susanna Moodie, this will create problem to get students to Quinte Ballet School. Will they be bussed back home at the end of the day or will there be consideration given to getting them to the Ballet School?

A: The board has collaborative partnerships with many community organizations that will taken into consideration during the work group discussions.

Q: The renewal needs figures are dramatically different than what was previously. Where did these figures come from?

A: The Watson report provided information at a certain point in time calculated over a 10-year period. New data provided by the Ministry if based on a 5-year period

Q: Does the building renewal figure for Centennial Secondary School include renovations to accommodate new students?

A: The figure reflects the 5-year renewal data, based on Ministry assessors and they assign a value to items such as windows, doors and heating system related to their life span. The data is "point in time" and will be further reviewed through the Accommodation Review Committee. A number of renewal needs for Centennial are systems that have come to the end of their life span. Additions and/or renovations would be additional to that.

Q: Why has Centennial Secondary School been excluded from the recommendation if its renewal needs are higher than Quinte Secondary School or Moira Secondary School?

A: Centennial Secondary School has a number of renewal needs which the Ministry provides renewal funding for, such as boilers, etc.

Q: Option #1 talks about building a new secondary school in the east side of Belleville. Is there a minimum lot size for such a high school?

A: The size of the lot would depend on size of school being permitted to be built. If the Ministry approves construction of a new secondary school, we would have to look at footprint of school in relation to the size of property required. There are no government regulations related to the size of property required for a school.

Q: Regarding special education programming for students, how will you determine what programs will be offered and where they will be located?

A: There is a process every year to review the needs of students in relations to programs, resources and supports. Changes depend on where students are located and decision made to support those student. The accommodation review will follow those processes to determine where to provide those programs and the transition process will involve students, parents and staff. There

is no intention to make programs disappear, although programs do change and shift dependent on student needs.

Q: The projected enrolment for special education shown in the SIP's for 10 years from now shows 0 at Queen Victoria School and same for Queen Elizabeth, while Harry J. Clarke shows 7. Why are those numbers so low?

A: The projected needs will be reviewed as part of the Accommodation Review and it will be determined what the projected needs will be at each location. Student needs in regular classrooms and specialized programs in schools will be reflected in the overall needs of the school and a determination will be made how best to consolidate the resources to support students rather than trying to spread resources out and not have enough.

Q: Will there be any consideration to relocating the daycare from Quinte Secondary School?

A: The board values partnerships in all schools and there has been a long-standing partnership with the daycare at Quinte which has provided many opportunities for students. The board will continue to support community partners and provide learning opportunities for students.

Q: Is there a target utilization percentage and cap for each school?

A: Space not being utilized is posing a number of challenges. We will be looking at how the utilization of space ultimately creates opportunities for better programming rather than a target number for space utilization.

Q: Based on the current and projected enrolments of Quinte Secondary School, Centennial Secondary School and Moira Secondary School, there will be a shortfall of 150 spaces between Centennial and Moira in accommodating students from Quinte. What is the plan for the shortfall and when will this be communicated to students?

A: Part of the work is the analysis of space availability. There are currently some Sir John A. Macdonald students housed at Centennial and Destination students at Moira. Certain programs may be shifted to make more space. This is something the Accommodation Review Committee will review. Option 1 would result in a new secondary school build and Option 2 addresses the possibility of an addition to Moira, both of which would accommodate the number of students.

Q: If students leave Quinte in 2018 and the new build is not open until 2020, what happens in the meantime?

A: This will be reviewed by the Accommodation Review Committee.

Q: The Destinations program provides rich learning leading to the IB pathway. In order to facilitate this program we need certain facilities that Moira has shared that are not available in an elementary school. Those things do not get factored into the budgets of elementary schools, which results in the loss of specialized programs. How will IB students retain the current level of resources to support their programming?

A: The School Information Profiles outline key programs at various schools. Part of the thinking in terms of relocating the Destinations program was based on creating additional space, but that does not prevent the Accommodation Review Committee from looking at other recommendations and providing feedback regarding most appropriate placement of the program.

Q: Students in the Destinations program come from as far away as Marmora, Cherry Valley, Brighton, and Tyendinaga and have to access to the high school buses. If relocated to an elementary school, it would be more difficult and more expensive to transport those students and this has to be part of consideration.

A: Transportation will be considered as part of the process.

Q: All of the students at Quinte and Moira will fit into Quinte. Why split two school communities into two different schools? There is not enough parking at Moira and portables are not a dynamic learning environment.

A: The board recognizes the excellent facility and staff of Quinte. This information will be discussed in the ARC working group sessions. We acknowledge the tremendous history in all schools, however, Option #1 includes a new building, which would create the opportunity for a new modern school and a dynamic learning environment for students.

- Q: We agree that a new school is needed but feel it makes more sense to consolidate at Quinte first, then build the new school. There is not as much growth in east end, therefore it would make more sense to build new school in the north/northeast area of the city. Build the new school where the students are going to be. Harmony is already full to capacity. If we need a new school it needs to go to the north of the city.
- A: The recommendation for a new school is an option that we hope would be supported by the Ministry .
- Q: There is concern that if schools are at 100% capacity, what does that leave for flexibility when enrolments increase? Go back to the Ministry to seek extra funding to keep schools open with extra space available.
- A: This will be brought forward to the ARC for consideration, however the Ministry has directed school boards to undertake this process to ensure strong learning environments and to provide excellent programming and use of schools in most effective way. A target utilization rate is not the intention. We are tracking trends for next 10 years and if planning recommendations are effective, we will have set ourselves up for several years to support facilities that will not be underutilized or over utilized.
- Q: The Ministry has stated that new developments cannot be factored in for planning purposes but planning is not complete if we are not using those numbers. The Ministry's primary concern is fiscal and we feel it is the board's responsibility to champion the Ministry for the rights of students.
- Q: The Quinte Sport and Social Club has a number of permits at Quinte on any given night. Many sports events are hosted at Quinte and they are always looking for places in the community. It is hoped that in the planning we accommodate community use of schools as the schools are hubs of the community in many respects, not to mention the revenue and health benefits.
- Q: The ARC process will absolutely take this into consideration. There are many existing partnerships within the community and one of the tasks of the ARC process is to have discussions with existing and new community partners.
- Q: The Harmony population feeds into Quinte and the Foxboro population feeds into Centennial. Why not adjust boundaries to have students from Foxboro go to Quinte? This would increase Quinte enrolment and free up space at Centennial.
- A: Boundary changes are considered as part of the ARC process and will be discussed at the work group meetings.
- Q: Money is spent busing students to Bayside Secondary School for French Immersion. Why not offer French Immersion in Belleville? Why is Bayside Secondary School not included in the ARC process? Bayside has nowhere to grow. Most of the students at Bayside come from the Stirling area.
- A: Transportation is a significant consideration as well as equity of programs. Historically, there have been two sites offering French Immersion, Bayside and Harry J. Clarke. We have been expanding programs to distribute those learning opportunities to a number of schools, most recently in Prince Edward County and now in Madoc. Although the location of programming is important, it also must be connected with transportation.
- Q: There are concerns about students not being able to work part time if they are spending their time after school on buses. Those opportunities for part time work will be lost. Why put more students on buses?
- A: Transportation is factored into boundary changes and we do consider the importance of opportunities that are offered within the Belleville setting as opposed to rural settings.
- Q: Do you expect to lose students to catholic board?
- A: It is our goal to keep students in our board.
- Q: Elementary enrolment declined by 21% and secondary by 26%. Where are those students going who make up the 5% difference? Is the catholic board enrolment decreasing?

A: Enrolment is declining because there are fewer students. We project how many students are coming into Kindergarten and the number of students coming into Kindergarten do not equal the number of students leaving Grade 12. There are fewer children in the communities.

Q: How do we not know the enrolments for the catholic board? What are we doing to encourage students to stay in our board? If we don't make it extremely attractive, we are going to have a greater drop in enrolment in the future. It would be attractive to have new build.

A We will pass along those comments to the Accommodation Review Committee.

Superintendent FitzGibbon concluded the meeting and thanked members of the public for attending and posing questions, which will be addressed at upcoming ARC working group meetings.

Next meeting

Working Group Meeting #1 is scheduled for Wednesday, February 15, 2017 at Centennial Secondary School in the Gym.

Adjournment

The meeting adjourned at 8:23 p.m.



**HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD
BELLEVILLE
ACCOMMODATION REVIEW COMMITTEE
PUBLIC MEETING #2 NOTES
April 19, 2017**

Trustees	Lucille Kyle, Chair of the Board Mary Hall, Trustee Dave Patterson, Trustee Jim Williams, Trustee Mike Brant, Trustee Bonnie Danes, Trustee
Resource/Other Staff Attendees	Laina Andrews, Superintendent of Education Kerry Donnell, Communications Officer Trish FitzGibbon, Superintendent of Education Kim Horrigan, Manager of Planning Nick Pfeiffer, Superintendent of Business Services Cathy Portt, Superintendent of Education Connie Reid, Administrative Assistant Mandy Savery-Whiteway, Director of Education

Accommodation Review Committee Members		
Chair: Trish FitzGibbon, Superintendent of Education		
Harry J. Clarke Public School	Hillcrest Public	Park Dale School
Laina Andrews, Superintendent Tina Jones, Principal Tamara Sayers-Pringle, Teacher Rep. Pat Godee, Support Staff Rep. Dave McMullen, School Council Rep. Christina Brinklow, Parent Rep. Marissa Norton, Parent Rep. Moirra Gaddes, Student Rep.	Trish FitzGibbon, Superintendent Annette Huizinga, Principal Kim Brown, Teacher Rep. Desiree Montgomery, School Council Rep. Stephanie Burger, Parent Rep. Andrew McDonald, Parent Rep.	Trish FitzGibbon, Superintendent Derek DeLarge, Principal Melanie Lee, Teacher Rep. Rhonda McFaul, Support Staff Rep. Julie Turner, School Council Rep. Jacob Mattice, Student Rep.
Prince of Wales Public School	Queen Elizabeth School	Queen Victoria School
Trish FitzGibbon, Superintendent Carla Ross, Principal Timothy Woods, Teacher Rep. Randi-Lin Sheppard, Support Staff Rep. Cindy King, School Council Rep. Bobby Brooks, Parent Rep. Colleen Prest, Parent Rep. Keyara Cooney, Student Rep.	Laina Andrews, Superintendent Earle Wright, Principal Paul Longhurst, Teacher Rep. Nancy Winstanley, Support Staff Council Rep. Jessica Burroughs, School Council Rep. Charlotte Pearson, Parent Rep. Marlena MacKenzie, Parent Rep. Wyatt Richardson, Student Rep.	Laina Andrews, Superintendent Tina Elliott, Principal Susan Charles, Teacher Rep. Angela Rogers, Support Staff Rep. Shannon Bellamere, School Council Rep. Trevor Pross, Parent Rep. Jason Bremner, Parent Rep.
Sir John A. Macdonald School	Susanna Moodie Elementary School	Centennial Secondary School
Cathy Portt, Superintendent Nicola Wand, Principal Andy Forgrave, Teacher Rep. Heather Barber, Support Staff Rep. Trish Belford-Hall, School Council Rep. Ian Misner, Parent Rep. Shawn Legere, Parent Rep. Jasmine Maxwell, Student Rep.	Cathy Portt, Superintendent Cassandra Windsor, Principal Jack Bayfield, Teacher Rep. Jay Baker, Support Staff Rep. Crystal Clark, School Council Rep. Kandi Hambley, Parent Rep. Lyndsay Terry, Parent Rep. Jamie Fair, Student Rep.	Cathy Portt, Superintendent Kim Sampson, Principal Adam Hunt, Teacher Rep. Angela Wiggins, Support Staff Rep. Teri Birt, School Council Rep. Alisa McNulty, Parent Rep. Shannon Alexander, Parent Rep. Stuti Patel, Student Rep.

Moira Secondary School Laina Andrews, Superintendent Grant Montgomery, Principal Tammy Kenzie, Teacher Rep. Heather Lowry-Love, Support Staff Rep. Laurel Hoard, School Council Rep. Sharon Cooke, Parent Rep. Kevin Moncrieff, Parent Rep. Sneha Patel, Student Rep.	Quinte Secondary School Trish FitzGibbon, Superintendent Liane Woodley, Principal Christine Harris, Teacher Rep. Sheridan Jenning, School Council Rep. Jen Lyng, Parent Rep. Glenn Turner, Parent Rep. Katie Soule, Student Rep.	Community Rep. Spencer Hutchison
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The meeting commenced at 6:37 p.m.

Welcome

Trish FitzGibbon, Superintendent of Education for the Quinte group of schools and Chair of Accommodation Review Committee welcomed members of the public to the second of two public meetings being held to provide feedback on the Belleville ARC recommendations. She thanked those who have participated on the Belleville Accommodation Review Committee and acknowledged their valued and important involvement in this process and also thanked QSS for hosting and custodial staff for taking care of accommodation needs. Trustees and resource staff present at the meeting were also recognized.

Superintendent FitzGibbon stated that we share a common goal related to the education of our students. We want a strong public education system that supports the achievement and well-being of our students; governs through the effective stewardship of resources; creates dynamic programs for student learning; develops modern & innovative learning environments; and creates spaces and places where we can prepare and empower all of our students for the possibilities of today and tomorrow. Superintendent FitzGibbon further referenced the 2015-2020 Strategic Plan, including the four priority areas. It is the Board's mission to create dynamic, inclusive educational experiences that develop capable, confident, curious learners who thrive and contribute to their communities.

The Board will consider from time to time, the need to consolidate, close or relocate a school or schools due to changes in curriculum, program demands, student enrolment, community demographics and other factors. In some circumstances these considerations may result in the need to carry out an Accommodation Review for a school or group of schools. The Board is committed to complying with the Ministry of Education guidelines for school consolidations and closure decisions, as well as exemplifying open decision-making, oversight and public participation in capital planning. The Accommodation Review process, the work of the ARC, public and committee meetings create opportunities to provide feedback on the recommendations.

Agenda review

Superintendent FitzGibbon stated that the purpose of this public meeting is to:

- share the progress to-date of the accommodation review process;
- share the work of the Accommodation Review Committee (information regarding the work and recommendations of the ARC has been provided for reference); and
- hear feedback from the public in advance of the preparation of a final recommendation report.

Initial Accommodation Recommendation

Kim Horrigan, Manager of Planning shared that the accommodation review process, as mandated by the Ministry of Education, requires boards to put forward concrete proposals in the form of initial staff recommendations. These are not to be interpreted as pre-determined outcomes, but rather as a means to ensure focused engagement. Planner Horrigan reviewed the initial recommendation as follows:

- 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 Program 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

Planner Horrigan stated that the ARC acted as the official conduit for information shared between the school board and the affected school communities during the accommodation review.

Superintendent FitzGibbon referred to the Consolidated Recommendation Analysis and stated that over the course of two working group meetings, the group identified pros and cons of the initial recommendation; possible implications or additional considerations; possible options with rationale; and questions or requests for information. A number of possible options have been presented and are contained in the Consolidated Recommendation Analysis.

Members of the public who signed up prior to the meeting were invited to speak, as follows:

Speaker #1 – Angela Lumsden

- Stated that she is a parent of student(s) at Sir John MacDonald School and understands that the school is over capacity and changes need to be made.
- Requested that the board strongly consider moving Grade 7 and 8 students to Susanna Moodie Elementary School rather than Centennial Secondary School.
- Expressed concern regarding the ARC's proposed boundary change for SJAM for residents of Potters Creek subdivision. Consideration of daycare and the ability walk to school must be given. There is no direct walking route to SMES and by adjusting boundaries the board will be taking walking students and turning them into busing students. If a boundary change is made, it is suggested that students in the "peach" area north of Bridge Street be directed to SMES as they are already bussed to SJAM.
- Questioned whether grandfathering would be considered if boundary change is implemented and what that means for students not yet in school.

Speaker #2 – Wendy Ward

- Stated that she is a graduate of Quinte Secondary School and understands that the ARC study was required to investigate current school capacity, renovation and renewal costs for facilities of HPEDSB. This was mandated primarily due to the expectation of reduced funding from the provincial government based on the Pupil Accommodation Review Guidelines.
- Shared that currently the opposition party has requested that, quoting directly from their April 12th Memorandum in the upcoming provincial budget due out shortly, there will be a moratorium on school closures and the immediate review of the flawed Pupil Accommodation Review Guidelines. If that were to occur in 2017, or if there was a change in government in the upcoming election and they were to follow through, where would that leave the plan that is agreed to at the final meeting? Would the focus be changed to make better use of all of the facilities the board currently has?

Superintendent FitzGibbon stated that she understands the Ministry is gathering additional feedback on the current process. At this time, there is no indication that there will be a moratorium and school boards will continue to move through their current processes. The board will work with the information that is currently before the board based on the current guidelines.

Speaker #3 - Cory Mestre

- Stated that he is a parent of student(s) at SJAM and appreciates the need for Grade 7 and 8 students to be directed to SMES based on capacity. His child was in the Grade 7 cohort that was moved to CSS. Although it was a rough transition and he had reservations about it, it has been a very good year for that group of students. Whichever option is chosen he recommends that more high school students not be sent to CSS right away so the existing SJAM students can stay at CSS to complete their Grade 8 so they don't have to switch schools 3 times in 2 years.

Superintendent FitzGibbon acknowledged that this information did come forward as part of the work group sessions.

Speaker #4 - Angela McPherson

- Stated that she has no children in the school system and is speaking on behalf of the community.
- Protested the proposed closure of Queen Victoria School and appealed to the Board on the grounds of the historical significance of the school on the immediate community and the city at large.
- Provided a brief history of the school, which opened in 1912 and stated that history matters to the community. Referenced other examples of historic buildings in the city, noting that over \$1 Million has been invested in an archive that maintains the past.
- Reminded the Board of public relations implications of closing BCI a number of years ago.
- Noted that on the practical side of keeping the school open, her group has spoken to the Ontario Historical Society about grants available related to accessibility improvements.
- Stated that capacity can be improved by adding Grade 7 and 8's back into the school. Another option is to combine Queen Victoria with Queen Elizabeth's population with a new addition similar to that of St. Michael's which incorporates an old building with a new addition.
- Closed by saying that she was on the 100th anniversary committee five years ago and feels that she has an obligation to the community and the students. The school is not just a building, it is a bridge from who we were to who we will become. It is our, and directly your responsibility to take the long view as educational custodians. Invited others to join her on Facebook under Save Queen Victoria School.

Speaker #5 - Spencer Hutchison

- Raised a question regarding the proposal related to secondary schools about whether the Board has prepared a concept plan for the east end in light of new legislation. He asked whether the current Moira site can accommodate a new school and comply with all regulations.

Superintendent FitzGibbon stated that these considerations have been part of the discussions of the working groups looking at size of lot, parking etc.

Speaker #6 - Cathy and Christina Taylor

- Spoke on behalf of the Quinte Ballet School. Stated that they understand the lack of enrolment. The Ballet School has a long history with Belleville and potential school closures could kill the Ballet School school.
- Commented on the proud and happy relationship with Centennial Secondary School and Sir John A. Macdonald School. It is a huge selling point when the Ballet School has new students coming in the summer. The parents are very relieved that their students will be able to attend schools so close.
- Stated that the Ballet School is just barely surviving with its existing enrolment. The situation with the Grade 7 & 8 students relocated to Centennial Secondary School has worked out well. This provides safe and easy access to the Ballet School. These children have passion and deep direction and know what they want to do. They commit 2 -3 hours per day on top of their school work and many are top achievers. The Ballet School is proud to be a part of CSS and SJAM.
- Spoke of the loss of the wonderful auditorium at CSS if it were to close. If students were moved to QSS an auditorium would be needed. They conduct three large performances per year in the auditorium.
- Commented that if students are too far away from the Ballet School there will be busing problems. The professional students would have to start later in the day, which would mean the

recreational students would have to wait until after professional students later in the evening. This would be the end of the Ballet School.

