



**Hastings and Prince Edward
District School Board**

Prince Edward County 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 Prince Edward County Area was approved by the Board of Trustees on November 21, 2016. The Prince Edward County Area Pupil Accommodation Review involved six schools, including C.M.L. Snider School, Kente Public School, Pinecrest Memorial Elementary School, Prince Edward Collegiate Institute, Queen Elizabeth School and Sophiasburgh Central School. The initial recommendation was as follows:

- Close Pinecrest Memorial Elementary School and Queen Elizabeth School (Picton) and consolidate students at Prince Edward Collegiate Institute for September 2017;
- Close Sophiasburgh Central School and move students to Prince Edward Collegiate Institute for September 2018;
- Close C.M.L. Snider School and Kente Public School and seek Ministry of Education funding/approval to build a new K-8 elementary school on the CML Snider property or in Wellington for September 2020; and

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

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, municipal government 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 25, 2017. Two working meetings took place on February 16, 2017 and March 29, 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 Prince Edward Collegiate Institute (PECI) on February 1, 2017 and April 20, 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 students from Pinecrest Memorial Elementary School, Queen Elizabeth School and Sophiasburgh Central School at the Queen Elizabeth School site to form a Kindergarten to Grade 6 school;
- Effective September 2017, relocate Grade 7 and 8 students from Pinecrest Memorial Elementary School, Queen Elizabeth School and Sophiasburgh Central School to PECI, creating a Grade 7-12 school;
- Effective September 2018, consolidate students from Queen Elizabeth School and PECI at the PECI site, creating a Kindergarten to Grade 12 school; 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.

It should be noted that the original recommendation included consolidation of C.M.L Snider School and Kente Public School. While a consolidation of these schools is still required to improve programming options and to reduce surplus space, feedback received through the accommodation review process and public input indicated that additional options should include all schools in the northern part of Prince Edward County. As a result, this consolidation is not part of the final recommendation in this report and should be considered at a future time.

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 Prince Edward County Pupil Accommodation Review was initiated in November 2016 and includes six schools: C.M.L. Snider School, Kente Public School, Pinecrest Memorial Elementary School, Prince Edward Collegiate Institute, Queen Elizabeth School and Sophiasburgh Central 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:

- Close Pinecrest Memorial Elementary School and Queen Elizabeth School (Picton) and consolidate students at Prince Edward Collegiate Institute for September 2017;
- Close Sophiasburg Central School and move students to Prince Edward Collegiate Institute for September 2018;
- Close C.M.L. Snider School and Kente Public School and seek Ministry of Education funding/approval to build a new K-8 elementary school on the CML Snider property or in Wellington for September 2020; and
- Explore opportunities for community partnerships aligned with the 2015-2020 Strategic Plan priorities

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 Prince Edward County as outlined in Report B-7, dated November 21, 2016.”

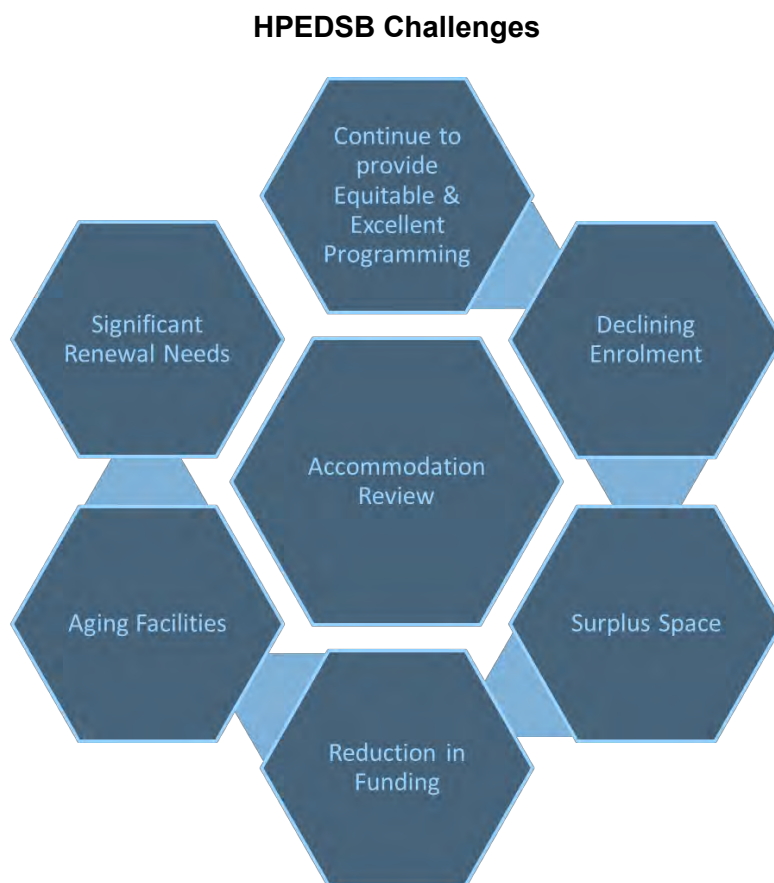
This Final Report is provided to the Board of Trustees in accordance with Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review. The purpose of this report is to provide Trustees with final recommendations for review and consideration with respect to school accommodations as it relates to the Prince Edward County 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 Prince Edward County, between 2001/02 and 2011/12, elementary enrolment in the Prince Edward School Group area declined by over 35% and secondary enrolment decreased by approximately 31%. Enrolment is expected to decrease on both the elementary and secondary panels for the Prince Edward County School Group area, as forecasted to 2080/29; elementary by approximately 2% and secondary with a decrease of more than 24%.

The table below illustrates the current enrolment in the six 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 addition, the utilization of each school is also illustrated.

School	Enrolment	School Capacity	Surplus Space/Capacity	Utilization
Prince Edward Collegiate Institute	529	1,239	710	43%
TOTAL (secondary)	529	1,239	710	---
C.M.L. Snider School	233	403	170	58%
Kente Public School	216	334	118	65%
Pinecrest Memorial Elementary	279	613	334	46%
Queen Elizabeth School	238	498	260	48%
Sophiasburgh Central School	138	311	173	44%
TOTAL (elementary)	1,104	2,159	1,055	---

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.

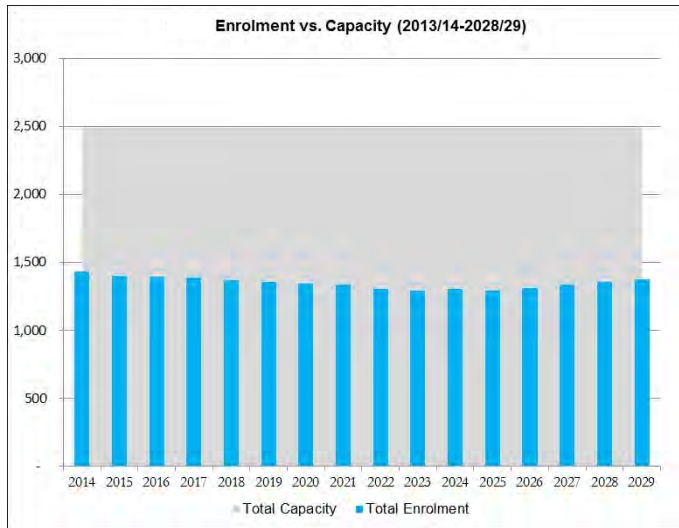


Figure 1 – Prince Edward County Elementary Enrolment vs. Capacity

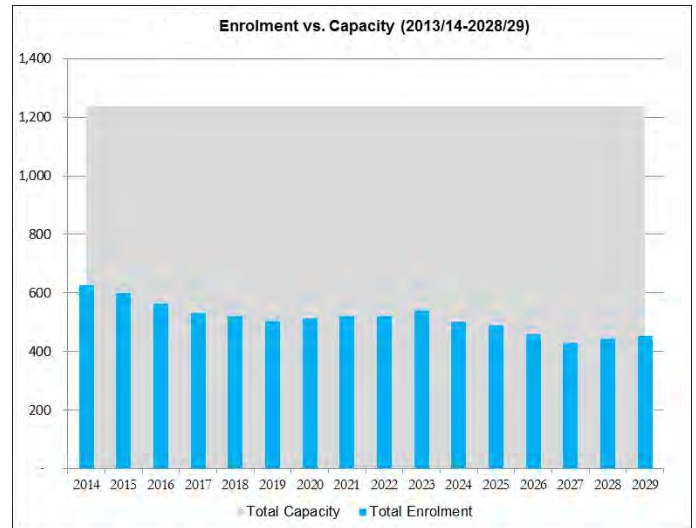


Figure 2 – Prince Edward County Secondary (PECI) Enrolment vs. Capacity

Total Population Census Data released by Statistics Canada February 2017 indicates a population decline of 2.1% (the lowest population change rate of Ontario Census Divisions).