Superintendent FitzGibbon confirmed the proud relationship the Board has with Quinte Ballet School and community partners are very much a part of the consideration process.

Speaker #7 - Lindsay Boudier

- Commented that changes were already implemented in the last five years related to SJAM and they have been short term rather than long term. The Strategic Plan covers the period of 2015-2020. What happens after 2020? Why isn't the City of Belleville Planning & Development and the school board not collectively sharing information related to zoning, subdivisions, etc.?
- Stated that her daughter is in Grade 7 at SJAM and that three weeks into the 2017 school year was relocated to CSS due to population issues. In September 2018 where will she be, at CSS, SJAM or SMES? Then where does she go from there for Grade 9? Change is good and children adjust but is too much shuffle good for children? Three different schools in two years is too much.

Superintendent FitzGibbon referenced the Strategic Plan which is updated every five years. She stated that consideration is given to all priorities and goals, including Accommodation Reviews which falls under the public confidence priority and the goal of ensuring effective management of all resources. Transition plans have been discussed and considered at the work group meetings.

Speaker #8 - Rick Little

- Stated that he has Grade 9 students at QSS. There has been significant growth in the city and three to four builders are maxed out for new home builds. Those builders are selling between 20-30 homes per year north and west of city. When the northwest corner of the city is at capacity, will CSS be able to handle those students? Quinte Secondary School is newer and is not at capacity.
- Commented that he has friends in the real estate community who indicate growth from Toronto coming this way. Based on this, the Board should keep QSS open.

Superintendent FitzGibbon stated that these discussions have occurred at the work group meetings and the Board recognizes the value of having high schools in the east, centre and west areas of Belleville.

Speaker #9 – Joie Misner

- Stated that she is a SJAM parent and wished to comment on the K-6 option. She has a son with special needs who has great supports at the school. Based on the proposal, he will now have to transition after Grade 6 to SMES. They chose the area based on the quality of school and moving after Grade 6 would have significant impact. After having the same teachers and same support systems, having to move to a new community for two years and then move again for Grades 9-12 would not be an easy transition for children with special requirements. A K-8 model would be preferred.

Superintendent FitzGibbon acknowledged the points about transition and special considerations for students with special needs. These concerns have been discussed at the work group meetings and additional information regarding supports has been posted on the web site.

Speaker #10 – Tara Fernandes

- Stated that she was astonished that the first time she heard about the SJAM ARC's counter proposal was last Thursday in a school newsletter. She was not able to obtain any further details until yesterday when spoke with the principal and secretary of the school.
- Commented that her family purchased a home in Potters Creek to be within walking distance of SJAM. It is a well respected school and a safe walking distance, which is very important to her family. The counter proposal from the SJAM ARC regarding the boundary realignment will remove the ability for children to walk to school
- Enrolment has been dealt with over the past years during development. As a concerned parent of a child with severe anxiety issues, she stated that her child would not deal well with this change. Students would have a hard time dealing with a move in addition to a bus ride. Certain accommodations must be made and the main focus should be what is in the best interest of children. The least amount of disruption should be the primary focus.

- Asked that the Board not consider a boundary realignment and that the Grade 7 & 8's continue at CSS or SMES. A K-6 format at SJAM is agreeable. Grade 7 & 8 student are more mature and have the ability to cope with moving alongside all of their friends. The move to CSS was completed seamlessly and was successful.
- Noted that SJAM only became a K-8 school within the last five years. Prior to that Grade 7 & 8's were at SMB and families were able to make arrangements with siblings. Grade 7 & 8 students will move on in two years and this transition will prepare them for secondary school.
- The SJAM ARC committee decided that boundary realignment was better for programming, space, to increase SMES numbers, family factors and professional ballet school students. Not one of those five reasons mentioned the health and well being of students. She feels that the committee only considered five professional ballet students not the other 345 students who would be affected.
- Asked that the Board please consider a proposal that would have the least detrimental effect and would be in the best interest of all children. If the Board is going to consider the SJAM ARC counter proposal, Option #3 regarding the Bridge Street border would be preferred as some of those students are already bused and some neighbours already attend SMES.

Superintendent FitzGibbon stated that all information presented is being taken into consideration when making decisions including the feedback from the public.

Speaker #11 - Jen Mullins

- Stated that she is a parent at SJAM and also an employee of Board. She supports the Board's recommendation to move the Grade 7 & 8's to SMES. This approach has been successful in the past in a number of locations.
- Commented that a boundary realignment would impact more people and clarified that not all students north of Bridge Street are bused. Her family can walk in three minutes.
- Questioned whether moving the Grade 7 & 8's will be enough given that Phase 3 and 4 of Potters Creek is not yet complete.

Speaker #12 - Christy Callaghan

- Stated that she is a parent at SJAM who lives on the south end of Avondale, which is less than a ten minute walk to school. She strongly relies on the school and school council to provide information, however the proposed boundary map was just brought to her attention last night by a fellow parent. She had not been made aware of other ARC meetings and has several issues regarding the SJAM ARC proposed boundary changes.
- Stated that they purchased a home in the SJAM area so their children could bike and walk to school. With the proposed changes, instead of a bike ride/walk her children will be put on a bus and will be later coming home.
- Reiterated that the Grade 7 & 8's going to SMES or CSS would be best option due to anxiety concerns for students. Bonds and friendships with fellow students and staff have helped her children succeed along with their routine. Switching boundaries would greatly affect their success.
- Stressed that it is important to consider that parents are all here for their children's best interest and that everyone's point of view needs to be considered.

Speaker #13 – Kyle Copeland

- Expressed concern regarding the border realignment for SJAM. His family lives in Potters Creek and can walk to gymnastics club after school. They moved to Potters Creek specifically to attend SJAM as the school was highly recommended.

Speaker #14 - Heather Patterson

- Speaker withdrew.

Speaker #15 – Katrina Sim

- Stated that she is a QSS student in Grade 10 and thanked the Board for the opportunity to be able to provide input. Like many relatives and friends, she does not agree with the school closure and does not think it is necessary.
- Expressed concern about the closure of QSS, which houses the Adult Education program. If QSS closes, fewer people in the area will have the opportunity to get their high school diploma.

- Stated that closing schools will ultimately cost more money due to increased transportation costs. In addition, students have better things to do after school than ride the bus for long periods of time. Regarding the decrease in enrolment, she questioned where future students would attend school and expressed concern about the daycare at QSS, which is convenient for local businesses.
- Asked the Board and the ARC to carefully and thoughtfully consider the moral and economical consequences of school closures. Building another school will cost money, consolidating costs money, demolishing costs money. Not only are the schools in danger but local businesses in the area are in danger as well.
- Questioned whether school closures are a good idea and whether we want our children to spend half their day commuting? Where will the students go? Where will the next generation go?

Superintendent FitzGibbon stated that the student voice is a valuable part of the process.

Speaker #16 – Jason Bremner

- Stated that he is a teacher at CSS and is directing his comments to Trustees. He has heard concerns in the community as an ARC member for Queen Victoria. Expressed concerns about losing students to the separate school system and is advocating for us to be the custodians of public education and make decisions that are best suited for keeping public education strong.
- Advocating for Queen Victoria School, if the school can't be kept open, at least use the site as it is largest site and acts as a community hub. There are always kids playing on the playground and using the baseball diamonds. Keep the space and build there.

Superintendent FitzGibbon recognized his message about the importance of a strong public education system.

Speaker #17 - Amy Claxton

- Stated that quality education is so much more than simply education. It builds communities where students feel welcome, safe and accepted. Commented that she is connected with the Destinations Program and is part of a dual citizenship community where Harry J. Clarke students are located at MSS. She said they feel accepted and welcomed at both schools and is concerned with both proposals severing those ties. She recognizes that only so much can be done and there are difficult choices to make.
- As part of the commitment to quality education and programming, those students need a quality environment long term and short term. If portables are being considered, how does that facilitate quality labs, access to gyms, etc.? Where will the portables be located? We need to make sure we can still maintain the quality of programming.
- Commented about bussing complications with students coming from across the board and from neighbouring boards. They are currently able to use the high school busing system but putting this program in an elementary school complicates that. Bus transfers, long bus rides, traffic congestion and multiple runs of busses all need to be considered. Currently the Destinations program pulls 20-30 students from outside the Board.

Superintendent FitzGibbon commented on the importance of community within a school and outside of school and the impact on programming.

Speaker #18 - Josh Hill

- Stated that he is speaking as the Tyendinaga Education Committee Chair in support of the programs representing the entire Tyendinaga learning community, including the HOPE program at MSS.
- Stated that his community's preference is for a new secondary school build in the east. He is a graduate of MSS and said that there is already a long bus ride from his community to MSS, so moving out of the east end would be detrimental to the community.
- Commented that relationships with MSS and the Board are growing and there is a lot of sentiment between the Territory and the school. They want to keep momentum going for indigenous students so they can have voice. There are over 100 indigenous students at MSS and they want to be a part of the core school community. A cultural room exists at MSS currently. If plans are to transition to a new school his community hopes that the relationship continues to be

a priority for the Board. It is the people that make the school community and this must remain a focus of the Accommodation Review.

Superintendent FitzGibbon stated that the Board strongly values its relationship with the Mohawks of the Bay of Quinte and recognized the work that has been undertaken to maintain relationships and improve upon programming for students.

Speaker #18 - Melissa Gabourie

- Stated that she is a SJAM parent and purchased her house 10 years ago for the location in this respected community. She volunteers at the school every week and the staff at the school are amazing. She does not want her children to move. It is traumatic enough to switch classrooms in October.
- Emphasized the relationships students develop with friends who become second families.
- Commented about cross border students taking space of students who are living in the area.

Speaker #19 - Ian Misner

- Stated that he is an ARC member for SJAM and that he wished to address counter points to the revised proposal. Many students are going to be affected no matter what. One hundred is too many students. The purpose of the revised proposal was to propose a boundary change that would affect some students. Moving the Grade 7 & 8's will affect hundreds. In addition, the walking distances for Grade 7 & 8's is longer than the lower grades.

Next meetings

Meetings notes will be posted once reviewed and finalized. The Student Enrolment/School Capacity Committee will meet to receive the final report on May 8, 2017 at 3:30 p.m.

A Student Enrolment/School Capacity Committee meeting for public delegations will occur on May 29, 2017 at 6:30 p.m. at the Education Centre.

The Student Enrolment/School Capacity Committee will meet to prepare the final recommendations on June 12, 2017 and on June 19, 2017 the Board will determine the accommodation recommendations.

Adjournment

The meeting adjourned at 7:54 p.m.

APPENDIX F

Consolidated Recommendation Analysis

Consolidated Recommendation Analysis

Belleville Area ARC Working Meeting #2 – March 23, 2017-Final Feedback

Preliminary Recommendation:

- Close Hillcrest School & consolidate students at Prince of Wales Public School & 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

Submitted by:

Senior Administration

Scenario Description:

- programming opportunities
- closure of Hillcrest School and consolidate with Prince of Wales Public School and Park Dale School (Sept 2017) and boundary adjustments, with internal renovations to facilities as necessary
- potential new elementary school build with consolidation of Queen Elizabeth School and Queen Victoria School
- potential new secondary school build with consolidation of MSS and QSS
- relocation of Sir John A. Macdonald School Grade 7 and 8 students to Susanna Moodie

Rationale:

- maximizes program opportunities for students
- improves the learning environment for all students
- current enrolment at the eight elementary schools combined is approximately 2,477
- total capacity at the eight elementary schools is 3,009 resulting in a utilization rate of 82% (include HJC students)
- current enrolment at the three secondary schools combined is approximately 1,946 (not including HJC students)
- total capacity at the three secondary schools is 2,916 resulting in a utilization rate of 67%
- enrolment is generally not expected to increase over time
- maximizes space and reduces facility renewal costs
- Ministry has indicated that funding for schools with unused student spaces will be reduced

School	Gr.	Capacity	Pre-scenario Enrolment			Post Scenario Enrolment			
			2016/17*	2020/21	2024/25	Gr.	2020/21	2024/25	2028/29
Centennial Secondary School	9-12	975	729	767	785	9-12	975	975	975
Moira Secondary School/New School	9-12	828	637	568	557	9-12	928	957	925
Quinte Secondary School	9-12	1,113	580	568	590				
Total		2,916	1,946	1,903	1,932		1,903	1,932	1,900

- * Enrolment data as of October 31, 2016, remainder of projected data is drawn from Watson & Associates Economists Ltd November 2015 Long Term Capital Study Report and Recommendations

School	Gr.	Capacity	Pre-scenario Enrolment			Post Scenario Enrolment			
			2016/17*	2020/21	2024/25	Gr.	2020/21	2024/25	2028/29
Harry J. Clarke Public School	JK-8	697	721	791	805	JK-8	691	705	697
Hillcrest School	JK-5	168	121	107	104				
Park Dale School	JK-8	409	343	301	304	JK-8	346	350	344
Prince of Wales Public School	JK-8	401	281	365	365	JK-8	426	423	417
Queen Elizabeth School	JK-8	253	205	148	158				
Queen Victoria School	JK-6	423	246	218	218				
Sir John A. Macdonald School	JK-8	315	348	309	304	JK-6	257	254	256
Susanna Moodie Elementary School	JK-8	343	212	205	211	JK-8	257	261	273
New build to consolidate QE(B) & QV	JK-8					JK-8	467	476	470
Total		2,629	2,477	2,444	2,469		2,444	2,469	2,457

- * Enrolment data as of October 31, 2016, remainder of projected data is drawn from Watson & Associates Economists Ltd November 2015 Long Term Capital Study Report and Recommendations

Information for consideration could include: academic programs, learning environment, instructional aspects, extracurricular activities, financial, operations, transportation, social aspects, community, etc.

PROS

CONS

- More academic programs and greater flexibility in timetabling
- More students at CSS would allow for more money for the learning environment for the library, computer lab, as well more students allow for more diversity
- Bring in new teachers will allow for greater instructional integrity and students will be taught by specialists, no split classes
- More teachers will be available to coach
- All teams will be available to run
- More opportunities for clubs to run
- Dances will be better attended and more of an “event”
- We will save money (from the perspective of the board)
- We will have a bigger custodial staff; we will have fewer schools to worry about
- No more transfer buses
- Faster for some students
- Buses will be at capacity
- More diversity: QSS meet CSS
- More harmony within Belleville
- Less competition for community partnerships
- New facilities that may offer new experiences
- Better programming when you combine schools (high school)
- Extra costs – unused space would go into programming
- Eliminate split classes
- Saves the board money
- Provides more programming options for students as well as extra-curricular opportunities – sports, clubs, etc.
- There are available spaces at a newer school close by
- A new School, attracts new families, opportunities and partnerships
- Richer and more diverse academic programming environment, larger school population (as indicated in this preferred scenario) would facilitate more possibilities in courses.
- East/West Secondary School options are good for geography, important for future growth, minimizing busing and for family proximity to the school
- Stronger feeder school support, feeder school enrollments are strong, including Quinte Mohawk School
- Proximity of an East End School to the Mohawk Tyendinaga Territory and the familiarity of the cultural aspects of this school community population

- Unique programs at QSS may not be able to be duplicated at CSS. As well, we may not be able to meet the needs in certain programs (foods, etc) QSS building programs
- From a transition perspective we would not know our new students, we would not have the same background on them as our regular CSS students. Of course that will be a short-term thing
- Class size will rise at CSS
- Fewer teams will compete, cuts may be made in some sports, like football
- For CSS, there are no cons
- Some children will have drastically increased travel time
- Quinte ballet students will be inconvenienced and should be accommodated
- Potential conflict between two school groups
- Potential political conflict about the following: awards, key positions within sports (quarterback etc.) valedictorian, student council (cliques) within one school
- May be two communities, not one
New Build
Consolidation
- Putting 5 special programs in one school (jr. bridges, leadership, destinations program, adventure class, autism program)
Elementary
- Number’s don’t align – Queen Vic/Queen Elizabeth and Destinations = 551 under current enrollment stats so why change HJC boundaries
- New Build HJC
551 660
- Don’t repeat SJAM and Harmony issues where they are at capacity or over
- Possible increase in busing costs
- It is a sense of loss to the community
- Property values may go down because there is no school in the area
- How will the children get to school? (walk/bus)
- Possibility of more split grades
- POW is an OFIP school
- More students equals potential for more bullying/behaviour incidents
- Possible loss of Gr. 7-8 destination students and their contributions to the learning environment
- Need for more details and specifics on what transition process would look like
- What would potential boundary changes look like?
- What would the transition for staff look like?
- Closure of QSS equals loss of money to the

Information for consideration could include: academic programs, learning environment, instructional aspects, extracurricular activities, financial, operations, transportation, social aspects, community, etc.

PROS

CONS

- The partnerships to the YMCA that support a number of specialized school and community programs
- More options available for students from Hillcrest
- Expand our population by welcoming new students and families to community
- Hillcrest students will have a richer extracurricular opportunity
- One less transition for students at Hillcrest as current gr. 6 transition can be challenging
- Some families find it easier to have their kids in one school (childcare issues for younger students at Hillcrest)
- Fewer combined grade classes after Hillcrest/POW consolidation
- POW is completely accessible
- Combining QEB and Queen Vic does provide the opportunity for a brand new school which will probably allow for increased academic programs, extracurricular activities, financial concerns addressed
- It would appear that some of the new builds are now over capacity
- Having more teachers that teach the same grades, leads to more collaboration and would lead to stronger programs
- Having more students of same age group could lead to more programming opportunities
- Opportunity to design the new school to better serve the alternative programs like destinations
- New build would be likely to have more/full roster of admin staff, custodial staff, more support in the building
- Better, safer, more accessible building
- Design the school lot in a way that enhances student safety/separates public and parents from the student areas
- Better access to road for parents but safer/separate area for kids
- Could be beneficial to have more consolidation of special ed programs if it brings together the specialized teachers and staff under one roof
- Current renewal needs of Queen Vic and Queen E are not financially sustainable
- New build would be a better learning environment for staff and students (vs Queen Vic)
- a new build would be a pro
- land the school is on is valuable; where would the money for that sale go?
- SMES remains open, a viable school option for future development
- Having 2 divisions rather than 3 (primary/junior) in one building
- Letter opportunities for gr. 7 and 8 programming

- businesses on North Front Street – community partnerships
- Increased bussing at Park Dale causes more traffic – parking lot needs to be adjusted.
- Not having a community high school
- Ability to have a local job when at a community high school
- Increased transportation challenges (more students on bus, bus loading zone at POW is very small)
- Parking will become an issue at POW after consolidation as there won't be enough parking for staff
- Traffic issues already occur for parents on a daily basis
- The VFS reports for MSS and CSS are much higher costs than QSS for the future
- Is it better to locate this new build in a more visible area i.e. present QEB location? Perhaps this could increase school enrollment which means more dollars for the board.
- It seems that perhaps there is a lack of insight when considering future needs. For example, the building north and east of the city has been happening over a substantial length of time yet Harmony for example is at or over capacity. We have to ensure that we aren't "band aiding" after the fact.
- Sir Winston Churchill site has a lot size that is currently smaller than Queen Victoria
- Putting a large school on the lot, there would be reduced play area/reduced outdoor space
- If you have several special education programs under one roof could to too much. Too difficult for admin
- Could be too much to multiple special and alternative ed programs under one roof
- (see implication/additional considerations)
- recent updates and upgrades to facilities are wasted
- Having gr. 7/8 students in the building allows for leadership opportunities, intermediate students take this seriously and want to be there
- Programming allows for interactions between older/younger students (reading buddies, etc)
- Spilt families because older students removed.
- Problem for B/A care or pick up
- Older siblings not available to pick up younger
- Financial implications for families who rely on older siblings
- Increased number of buses on local streets (while others walking – safety
- Time increased for "school time" because of wait time for buses and actual busing times

Information for consideration could include: academic programs, learning environment, instructional aspects, extracurricular activities, financial, operations, transportation, social aspects, community, etc.

PROS	CONS
<ul style="list-style-type: none"> • Capacity needs are met • Both sites/good facilities to accommodate • Enriches programming for intermediates, as classes are currently small eg. No basketball team because not enough students • More money with increased capacity • All students and programming (music) • Our capacity exceeds that of SJAM • New build – modern facilities, may support more programs • Keep kids in our system • Proposed extension of Haig Road via overpass over railway lines (north) will improve access to Hillcrest School, which could house a new high school – it has 12 acres of land as opposed to 10 acres at Moira 	<ul style="list-style-type: none"> parents. • No sidewalks – safety concerns • Sense of community is lost • On snow days students at SJAM still attend (80%), good for learning, won't happen at SMES • Moving current gr. 7's, 3 moves in 3 yrs • Quinte Ballet School students, no longer would have easy access for elementary students • Lose the current connections that have been built between CSS and SJAM because of proximity • SJAM rebuilt 5 yrs ago for K-8 • Lack of access to Mary Ann Sills/ City facilities for older students • Different bell times between schools – SMES/SJAM • Moving students from SJAM to CSS and another change to SMES (too many transitions) • Transportation changes from walkers to bus riders • Ballet school students – transport, school times • Increased costs for transportation • Some families will be split and wanting to have all children go to SMES, impacts staffing • May increase class sizes • Interrupts special programs specialized courses – while building, may even discontinue them

Possible Implications or Additional Considerations:

- CSS' theatre is a huge asset
- Consolidate staff and students could lead to tension
- What happens to team leaders (department heads) when a school closes?
- Boundary issues – why are these changing?
- What is the capacity of the new build (it's physical space)
- When building new facilities for elementary – offer additional facilities (science labs, music, sports programs)
- How are the facilities designed in the new builds – gym space, multi-purpose room, learning commons (lack of space for traditional learning environment – alternative space is turned into classroom space)
- Winston Site – Capacity – what kind of play space would that leave – lot size
- Queen Vic – Capacity
- Transportation – looking at timing; will transportation costs go up?
- There are no permits in the building to provide extra-curricular for students
- How are they going to accommodate the large north of the 401 population in the future? (larger bussing costs in the future)
- Move French immersion program to a more central location
- Concern that several special education programs put under one roof
- We are concerned that there would be three alternative education programs – Destinations/Adventure class/ leadership program in one new school
- Very difficult for administration
- Concern destinations/leadership both for same age group
- Concern that destinations would not benefit from the facilities in the same way as they do now (in a high school)
- Enriched program, should be in a high school
- There have been concerns expressed about the environmental issues/land quality of the Sir Winston Churchill site
- what is the planned use/sale of the current QSS site?
- Watson report has a 15 yr. planning horizon
- Good long-term planning has 15-20 yr. horizon
- ARC recommendations appear to have a 5 year planning horizon (there are some good long term solutions but need to hash out interim solution to really do some forward planning)
- Centennial SG seems to be negatively impacted by recommendations in order to benefit other areas of the city/other school groups
- Uncoordinated bell times between SMES/SJAM makes challenges for families with supervision of younger students
- Ballet school times different when attending SMES
- What about allowing gr. 8's to stay at CSS for one more year?
- What about system classes? Would we keep both?
- How do we address families who will want all children to come to SMES?

Possible Options:	Rationale:
<ul style="list-style-type: none"> • What about doing the build at Hillcrest in the north end? • Maintain the CSS grade 7 class and let them stay at CSS for one year. This is supported by parents and staff at SJAM 	<ul style="list-style-type: none"> • Lots of land, close to the highway, near the wellness centre, good for co-op, close to the industrial park, close to a competitor (St. Theresa's)
<ul style="list-style-type: none"> • Move Bayside Public to Harmony – Bayside move French immersion to Quinte • Make new HS build 7-12 or Make CSS 7-12 which includes destinations and make Moira new build 7-12 (true all 7/8) 	<ul style="list-style-type: none"> • Great property • Increased student retention looking at a consistent 7-12 system approach ie. CHSS 7-12, PEI K-12, Bayside 7-12 • Provides flexibility and adaptability of space/demographics as programming needs evolve • Enhance programming for 7-12 students and learning opportunities (guaranteed access to music rooms, gyms, art rooms, science labs, technology • Max. utilization of space
<ul style="list-style-type: none"> • Close POW and build a new K-6 on the Hillcrest site and have QSS as a 7-12 school. 	<ul style="list-style-type: none"> • Construction of new housing and increased population to populate new school • Huge beautiful lot to work with
<ul style="list-style-type: none"> • Go ahead with the recommendations but keep the land in case the numbers do increase to a point where another school is needed 	<ul style="list-style-type: none"> • Housing increasing and industries growing with potential new families, leaves options open
<ul style="list-style-type: none"> • Much of the zoning information shown in the Hillcrest SIP does not differentiate between vacant residential lots and built residential lots. Two potential subdivisions, "Summit Dr." in below picture has the potential for +40 homes, which has begun to build out and immediately adjacent to Hillcrest school which could easily put the school up to or even over capacity once fully developed. The second subdivision, as the City Official Plan denotes, would be located at Hillcrest Auto Wreckers, a rezoning would permit residential use of 6.8 acres if land which would roughly have a development in similar size to Summit Drive. 	
<ul style="list-style-type: none"> • it would seem more appropriate to adjust the Hillcrest School boundary north above the 401, a single bus route that would capture Corbyville or/and Canniff Mill Estates (Simcoe Dr./Essex Dr./Kipling Dr.) and would capture enough students to bring Hillcrest up to capacity but would also serve to relieve immediate future pressure from Harmony School; while keeping students nearly the same distance or less from their actual homes and possibly even more convenient to commuting families on a daily basis. The transportation cost would be an offset or direct transfer from existing students going to Harmony. 	
<ul style="list-style-type: none"> • Develop a new site in very close proximity to the current Victoria/Farley site in conjunction/partnership with the development of a new potential YMCA build • A twinned site could offer advantages to both partners 	<ul style="list-style-type: none"> • Pooled financial resources • Expanded benefits to both programs • Possible incentives for both Ministries to support as an innovative model for the province
<ul style="list-style-type: none"> • Park Dale with increased students equals increased bussing and traffic so parking lot needs to be considered and modified (planning department) 	
<ul style="list-style-type: none"> • in 2018 new boundaries for Centennial made • in 2018 student from Moira get housed at QSS until 2020 • if new build doesn't get approved QSS stays open 	<ul style="list-style-type: none"> • Renewal at QSS over 4 years (new build period) less than \$400,000 • Renewal at Moira over 4 years \$5 ½ million • QSS has student space without portable

<ul style="list-style-type: none"> if new boundary and QSS stays open to house students from Moira, grade 12 students should have option to choose to stay 	<ul style="list-style-type: none"> Allows immediate closure at Moira Good for business/community at North Front Build 2 new school groups Kids are away from build site QSS 6.4 hectares and Moira 4 hectares
<ul style="list-style-type: none"> Considering moving the gr. 7 & 8 students from Harmony, POW and Park Dale into QSS to create a middle school environment 	<ul style="list-style-type: none"> This may solve the need for space for Harmony and the need to move POW students to Park Dale. They would have access to greater programming options for gr. 7&8 students at the high school facility.
<ul style="list-style-type: none"> Rezoning Harmony PS 	<ul style="list-style-type: none"> To alleviate pressure there
<ul style="list-style-type: none"> Locate 7s and 8s to high school 	<ul style="list-style-type: none"> Allows more space in existing elementary facilities. A fair bit of time is spent orienting 7s and 8s into the high school environment now. Could close one and relocate students.
<ul style="list-style-type: none"> Close Bayside SS and Quinte SS and build a new school north of Belleville, north of 401 	<ul style="list-style-type: none"> Schools are community hubs. Bayside SS is remote and not as easily accessible to the community as a more central location.
<ul style="list-style-type: none"> Separate out destinations Separate out special ed programs Build the new school on the Queen Vic lot as it is very large 	<ul style="list-style-type: none"> Enriched More admin time Too many special and alternative programs under one roof would not be ideal Concern that the Sir Winston Churchill site is too small for a new build/consolidate school
<ul style="list-style-type: none"> Close Centennial Secondary School keep MSS and QSS majority of CSS students could go to QSS with others opting for Bayside SS? Closure of MSS. QSS can accommodate the current compliment of 9-12 students from MSS. Option would work as a permanent solution or a short term solution awaiting a potential new build elsewhere in Belleville 	<ul style="list-style-type: none"> supports estimated enrollment for the next 5 years and more overall utility costs are more expensive at CSS, utility costs per student are twice what they are for QSS renewal costs for CSS are almost as high as a new build renovation for QSS would be far less than the renewal costs for CSS Can still maintain an East/West balance if a portion of CSS's students attend Bayside SS Susanna Moodie Grade 8's could attend Bayside SS. Students from the north of the city are being bussed past QSS to CSS as it is. A shorter bus ride A renovation to QSS for a music space and an auditorium would be needed; QSS currently has updated art and drama facilities Other than the Arts programme, QSS can offer comparable programming facilities QSS is not reliant on community spaces for sporting events and extra curriculars; can support most sports on-site Long term solution of Ministry funding for a new build is not approved.
<ul style="list-style-type: none"> 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 Cost of new build secondary school is approximately \$20-30 million dollars with a capacity of about 1000 students 	<ul style="list-style-type: none"> The continued growth of Belleville North of the 401 and further into Thurlow township. The benefit of shorter bus routes to service Harmony, Foxboro, Tyendinaga and Stirling public schools as well as families in the north end of the City of Belleville. A preferred location within a residential area for access, community use, and away from a "city" environment.

<ul style="list-style-type: none"> • 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 North end of Belleville for September 2020. • Close Quinte Secondary School and Moira Secondary School June 2020 and move students from both schools to the new school north of Belleville. • 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 	<ul style="list-style-type: none"> • Room for a robust athletic facilities and Community spaces in the school. • A more streamlined introduction of a new school with reduced stress and disruption for students, staff and programming at Quinte and Moira and a more natural move into a new building. • The ability to plan much better for programming and staffing of the new school. • A stronger retention and added attraction of students in and to the public school system. The continued growth of Belleville North of the 401 and further into Thurlow township. • The benefit or shorter bus routes to service Harmony, Foxboro, Tyendinaga and Stirling public schools as well as families in the north end of the City of Belleville. • A preferred location within a residential area for access, community use, and away from a "city" environment. • Room for a robust athletic facilities and Community spaces in the school. • A more streamlined introduction of a new school with reduced stress and disruption for students, staff and programming at Quinte and Moira and a more natural move into a new building. • The ability to plan much better for programming and staffing of the new school. • A stronger retention and added attraction of students in and to the public school system.
<ul style="list-style-type: none"> • 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 Moira Secondary school and move all students to Quinte Secondary for September 2018. Build Addition with a gym and auditorium to meet the needs of the school in the community • 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 	<ul style="list-style-type: none"> • Quinte is a larger school able to accommodate students from both schools. • A stronger retention and added attraction of students in and to the public school system.
<ul style="list-style-type: none"> • Keep SJAM as K-8 school and realign boundaries between SMES and SJAM 	<ul style="list-style-type: none"> • SJAM rebuilt 5 yrs ago as K-8 • Opportunities for leadership students • Maintain the sense of community • Maintain connections with CSS for all grades 7/8 students become familiar with CSS campus

	<ul style="list-style-type: none"> and programs before going there • Maintain connections with Quinte Ballet School
<ul style="list-style-type: none"> • Have gr. 7 & 8 students currently at SJAM become part of a 7-12 Centennial 	<ul style="list-style-type: none"> • Supported by many parents because current model is working well • Helps for 8-9 transition • Opportunities for 7/8 students to participate in activities at secondary school • Ministry of Education data indicated strong/better retention rates
<ul style="list-style-type: none"> • Changing boundaries 	<ul style="list-style-type: none"> • To keep families together • Long term gains for capacity • Keeps SJAM K-8 • Balanced population across school • Easier for transportation one area • Bell times won't matter
<ul style="list-style-type: none"> • Build new high school on Hillcrest site (obtain city land to make 12.5 acre lot) 	<ul style="list-style-type: none"> • More space than current Moira site • Closeness to Wellness Centre an asset • Haig Road will be extending over rail tracks for easy east end access • Recapture students who have been enrolling elsewhere • Having a school in the area will definitely bolster the community • Potential 7-12 school
<ul style="list-style-type: none"> • Buy adjacent house on property at NE corner of playground at POW 	<ul style="list-style-type: none"> • Additional parking
<ul style="list-style-type: none"> • Keep Quinte open, close Moira and move students to Quinte until new build. • Create new name and colours for new school with students who have already bonded 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Rename all remaining high schools if a high school closes. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • GEOGRAPHY MATTERS! • Sir Winston is an appropriate site for the new build due to central location but has no curb appeal and no visibility 	<ul style="list-style-type: none"> • Would not increase bussing
<ul style="list-style-type: none"> • Queen Vic site may be a better choice for new elementary school 	<ul style="list-style-type: none"> • Due to proximity to learning opportunities – library, fire hall, Glanmore House, theatre • It is in a neighbourhood that cares about the school and monitors the school (the same could be said about QE)
<ul style="list-style-type: none"> • MSS to remain open – an east end high school to remain 	<ul style="list-style-type: none"> • There is a sense of community in the east end and we want children to experience that community based school • Geography is important – if there was no high school in the east end we would lose students to NCC
<ul style="list-style-type: none"> • IDEAL option: We recommend keeping 3 high schools (east, west and north) and making them all 7-12 • We don't think Quinte should close before the new high school is built • 	<ul style="list-style-type: none"> • To keep consistency across the board – the county, the north, central Hastings and Belleville • Enhanced programming – reduce transition for teens from 6-7 then 8-9 • Enhance programming at both secondary and intermediate levels with greater populations in both (greater number of courses and bringing specialist teachers back to Gr. 7 & 8) • To accomplish this bring FI back to Belleville to increase enrolment in high school and realign boundaries to include Tyendinaga in Moira

	School Group to increase its enrolment
<ul style="list-style-type: none"> If you are only considering 2 high schools to remain open, we would support a north east location on or near the Hillcrest site (or near St. Theresa's) 	<ul style="list-style-type: none"> New build, retain east and north populations but still be a 7-12 high school Would also maintain the connection with Tyendinaga Mohawk Territory
<p>New Build (Option A)</p> <ul style="list-style-type: none"> Keep MSS and QSS open until new build is completed Move 7 & 8's (of just 8's) to MSS & QSS Propose new build as a 7-12 school Seek Ministry capital funding for hub school retrofit (p. 5 of Ministry letter) <ul style="list-style-type: none"> YMCA (daycare facility) dome Ideally NE in city to stay connected to Mohawk Territory Consider 7-12 model both short term & long term for student retention, transition, facility benefits, mentor/peer relationships <p>New build but still have to close 1 secondary school</p> <ul style="list-style-type: none"> For stability reasons moving one group (MSS) into another (QSS) as a complete transition would cause far less stress on kids, families, staff (avoid the BCI closure issues from the 90's) 	<ul style="list-style-type: none"> Splitting QSS between MSS & CSS has the potential to be catastrophic on students <ul style="list-style-type: none"> Peer groups spit up Lack of acceptance A 2 year transition plan could be very helpful in transition less stress – greatest student retention option
<p>School Renovation (Option B)</p> <ul style="list-style-type: none"> No one wants to see the closing school struggle, so "close" both MSS 7 QSS – officially "retire" both communities Re-open 1 site (with renovations if needed) with a brand new name, colours, community – a fresh start for everyone 	
<ul style="list-style-type: none"> Hillcrest site and purchase/lease the park land to use a new secondary site Move Moira students/Quinte students after new build complete 	<ul style="list-style-type: none"> North east access for new development/city growth Accessibly by Tyendinaga students No interim disruption
<ul style="list-style-type: none"> See attached Shared Consensus Submission from Sir John A. Macdonald School and Susanna Moodie Elementary School 	<ul style="list-style-type: none"> See attached.

Questions or Requests for Information:

- Q: What happens to department heads when a school closes? What does the transition for staff look like?
 A: The Joint Staffing Committee will address staffing as per the collective agreement and joint staffing processes and timelines. Consultations would occur to identify actions that would support staff orienting to a new school setting.
- Q: Is there going to be bus pickup for QSS students to bring them to CSS?
 A: Transportation will be provided in accordance with the Board Policy No. 17: Transportation of Students. If a student qualifies for transportation under that policy, then transportation will be provided.
- Q: Is it possible to revamp the school profiles so that they are more user-friendly? Could the specs for the three high schools be put into a graph?
 A: The Long Term Capital and Accommodation Plan includes various pieces of data per secondary panel - <http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/documents/ADOPTEDLTCAPNov1816KH.pdf>
- Q: Is it possible to keep the SJAM students and have access to the funding that the students provide?
 A: Funding is provided to the entire board, not on a per school basis, therefore, relocation of students from one school to another does not change overall board funding.
- Q: Do we have a specific plan to retain HPEDSB students and not lose them to the Catholic board?
 A: Transition from elementary to secondary schools within the HPEDSB is focused on promoting our school system, including featuring information regarding all the programs, services, resources and experiences available to our students. Course offerings, extra-curriculars, leadership opportunities, experiential learning, pathway choices, etc. are part of the information being provided to students and parents. Parent information nights, students visiting high schools, newsletter articles and secondary staff and students visiting elementary schools are ongoing activities promoting our system and transition processes. Elementary and secondary principals are confirming transition processes with parents and addressing any inquiries to support a smooth transition for their child. Messaging regarding a strong public education system that is ready to serve all of our students is shared within our school communities and encouraged to be shared by all.
- Q: Why are the boundaries changing for HJC? What do the boundary changes look like?
 A: It is recommended that the boundaries change to address enrolment pressures at HJC, and it is also recommendation to incorporate the Destinations program within the HJC school building as well.
- Q: What is the capacity of the new build (its physical space) if QEB and QV are consolidated? How are the facilities designed in the new builds (gym space, multi-purpose room, learning commons)?
 A: Should the recommendation be approved for a new build, a business case would have to be submitted to the Ministry of Education for approval. A new build would be based on the enrolment needs for a secondary school. The following document provides information on capital standards for school builds - http://www.hpedsb.on.ca/ec/directorsOffice/arc/documents/ReportofExpertPanel-BuildingOurSchools_BuildingOurFuture-ENG.pdf. Should a recommendation and business case for a new build be approved, there is a process that the board follows to ensure staff and public input to a new build. This includes a staff working group, as well as community information meetings to ask questions and provide input.
- Q: At the SWC site, what kind of play space would that leave (lot size)? Why SWC site vs QV site (size of land)?
 A:
- | Property | Size |
|------------------------------|---------|
| Queen Elizabeth (Belleville) | 6.36 ac |
| Queen Victoria | 5.76 ac |
| Sir Winston Churchill | 6.2 ac |
- Q: Transportation and timing, will transportation costs go up?
 A: Transportation costs have risen substantially in the past two years. It is not expected that transportation costs will decrease unless it becomes possible to reconfigure routes as a result of school consolidations.
- Q: Why the Moira site for a new build and not Quinte site?
 A: Geographic factors favour a secondary school located on the east side of Belleville.