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. Among C.M.L. Snider School, Kente Public School, Pinecrest Memorial Elementary School, Prince Edward Collegiate Institute, Queen Elizabeth School and Sophiasburgh Central School, there are 1,765 surplus spaces (Secondary + Elementary = 710 + 1,055 = 1,765).

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. PECEI was constructed in 1953, C.M.L. Snider School was constructed in 1922, Queen Elizabeth School was constructed in 1953, Sophiasburgh Central School was constructed in 1965, Kente Public School was constructed in 1966 and Pinecrest Memorial Elementary School was constructed in 1967.

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 assessed all HPEDSB schools between 2011 and 2015. These assessments include an 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 Prince Edward County 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.

School	Five Year Renewal Needs
Prince Edward Collegiate Institute	\$17.4M
C.M.L. Snider School	\$2.2M
Kente Public School	\$2.6M
Pinecrest Memorial Elementary	\$3.7M
Queen Elizabeth School	\$4.7M
Sophiasburgh Central School	\$1.8M

2.7 Next Steps

Boards of trustees make the final decision to consolidate schools. Prior to making the final decision, several data sources are considered 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 Prince Edward County. 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



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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 Prince Edward County
January 25, 2017	Orientation Meeting for the Accommodation Review Committee
February 1, 2017	Public Meeting #1
February 16, 2017	Accommodation Review Committee Working Group Meeting #1
March 14, 2017	Contact with Prince Edward County
March 29, 2017	Accommodation Review Committee Working Group Meeting #2
April 20, 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 25, 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 communities in Prince Edward County 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 the two public meetings and through email and regular mail 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 Prince Edward County 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
- Accommodation Review Committee - 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 Prince Edward County Area community 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. General frequently asked questions were also provided, and can be found in Appendix D.

3.3 Municipal Consultation Meetings

The Initial Recommendation Report was shared with representatives from Prince Edward County as the single tier municipality in Prince Edward County, 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 Prince Edward County CAO requesting a meeting to share information about the pupil accommodation review process
December 2, 2016	Response received from Prince Edward County, meeting date set for December 16, 2016
December 16, 2016	Meeting with Prince Edward County (Mayor, CAO, Clerk, Director of Community Development, HPEDSB Trustee, Director of Education, Superintendent of Business, Manager of Planning)
January 26, 2017	Letter from Prince Edward County outlining a motion of County Council for a Stay of Execution on the Accommodation Review Process
March 14, 2017	Email to Prince Edward County CAO as a follow-up to initial meeting
April 19, 2017	Letter from Mayor Quaiff to Minister of Education, copied to HPEDSB
April 26, 2017	Letter from Director of Education to Mayor Quaiff

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. Correspondence from Prince Edward County is provided in Appendix E.

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 – Prince Edward Collegiate Institute on February 1, 2017
- Public Meeting # 2 – Prince Edward Collegiate Institute on April 20, 2017

The meeting notes are included in Appendix F.

3.5 Accommodation Review Committee

The Accommodation Review Committee (ARC) 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 the Superintendent of Education for Prince Edward County.

Accommodation Review Committee Members		
Chair: Laina Andrews, Superintendent of Education		
C.M.L. Snider School Lisa Burke, Parent Gracie Burris, Student Maureena Courtney, Teacher Jim Dunlop, Community Kristina Kelly, Non-teaching Anne Longston, Community Mal Nurse, Parent Selena Prinzen, School Council Jennifer Slater, Principal	Kente Public School Shelley Christmas, Parent Jenny Craig, Non-teaching Julia Egas, Student Melissa Flower, Teacher Shelby Laird-Bush, Parent Janice Maynard, Community Kerri Lee Roy, School Council Stephanie Taylor-Harvey, Principal Evelyn Wilson, Community	Pinecrest Memorial Elementary School Sherrilee Bell, Teacher Philip Bender, Community Mackenzie Best-Hagerman, Community Jasper Gilbert, Student Wendy Lavender, Parent Steve Kinney, School Council Kim Myderwyk, Principal TJ Slatter, Parent Barb Vancleaf, Non-teaching

Queen Elizabeth School Victoria Carroll, Parent Sherry Harrison, Non-teaching Julie Hymus, Teacher (absent) Sarah Johnson, Student Tim Johnson, Community Mathew Kopamees, Community JJ Syer, Parent Paul Pickard, Principal Amanda Whiten, School Council	Sophiasburgh Central School Shawna Brady, Teacher Anna Brisley, Student Jennifer Byford, Parent Clay Byford, Community Mike Farrell, Parent Todd Foster, Community Jennifer Houghton, School Council Kelly Lowe, Non-teaching Rob McFadden, Principal	Prince Edward Collegiate Institute Chris Bakker, Non-teaching Elizabeth Johnson, Community Monica Lindsay, Student Dave MacKay, Community Darren McFarlane, Principal Shelley McFarland, Parent Heather Munroe, Teacher Steph Roth, School Council Kim Stacey, Parent
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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 25, 2017.

The Accommodation Review Committee held two working meetings on February 16 and March 29, 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 G.

In addition, alternative options were presented, with rationale, as documented in the Consolidated Recommendation Analysis and submissions received from school committees, contained in Appendix G.

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) Relocate Grade 7 and 8 students to PECl for September 2017.
- 2) Consolidate Pinecrest Memorial Elementary School, Queen Elizabeth School and Sophiasburgh Central School into Queen Elizabeth School as an extended campus of PECl commencing September 2017 for K-6.
- 3) Slight expansion of catchment area for Sophiasburgh Central School, maintain Sophiasburgh Central School as a K-8 school and develop partnerships that will fill under-utilized space at Sophiasburgh Central School, creating it as a community hub.
- 4) Boundary re-alignments C.M.L Snider School and Kente Public School, consider a new build for C.M.L Snider, Kente Public School and Massassaga Rednersville Public School.

3.6 Overall Feedback Themes

During two working group meetings, the Prince Edward County 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 G.

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 Accommodation Review Committee and the public included:

	Overall Feedback Themes	Common Messages
1	Greenspace	Concern was expressed about the amount and condition of greenspace available to students K-8 at PECE. In addition, the importance of the availability of appropriate play structures was highlighted. Student well-being and physical activity were critical considerations for families and the community.
2	Community	Concern was expressed about the number of schools proposed to be closed in Prince Edward County, the loss of space, value and potential impact to the community.
3	Programming/Students with Special Needs	Equitable programming for all students. Consider transition timeframes for students with special needs
4	Supporting rural school	Consider maintaining Sophiasburgh as a rural school, it provides value to the rural community. Concern for the loss of the school as the community hub was expressed. Concern was also expressed about honouring the history of the school and property within the community. An alternative proposal included development partnership to fill underutilized space and create a community hub.
5	Timing and Student Transitions	Timeframe for transition was felt to be too short, suggest extending to be able to appropriately celebrate and consolidate the school communities. Concerns were also expressed about the short timeline for preparation of PECE for K-8 students.
6	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
7	Transportation	Concerns were expressed regarding the amount of time that students would spend on school buses each day including students' ability to participate in extra-curricular activities, which may be impacted by the bus times.
8	Programming	Assurances were sought that students and staff would have access to programming supports at new sites, including SMART Boards, Chromebooks, recess playground equipment, specialized facilities, library resources, gym space, and specialized equipment and washrooms for individual student needs
9	K-12 model	Discussions provided feedback regarding K-12 schools that included topics such as: schedules, entry security, office space, location of classrooms for elementary students, access to learning facilities such as gym, library and science labs, use of cafeteria, location of outdoor recess space, transition visits to the site, opportunities for student leadership and co-op program supports, food for learning, washrooms and student supervision

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 closing of Pinecrest Memorial Elementary School and Sophiasburgh Central School for September 2017, and Queen Elizabeth School for September 2018 are shown in the table below:

Annual Cost Savings			
Item	Consolidate Pinecrest, Sophiasburgh to Queen Elizabeth	Consolidate Queen Elizabeth to PECl	Description
Staff	\$200,000	\$100,000	Estimated reduction in support staff costs based on typical elementary school
Facility- Utilities	\$100,000	\$50,000	Estimated reduction in utilities costs based on typical elementary school
Facility - Maintenance	\$72,000	\$36,000	Estimated reduction in facility maintenance costs based on average board cost to maintain a school
Transportation	\$0	\$0	Estimated reduction in transportation costs based on \$60,000 / bus (route)
Total	\$372,000	\$186,000	

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

Preliminary analysis of transportation costs due to the consolidation of Pinecrest Memorial Elementary School and Sophiasburgh Central School with Queen Elizabeth School (Picton) shows that there would be negligible transportation savings - one full bus would be eliminated from Sophiasburgh to Picton and there would be a decrease of 4 runs; however, two more buses (routes) may be required.