- Q: How can we create a new proposal if we don't know the criteria for the initial rationale?
A: The rationale for the current recommendation has been provided in the Long Term Capital & Accommodation Plan Report Student Enrolment & School Capacity Report and summarized in the Recommendation Analysis Template. The ARC may suggest possible options and provide a rationale based upon their own analysis of information provided.
- Q: How will the Hillcrest students get to school (POW)? Will they walk or be bussed?
A: Transportation data will be provided at the ARC Working Meeting #2 with respect to the changes for Hillcrest students to Prince of Wales.
- Q: Will the YMCA Family Space Program still operate at POW when/if Hillcrest students go there? If not, where will they go? Will POW be able to continue having Family Space?
A: There are no known changes and it is anticipated that the YMCA Family Space Program will continue to offer services at POW.
- Q: In the Watson Report Table 1.1. Board Wide Demographic Trends.....How are these number/date separated into regions such as Belleville/Centre/County?
A: Further demographic trends are broken down per school group within the Watson Report. In addition, Census data was recently released and provided to the ARC Working Group separated into regions (http://www.hpedsb.on.ca/ec/directorsOffice/arc/documents/census_population_data_feb17.pdf)
- Q: We know that the YMCA Daycare is at Park Dale. If more students are added to Park Dale because of Hillcrest's closure will that be affected?
A: The board engages in yearly reviews of before and after school day care spaces with its community partners in order to address needs related to the number of students participating in the programs. Should an ARC decision result in boundary changes and additional students attending Park Dale and needing to access the day care program, this information will be shared with the day care program so that they may provide parents with information about participation in their program.
- Q: Will school ARC committees (e.g. Hillcrest, POW and Park Dale) ever have the opportunity to sit down together to head pros/cons questions? Request another ARC to have interaction with other school ARCs.
A: The second ARC session will create opportunities for school ARCs to interact with one another to support discussion and providing final feedback on the current recommendations.
- Q: Is there a plan for POW in 5 years when it indicates that it will be over capacity?
A: A boundary change is proposed as part of this process between Prince of Wales and Park Dale to consider enrolment pressures.
- Q: Critical to consider the IB certification at Moira and whether that is transferable.
- Q: Will buses change for qualifying distance of 3.2km?
A: It is not anticipated that the transportation policy will change at this time.
- Q: How will the large north of the 401 population be accommodated in the future?
A: Our enrolment projections in the Long Term Capital and Accommodation Plan show that two secondary schools in the Belleville area are sufficient to accommodate all Belleville area students.
- Q: Projected enrollments for 2021 have POW over capacity and Park Dale under capacity. Why aren't we accounting for that in the projections?
A: A boundary change is proposed between Prince of Wales and Park Dale to consider enrolment pressures.
- Q: Have you considered moving the Education Centre and plant to QSS in combination with students attending?
A: Relocating administrative staff into a secondary school does not achieve the needed savings or provide student programming improvements.
- Q: How are we considering offering vocational opportunities for students in Grs. 7-12?
A: Programming discussions are and will be part of any transition plan should recommendations be approved.
- Q: POW will need another bathroom if there's an extra kindergarten class. Will this occur prior to a consolidation or what is the plan to accommodate those students?
A: If another kindergarten class is required, it will be structured similar to the other kindergarten classrooms.

- Q: What will happen to out of area students on a 340? How many students should be attending POW that may be returning?
- A: Out of area students that have been approved as part of the transfer process outlined in Procedure 340 Transfer of Students are factored into the current enrolment numbers, projections and recommendations. Students on a 340 will not be asked to return to their home school as part of an ARC decision, unless parents choose to have their child return to their home school.
- Q: How was QSS selected as the school to close instead of MSS or CSS (financial, student population, parking)?
- A: The Watson Report recommended MSS be closed.
- Q: The rationale for the consolidation of QSS is found in the Long Term Capital & Accommodation Plan Report Student Enrolment & School Capacity Report and summarized in the Recommendation Analysis Template.
- A: The rationale for the consolidation of QSS is found in the Long Term Capital & Accommodation Plan Report Student Enrolment & School Capacity Report and summarized in the Recommendation Analysis Template.
- Q: Where will the students be housed if the MSS building is rebuilt or added on to? Could they be a QSS during this time?
- A: There are three options that the board has employed when constructing additions or a new build:
1. Students stay in the school while an addition is being constructed;
 2. Students stay in the school while a new school is being constructed on the same site; or
 3. A new school is constructed on a site where students are not present.
- Q: What would transportation for secondary students going to MSS look like (i.e. number, location of bus stops)?
- A: Tri-Board will be providing Transportation Data that will in turn be provided to the ARC Working Group.
- Q: When final decisions are made, will schools, those on the front line, be asked for input regarding the build?
- A: Should a recommendation and business case for a new build be approved, there is a process that the board follows to ensure staff and public input to a new build. This includes a staff working group, as well as community information meetings to ask questions and provide input.
- Q: Confirmation needed for consolidated school capacity. The new build for QE/QV has a capacity of 380 (chart Watson projections), yet the projected enrolment numbers are was over the 380 (Watson projections) especially if you add in HJC Destinations etc.. So the new build would need to have a much higher capacity than indicated in this chart?
- A: Correct, the projected enrolment would be greater than 380 given the projected numbers and the proposal to include HJC students.
- Q: What was the capacity of SWC while it was a school? Big enough size?
- A: Should the recommendation be approved, a new build is recommended for the SWC site. It would be sized according to the enrolment.
- Q: What will be the process for the design of the new school and how will students/parent/teachers be consulted?
- A: Should a recommendation and business case for a new build be approved, there is a process that the board follows to ensure staff and public input to a new build. This includes a staff working group, as well as community information meetings to ask questions and provide input.
- Q: What is the planned use/sale of the current QSS site?
- A: Should the recommendation be approved, it is likely that QSS would be property that HPEDSB disposes of through a property declaration of surplus property process as per Regulation 444/98 - <https://www.ontario.ca/laws/regulation/980444>
- Q: Does a renovation at MSS include portables or an enlargement of the current facilities? What happens to students if renovations or new build occurs on MSS site?
- A: If the recommendation and business case be approved for a addition/renovation to MSS, it would include an addition to the school. In the interim it is likely portables would be required.
- Q: What about the lack of field spaces, parking, etc. that already exist at MSS? If even more space is removed from already sparse facilities, what's left?
- A: Should the recommendation be approved for a new build or addition, the field spaces/parking would have to be reviewed and perhaps reworked to fit the needs of the school.

- Q: A new school build would be an amazing option. A new build would retain and/or bring back students to our public system and help to alleviate the loss of secondary students to the separate system. What would this actually look like?
- A: Should the recommendation be approved for a new build, a business case would have to be submitted to the Ministry of Education for approval. A new build would be based on the enrolment needs for a secondary school. The following document provides information on capital standards for school builds - http://www.hpedsb.on.ca/ec/directorsOffice/arc/documents/ReportofExpertPanel-BuildingOurSchools_BuildingOurFuture-ENG.pdf
- Q: Where would a new secondary school build be located? Do not see long term value of building a new facility on the existing MSS site.
- A: Should the recommendation be approved, it could be located on the existing Moira site, or another location within the City of Belleville.
- Q: For the SJAM and SMES recommendation, it was stated that students would be picked up at their homes as per usual procedure. What is the cost associated with the recommendation?
- A: Transportation data in this regard will be provided.
- Q: Have figures from Belleville's transportation plan (population/employment) April 2014 been considered?
- A: City plans were reviewed by Watson & Associates and this information was fed into the Long Term Capital and Accommodation Plan.
- Q: Two years ago the catchment area/transportation boundaries between SMES/SJAM on the west side of the school were already shifted. Can this be realigned yet again to reflect current numbers?
- A: The attendance boundaries for SJAM are being reviewed.
- Q: What is target utilization rate for schools in HPEDSB?
- A: 100%
- Q: How will we accommodate families who want to have all kids at one school? How do we address families who will want all children to come to SMES?
- A: Board Procedure 340: Transfer of Students describes the process related to parents/guardians and students requesting admission to a school other than their home school. Sibling attendance is one of the reasons considered when approving such a request.
- Q: What about SJAM students being allowed to stay at CSS for one more year?
- A: This can certainly be put forward in the Recommendation Analysis Template for consideration.
- Q: What about system classes? Would SMES keep both?
- A: HPEDSB Student Services consultations with schools have been ongoing for students in system programs and regular class programs. Throughout this semester, Student Services personnel will continue to collect and review information received from schools regarding students with special education needs to determine appropriate programs and services, including the number, location and type of system classes that will best support student needs in the board. Consultations about effective transitions for students with special education needs have also been ongoing and will continue with various committees, agencies and individuals.
- Q: Has there been consideration for the new subdivision (Potter's Creek –behind Stream) and numbers/enrollment to SMES?
- A: Yes, this was taken into consideration within the Watson Report.
- Q: How many students would be expected to come to SMES?
- A: The initial recommendation for the Belleville Accommodation Review proposed that Grade 7 and 8 students from SJAM attend SMES. Projections show approximately 50 Grade 7 and 8 students, totalling two classes.
- Q: Can you verify what is happening with the other students on page 1? It says "some students move to Centennial" but nothing about other students.
- A: Other students would move to Moira Secondary School.

Kim Horrigan

From: Shawn <shawn@rfaplanningconsultant.ca>
Sent: Monday, April 10, 2017 10:53 AM
To: information; Kim Horrigan
Cc: Nicola Wand; Andrew Forgrave; Heather Barber; ian.misner@gmail.com; trish@trishbelford.com; ja413ma@apps.hpedsb.on.ca
Subject: SJAM & SMES Shared Consensus Submission
Attachments: 2016 - table - ResidentialLandSupply.pdf; APS-2016-62 - Potter Creek- Phase 6.doc; APS-2017-04 - Sand Cherry - subdivision agreement.docx; Building Services Month-end Rpt - December.pdf; Building Services Month-end Rpt. - February.pdf; December Building Services Month-end Rpt.pdf; 2016 - map - ResidentialLandSupply2016-Urban.pdf; SJAM ARC - Draft Boundary Modifications 11 x 17.pdf; SJAMSMESSharedConsensusSubmissionARCMarch23_2017.pdf

To Whom It May Concern and Ms. Horrigan:

I am sending this message on behalf of the Sir. John A. Macdonald School Accommodation Review Committee, in association with the Suzanne Moodie Elementary School ARC. I am a parent member of the SJAM ARC. Please see that the following message and attachments are also provided to Cathy Portt, superintendent to SJAM, Trist Fitzgibbon, superintendent for the ARC and Cassandra Windsor, SMES principal.

Further to the Shared Consensus Submission by the SJAM and SMES ARC Subcommittees, attached please find a PDF of the Draft Boundary Modifications figure to support the alternative recommendation rationale document submitted earlier. I have re-attached a PDF of this document for your convenience.

Other items have been attached for information, but I find the Residential Land Supply map particularly helpful. The source for this and the other background documentation is the City of Belleville. From the perspective of the City I understand from the planner, and planners in general, is that once a development is draft approved it is counted for future planning purposes as supply. This appears contrary to the Boards practice for various reasons as discussed at the working sessions. This of course as we know has led to new/renovated schools that are overcrowded – SJAM, Harry J., Harmony, Stirling, etc. It would not represent good planning to ignore growth information.

For the figure itself, I used the existing lot fabric and land use data to formalize the school boundaries. The Watson report and Board images are too “fuzzy” or “grey” to have a solid understanding of the boundaries for SJAM and SMES and in many placed bisect properties. Option 1 is the preferred option – speculative estimates are in the realm of 90+ students. I have slightly tempered the residential land supply map on our figure to only show lots that are approved, rezoned and either built or under construction (dark green – short-term redevelopment sites). Additional lands are to become online very shortly specially regarding the Potters Creek development.

Further to the alternative recommendation document, our shared consensus proposal will create a stable, longer-term solution to the unprecedented growth SJAM has experienced over the past 3-5 years where a very small amount of future residents are anticipated from the Stinson Avenue townhomes in the short term (currently under construction. This will allow SJAM to reclaim key space

for historical music, science, etc. programming. For SMES this effectively fills empty classrooms and more or less returns the school boundaries to more historical limits. SMES is better suited to accommodate future growth than SJAM. What is unclear to us is how many students will be affected by our proposal – for this, technical input from the board is required to formalize the proposal.

Please do not hesitate to contact me regarding the above information and any adjustments to the figure in support of the alternative recommendation we have presented. I can then review these with the SJAM/SMES subcommittees for turning back around to you for the pending staff report.

Thank you and have a good day.

Best regards,

Shawn Legere, MCIP, RPP
Urban Designer/ Planner
RFA PLANNING CONSULTANT INC

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Shared Consensus Submission

from

Sir John A. Macdonald School & Susanna Moodie Elementary School

Belleville ARC Group Working Meeting #2

March 23rd, 2017

Preferred Solution

Redraw the boundaries between Sir John A. Macdonald School and Susanna Moodie Elementary School to redistribute students K-8 between the two schools.

Rationale:

- SJAM is over capacity at 110%. SJAM has grown by 100 students over the past 5 years.
- SMES has surplus capacity (currently at 68%) and reflects mostly static enrolment figures.
- New homes continue to be built in new West Belleville subdivisions on land directly between SJAM and SMES.
- Redrawing the boundaries redistributes the current and future students between the two sites.
- K-8 model at each school keeps siblings together.
- K-8 model provides leadership opportunities for senior students.
- K-8 model at SJAM supports Quinte Ballet School programming by keeping grade 7&8 dance students within walking distance of the dance facility.
- K-8 model is consistent within the district.
- SJAM will have returned programming opportunities via Music Room and Multi-purpose room which have been lost over the past 3 years since the rebuild five years ago due to increased enrolment.
- Continued growth of west Belleville subdivisions will be re-directed over the coming years to SMES, relieving the growth that SJAM has experienced over the past 5 years and that would continue, should the boundaries not be proactively adjusted.

SJAM Renovation in 2011, Increased Enrolment Since

Five years ago SJAM was renovated with an addition to extend programming from K-6 to K-8, providing the following learning spaces as part of the package.

- Music Room
- Multi-Purpose Room
- Parent Child Youth Clinic Classroom

Over the past 5 years, SJAM enrolment has increased from 248 students to 348 (356 projected for this coming September). Each of the extended programming rooms has been re-purposed to provide needed regular classroom spaces. In September 2016, enrolment grew beyond SJAM capacity such that two classes of students (grades 7 & 8) were located at nearby CSS.

SJAM is over capacity, has limited options for program support, and cannot support additional growth.

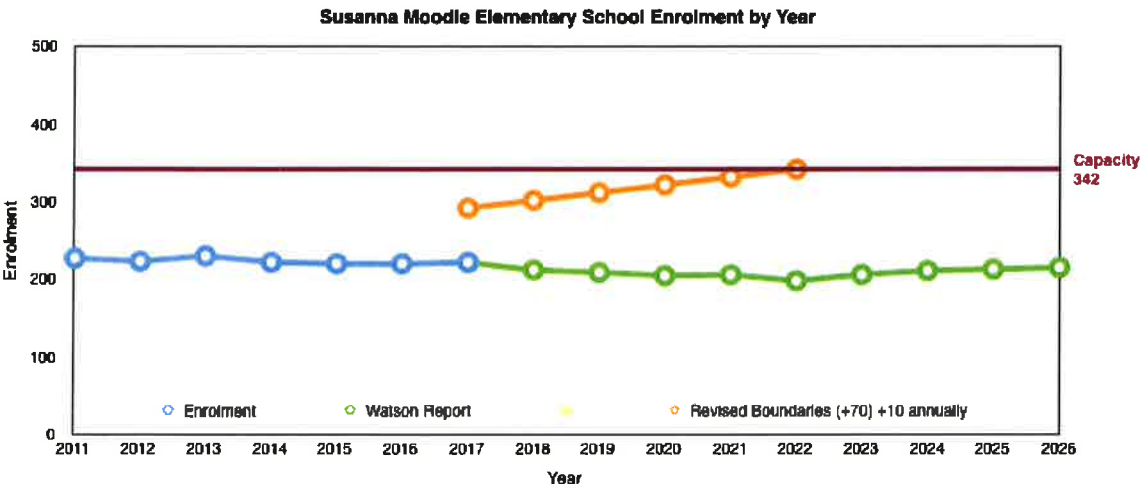
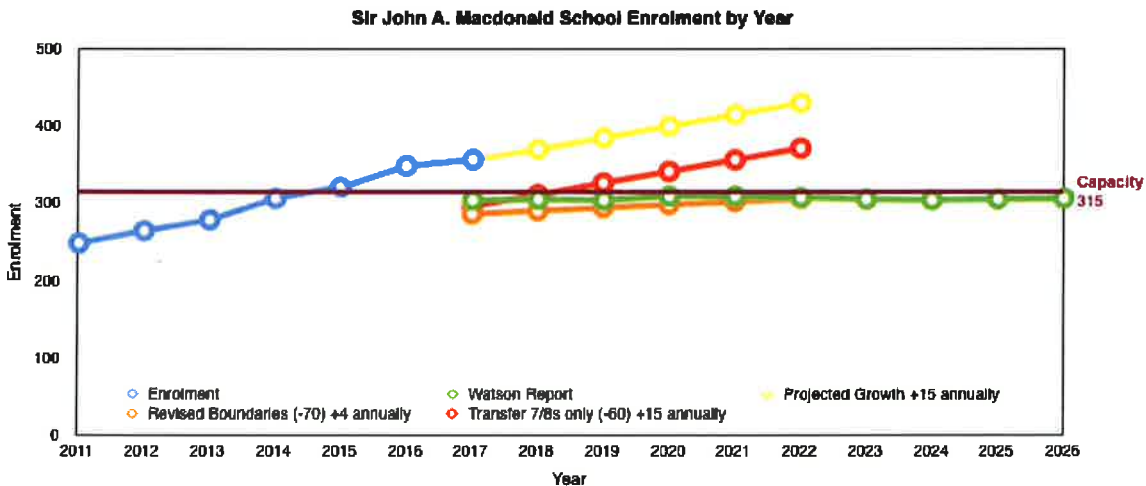
Enrolment Data and Projections

Watson Report projections for the next 10 years for both schools seem to be completely unrepresentative of recent and pending growth due to new housing builds in the neighbourhood.

Projected Growth at SJAM without boundary adjustments will continue to drive SJAM far beyond capacity.

Transferring SJAM 7/8s to SMES (max 60 students) would not address the growing enrolment trend at SJAM, and SJAM would most likely breach capacity again within a year or two.

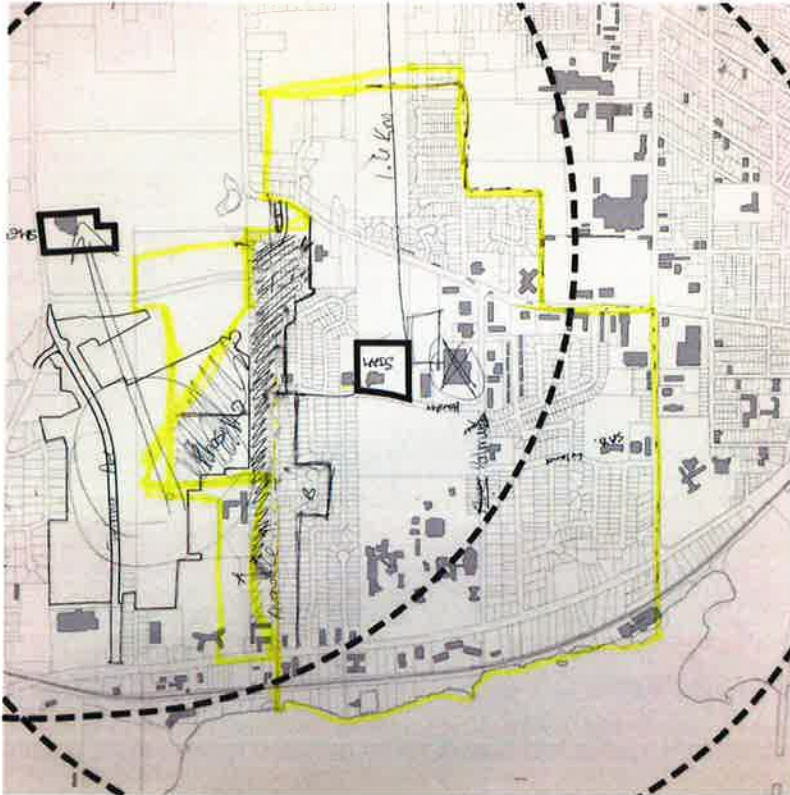
Revised Boundaries (shift 70 - 75 students, K-8) would allow both schools room for modest growth (provided that the new home enrolments are simultaneously redirected towards SMES) over the next five years and still leave each site slightly below or approaching capacity.



Purposes for Revised Boundaries

The purpose behind revising the boundaries for SJAM and SMES is twofold:

- to re-balance enrolments by decreasing enrolment at SJAM and increasing enrolment at SMES;
- to ensure that the bulk of new enrolments due to new housing builds in west Belleville are directed to SMES.



Determining Possible Boundary Adjustments

1. Adjust to create an East-West boundary along Avondale (students east to SJAM, west to SMES). Possible options are as follows:
 - a. Harder Drive as the north end of this boundary OR
 - b. extend all the way to north end of Avondale OR
 - c. a combination of these to deal with cul-de-sacs at north end of Avondale OR
 - d. include cul-de-sacs on east and west sides of Avondale north end (behind Greek Hall) OR
 - e. only residences on the west side of Avondale feed to SMES or also include residences on the east side of Avondale as well south of Harder Drive
2. Adjust to create a North-South boundary along Bridge (students south to SJAM, north to SMES)
 - a. If the North-South boundary is selected and Avondale is not touched, then does it redirect sufficient students to SMES?

3. Use a combination of the two boundaries?

Additional Remarks

- Bussing all 7s and 8s to SMES is not a safe solution when younger siblings are simultaneously on the streets walking to their schools.
- Splitting families to go to both schools will result in many unhappy families requesting 340s to attend SMES for all kids which skews enrolment projections if accepted, or do we lose students altogether?
- Realigning boundaries is the better option because it will allow better space utilization at both schools
 - allows for better programming (science/MPR room, music room, etc.)
 - Allows for growth in upcoming years, rather than immediately be at capacity again in SJAM in particular.
- HPEDSB should really consider the positive impact of an “Arts” campus on the CSS/SJAM sites.
 - Quinte Ballet School as part of the partnership (good for all)
 - Gymnastics Club as part of the partnership (good for all)
- Add to SJAM (increase the size of the building) to address concerns about on-going capacity at that school.
- Consider looking ahead beyond 2-3 years (which is the best case scenario given that moving the 7s & 8s only will not alleviate SJAM capacity concerns.)



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**ENGINEERING &
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BUILDING SECTION

MONTH-END REPORT

REPORT PERIOD: DECEMBER 2015

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**City of Belleville
Building Department
Financial Summary Report
December 2015**

Type	Permits	Total Valuation	Building Permit Fee
Residential (new)	15	\$3,724,185.00	\$41,275.85
Residential (other)	22	\$386,175.00	\$4,874.75
Commercial (new)	0	\$0.00	\$0.00
Commercial (other)	7	\$442,500.00	\$5,307.00
Industrial (new)	0	\$0.00	\$0.00
Industrial (other)	2	\$142,774.00	\$1,536.74
Institutional / Govt (new)	0	\$0.00	\$0.00
Institutional / Govt (other)	2	\$3,349,436.00	\$33,923.36
Sub Totals	48	\$8,045,070.00	\$86,917.70

	This Month		Year To Date		Previous Year End
	December 2015	December 2014	December 2015	December 2014	December 2014
Building Permit Fee	\$86,917.70	\$40,485.00	\$709,017.93	\$699,415.66	\$699,415.66
Construction Value	\$8,045,070.00	\$3,694,500.00	\$63,471,797.68	\$63,559,790.92	\$63,559,790.92
Development Charges	\$195,744.00	\$36,576.85	\$2,149,072.56	\$1,435,516.66	\$1,435,516.66



**City of Belleville
Building Department
Comparative Report
December 2015**

Classification	2014			2015		
	Permits	Construction	Permit Value	Permits	Construction	Permit Value
Residential (new)	4	\$736,000.00	\$7,994.00	15	\$3,724,185.00	\$41,275.85
Residential (other)	17	\$301,500.00	\$4,372.00	22	\$386,175.00	\$4,874.75
Commercial (new)	0	\$0.00	\$0.00	0	\$0.00	\$0.00
Commercial (other)	7	\$1,292,000.00	\$13,773.00	7	\$442,500.00	\$5,307.00
Industrial (new)	3	\$1,285,000.00	\$13,814.00	0	\$0.00	\$0.00
Industrial (other)	2	\$80,000.00	\$482.00	2	\$142,774.00	\$1,536.74
Institutional / Govt (new)	0	\$0.00	\$0.00	0	\$0.00	\$0.00
Institutional / Govt (other)	1	\$0.00	\$50.00	2	\$3,349,436.00	\$33,923.36
Sub Totals:	34	\$3,694,500.00	\$40,485.00	48	\$8,045,070.00	\$86,917.70



**City of Belleville
Building Department**

Classification Breakdown (YTD)

Period: January 2015 to December 2015

Type	Permits	Construct Value	Building Permit Fees
Residential (new)	135	\$27,920,041.00	\$313,286.56
Residential (other)	364	\$6,236,327.04	\$78,642.62
Commercial (new)	6	\$5,122,400.00	\$57,007.64
Commercial (other)	118	\$7,493,632.84	\$81,383.47
Industrial (new)	3	\$4,252,500.00	\$42,550.00
Industrial (other)	17	\$4,110,108.00	\$39,889.68
Institutional / Govt (new)	2	\$1,370,000.00	\$14,377.00
Institutional / Govt (other)	39	\$6,944,588.80	\$74,785.96
Other	7	\$22,200.00	\$345.00
Sub Totals:		691	\$63,471,797.68
			\$702,267.93

Residential	Units
Apartment	9
Apartment Condo	0
Row House	68
Row House Condo	0
Semi-Detached Condo	0
Semi-Detached House	4
Single Condominium	0
Single Detached	129
Total Units: 210	

Printed: 07/01/2016

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**City of Belleville
Building Department**

Building Permit Summary Report - December 2015

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBR20150141	HASTINGS LOCAL HOUSING CORPORATION 120-130 NORTH PARK ST [PID:12379] [Roll:120807021028600]	New Construction / Row House	4740.00	\$403,000.00	\$4,610.00	\$33,490.00	\$38,100.00	15/12/2015
PRBR20150286	BARBARA MILLER 77 GRIER ST	Alteration/Improvements / Single Detached		\$0.00	\$50.00		\$50.00	02/12/2015
PRBC20150510	THE BELLEVILLE AND DISTRI FISH AND GAME CLUB 170 ELMWOOD DR	Alteration/Improvements / Indoor Recreation		\$10,000.00	\$100.00		\$100.00	14/12/2015
PRBR20150571	DUVANCO HOMES INC 50 WINDWHISPER DR	Alteration/Improvements / Single Detached		\$28,000.00	\$280.00		\$280.00	02/12/2015
PRBM20150614	MINERAL ROAD PROPERTIES I 104 MINERAL RD	Alteration/Improvements / Service Station/Repair Garage		\$66,000.00	\$769.00		\$769.00	21/12/2015
PRBC20150619	974845 ONTARIO INC 175 LAHR DR	Alteration/Improvements / Retail/Wholesale Outlet		\$259,000.00	\$2,770.00		\$2,770.00	17/12/2015
PRBR20150630	ARBORETUM PARK AND WELLNESS CENTRE INC. 216 MACDONALD AVE	Alteration/Improvements / Apartment		\$58,000.00	\$600.00		\$600.00	17/12/2015
PRBR20150645	2194226 ONTARIO INC 24 SOUTH CHURCH ST, Unit:2 [PID:19110] [Roll:120801001007302]	New Construction / Semi-Detached House	5648.00	\$509,000.00	\$5,406.00	\$9,614.00	\$15,020.00	11/12/2015
PRBM20150652	DELORO STELLITE INC 471 DUNDAS STE	Alteration/Improvements / Plant/Factor		\$76,774.00	\$767.74		\$767.74	08/12/2015
PRBR20150655	Mirtren Homes 50 HAMPTON RIDGE DR [PID:19044] [Roll:120810000000000]	New Construction / Single Detached	2271.00	\$226,885.00	\$2,461.85	\$9,614.00	\$12,075.85	10/12/2015
PRBR20150656	JORDAN WESLEY GRANT YARROW 67 EVERETT ST	Alteration/Improvements / Single Detached		\$28,000.00	\$378.00		\$378.00	02/12/2015

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**City of Belleville
Building Department**

Building Permit Summary Report - December 2015

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBR20150660	ANDREA NICOLE CRITCH 265 VICTORIA AVE	Alteration/Improvements / Single Detached	500.00	\$42,500.00	\$445.00		\$445.00	17/12/2015
PRBR20150661	Mirtren Homes 46 KEMPTON AVE [PID:19105] [Roll:1208100000000000]	New Construction / Single Detached	1596.00	\$171,960.00	\$1,912.60	\$9,614.00	\$11,526.60	02/12/2015
PRBR20150664	DUVANCO HOMES INC 66 HAMPTON RIDGE DR [PID:19049] [Roll:1208100000000000]	Alteration/Improvements / Single Detached	1030.00	\$26,000.00	\$260.00		\$260.00	04/12/2015
PRBR20150667	DUVANCO HOMES INC 35 GLENVIEW CR [PID:18943]	Alteration/Improvements / Row House		\$18,000.00	\$180.00		\$180.00	04/12/2015
PRBR20150668	DUVANCO HOMES INC 31 COBBLESTONE ST [PID:18904]	Alteration/Improvements / Row House		\$18,000.00	\$180.00		\$180.00	04/12/2015
PRBR20150669	DUVANCO HOMES INC 33 COBBLESTONE ST [PID:18905]	Alteration/Improvements / Row House		\$18,000.00	\$180.00		\$180.00	09/12/2015
PRBR20150670	DUVANCO HOMES INC 35 COBBLESTONE ST [PID:18906]	Alteration/Improvements / Row House		\$18,000.00	\$180.00		\$180.00	09/12/2015
PRBR20150671	DUVANCO HOMES INC 39 COBBLESTONE ST [PID:18908]	Alteration/Improvements / Row House		\$18,000.00	\$180.00		\$180.00	09/12/2015
PRBR20150672	PERRY EVERETT GIVINS 74 PURDY ST	Alteration/Improvements / Single Detached		\$700.00	\$50.00		\$50.00	01/12/2015
PRBR20150673	DUVANCO HOMES INC 37 COBBLESTONE ST [PID:18907]	Alteration/Improvements / Row House		\$18,000.00	\$180.00		\$180.00	03/12/2015
PRBC20150674	JAMIE THOMAS TROKE 258 FRONT ST	Alteration/Improvements / Office Complex		\$6,000.00	\$60.00		\$60.00	10/12/2015
PRBI20150675	QUINTE HEALTHCARE CORP 265 DUNDAS ST E	Alteration/Improvements / Hospital		\$3,306,436.00	\$33,411.36		\$33,411.36	09/12/2015

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**City of Belleville
Building Department**

Building Permit Summary Report - December 2015

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBC20150676	FARRELL EUGENE 355 UNIVERSITY AVE	Alteration/Improvements / Plant/Factor		\$65,000.00	\$650.00		\$650.00	11/12/2015
PRBC20150677	1709910 ONTARIO LTD 28 FARNHAM RD	Site Services / Motor Vehicle Showroom		\$15,000.00	\$640.00		\$640.00	17/12/2015
PRBR20150679	JESSE JAMES ANDREW RUESS 355 PALMER RD	Alteration/Improvements / Single Detached		\$300.00	\$200.00		\$200.00	23/12/2015
PRBR20150681	Mirtren Homes 26 KEMPTON AVE [PID:19097] [Roll:1208100000000000]	New Construction / Single Detached	1544.00	\$145,040.00	\$1,643.40	\$9,614.00	\$11,257.40	16/12/2015
PRBR20150682	DUVANCO HOMES INC 62 HAMPTON RIDGE DR [PID:19047] [Roll:1208100000000000]	New Construction / Single Detached	2411.00	\$244,000.00	\$2,612.00	\$9,614.00	\$12,226.00	10/12/2015
PRBR20150683	HILDEN HOMES LTD 37 TESSA BLVD [PID:18947]	Alteration/Improvements / Single Detached		\$25,675.00	\$306.75		\$306.75	07/12/2015
PRBR20150684	GEERTSMA HOMES LTD 8 WALNUT CT [PID:18738]	Alteration/Improvements / Single Detached		\$9,000.00	\$90.00		\$90.00	08/12/2015
PRBR20150685	GEERTSMA HOMES LTD 22 MOUNTAIN ASH DR [PID:19181] [Roll:1208000000000000]	New Construction / Row House	8224.00	\$768,000.00	\$8,772.00	\$46,886.00	\$55,658.00	18/12/2015
PRBI20150686	MANAGEMENT BOARD SECRETAR 350 DUNDAS ST W	Alteration/Improvements / Secondary School		\$43,000.00	\$512.00		\$512.00	16/12/2015
PRBR20150688	DUVANCO HOMES INC 27 KEMPTON AVE [PID:19080] [Roll:1208100000000000]	New Construction / Single Detached	1800.00	\$171,000.00	\$1,882.00	\$9,614.00	\$11,496.00	14/12/2015
PRBR20150689	DUVANCO HOMES INC 21 KEMPTON AVE [PID:19077] [Roll:1208100000000000]	New Construction / Single Detached	1444.00	\$139,000.00	\$1,555.00	\$9,614.00	\$11,169.00	14/12/2015

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**City of Belleville
Building Department**

Building Permit Summary Report - December 2015

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBR20150690	DUVANCO HOMES INC 37 KEMPTON AVE [PID:19085] [Roll:1208100000000000]	New Construction / Single Detached	1444.00	\$139,000.00	\$1,555.00	\$9,614.00	\$11,169.00	14/12/2015
PRBR20150691	DUVANCO HOMES INC 29 KEMPTON AVE [PID:19081] [Roll:1208100000000000]	New Construction / Single Detached	1845.00	\$176,000.00	\$1,932.00	\$9,614.00	\$11,546.00	14/12/2015
PRBR20150692	BRENDA J GREEN 478 MUDCAT RD	Alteration/Improvements / Single Detached		\$0.00	\$50.00		\$50.00	16/12/2015
PRBC20150694	1651237 ONTARIO INC 232 FRONT ST	Alteration/Improvements / Office Complex		\$2,500.00	\$50.00		\$50.00	11/12/2015
PRBR20150695	STEPHEN MICHAEL BEAUDRIE 198 MOIRA ST W	New Construction / Single Detached	1000.00	\$100,300.00	\$1,115.00		\$1,115.00	29/12/2015
PRBR20150696	MARJORY MAY PRENTICE 25 SIXTH ST	Alteration/Improvements / Single Detached		\$7,500.00	\$75.00		\$75.00	16/12/2015
PRBR20150697	GEERTSMA HOMES LTD 12 WALNUT CT [PID:18740]	New Construction / Single Detached	2221.00	\$222,000.00	\$2,392.00	\$9,614.00	\$12,006.00	23/12/2015
PRBR20150698	GEERTSMA HOMES LTD 16 WALNUT CT [PID:18742]	New Construction / Single Detached	2007.00	\$187,000.00	\$2,049.00	\$9,614.00	\$11,663.00	23/12/2015
PRBR20150700	THOMAS MARK BOWLAND 320 CHARLES ST	Alteration/Improvements / Single Detached		\$25,000.00	\$320.00		\$320.00	17/12/2015
PRBR20150701	ANNE HUDDLESTON 8 SHANNON RD	Site Services / Single Detached		\$20,000.00	\$640.00		\$640.00	17/12/2015
PRBR20150709	VICTORIA ANN DRUMMOND 117 NISBET AVE	Alteration/Improvements / Single Detached		\$2,500.00	\$25.00		\$25.00	23/12/2015
PRBC20150710	D.A.L.Y. INC 11 VICTORIA AVE	Alteration/Improvements / Office Complex		\$85,000.00	\$1,037.00		\$1,037.00	23/12/2015

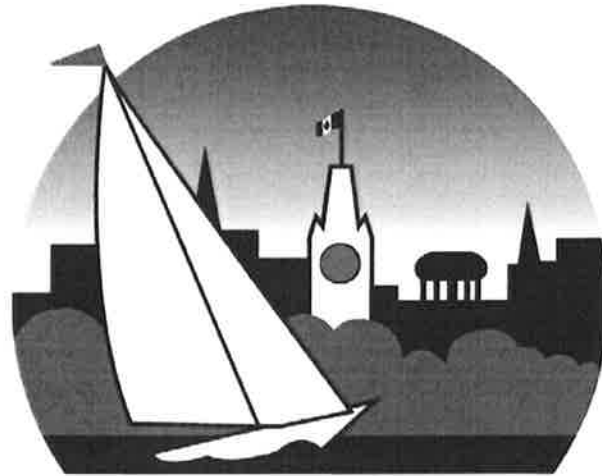
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**City of Belleville
Building Department**

Building Permit Summary Report - December 2015

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBR20150711	TIMOTHY ALAN GILES 23 SOUTHVIEW AVE	Alteration/Improvements / Single Detached		\$5,000.00	\$25.00		\$25.00	30/12/2015
PRBR20150712	GCL DEVELOPMENTS LTD 324 CANNIFTON RD N [PID:18516]	New Construction / Single Detached	1245.00	\$122,000.00	\$1,378.00	\$9,614.00	\$10,992.00	30/12/2015
		Permit Count: 48	Totals:	40970.00	\$8,045,070.00	\$195,744.00	\$282,661.70	

Printed: 07/01/2016



BELLEVILLE
on the Bay of Quinte

**ENGINEERING &
DEVELOPMENT SERVICES DEPT.**

BUILDING SECTION

MONTH-END REPORT

REPORT PERIOD: DECEMBER 2016

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**City of Belleville
Building Department**

**Financial Summary
Report**

December 2016

Type	Permits	Total Valuation	Building Permit Fee
Residential (new)	19	\$2,986,860.00	\$32,968.60
Residential (other)	23	\$2,616,775.00	\$32,732.75
Commercial (new)	0	\$0.00	\$0.00
Commercial (other)	11	\$735,000.00	\$8,516.00
Industrial (new)	0	\$0.00	\$0.00
Industrial (other)	2	\$175,000.00	\$2,699.19
Institutional / Govt (new)	0	\$0.00	\$0.00
Institutional / Govt (other)	3	\$15,254,000.00	\$152,679.00
Sub Totals	58	\$21,767,635.00	\$229,595.54

	This Month		Year To Date		Previous Year End
	December 2016	December 2015	December 2016	December 2015	December 2015
Building Permit Fee	\$229,595.54	\$87,191.70	\$1,316,236.35	\$709,341.93	\$709,341.93
Construction Value	\$21,767,635.00	\$8,045,070.00	\$121,538,485.20	\$63,471,797.68	\$63,471,797.68
Development Charges	\$217,596.00	\$195,744.00	\$3,497,758.73	\$2,149,072.56	\$2,149,072.56

Printed: 03/01/2017

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**City of Belleville
Building Department**

Classification Breakdown (YTD)

Period: January 2016 to December 2016

Type	Permits	Construct Value	Building Permit Fees
Residential (new)	237	\$48,603,601.20	\$534,946.01
Residential (other)	386	\$9,948,718.00	\$130,573.94
Commercial (new)	5	\$24,179,200.00	\$255,378.00
Commercial (other)	126	\$8,816,260.00	\$98,027.90
Industrial (new)	0	\$0.00	\$0.00
Industrial (other)	28	\$4,547,725.00	\$47,224.19
Institutional / Govt (new)	1	\$400,000.00	\$4,208.00
Institutional / Govt (other)	52	\$21,541,481.00	\$193,683.31
Other	7	\$3,501,500.00	\$44,445.00
Sub Totals:	842	\$121,538,485.20	\$1,308,486.35