Due to the close proximity, it is anticipated that there would be no cost savings in transportation by the consolidation of the students from Queen Elizabeth School to PECl.

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
Pinecrest Memorial Elementary	\$6.6M
Queen Elizabeth School	\$6.8M
Sophiasburgh Central School	\$3.7M

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. The school board's first responsibility is to ensure student safety and well-being, and to support student achievement.

Through this accommodation review process, some interest has been expressed related to community use of schools (tenant/partner), all of which has been considered in this final report. In addition, HPEDSB has an active community partner in the HUB. HPEDSB will continue to consult and work with the HUB on 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. Existing space at Queen Elizabeth School can be ready to welcome students from Pinecrest Memorial Elementary School and Sophiasburgh Central School in September 2017. Transition planning includes consideration of child care and before and after programs at the consolidated schools.

Existing space at PECL can be ready to welcome Grade 7 and 8 students in September 2017. Renovations will occur at PECL, as needed, to ensure appropriate learning spaces and outdoor areas for the Grade 7 and 8 students.

Bus routes already exist to Pinecrest Memorial Elementary School, Queen Elizabeth School and Sophiasburgh Central School. Changes to the existing bus routes and route times will be required. Ride time information and bus information is included in Appendix H for buses going from Queen Elizabeth, Pinecrest and Sophiasburgh to PECL.

During the accommodation review process and in working with the Accommodation Review Committee, a proposed Transition Plan was presented to the ARC, as attached in Appendix I.

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 C.M.L. Snider School, Kente Public School, Pinecrest Memorial Elementary School, Prince Edward Collegiate Institute, Queen Elizabeth School and Sophiasburgh Central 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 students from Pinecrest Memorial Elementary School, Queen Elizabeth School and Sophiasburgh Central School at the Queen Elizabeth School site to form a Kindergarten to Grade 6 school;
2. Effective September 2017, relocate Grade 7 and 8 students from Pinecrest Memorial Elementary School, Queen Elizabeth School and Sophiasburgh Central School to PECl, creating a Grade 7-12 school;
3. Effective September 2018, consolidate students from Queen Elizabeth School and PECl at the PECl site, creating a Kindergarten to Grade 12 school;
4. 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.

It should be noted that the original recommendation included consolidation of C.M.L. Snider School and Kente Public School. While a consolidation of these schools is still required to improve programming options and to reduce surplus space, feedback received through the accommodation review process and public input indicated that additional options should include all schools in the northern part of Prince Edward County. As a result, this consolidation is not part of the final recommendation in this report and should be considered at a future time.

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 Prince Edward County 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 Prince Edward County 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



Decision X Information _____

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

From: Senior Administration

Re: Recommendation to Board to conduct an accommodation review for a group of schools in Prince Edward County

Purpose

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

Background

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

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

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

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

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

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



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

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

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

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

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

Current situation

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

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

Table with 1 column and 8 rows listing schools: Prince Edward County School Group Schools, Prince Edward Collegiate Institute (Grade 9-12), Athol-South Marysburgh Public School (K-8), C.M.L. Snider School (K-8), Kente Public School (K-8), Massassaga-Rednersville Public School (K-6), Pinecrest Memorial Elementary School (K-8), Queen Elizabeth School (Picton) (K-8), Sophiasburgh Central School (K-8).



5-year renewal needs

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

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

Actions taken by senior administration

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

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

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

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

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

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

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

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



Proposed accommodation review

It is proposed that a pupil accommodation review be commenced, with a final report to the Board of Trustees on June 19, 2017, for the consolidation of Pinecrest Memorial Elementary School, Queen Elizabeth School (Picton), Sophiasburg Central School, C.M.L. Snider School and Kente Public School.

The preliminary recommendation is:

- Close Pinecrest Memorial Elementary School and Queen Elizabeth School (Picton) and consolidate students at Prince Edward Collegiate Institute for September 2017
- Close Sophiasburg Central School and move students to Prince Edward Collegiate Institute for September 2018
- Close C.M.L. Snider School and Kente Public School and seek Ministry of Education funding/approval to build a new K-8 elementary school on the CML Snider property or in Wellington for September 2020
- Explore opportunities for community partnerships aligned with the 2015-2020 Strategic Plan priorities

Transition

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

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

Existing space at Prince Edward Collegiate Institute can be ready to welcome students for September 2017 from Queen Elizabeth School (Picton) and Pinecrest Memorial Elementary. Renovations at Prince Edward Collegiate Institute would be completed to ensure age appropriate learning spaces and outdoor areas for the K-8 students. Students from Kente Public School and C.M.L. Snider School would remain in their schools until capital funding is approved by the Ministry of Education for construction of a new school and construction is complete.

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

Rationale

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

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



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

Programming

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

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

Specialized programs at PEI include the following programs as noted below.

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

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

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

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



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

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

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

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

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

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

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



Financial resources

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

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

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

Recommendation

Moved:

Seconded:

That the Student Enrolment/School Capacity Committee recommend that the Hastings and Prince Edward District School Board conduct an Accommodation Review for the group of schools as outlined in Report B-3, dated November 21, 2016.

Appendix A – School Group Overview

Appendix B – Resource Documents and Information Bulletins

Appendix C – Timelines for a Formal Accommodation Review Process

Respectfully submitted,

Mandy Savery-Whiteway

Director of Education and Secretary of the Board

Nick Pfeiffer

Superintendent of Business Services

Kim Horrigan

Manager of Planning



APPENDIX A – School Group Overview

Figure 1 illustrates there are seven elementary schools in the Prince Edward County School Group. Figure 2 illustrates that the capacity of Prince Edward Collegiate Institute greatly exceeds the current and project enrolment.