Residential	Units
Apartment	16
Apartment Condo	15
Row House	66
Row House Condo	0
Semi-Detached Condo	0
Semi-Detached House	11
Single Condominium	1
Single Detached	210
Total Units:	319

Printed: 03/01/2017

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**City of Belleville
Building Department
Comparative Report
December 2016**

Classification	2015			2016		
	Permits	Construction	Permit Value	Permits	Construction	Permit Value
Residential (new)	15	\$3,724,185.00	\$41,275.85	19	\$2,986,860.00	\$32,968.60
Residential (other)	22	\$386,175.00	\$5,148.75	23	\$2,616,775.00	\$32,732.75
Commercial (new)	0	\$0.00	\$0.00	0	\$0.00	\$0.00
Commercial (other)	7	\$442,500.00	\$5,307.00	11	\$735,000.00	\$8,516.00
Industrial (new)	0	\$0.00	\$0.00	0	\$0.00	\$0.00
Industrial (other)	2	\$142,774.00	\$1,536.74	2	\$175,000.00	\$2,699.19
Institutional / Govt (new)	0	\$0.00	\$0.00	0	\$0.00	\$0.00
Institutional / Govt (other)	2	\$3,349,436.00	\$33,923.36	3	\$15,254,000.00	\$152,679.00
Sub Totals:	48	\$8,045,070.00	\$87,191.70	58	\$21,767,635.00	\$229,595.54

**City of Belleville
Building Department**

Building Permit Summary Report - December 2016

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBR20160210	COBBLESTONE HOMES QUINTE INC 140 LYWOOD ST [PID:18823] [Roll:120810003005514]	New Construction / Semi-Detached House	2296.00	\$221,575.00	\$2,468.75	\$20,402.00	\$22,870.75	20/12/2016
PRBC20160496	2313236 ONTARIO INC 455 DUNDAS ST W [PID:9532] [Roll:120820002011000]	Alteration/Improvements / Service Station/Repair Garage		\$40,000.00	\$523.00		\$523.00	16/12/2016
PRBR20160611	MAPLE CONSTRUCTION AND DEVELOPMENT 46 RIDGEWAY PL [PID:18887]	New Construction / Apartment	1673.00	\$300,000.00	\$3,239.00	\$14,342.00	\$17,581.00	09/12/2016
PRBC20160716	PETRINA INVESTMENTS INC 646 DUNDAS ST E [PID:8434] [Roll:120804012511300]	Alteration/Improvements / Retail/Wholesale Outlet		\$10,000.00	\$266.00		\$266.00	06/12/2016
PRBC20160739	REYN BELLEVILLE HOLDINGS INC 199 BELL BLVD [PID:17185] [Roll:120807020500140]	Alteration/Improvements / Retail Complex		\$382,000.00	\$4,231.00		\$4,231.00	08/12/2016
PRBC20160741	RIOCAN PROPERTIES(KING GEORGE SQUARE) INC 110 NORTH FRONT ST [PID:12627] [Roll:120805015046400]	Alteration/Improvements / Retail Complex		\$35,000.00	\$573.00		\$573.00	15/12/2016
PRB20160747	LOYALIST COLLEGE OF APPLIED ARTS AND TECHNOLOGY 376 WALLBRIDGE-LOYALIST RD [PID:13844] [Roll:120820002025000]	Alteration/Improvements / Post-Secondary Institution		\$104,000.00	\$1,040.00		\$1,040.00	05/12/2016
PRBR20160760	LISA MARIE SMITH 85 BRIDGE ST W [PID:5224] [Roll:120806018002700]	Alteration/Improvements / Single Detached		\$0.00	\$50.00		\$50.00	09/12/2016
PRBR20160775	COBBLESTONE HOMES QUINTE INC 62 RIDGEWAY PL [PID:18879]	New Construction / Apartment	1163.00	\$144,250.00	\$1,613.50	\$14,342.00	\$15,955.50	12/12/2016
PRBR20160782	864984 ONTARIO INC 94 SIDNEY ST [PID:10817] [Roll:120806018516700]	Alteration/Improvements / Apartment		\$2,190,000.00	\$28,470.00		\$28,470.00	15/12/2016

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**City of Belleville
Building Department**

Building Permit Summary Report - December 2016

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBR20160786	CATHIE ANNE BERTELINK 15 SHARPES LN [PID:18192] [Roll:120810004531080]	Wood Stove/Fireplace / Single Detached		\$4,500.00	\$100.00		\$100.00	15/12/2016
PRBR20160791	JOAO SARAGOCA 152 AVONDALE RD [PID:2806] [Roll:120806019004900]	Alteration/Improvements / Single Detached		\$6,000.00	\$110.00		\$110.00	02/12/2016
PRBC20160792	GENTLEMEN'S QUARTERS LIMITED 228 FRONT ST [PID:10488] [Roll:120802004501300]	Alteration/Improvements / Retail/Wholesale Outlet		\$500.00	\$50.00		\$50.00	09/12/2016
PRBR20160794	Mirtren Homes 80 GLENVIEW CR [PID:19171] [Roll:120800000000000]	New Construction / Single Detached	1299.00	\$151,640.00	\$1,702.40	\$10,201.00	\$11,903.40	07/12/2016
PRBR20160795	McDonald Homes 82 SIENNA AVE [PID:19160] [Roll:120800000000000]	New Construction / Single Detached	1159.00	\$112,935.00	\$1,238.35	\$10,201.00	\$11,439.35	09/12/2016
PRBC20160802	S & A (BELLEVILLE) INVESTMENT LIMITED 144 NORTH FRONT ST [PID:12628] [Roll:120805015046500]	Alteration/Improvements / Retail Complex		\$25,000.00	\$403.00		\$403.00	05/12/2016
PRBR20160803	DUVANCO HOMES INC 61 HAMPTON RIDGE DR [PID:19033] [Roll:120810002508907]	New Construction / Single Detached	2512.00	\$251,000.00	\$2,696.00	\$10,201.00	\$12,897.00	07/12/2016
PRBC20160804	1259644 ONTARIO INC 208 FRONT ST [PID:10485] [Roll:120802004500600]	Sign / Office Complex		\$2,500.00	\$30.00		\$30.00	09/12/2016
PRBM20160805	PAN PROPERTIES LIMITED 51 ADAM ST [PID:3708] [Roll:120807022031825]	Alteration/Improvements / Lab/Medical Research		\$175,000.00	\$1,952.00		\$1,952.00	20/12/2016
PRBR20160806	SHIRLEY ANNE BEST 796 WALLBRIDGE-LOYALIST RD [PID:15082] [Roll:120820002004414]	Garage/Carport/Accessory Structure / Single Detached		\$30,000.00	\$320.00		\$320.00	12/12/2016

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**City of Belleville
Building Department**

Building Permit Summary Report - December 2016

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBC20160807	CENTURY VILLAGE LTD 199 FRONT ST [PID:9102] [Roll:120801002002200]	Alteration/Improvements / Retail Complex		\$10,000.00	\$120.00		\$120.00	07/12/2016
PRBR20160809	GEERTSMA HOMES LTD 344 CANNIFTON RD N [PID:18523] [Roll:120810003015820]	Alteration/Improvements / Single Detached		\$19,000.00	\$190.00		\$190.00	02/12/2016
PRBM20160810	VANTAGE FOODS (ON) INC 240 JAMIESON BONE RD [PID:16993] [Roll:120807022502610]	Alteration/Improvements / Plant/Factor		\$0.00	\$747.19		\$747.19	06/12/2016
PRBI20160811	BELLEVILLE CITY 265 CANNIFTON RD [PID:16703] [Roll:120807022002800]	Alteration/Improvements / Indoor Recreation YARDMEN ARENA	7858.00	\$15,000,000.00	\$150,000.00		\$150,000.00	02/12/2016
PRBI20160812	BOARD OF EDUCATION HASTINGS PRINCE EDWARD DISTRICT 29 626 HARMONY RD [PID:742] [Roll:120810004005910]	Alteration/Improvements / Elementary School/Kindergarten		\$150,000.00	\$1,639.00		\$1,639.00	20/12/2016
PRBR20160813	CATHIE ANNE BERTELINK 15 SHARPES LN [PID:18192] [Roll:120810004531080]	Alteration/Improvements / Single Detached		\$7,500.00	\$75.00		\$75.00	15/12/2016
PRBR20160814	WILLIAM JOHN HERN 51 HAMPTON RIDGE DR [PID:19028] [Roll:120810002508902]	Alteration/Improvements / Single Detached		\$22,000.00	\$270.00		\$270.00	15/12/2016
PRBC20160816	1594430 ONTARIO LTD 600 DUNDAS ST E [PID:8331] [Roll:120804012511810]	Alteration/Improvements / Retail/Wholesale Outlet		\$15,000.00	\$150.00		\$150.00	05/12/2016
PRBR20160817	KAREN LYNN PANZER 31 KEEGAN PKWY, Unit:14 [PID:8141] [Roll:120801003513301]	Alteration/Improvements / Row House		\$15,300.00	\$153.00		\$153.00	06/12/2016
PRBR20160818	Mirtren Homes 38 KEMPTON AVE [PID:19101] [Roll:120810002508951]	New Construction / Single Detached	1610.00	\$152,750.00	\$1,713.50	\$10,201.00	\$11,914.50	15/12/2016

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**City of Belleville
Building Department**

Building Permit Summary Report - December 2016

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBR20160819	DEBORA ELAINE HEBBOURN 597 BLESSINGTON RD [PID:916] [Roll:120810003507401]	Alteration/Improvements / Single Detached	700.00	\$70,500.00	\$783.00		\$783.00	28/12/2016
PRBR20160820	PETER GEORGE ROOKE 244 GEORGE ST [PID:5406] [Roll:120802005003400]	Alteration/Improvements / Single Detached		\$32,000.00	\$50.00		\$50.00	08/12/2016
PRBC20160821	BERNARD ELIAS BOUDREAU 275 FRONT ST [PID:4813] [Roll:120802004504300]	Alteration/Improvements / Retail/Wholesale Outlet		\$15,000.00	\$150.00		\$150.00	07/12/2016
PRBR20160822	NICOLE DAWN BURLLEY 28 SAGE ST [PID:18161] [Roll:120820002014829]	Alteration/Improvements / Single Detached		\$25,500.00	\$25.00		\$25.00	09/12/2016
PRBR20160824	GEERTSMA HOMES LTD 84 REDWOOD DR [PID:19443] [Roll:120810000000000]	New Construction / Single Detached	1274.00	\$125,000.00	\$1,408.00	\$10,201.00	\$11,609.00	14/12/2016
PRBR20160825	HILDEN HOMES LTD 29 TESSA BLVD [PID:18951] [Roll:120804013502141]	Alteration/Improvements / Single Detached		\$24,350.00	\$243.50		\$243.50	14/12/2016
PRBR20160826	HILDEN HOMES LTD 10 TESSA BLVD [PID:18972] [Roll:120804013502134]	New Construction / Single Detached	1140.00	\$107,700.00	\$1,200.00	\$12,848.00	\$14,048.00	14/12/2016
PRBR20160827	HILDEN HOMES LTD 12 TESSA BLVD [PID:18971] [Roll:120804013502133]	New Construction / Single Detached	1048.00	\$117,905.00	\$1,316.05	\$12,848.00	\$14,164.05	14/12/2016
PRBR20160828	GEERTSMA HOMES LTD 82 REDWOOD DR [PID:19442] [Roll:120810000000000]	New Construction / Single Detached	1557.00	\$149,000.00	\$1,662.00	\$10,201.00	\$11,863.00	15/12/2016
PRBR20160829	McDonald Homes 72 SIENNA AVE [PID:19155] [Roll:120800000000000]	New Construction / Single Detached	1551.00	\$147,585.00	\$1,605.85	\$10,201.00	\$11,806.85	15/12/2016
PRBR20160830	1203026 ONTARIO INC 23 MOIRA ST W [PID:5354] [Roll:120805015518900]	Alteration/Improvements / Apartment		\$800.00	\$200.00		\$200.00	14/12/2016

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**City of Belleville
Building Department**

Building Permit Summary Report - December 2016

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBR20160831	Mirtren Homes 42 KEMPTON AVE [PID:19103] [Roll:120810002508949]	New Construction / Single Detached	2056.00	\$190,310.00	\$2,103.10	\$10,201.00	\$12,304.10	15/12/2016
PRBC20160834	REYN BELLEVILLE HOLDINGS INC 199 BELL BLVD [PID:17185] [Roll:120807020500140]	Alteration/Improvements / Retail/Wholesale Outlet		\$200,000.00	\$2,020.00		\$2,020.00	22/12/2016
PRBR20160836	HILDEN HOMES LTD 33 TESSA BLVD [PID:18949] [Roll:120804013502143]	Alteration/Improvements / Single Detached		\$17,325.00	\$173.25		\$173.25	21/12/2016
PRBR20160837	McDonald Homes 86 SIENNA AVE [PID:19162] [Roll:120800000000000]	New Construction / Single Detached	1293.00	\$124,745.00	\$1,377.45	\$10,201.00	\$11,578.45	28/12/2016
PRBR20160841	DUVANCO HOMES INC 56 GLENVIEW CR [PID:19320] [Roll:120800000000000]	New Construction / Single Detached	1373.00	\$151,000.00	\$1,668.00	\$10,201.00	\$11,869.00	28/12/2016
PRBR20160844	DUVANCO HOMES INC 58 GLENVIEW CR [PID:19321] [Roll:120800000000000]	New Construction / Single Detached	1458.00	\$137,000.00	\$1,528.00	\$10,201.00	\$11,729.00	28/12/2016
PRBR20160845	DUVANCO HOMES INC 17 MAVIS WAY [PID:19344] [Roll:120800000000000]	Alteration/Improvements / Row House		\$18,000.00	\$180.00		\$180.00	28/12/2016
PRBR20160846	DUVANCO HOMES INC 15 MAVIS WAY [PID:19343] [Roll:120800000000000]	Alteration/Improvements / Row House		\$18,000.00	\$180.00		\$180.00	28/12/2016
PRBR20160847	DUVANCO HOMES INC 9 MAVIS WAY [PID:19340] [Roll:120800000000000]	Alteration/Improvements / Row House		\$18,000.00	\$180.00		\$180.00	30/12/2016
PRBR20160848	DUVANCO HOMES INC 42 COBBLESTONE ST [PID:18927]	Alteration/Improvements / Row House		\$17,000.00	\$170.00		\$170.00	28/12/2016

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**City of Belleville
Building Department**

Building Permit Summary Report - December 2016

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBR20160849	DUVANCO HOMES INC 21 MAVIS WAY [PID:19346] [Roll:1208000000000000]	Alteration/Improvements / Row House		\$21,000.00	\$210.00		\$210.00	30/12/2016
PRBR20160850	DUVANCO HOMES INC 13 MAVIS WAY [PID:19342] [Roll:1208000000000000]	Alteration/Improvements / Row House		\$21,000.00	\$210.00		\$210.00	30/12/2016
PRBR20160851	DUVANCO HOMES INC 5 MAVIS WAY [PID:19338] [Roll:1208000000000000]	Alteration/Improvements / Row House		\$18,000.00	\$180.00		\$180.00	30/12/2016
PRBR20160852	DUVANCO HOMES INC 3 MAVIS WAY [PID:19337] [Roll:1208000000000000]	Alteration/Improvements / Row House		\$21,000.00	\$210.00		\$210.00	30/12/2016
PRBR20160853	McDonald Homes 84 SIENNA AVE [PID:19161] [Roll:1208000000000000]	New Construction / Single Detached	1485.00	\$140,120.00	\$1,538.20	\$10,201.00	\$11,739.20	30/12/2016
PRBR20160854	McDonald Homes 76 SIENNA AVE [PID:19157] [Roll:1208000000000000]	New Construction / Single Detached	1510.00	\$142,245.00	\$1,559.45	\$10,201.00	\$11,760.45	30/12/2016
PRBR20160855	McDonald Homes 85 SIENNA AVE [PID:19166] [Roll:1208000000000000]	New Construction / Single Detached	1233.00	\$120,100.00	\$1,331.00	\$10,201.00	\$11,532.00	30/12/2016
Permit Count: 58			Totals:	\$21,767,635.00	\$229,595.54	\$217,596.00	\$447,191.54	



BELLEVILLE
on the Bay of Quinte

**ENGINEERING &
DEVELOPMENT SERVICES DEPT.**

BUILDING SECTION

MONTH-END REPORT

REPORT PERIOD: FEBRUARY 2017

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**City of Belleville
Building Department
Financial Summary
Report
February 2017**

Type	Permits	Total Valuation	Building Permit Fee
Residential (new)	8	\$3,767,930.00	\$41,236.46
Residential (other)	22	\$537,790.00	\$6,393.60
Commercial (new)	0	\$0.00	\$0.00
Commercial (other)	10	\$464,554.00	\$5,151.54
Industrial (new)	0	\$0.00	\$0.00
Industrial (other)	0	\$0.00	\$0.00
Institutional / Govt (new)	0	\$0.00	\$0.00
Institutional / Govt (other)	1	\$21,000.00	\$50.00
Other	2	\$62,500.00	\$811.00
Sub Totals	43	\$4,853,774.00	\$53,642.60

	This Month		Year To Date		Previous Year End
	February 2017	February 2016	February 2017	February 2016	December 2016
Building Permit Fee	\$53,642.60	\$39,477.80	\$187,895.10	\$60,821.00	\$1,316,236.35
Construction Value	\$4,853,774.00	\$4,839,350.00	\$17,911,624.00	\$6,606,670.00	\$121,538,485.20
Development Charges	\$195,260.00	\$170,338.00	\$289,332.00	\$219,546.00	\$3,497,758.73

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**City of Belleville
Building Department
Comparative Report
February 2017**

Classification	2016			2017		
	Permits	Construction	Permit Value	Permits	Construction	Permit Value
Residential (new)	16	\$2,140,640.00	\$23,664.40	8	\$3,767,930.00	\$41,236.46
Residential (other)	18	\$482,050.00	\$5,865.50	22	\$537,790.00	\$6,393.60
Commercial (new)	0	\$0.00	\$0.00	0	\$0.00	\$0.00
Commercial (other)	8	\$789,160.00	\$8,176.90	10	\$464,554.00	\$5,151.54
Industrial (new)	0	\$0.00	\$0.00	0	\$0.00	\$0.00
Industrial (other)	1	\$10,000.00	\$640.00	0	\$0.00	\$0.00
Institutional / Govt (new)	0	\$0.00	\$0.00	0	\$0.00	\$0.00
Institutional / Govt (other)	8	\$1,417,500.00	\$881.00	1	\$21,000.00	\$50.00
Other	0	\$0.00	\$0.00	2	\$62,500.00	\$811.00
Sub Totals:	51	\$4,839,350.00	\$39,227.80	43	\$4,853,774.00	\$53,642.60



**City of Belleville
Building Department**

Classification Breakdown (YTD)

Period: January 2017 to February 2017

Type	Permits	Construct Value	Building Permit Fees
Residential (new)	12	\$5,130,930.00	\$56,713.46
Residential (other)	32	\$738,340.00	\$9,228.10
Commercial (new)	0	\$0.00	\$0.00
Commercial (other)	20	\$1,252,354.00	\$12,589.54
Industrial (new)	0	\$0.00	\$0.00
Industrial (other)	5	\$10,428,500.00	\$105,723.00
Institutional / Govt (new)	0	\$0.00	\$0.00
Institutional / Govt (other)	3	\$299,000.00	\$2,830.00
Other	2	\$62,500.00	\$811.00
Sub Totals:	74	\$17,911,624.00	\$187,895.10

Residential	Units
Apartment	0
Apartment Condo	26
Row House	10
Row House Condo	0
Semi-Detached Condo	0
Semi-Detached House	0
Single Condominium	0
Single Detached	9
Total Units:	45

Printed: 01/03/2017

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**City of Belleville
Building Department**

Building Permit Summary Report - February 2017

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBR20160745	1510133 ONTARIO LTD 300 FRONT ST [PID:5236] [Roll:120802004503600]	Conversion non-residential to residential / Office Complex	515.00	\$60,000.00	\$761.00		\$761.00	13/02/2017
PRBC20160752	RENTX REALTIES CORP 610 DUNDAS ST E [PID:15255] [Roll:120804012511706]	Alteration/Improvements / Office Building		\$300,000.00	\$3,334.00		\$3,334.00	21/02/2017
PRBR20160833	JULIA LATENDORF 115 CATHARINE ST [PID:9987] [Roll:120806017008500]	Alteration/Improvements / Single Detached		\$58,000.00	\$630.00		\$630.00	13/02/2017
PRBR20160839	MAPS DEVELOPMENT CORPORATION 450 SIDNEY ST [PID:19108] [Roll:120807020001000]	New Construction / Apartment Condo	6447.00	\$2,600,000.00	\$28,535.16	\$107,321.00	\$135,856.16	16/02/2017
PRBR20160864	Frontier Developments Quinte Inc. 19 COBBLESTONE ST [PID:19147] [Roll:New]	New Construction / Single Detached	1283.00	\$119,000.00	\$1,334.00	\$10,201.00	\$11,535.00	22/02/2017
PRBC20170006	REYN BELLEVILLE HOLDINGS INC 199 BELL BLVD [PID:17185] [Roll:120807020500140]	Sign / Retail/Wholesale Outlet		\$10,000.00	\$100.00		\$100.00	07/02/2017
PRBR20170016	NEVEN CORPORATION 104 WALLBRIDGE CRES [PID:11872] [Roll:120805015018900]	Alteration/Improvements / Single Detached		\$30,000.00	\$300.00		\$300.00	21/02/2017
PRBC20170018	2313236 ONTARIO INC 455 DUNDAS ST W [PID:9532] [Roll:120820002011000]	Garage/Carport/Accessory Structure / Service Station/Repair Garage	2755.00	\$40,000.00	\$400.00		\$400.00	14/02/2017
PRBR20170020	KEVIN RONALD MOODY 44 HIGHLAND AVE [PID:10950] [Roll:120806018011500]	Alteration/Improvements / Apartment		\$3,000.00	\$50.00		\$50.00	15/02/2017
PRBC20170022	THREE HUNDRED MANAGEMENT INC 170 NORTH FRONT ST [PID:14561] [Roll:120807021001600]	Sign / Retail Complex		\$5,554.00	\$55.54		\$55.54	06/02/2017

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**City of Belleville
Building Department**

Building Permit Summary Report - February 2017

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBR20170023	1203026 ONTARIO INC 21 MOIRA ST W [PID:5355] [Roll:120805015519000]	Alteration/Improvements / Single Detached		\$1,500.00	\$50.00		\$50.00	02/02/2017
PRBR20170025	JOHN GORDON FOSTER 4315 OLD HIGHWAY 2 [PID:3513] [Roll:120810001507200]	Site Services / Single Detached		\$14,000.00	\$640.00		\$640.00	01/02/2017
PRBR20170026	STAIKOS HOMES LIMITED 20 BEVAN DR [PID:19314] [Roll:1208100000000000]	New Construction / Single Detached	2350.00	\$247,660.00	\$2,641.60	\$11,135.00	\$13,776.60	09/02/2017
PRBR20170027	DUVANCO HOMES INC 19 MAVIS WAY [PID:19345] [Roll:1208000000000000]	Alteration/Improvements / Row House		\$18,000.00	\$180.00		\$180.00	03/02/2017
PRBR20170028	HASTINGS LOCAL HOUSING CORPORATION 238 PINE ST [PID:6338] [Roll:120804011006510]	Alteration/Improvements / Row House		\$100,000.00	\$1,084.00		\$1,084.00	02/02/2017
PRBR20170029	LAURA CHRISTINE DELONG 36 BOYCE CRT [PID:15479] [Roll:120806019501442]	Tent / Tent		\$2,500.00	\$50.00		\$50.00	10/02/2017
PRBR20170030	CANADIAN MENTAL HEALTH ASSOCIATION HASTINGS AND PRINCE EDWARD 8 WICKETT ST [PID:8952] [Roll:120806017011900]	Alteration/Improvements / Single Detached		\$6,800.00	\$68.00		\$68.00	14/02/2017
PRBR20170031	DUVANCO HOMES INC 7 MAVIS WAY [PID:19339] [Roll:1208000000000000]	Alteration/Improvements / Row House		\$18,000.00	\$180.00		\$180.00	03/02/2017
PRBR20170032	DUVANCO HOMES INC 40 COBBLESTONE ST [PID:18926]	Alteration/Improvements / Row House		\$18,000.00	\$180.00		\$180.00	02/02/2017
PRBR20170033	STAIKOS HOMES LIMITED 31 BEVAN DR [PID:19236] [Roll:120810002516144]	New Construction / Single Detached	1670.00	\$181,220.00	\$1,970.20	\$11,135.00	\$13,105.20	09/02/2017

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**City of Belleville
Building Department**

Building Permit Summary Report - February 2017

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBC20170034	753317 ONTARIO INC 213 FRONT ST [PID:5007] [Roll:120802004506000]	Alteration/Improvements / Restaurant/Bar		\$10,000.00	\$272.00		\$272.00	02/02/2017
PRBR20170035	STEPHEN YARROW 80 PURDY ST [PID:5019] [Roll:120805015013000]	Alteration/Improvements / Single Detached		\$20,000.00	\$200.00		\$200.00	21/02/2017
PRBR20170036	HILDEN HOMES LTD 17 MERCEDES DR [PID:19395] [Roll:120800000000000]	New Construction / Single Detached	1430.00	\$133,550.00	\$1,465.50	\$13,867.00	\$15,332.50	08/02/2017
PRBC20170037	SONGEE HAN 94 COLLEGE ST W [PID:12583] [Roll:120807020519200]	Alteration/Improvements / Retail/Wholesale Outlet		\$5,000.00	\$50.00		\$50.00	03/02/2017
PRBR20170038	KELLY JAMES RUMBLE 53 TESSA BLVD [PID:17894] [Roll:120804013502057]	Alteration/Improvements / Single Detached	1000.00	\$25,000.00	\$250.00		\$250.00	09/02/2017
PRBR20170039	JASON WESLEY ALLEN 194 HAIG RD, Unit:8 [PID:18646] [Roll:120804012511652]	Alteration/Improvements / Row House		\$1,000.00	\$100.00		\$100.00	13/02/2017
PRBC20170040	HOSKING MOTORSPORTS INC. 14 NORTH FRONT ST [PID:5347] [Roll:120805015037100]	Alteration/Improvements / Service Station/Repair Garage		\$10,000.00	\$100.00		\$100.00	17/02/2017
PRBR20170042	MARY HELENA BOYD 8 MORRIS DR [PID:14122] [Roll:120807020000134]	Alteration/Improvements / Single Detached		\$3,000.00	\$50.00		\$50.00	21/02/2017
PRBC20170043	WILLIAMS HOTELS (2001) LIMITED 387 NORTH FRONT ST [PID:2830] [Roll:120807021017501]	Alteration/Improvements / Hotel		\$65,000.00	\$650.00		\$650.00	15/02/2017
PRBR20170045	JOHN DOUGLAS HYLAND 39 MARSH DR [PID:12757] [Roll:120807021501507]	Garage/Carport/Accessory Structure / Single Detached	400.00	\$13,860.00	\$138.60		\$138.60	22/02/2017
PRBC20170046	APPLEWOOD REALTY CORP 15 VICTORIA AVE [PID:5314] [Roll:120802004508200]	Alteration/Improvements / Office Building		\$5,000.00	\$50.00		\$50.00	15/02/2017

Printed: 01/03/2017

**City of Belleville
Building Department**

Building Permit Summary Report - February 2017

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBR20170047	GEERTSMA HOMES LTD 25 MOUNTAIN ASH DR [PID:19196] [Roll:1208000000000000]	Alteration/Improvements / Row House	70.00	\$5,000.00	\$50.00		\$50.00	15/02/2017
PRBR20170048	HILDEN HOMES LTD 13 MERCEDES DR [PID:19397] [Roll:1208000000000000]	New Construction / Single Detached	1720.00	\$158,800.00	\$1,725.00	\$13,867.00	\$15,592.00	22/02/2017
PRBR20170049	HILDEN HOMES LTD 11 MERCEDES DR [PID:19398] [Roll:1208000000000000]	New Construction / Single Detached	1550.00	\$168,900.00	\$1,840.00	\$13,867.00	\$15,707.00	22/02/2017
PRBR20170050	HILDEN HOMES LTD 15 MERCEDES DR [PID:19396] [Roll:1208000000000000]	New Construction / Single Detached	1720.00	\$158,800.00	\$1,725.00	\$13,867.00	\$15,592.00	22/02/2017
PRBR20170051	NICOLE LEE STREEK 560 SIDNEY ST [PID:13574] [Roll:120807020004200]	Garage/Carport/Accessory Structure / Single Detached	1560.00	\$50,000.00	\$500.00		\$500.00	22/02/2017
PRBR20170052	MARILYN LOUISE RANKIN 2 EASTWOOD PARK DR [PID:6620] [Roll:120802006018800]	Alteration/Improvements / Single Detached		\$109,000.00	\$1,090.00		\$1,090.00	23/02/2017
PRBC20170054	IVAN KING KEUNG IP 350 NORTH FRONT ST [PID:1140] [Roll:120807021016500]	Alteration/Improvements / Restaurant/Bar		\$14,000.00	\$140.00		\$140.00	16/02/2017
PRBI20170056	LOYALIST COLLEGE OF APPLIED ARTS AND TECHNOLOGY 376 WALLBRIDGE-LOYALIST RD [PID:13844] [Roll:120820002025000]	Alteration/Improvements / Post-Secondary Institution		\$21,000.00	\$50.00		\$50.00	23/02/2017
PRBR20170061	BRANDON JAMES FERGUSON 33 HALL SETTLEMENT RD [PID:16819] [Roll:120810005512800]	Alteration/Improvements / Single Detached		\$12,500.00	\$125.00		\$125.00	28/02/2017
PRBR20170062	TERRANCE AIDE 446 SIDNEY ST [PID:14201] [Roll:120807020001300]	Alteration/Improvements / Single Detached		\$30,000.00	\$378.00		\$378.00	28/02/2017

Printed: 01/03/2017

**City of Belleville
Building Department**

Building Permit Summary Report - February 2017

Permit No.	Owner Name/Location	Work Class / Construction Type	Building Area	Estimated Value	Building Permit Fee	Development Charges	Total Fees	Date Issued
PRBR20170065	JAMIE-LEE RANKIN 242 COLLEGE ST E [PID:3741] [Roll:120807022024500]	Alteration/Improvements / Single Detached		\$0.00	\$50.00		\$50.00	28/02/2017
PRBR20170066	STAIKOS HOMES LIMITED 35 BEVAN DR [PID:19238] [Roll:120810002516146]	Alteration/Improvements / Single Detached		\$1,130.00	\$100.00		\$100.00	27/02/2017
Permit Count: 43			Totals:	24470.00	\$4,853,774.00	\$53,642.60	\$195,260.00	\$248,902.60



APPROVAL BLOCK
CAO _____
DE&DS _____

CITY OF BELLEVILLE

Alicia Bartlette

Development Engineer, Approvals Section
Engineering and Development Services Department
Report No. APS-2016-62
December 12, 2016

To: Mayor and Members of Council

Subject: Execution of Subdivision Agreement
Final Approval of Plan of Subdivision
Potters Creek Subdivision – Phase 6
Part of Lots 33 & 34, Concession 1 and Part of Lot 33, Broken Front of
Concession and Part of Lot 9, Registered Plan 799
Formerly Township of Sidney, now in The City of Belleville
Owner: Potters Creek Development Inc.
Files: ER-85 / 12T-065001

Recommendation:

“THAT a by-law to approve and authorize the execution of a Phase 6 Subdivision Agreement between Potters Creek Development Inc. and The Corporation of the City of Belleville, be prepared for Council's consideration, but that the respective Agreement and related documentation not be signed until such time as the Manager of Approvals advises that the Owners have satisfied all City requirements; and,

That the Potters Creek - Phase 6 Plan of Subdivision (File No. 12T-065001) for the lands identified as Part of Lots 33 & 34, Concession 1 and Part of Lot 33, Broken Front of Concession and Part of Lot 9, Registered Plan 799, formerly Township of Sidney, City of Belleville, County of Hastings, be granted final approval; and

That the Manager of Approvals be authorized to stamp and sign the final plans provided that the Owners have satisfied all City requirements and the surveyor's subdivision plans are satisfactory to Approvals staff.”

Strategic Plan Alignment:

The City of Belleville's Strategic Plan identifies nine strategic themes. The recommendation within this report aligns with two of the City's strategic themes. The strategic theme "Infrastructure" and the City's strategic objective to "plan for and invest in new or expanded infrastructure to establish sufficient capacity to provide for growth of our community", along with "Residential Development" and the City's strategic objective to "Plan for residential growth to meet our needs for 20 years and designate sufficient land in our planning documents to accommodate residential growth for 10 years". The approval of Phase 6 of the Potters Creek Subdivision will allow for future residential growth within our community.

Background:

The Potters Creek Subdivision is generally located north of Convergys and Holmes Road and is bound to the west by Hastings Park Subdivision and Avonlough Road and to the east by the residential properties fronting on Avondale Road, Aldersgate Homes and Hastings Manor.

As shown on **APPENDIX 1** attached, the Phase 6 lands are located north of Glenview Crescent and west of Aldersgate Drive. Phase 6 will include the completion of Deacon Place northward and then eastward, as well as a new Street, Street 'A'. Also, Aldersgate Drive will be extended northward and Butternut Court will be completed.

APPENDIX 2 depicts the proposed layout of Phase 6 which will consist of 51 single family detached dwellings and 13 townhouse blocks containing 59 units.

In April 2008 Belleville City Council draft approved the above noted plan of subdivision subject to a series of conditions. One of these conditions requires "That prior to development taking place the Owner enter into a subdivision agreement with the City of Belleville to address all municipal requirements, financial or otherwise..."

In this regard, Staff are drafting a subdivision agreement for the subject lands and request that Council authorize the Mayor and Clerk to execute the said agreement as soon as the Manager of Approvals advises that the Owners have satisfied all of the City's requirements.

Financial:

All of the survey work, legal and engineering costs for this phase of development have been at the Owners' expense. In addition, Schedule J of the Subdivision Agreement requires the Owners to post a letter of credit to ensure the works required for Phase 6 are constructed and installed to the City's satisfaction.

Conclusion:

Approval of Phase 6 of the Potters Creek subdivision will extend residential development northward from Deacon Drive and Aldersgate Drive and in doing so provide 110 new residential building lots. As a condition of the approval of this subdivision, the Owners are required to enter into a subdivision agreement with the City.

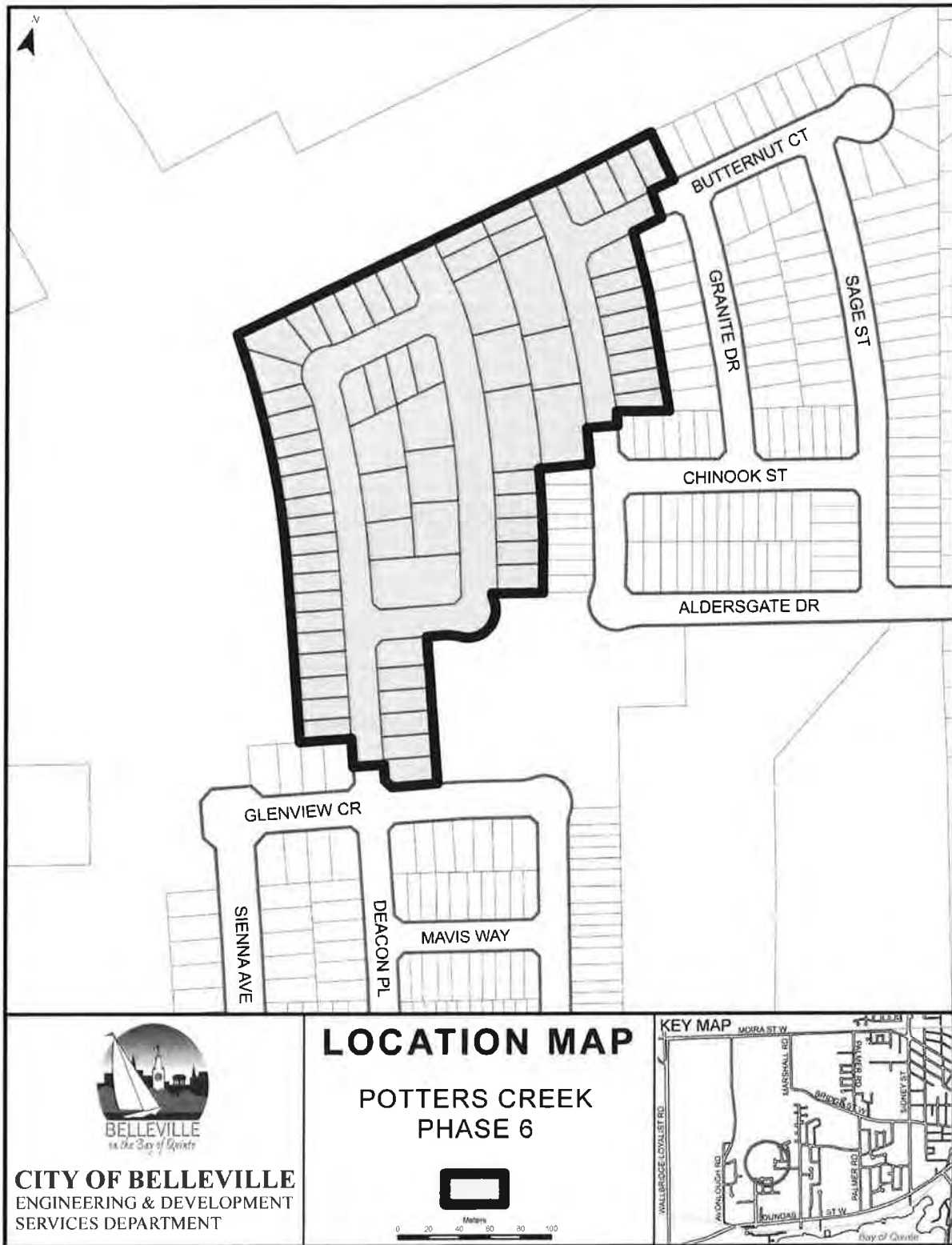
Respectfully submitted.