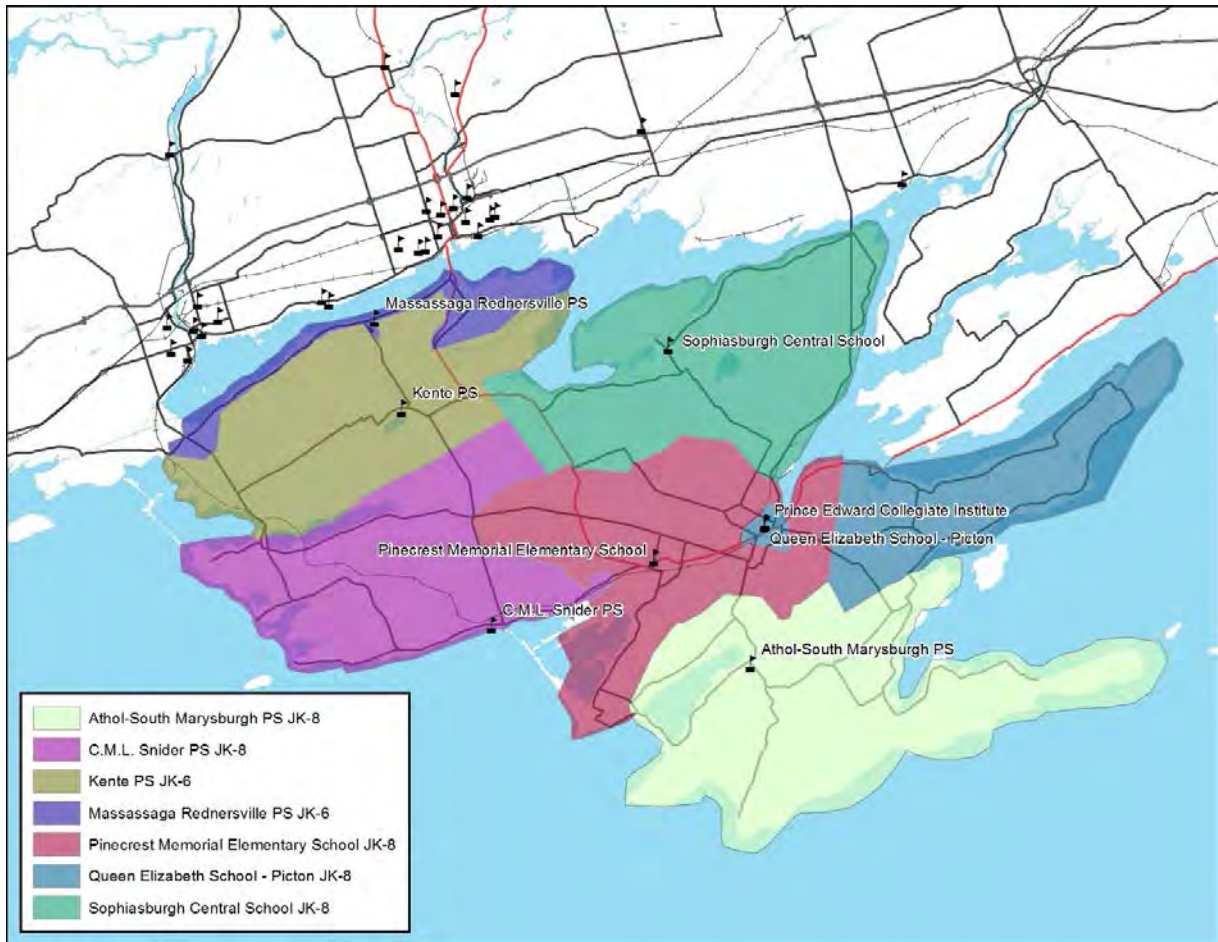


Figure 1 Prince Edward County School Group

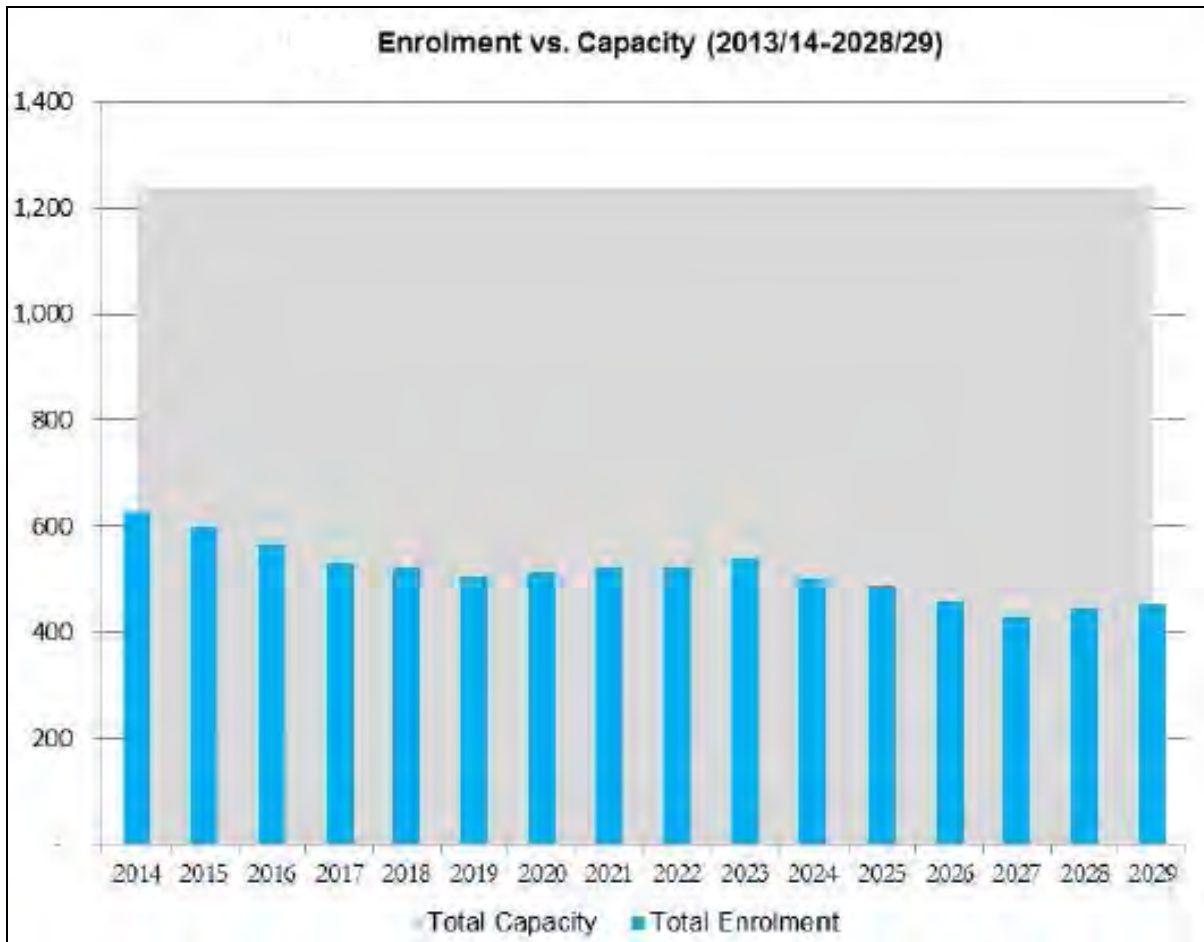


Figure 2 Prince Edward Collegiate Institute Enrolment vs. Capacity

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

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

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

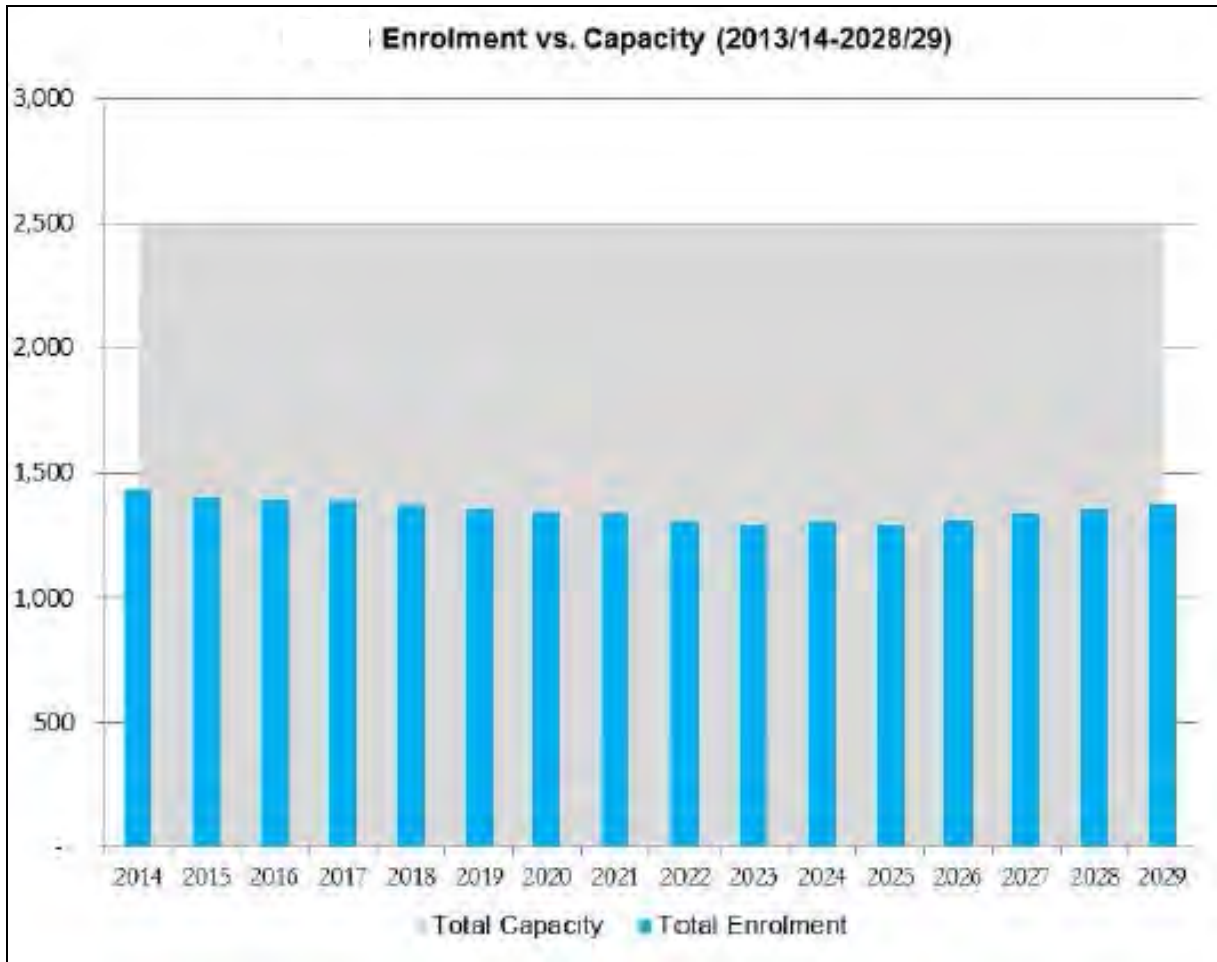


Figure 3 Prince Edward SG Elementary Enrolment vs. Capacity

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

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

*5 year data released August 2016



APPENDIX B – Resource Documents & Information Bulletins

Resource documents

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

Information bulletins

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



APPENDIX C – Timelines for a Formal Accommodation Review Process

Timelines

Public meetings

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

Completing the accommodation review process

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

- 1) At the conclusion of the accommodation review process, and no fewer than 10 business days following the final public meeting, administration will prepare and present its final report to the SE/SCC in public session.
- 2) The final report from administration must include a community consultation section that contains feedback from the Accommodation Review Committee (ARC) and any public consultations as well as any relevant information obtained from the municipalities and other community partners prior to and during the accommodation review.
- 3) Administration may choose to amend their proposed option(s) included in their initial report. The recommended options must also include a proposed accommodation plan, prepared for decision of the Board, which contains a timeline for implementation.



SE/SCC meeting for public delegation

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

SE/SCC follow-up meeting

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

Board meeting to consider school accommodation

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



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



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

APPENDIX B

Enrolment Projections for Prince Edward County School Group

Prince Edward County School Group

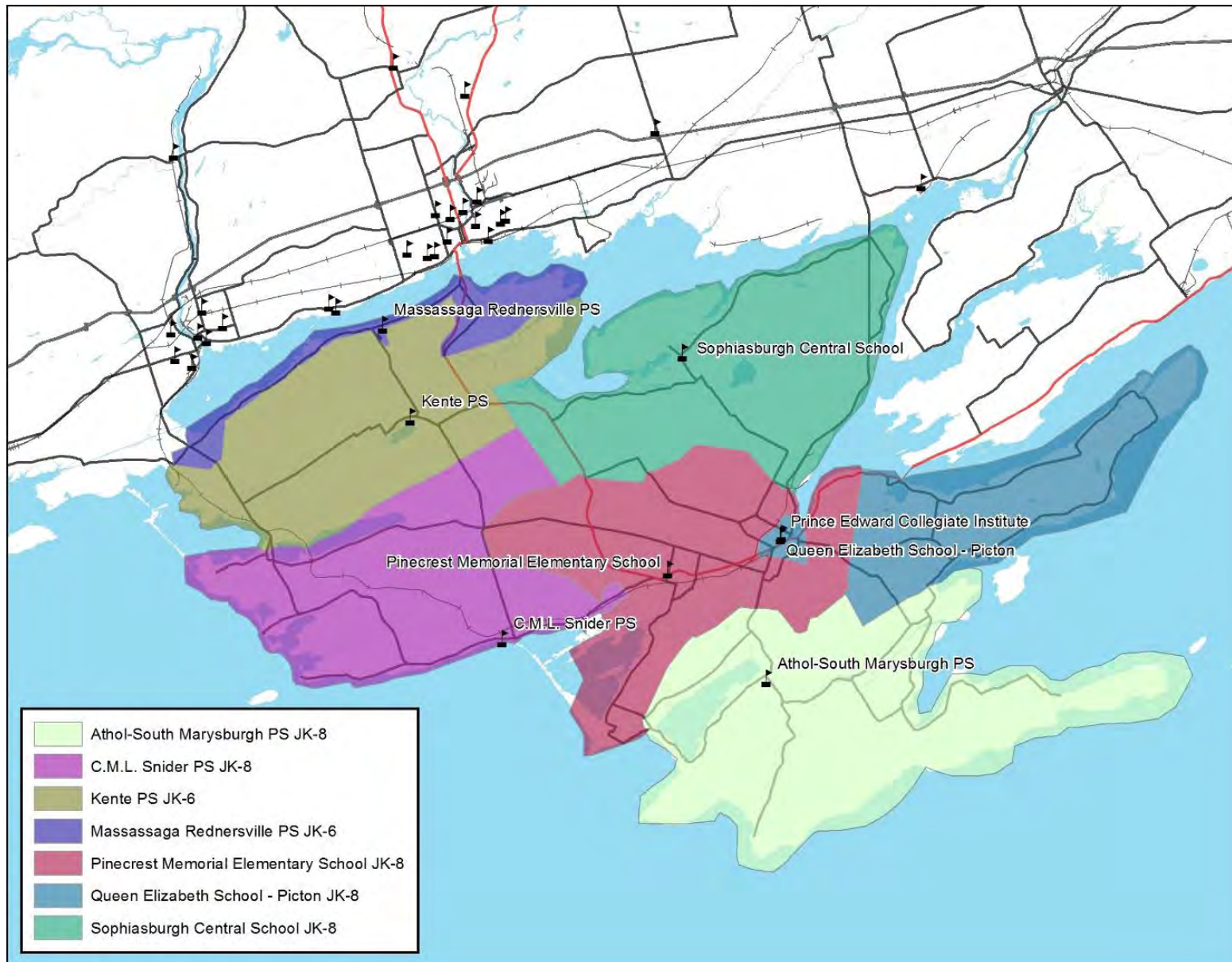


Figure 3 Prince Edward County School Group (SG) Boundary Map

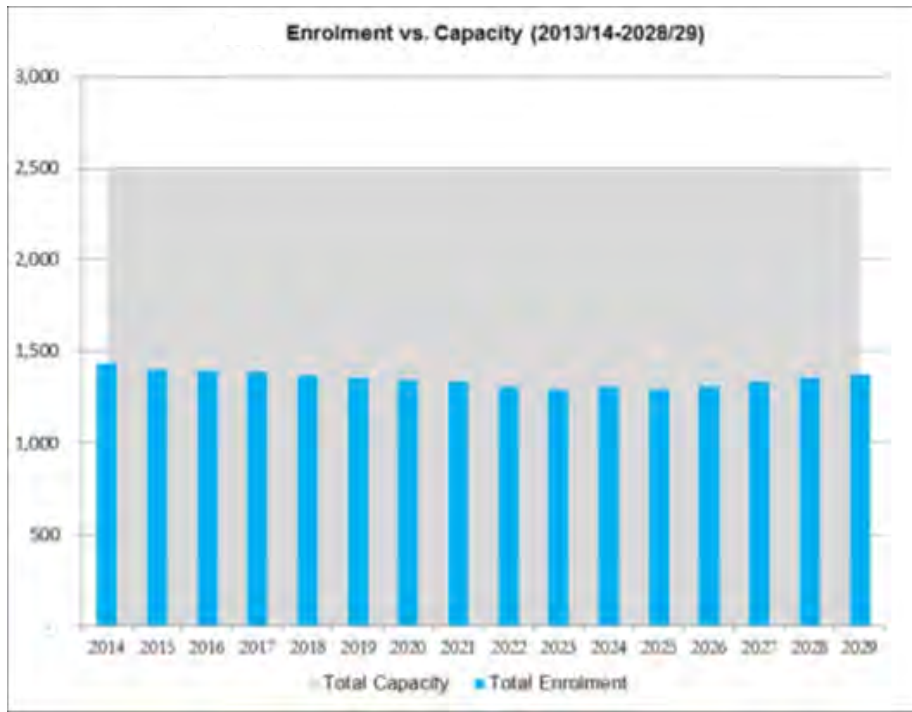


Figure 4 Prince Edward SG Elementary Enrolment vs. Capacity

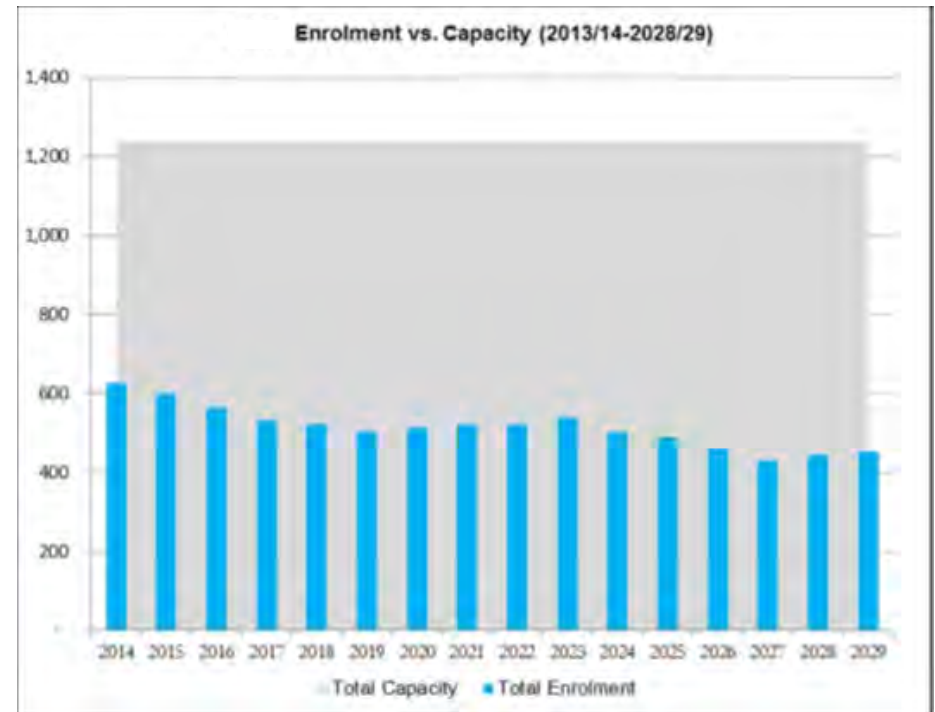


Figure 5 Prince Edward SG Secondary Enrolment vs. Capacity

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
Athol-South Marysburgh Public School	179	143	142	137	135	136	137	126	125	116	119	121	111	111	112	111	110
C.M.L. Snider School	403	232	245	243	243	245	242	242	247	238	236	243	240	254	269	282	296
Kente Public School	334	241	227	234	236	223	209	203	204	197	204	203	196	196	197	197	197
Massassaga-Rednersville Public School	210	142	129	136	142	151	155	161	164	163	161	162	163	164	164	165	165
Pincrest Memorial Elementary School	556	267	269	268	276	272	270	271	262	256	250	245	241	244	245	246	247
Queen Elizabeth School (Picton)	498	244	235	232	221	223	226	226	227	230	223	229	237	242	246	250	254
Sophiasburgh Central School	311	161	156	143	137	120	119	112	106	102	101	100	102	102	102	103	103
Total Capacity		2,401	2,401	2,401	2,401	2,401	2,401	2,401	2,401	2,401	2,401	2,401	2,401	2,401	2,401	2,401	2,401
Total Enrolment		1,430	1,403	1,392	1,389	1,370	1,357	1,340	1,336	1,303	1,295	1,303	1,290	1,313	1,335	1,354	1,372
Student Surplus/Deficit		1001	1088	1009	1102	1121	1134	1151	1155	1188	1190	1188	1201	1178	1150	1137	1119
Utilization Rate		57%	56%	56%	56%	55%	54%	54%	54%	52%	52%	52%	52%	53%	54%	54%	55%

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
Prince Edward Collegiate Institute	1,239	627	600	565	529	523	505	513	523	521	539	501	489	458	428	445	454
Total Capacity		1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239
Total Enrolment		627	600	565	529	523	505	513	523	521	539	501	489	458	428	445	454
Student Surplus/Deficit		612	639	674	710	716	734	726	716	718	700	738	750	781	811	794	785
Utilization Rate		51%	48%	46%	43%	42%	41%	41%	42%	42%	44%	40%	39%	37%	35%	36%	37%

Table 3 Elementary Projected Enrolment and Utilization

C M L Snider School

Age (years): 93

School Condition: Facility totals 4830 metres squared and total site size is 0.87 hectares

10 Year Renewal Event Costs Total \$6253173 And The FCI Is 0.73

Comments:

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
C M L Snider School	403	232	245	242	243	296

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
C M L Snider School	403	58%	61%	60%	60%	73%

Kente Public School

Age (years): 49

School Condition: Facility totals 3317 metres squared and total site size is 7 hectares

10 Year Renewal Event Costs Total \$5098718 And The FCI Is 0.67

Comments:

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Kente Public School	334	241	227	209	203	197

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Kente Public School	334	72%	68%	63%	61%	59%

Pinecrest Memorial Elementary School

Age (years): 48

School Condition: Facility totals 4292 metres squared and total site size is 8 hectares