Alicia Bartlette

AB/ab

APPENDIX 1

Location Map of Potters Creek Subdivision – Phase 6



CITY OF BELLEVILLE
ENGINEERING & DEVELOPMENT
SERVICES DEPARTMENT

LOCATION MAP

POTTERS CREEK
PHASE 6



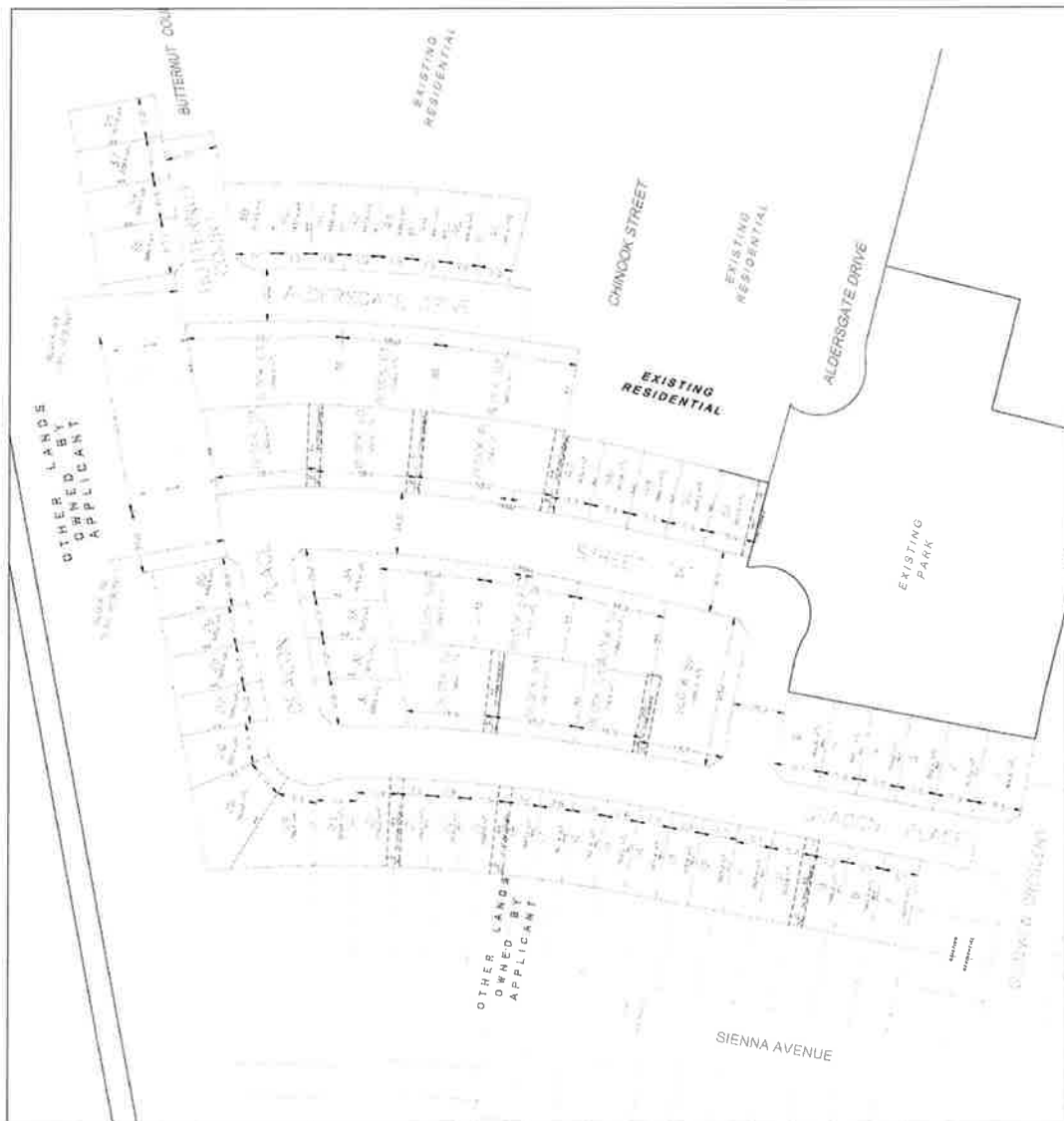
0 20 40 60 80 100
Meters



APPENDIX 2

Lots in Potters Creek Subdivision – Phase 6

POTTERS CREEK PHASE 6





APPROVAL BLOCK
CAO _____
DE&DS _____

CITY OF BELLEVILLE
Spencer Hutchison, Manager, Approvals Section
Engineering and Development Services Department
Report No. APS-2017-04
January 9, 2017

To: Mayor and Members of Council

Subject: Execution of Subdivision Agreement
Final Approval of Plan of Subdivision
Sand Cherry Subdivision
Part 1 on Reference Plan 21R-22686
Parts 1 and 2 on Reference Plan 21R-22223
City of Belleville
Owner: Stormin Development Corp.
Files: ER-52 / 12T-12T-15001

Recommendation:

“THAT a by-law to approve and authorize the execution of a Subdivision Agreement between Stormin Development Corp. and The Corporation of the City of Belleville, be prepared for Council’s consideration, but that the respective Agreement and related documentation not be signed until such time as the Manager of Approvals advises that the Owners have satisfied all City requirements; and,

That the Sand Cherry Plan of Subdivision (File No. 12T-15001) for the lands identified as Part 1 on Reference Plan 21R-22686 and Parts 1 and 2 on Reference Plan 21R-22223, City of Belleville, County of Hastings, be granted final approval; and

That the Manager of Approvals be authorized to stamp and sign the final plans provided that the Owners have satisfied all City requirements and the surveyor’s subdivision plans are satisfactory to Approvals staff.”

Strategic Plan Alignment:

The City of Belleville’s Strategic Plan identifies nine strategic themes. The recommendation within this report aligns with two of the City’s strategic themes. The strategic theme “Infrastructure” and the City’s strategic objective to “plan for and invest in new or expanded infrastructure to establish sufficient capacity to provide for growth of

Strategic Plan Alignment: (cont'd)

our community”, along with “Residential Development” and the City’s strategic objective to “Plan for residential growth to meet our needs for 20 years and designate sufficient land in our planning documents to accommodate residential growth for 10 years”. The approval of the Sand Cherry Subdivision will allow for future residential growth within our community.

Background:

The Sand Cherry Subdivision is generally located south of Moira Street West, east of Palmer Road, as shown on **APPENDIX 1** attached.

As shown on **APPENDIX 2**, this subdivision consists of a cul de sac along which are seven blocks of land for 38 street townhouses and a block of land for a stormwater management facility and a block for an emergency connection to Pepper Avenue.

On September 14, 2015 Belleville City Council draft approved the above noted plan of subdivision subject to a series of conditions. One of these conditions requires “That prior to development taking place the Owner enter into a subdivision agreement with the City of Belleville to address all municipal requirements, financial or otherwise...”

In this regard, Staff are drafting a subdivision agreement for the subject lands and request that Council authorize the Mayor and Clerk to execute the said agreement as soon as the Manager of Approvals advises that the Owners have satisfied all of the City’s requirements.

Financial:

All of the survey work, legal and engineering costs for this phase of development have been at the Owners’ expense. In addition, Schedule J of the Subdivision Agreement requires the Owners to post a letter of credit to ensure the works required for the Sand Cherry subdivision are constructed and installed to the City’s satisfaction.

Conclusion:

Approval of the Sand Cherry subdivision will help provide residential development at the north end of Palmer Road and in doing so provide 38 new residential units. As a condition of the approval of this subdivision, the Owners are required to enter into a subdivision agreement with the City.

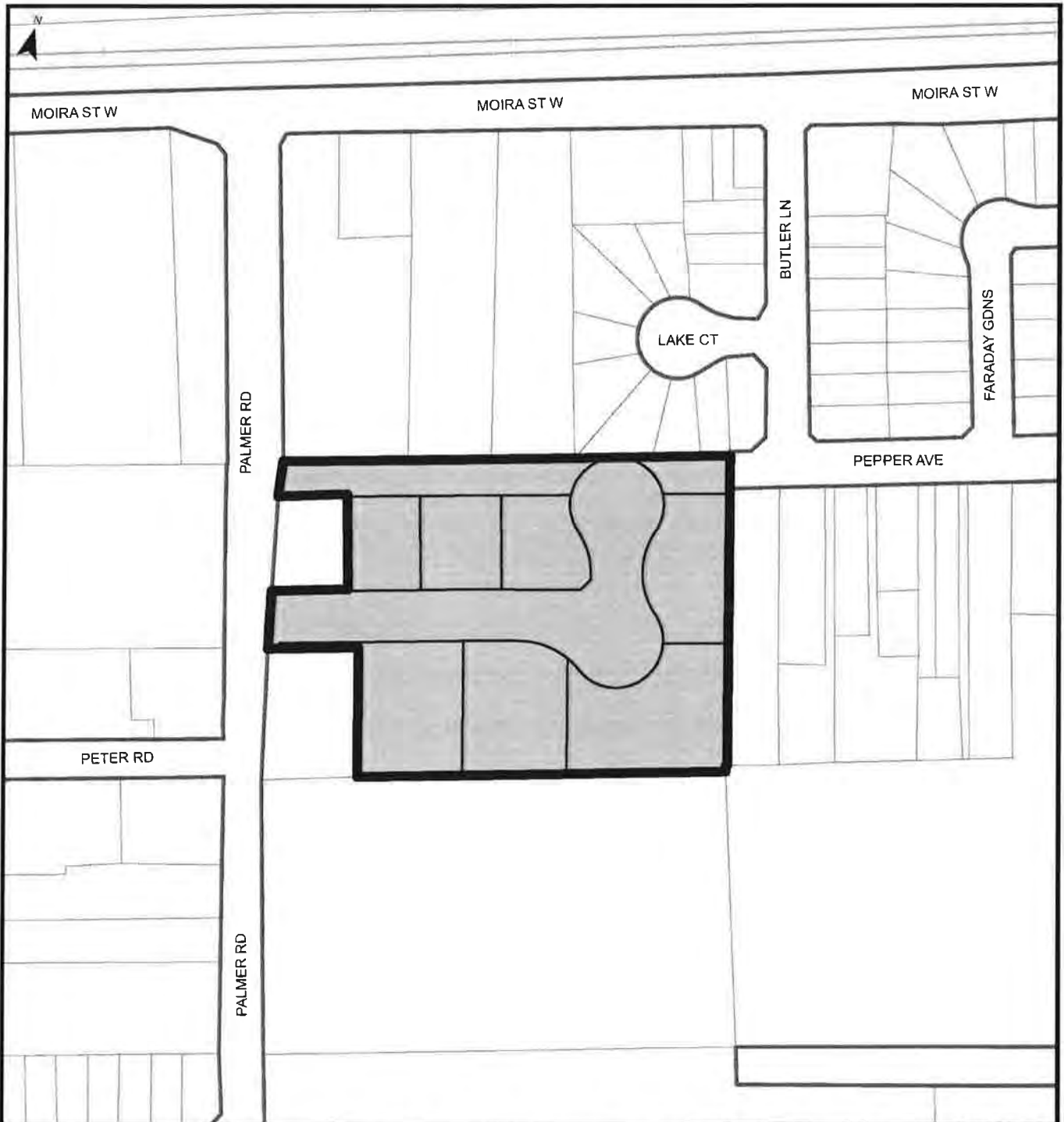
Respectfully submitted.

Spencer Hutchison
Spencer Hutchison



APPENDIX 1

Location Map of Sand Cherry Subdivision



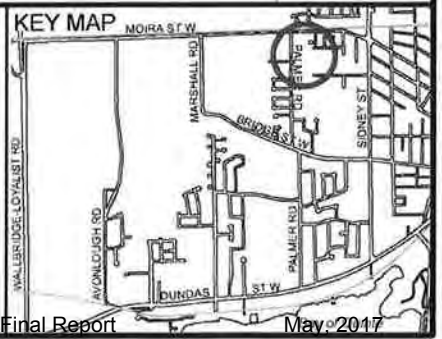
BELLEVILLE
on the Bay of Quinte

CITY OF BELLEVILLE
ENGINEERING & DEVELOPMENT
SERVICES DEPARTMENT

LOCATION MAP

SAND CHERRY COURT

Meters
0 20 40 60 80 100





RESIDENTIAL LAND SUPPLY

Table No. 1 - Registered Plans of Subdivision/Condominium

NO.	PLAN NO.	LOCATION Belleville Ward <small>(See Map No. 1)</small>	POTENTIAL NO. OF UNITS
1	21M-197	Stinson Avenue	5 Townhouse Units
2	21M-244	Summit Crescent	55
3	21M-270	Potters Creek Phase 3	6 Duplex Units
4	21M-272	Potters Creek Phase 4	8
5	21M-276	Potters Creek Phase 5	10 Townhouse Units <u>6</u> Single Units 16 Total
6	21M-278	Bell Creek Phase 2	34
7	12T-13501	Potters Creek West	22 Duplex Units <u>96</u> Apartment Units 118 Total
		TOTAL	242
NO.	PLAN NO.	LOCATION Thurlow Ward <small>(See Map No. 2)</small>	POTENTIAL NO. OF UNITS
1	21M- 175	Hearthstone Ridge (private service)	4
2	21M-254	Sills Road	1
3	21M-267	Heritage Park Phase 1	1

4	21M-271	Settlers Ridge Phase 2	7
5	21M-273	Caniff Mills Phase 7	9
6	21M-275	Heritage Park Phase 2	12
7	21M-277	Hearthstone Ridge Phase 2	33
		TOTAL	67
		GRAND TOTAL	309

DRAFT APPROVED PLANS OF SUBDIVISION/CONDOMINIUM:

Draft Approved Plans of Subdivision are plans that have received a preliminary approval which is subject to certain conditions. The applicant must demonstrate the ability to fulfill the required conditions of approval. It is at this point that the applicant enters into a Subdivision Agreement with the municipality, following which final approval is given and the plan is registered.

Table No. 2 - Draft Approved Plans of Subdivision/Condominium

NO.	FILE NO.	LOCATION Belleville Ward (See Map No. 1)	POTENTIAL NO. OF UNITS
1	12T-90501	Bell Creek Phase 3+	51
2	B75-780	Coleman Street	75 Apartment Units
3	B 03/16	Craig Street Extension	4
4	12CD-14001	Dockside Quinte	302 Apartment Units
5	12T-02506	Hanley Park	111 Townhouse Units 147 <u>Single Units</u> 258 Total
6	12T-04502	Mancuso	36
7	12T-88012	Mercedes Meadows Phase 3, 4	72
8	12T-06501	Potters Creek 6+	273 Single Units

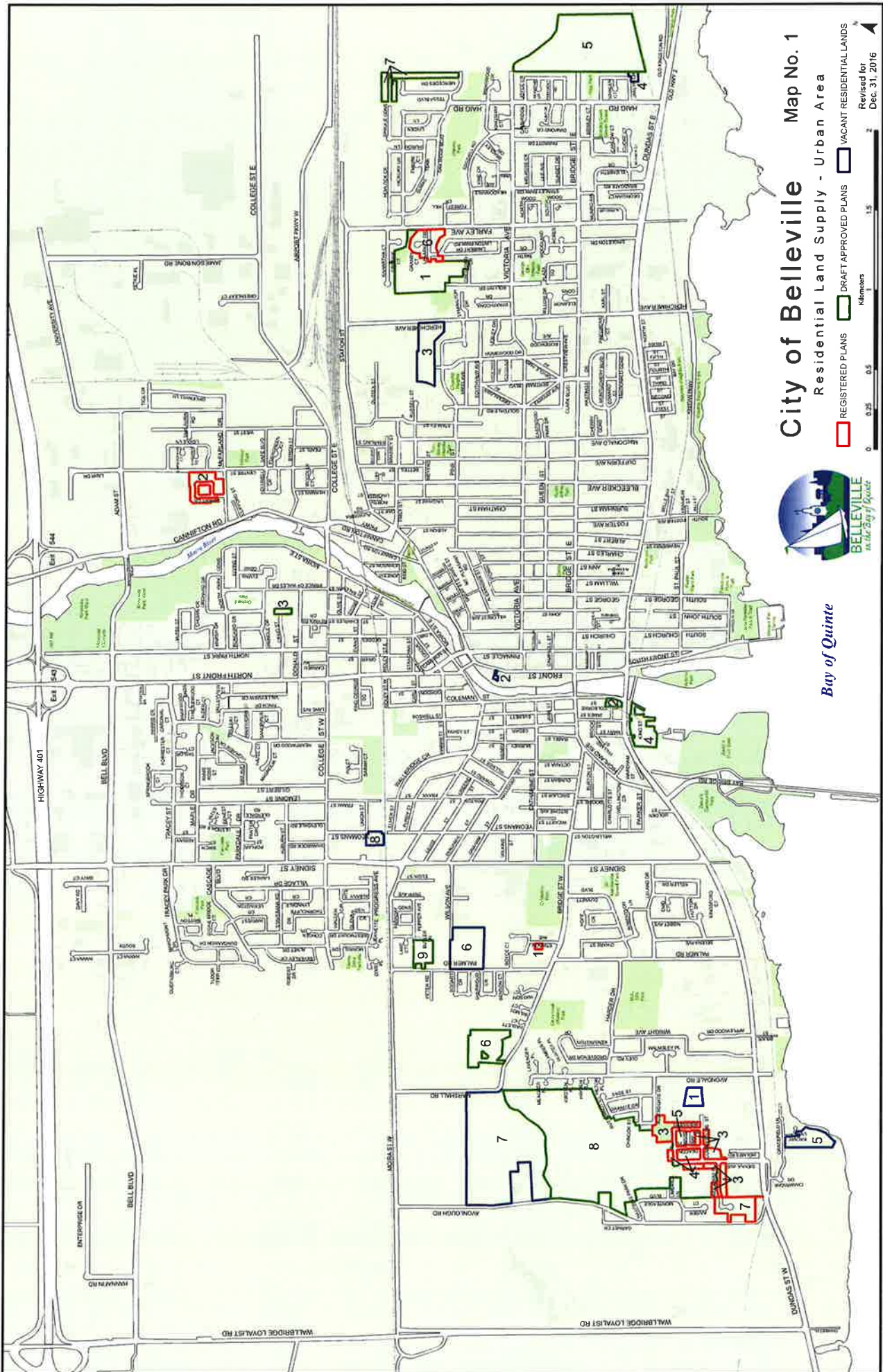
9	12T-15001	Sand Cherry	<u>191</u> Multi Units 464 Total 39 Townhouse Units
TOTAL			1301
NO.	FILE NO.	LOCATION Thurlow Ward (See Map No. 2)	POTENTIAL NO. OF UNITS
1	12CD-10501	Black Bear Ridge East	16
2	12T-09501	Caniff Mills 8+	186 Single Units 85 Townhouse Units <u>209</u> Apartment Units 480 Total
3	12T-06503	Heritage Park 3+	93 Single Units <u>46</u> Townhouse Units 139 Total
4	12T-12503	Settlers Ridge 3+	149 Single Units <u>43</u> Townhouse Units 192 Total
TOTAL			1638
GRAND TOTAL			2939

VACANT RESIDENTIAL LAND:

Vacant residential lands with potential for development includes land with condominiums proposed, vacant land zoned for multiple unit development, and other vacant land that is zoned for residential use. Residential land that is zoned for development usually has full services available, and building permits may be issued. The exceptions to this are lands that require a plan of subdivision or condominium. Table No. 3 lists vacant residential land with potential for development. (Note: The eventual built development may contain fewer units than indicated depending on site design and servicing requirements, etc.) Please see

Table No. 3 - Vacant Lands Zoned Residential

NO.	ZONE	LOCATION Belleville Ward (See Map No. 1)	POTENTIAL NO. OF UNITS
1	R4-5-h	Aldersgate Drive	24 Apartment Units
2	C2-6	Front Street	70
3	R5-29-h R4	Herchimer Avenue (North of Pine Street)	84 Townhouse Units 8 Single Units 92 Total
4	R5-8	Janlyn Crescent	16
5	R4-4	Kalnay Lane	480
6	M2	Palmer Road	124
7	UH	Potters Creek North of Creek	88
8	R6	Yeomans Street at Union Street	60
TOTAL			954
NO.	ZONE	LOCATION Thurlow Ward (See Map No. 2)	POTENTIAL NO. OF UNITS
1	CF-7, PA	Black Bear Ridge West	16
TOTAL			16
GRAND TOTAL			970



END OF DOCUMENT