10 Year Renewal Event Costs Total \$6062492 And The FCI Is 0.54

Comments:

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Pinecrest Memorial Elementary School	556	267	269	270	245	247

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Pinecrest Memorial Elementary School	556	48%	48%	49%	44%	44%

Queen Elizabeth School (Picton)

Age (years): 62

School Condition: Facility totals 4970 metres squared and total site size is 1 hectares

10 Year Renewal Event Costs Total \$4719367 And The FCI Is 0.46

Comments:

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 (Picton)	498	244	235	228	229	254

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 (Picton)	498	49%	47%	45%	46%	51%

Sophiasburgh Central School

Age (years): 50

School Condition: Facility totals 2545 metres squared and total site size is 4 hectares

10 Year Renewal Event Costs Total \$3945382 And The FCI Is 0.54

Comments:

Projected Enrolment

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Sophiasburgh Central School	311	161	156	119	100	103

Projected Utilization

School	Cap.	Historical 2013/ 2014	Actual 2014/ 2015	Year 5 2018/ 2019	Year 10 2023/ 2024	Year 15 2028/ 2029
Sophiasburgh Central School	311	52%	50%	38%	32%	33%

Table 4 Secondary Projected Enrolment and Utilization

Prince Edward Collegiate Institute
 Age (years): 62
 School Condition: Facility totals 16936 metres squared and total site size is 2 hectares
 Comments: 10 Year Renewal Event Costs Total \$16602960 And The FCI Is 0.49

Projected Enrolment							Projected Utilization						
School	Cap.	Historical 2013/2014	Actual 2014/2015	Year 5 2018/2019	Year 10 2023/2024	Year 15 2028/2029	School	Cap.	Historical 2013/2014	Actual 2014/2015	Year 5 2018/2019	Year 10 2023/2024	Year 15 2028/2029
Prince Edward Collegiate Institute	1239	627	600	505	501	454	Prince Edward Collegiate Institute	1239	51%	48%	41%	40%	37%

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	156	125	138	130	146	138	108	137	112	112	112	112	112	113	113	113	112	112	112	110	107	107
SK	152	162	136	144	135	154	139	122	140	115	115	115	115	115	116	116	116	115	115	115	113	110
1	153	153	171	142	149	142	160	141	127	147	119	119	119	119	119	120	120	120	119	119	119	117
2	160	163	146	163	142	148	134	154	140	127	146	119	119	119	119	119	120	120	119	119	119	119
3	178	156	165	147	156	142	151	134	154	139	126	146	118	118	118	118	119	119	119	119	118	118
4	190	176	141	150	148	156	137	139	134	153	139	124	143	116	116	116	116	117	117	117	117	116
5	181	186	173	141	150	145	159	137	140	135	154	138	125	144	116	116	116	116	116	118	118	118
6	204	185	181	176	146	152	143	152	138	142	135	156	139	125	145	117	117	117	117	117	118	118
7	214	198	178	177	169	145	139	139	154	139	145	131	157	133	117	138	111	111	111	111	111	112
8	221	209	196	182	176	172	147	142	141	157	141	148	133	158	134	118	139	112	112	112	112	112
Special Education	10	10	8	6	5	8	13	6	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	1,819	1,723	1,633	1,558	1,522	1,502	1,430	1,403	1,380	1,365	1,333	1,308	1,279	1,261	1,213	1,191	1,186	1,158	1,158	1,157	1,152	1,147
Pupils Expected From Growth								0	12	24	37	49	61	75	89	103	118	132	155	178	202	225
Total Pupils (Existing + New)	1,819	1,723	1,633	1,558	1,522	1,502	1,430	1,403	1,392	1,389	1,370	1,357	1,340	1,336	1,303	1,295	1,303	1,290	1,313	1,335	1,354	1,372
Year to Year Enrolment % Change		-5.3%	-5.2%	-4.6%	-2.3%	-1.3%	-4.8%	-1.9%	-0.8%	-0.2%	-1.4%	-0.9%	-1.2%	-0.3%	-2.5%	-0.6%	0.6%	-1.0%	1.8%	1.7%	1.4%	1.3%

Table 6 Secondary Projected Enrolment by Year

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	155	197	222	165	181	174	175	180	140	155	153	171	142	161	154	165	152	152	152	152	154	154
10	212	155	202	225	157	188	179	180	182	141	156	154	172	143	163	156	166	154	154	154	154	155
11	228	216	157	211	224	172	185	181	184	185	144	159	158	176	146	166	159	170	157	157	157	157
12	211	215	197	144	198	225	163	219	206	209	211	165	182	180	200	167	190	181	193	179	179	179
Returning Grade 12's/OAC's	78	48	63	47	41	72	59	4														
Total Existing Pupils	884	831	841	792	801	831	761	764	712	691	665	649	653	660	664	653	667	656	656	641	643	645
Pupils Expected From Growth								0	1	1	2	2	3	4	5	7	8	9	11	12	14	16
Total Pupils (Existing + New)	884	831	841	792	801	831	761	764	712	692	667	651	656	664	669	660	674	665	666	653	657	661
Year to Year Enrolment % Change		-6.0%	1.2%	-5.8%	1.1%	3.7%	-8.4%	0.4%	-6.8%	-2.9%	-3.7%	-2.3%	0.8%	1.2%	0.7%	-1.4%	2.2%	-1.4%	0.2%	-1.9%	0.6%	0.6%

APPENDIX C

Community Consultation Feedback

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

Dear Board Members : I want to express my concerns regarding the various discussions and recommendations that have been going on over the last few months.

I have been on a local Municipal Council so have a pretty good idea how some of this works. My experience over the twelve years that I served taught me that the powers of be in Toronto have a tendency to paint every one with the same brush. They really don't recognize the demographics and diversity of the different areas.

We elect you the members of the board to bring to their attention these differences and diversities and explain why their recommendations are not necessarily adaptable to our specific areas or needs.

I don't believe there has been enough "Homework " done here to substantiate the decisions that are being proposed.

I challenge you to take the bus ride (early morning) that some of these children will have to take. I challenge you to admit to the Ministry that their request is not attainable in such a short period of time.

Please remember Bigger is not always better .Children are our future and you are responsible to provide that learning foundation; and its not the building that supports the learning.

Thank-you for considering my letter.

Email from a member of the public, May 2, 2017:

Are you giving plenty of thought to the health and well being for learning of the children riding longer distances if their school is closed? No extra money involved to get them there?

Why are schools not used more in evenings and weekends (especially gyms) at reasonable rates and at own risk as the town halls are used?

We understand there is room for more students at Kente.

Why has a contract been given out to renovate a school when closing schools is still in a decision making process?

Why would a new school be built in the fast growing senior area of Wellington?

Thanks for your time. Waiting for your reply,

Email from a member of the public, April 26, 2017:

I am a retired teacher from this School Board. I am very concerned, and upset, with all the suggestions of closing schools in Prince Edward County. Each township is a unique unit. Schools have a history of being a community focus. My boys went to Kente School . I taught at Kente and Mass Red., and still volunteer at Mass Red.

It was a drastic move to close each little individual school in the 1960"s. Bigger has not proven to be better with the schools, hospitals or government. Costs have increased for all.

Time spent on buses is long even now. No little JK or Sk should spend even more time on a bus.

In my career, my very favourite schools were the small schools where you knew each child and their family.

Pitting each community against each other is horrid. Ameliasburg versus Wellington. Mass Red against Kente. This creates anger with neighbours, friends and family.

I don't believe parents at the very north of the county will be willing to put their children on the bus to go to Wellington.

In a county paper, it stated a Wellington parent said they would never send their child "north" As an Ameliasburg parent I could say " I won't send my child "south"". What a way to foster kindness and harmony in a community!!!!

Please think of other ways to fill the school empty spaces. Mass Red has an amazing daycare in their building. I believe each community would fill a daycare easily. I would think a home-based business would rent a

classroom. What about the township libraries moving into the schools?

A lot more time is needed before a decision is made to close any school. Country schools are much farther apart than city schools.

Please vote no to any school closures right away. Much more time is needed to come up with solutions that will be acceptable to all.

Email from a member of the public, April 26, 2017:

I am sending this letter to all Prince Edward Education Board Trustees and communications & directors office along with Principal of Kente School.

Just wanted to give you my thoughts (a few) on these proposed school closures, even though I do not have children/grandchildren attending here. I had looked at numbers early on in this review and could see how Kente can easily accommodate all students from Mass/Rednersville into Kente with a little rearranging of classrooms I'm sure. This proposal does not make any sense to close Kente when it has the larger school property and larger school. At the present time these grade 7 & 8's from Mass/Rednersville move up to Kente with no extra cost of buses as these are already in place. I read your (Evelyn Wilson) comments on the cost of extra buses needed to bus these same 7/8 students to PECL, and agree with you this would be very costly over time and in winter months possibly more snow days/cancellation for these students from the north end of the county.

Today I hear on the radio the contract being awarded for the addition on Mass/Rednersville for some additional rooms and other items to this school. I don't feel this work should be taking place with negotiation's ongoing to do with the possible school closures. Kente has the larger school and playing field already!!

Email from a member of the public, April 23, 2017:

I am writing to express my concerns with the proposed location of the new school in the consolidation of Kente P.S. and C.M.L Snider schools. I have three children that attend Kente Public School, so the proposed school closure affects our family directly, as well as the community that I have been a part of for almost 40 years.

I realize that there are valid reasons and advantages to building a new school, that would be more efficient to maintain, and amalgamating staff and students to allow for teaching partners and programming that will benefit our county students. My concern is mainly with the location selection for the proposed new school (Wellington). Although Massassauga-Rednersville P.S. is not part of this Accommodation Review, it would be short sighted not to consider this school when planning such a huge consolidation and large expenditure.

I would like to outline my top concerns, and frame them using the guiding principles that the HPEDSB has committed to:

"The Board is committed to the following guiding principles:"

- **"Student achievement and well-being."**

Student well-being is not improved by increased bussing times. You have a school map posted on the HPEDSB website. A quick review of the map would indicate that the Kente P.S. location would be the most central location for a new school (Amalgamating C.M.L. Snider, Kente P.S., and perhaps eventually Massassauga-Rednersville)

- **"Effective stewardship of school board resources."**

The property that C.M.L Snider currently sits on would be worth a great deal if sold, and construction at the Kente P.S. site could proceed without purchasing additional land at a time when real estate values are high. The economic benefits to the school board of building on the Kente site should not be overlooked in keeping with this guiding principle.

Wellington is a retirement community, making it a poor choice for a new school build due to declining enrollment. The Kente P.S. site has ample space for a new building, including green space and sports fields, and is located in a community that is seeing an increase in family demographics. The C.M.L Snider School could be repurposed to provide more accommodations for tourists etc, where the Kente site would be difficult to sell or repurpose and may become an eyesore within the community.

- **"The Board will exemplify open decision-making, Board oversight and public participation in capital planning."**

The HPEDSB commissioned a group of professionals (http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/documents/watson_report_nov15.pdf) to deliver a report on the most economical solution for the amalgamation of schools in Prince Edward County.

This report indicated that the Kente P.S. site was the best location for a new school for this end of “the county”. Why was this study ignored by HPEDSB?

A summary of how sending my children to Wellington for school will affect our family personally:

- Bussing time will increase exponentially.
- End times and increased bussing times will cause a later return home affecting our after school schedule and family time. (our children are involved in various sports and other activities).
- I am concerned that by having more children in each grade will cause class sizes to increase in the grades without a hard cap.
- I work in Belleville (just as many of the Kente parents do), so having my children at a school deeper into the county will affect pick- ups for medical appointments etc.
- Currently all of the enrichment programs offered at Belleville Schools (both Elementary and Secondary) are available to students that attend Kente, which will change if the move is made to the C.M.L Snider site.

In summary, I can see the benefits that could be made available to students and faculty with consolidating some schools in Prince Edward County, but I would challenge you to make the decision of the location of a new school in the North end, using the guiding principles that HPEDSB committed to, and following the advice given by the experts in the Watson Report (The responses provided in the published FAQ for why the board is not utilizing this report are just not good enough). There is still time to consider building in a central location that will serve the community for many generations to come.

Thank-you for reading and considering the concerns of those affected by the Accommodation Review.

Email from a member of the public, April 20, 2017:

To Whom it may Concern.

This submission relates to the school Board’s Following recommendation:

“Close CML Snider School and Kente Public School and seek Ministry of Education approval/funding to build a new K-8 Elementary School on the CML Snider School property or in Wellington for 2020.”

My first submission was made in February. I have attended subsequent ARC meetings and have been following the process with interest and some alarm as I see others weigh in at meetings, through submitted letters, and in local editorials on the very constricted time line we are being forced to observe. All of the concerns being raised have serious merit and I sincerely hope will be addressed for this process to be truly democratic. Thank you for this opportunity to share my concerns with the appropriate people. I have numbered my points here as I am unable to attend tonight’s meeting.

1. **The school as the centerpiece of any growing/thriving community.** As involved citizens of Wellington, I and my colleagues recognize the enormous importance of **any** school to all the residents and to the very fabric of the economy of that community. To this point, we are very encouraged by the Minister of Education’s letter dated March 6th in which she highlights:

“the importance of consulting with impacted municipalities and community partners” .. “and that full impact and feedback from the municipalities, including local economic and community impacts where relevant are reflected in the final staff report and advice to the trustees.” This point connects directly to my main concern with this submission ie

2. **the Heritage of CML Snider School.** With the Minister’s point in mind, we draw attention to the fact that tourism continues to be a growth industry here in the County with dramatically increased numbers in recent years, all contributing to the economy of each region. A very significant part of the tourist draw is the unique built heritage they find in the County, and particularly in Wellington. In fact, it must be remembered that **Wellington’s Secondary Plan prioritizes heritage conservation.** This plan was developed through a multi-year, county-wide process undertaken by the County of Prince Edward with input gathered from across the County through all levels of community meetings.

Additionally, the Secondary Plan is clear about its focus on heritage which is evidenced by the statement **“Heritage contributes to the formation of community identity – it bestows a sense of place, pride, and history on its residents and visitors”.** These findings are extremely important and should be a part of any discussion about the future of CML Snider School.

3. **Heritage factor of CML SNIDER SCHOOL** We have done considerable research on the school and have found additional information we would like to share with the ARC, the Board, and the school trustees. Built in 1922, CML Snider School represents a key part of the built heritage of Prince Edward County..

- We have learned that the citizens of Wellington received no financial help from any level of government, but themselves raised the necessary funds to build the school and sought out **one of the finest architects of the day, a Mr Stephen Burwell Coon (1862-1936)**. Mr Burwell-Coon and his firm were responsible for many prestigious projects: residential, educational, commercial, and institutional buildings throughout Ontario. Two examples include:
- **Balmoral Apartments: at Balmoral and Avenue Road in Toronto** built in 1928. This building is included in the City's Heritage properties, and is so designated.
- **The Atlas Building, now known as The Dominion Building** built in 1927 at Bat and Temperance Street in downtown Toronto, also listed and designated as heritage property.
- **The Architectural Conservancy of Ontario**. Their mandate is to raise awareness across the province for the preservation, protection, and rehabilitation of the rich architectural heritage here in Ontario. With regard to the many beautiful historical schools at risk, they have recently lobbied Ontario MPs with guidelines as follows:
 - **"Conserving School Buildings**
Proposed Policy Changes: Require School Boards to consider cultural value and Heritage impacts of new projects with Provincial Standards and Guidelines that apply. With better planning existing school buildings can continue to serve their communities as schools – or be adaptively reused or integrated into new builds. ... "
 - **"Rehabilitation of heritage structures** vastly reduces demolition waste, generates 21% more highly skilled jobs than the same investment in new construction.
 - **Main Street and Community Revitalization:** rehabilitation enhances the unique character of streets and neighbourhoods, attracting business, creative enterprise, and tourism.

It is our hope with this submission and any presentations we are able to make at meetings, that our heritage concerns will be seriously taken into account while there is still time to do so. A very real tragedy that has too often been repeated, both here in the County and elsewhere, is that heritage buildings are hastily demolished then sadly regretted when it is too late to do anything about it.

With all of the above in mind, we propose the following recommendation that:

" The Board, before moving ahead on rebuild plans, undertake the necessary research with the community, the Prince Edward County Heritage Advisory Committee, and the Municipality, to explore the possibilities for renovating the existing school, maintaining its historic features while bringing the facility up to current standards, adding onto it as necessary to accommodate more students, and doing as much as possible to preserve the built heritage value of CML Snider in the heart of Wellington for future generations ".

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

To Whom it May Concern,

I am a seventh generation County resident. Education has been an important part of our family's lives, from our schooling at Big Island S.S. # 15 to my father's foresight as a school board trustee, having the vision and the commitment to see that children in rural areas need the same educational opportunities as children from the city. He supported and took an active role in the building of Sophiasburgh Central Public School.

I graduated from Big Island South a year before the central school opened. I remember well the trepidation I felt going off to school in town as well as the long arduous bus trips to and from P.E.C.I. I was a teenager. I cannot fathom the feelings a primary student might have!!!

After graduation I became a primary teacher. My entire career (33 years) was in an urban setting. Schools are a focal point of any community. As urban children deserve to be educated near to their home and friends, so too do rural children. They deserve, as my father believed, to have the same rights as city kids. Funding models need to reflect geographical and demographic differences and provide equal educational opportunities for children in their home communities.

The children I taught arrived each morning after a five or ten minute walk or drive to school ready for the day. A child from Sophiasburgh will arrive at school after a long ride on a stuffy (I know, I've been there!) perhaps crowded bus to face their daily lessons. They will no longer have the spacious play ground they have been used to to burn off that excess energy in preparation for the rest of the day. Prime teaching time for these children could be severely impacted by these factors. I cannot imagine that their educational experience will be equal to their urban counterparts.

This is a complicated highly emotionally charged issue. I implore you to carefully examine all of the possibilities and alternatives before making a decision to rip these precious resources from their roots. Urban and rural settings are different. Families who choose to live in the country should have the right to have their children educated in their home community. We must strive to keep educational opportunities equal for all children!

Children are not a commodity and this decision should not be based solely on economics. We must look out for our future and the future of our rural roots.

Email from a member of the public, March 23, 2017:

I must write in support of Sophiasburgh Central School, in light of the proposal to close it in the near future. Our family has a long connection with SCS as both of our kids attended there for 9 years, and Susan taught there for over 25 years. I was a willing parental volunteer on many occasions, and witnessed first-hand the excellent learning environment. I recall one class trip where the driver told me what a pleasure it was to have Sophiasburgh kids on his bus, as they were much better behaved than their urban counterparts. No offence!

Our daughter's class recently held a 25th anniversary reunion at the school, reaffirming the strong attachment to SCS and the fond memories of their years there. We often meet former students, who want to tell Susan what a positive influence she was, and how they were pleased to send their own kids to Sophiasburgh. I know that Susan got a lot of satisfaction in teaching this next generation. These people made an important decision to locate in Sophiasburgh so their children could attend SCS.

I question the economics of mothballing a fine building, and allowing it to deteriorate in the coming years. It is a serious error to consider only the square footage required for a student, and not the intangibles that make up a school. We have an obligation to each community, and to each student to create the best learning environment possible. Locating these elementary school children in a wing of a secondary school would be a profound failure to meet our obligation.

Please reconsider any plans that would see Sophiasburgh Central School close. We need to support our rural areas and maintain the excellence in education that SCS has proven it can deliver.

Email from a member of the public, March 21, 2017:

This paper shows a direct link between available green spaces and cognitive development in primary school children. <http://www.pnas.org/content/112/26/7937>

"Exposure to green space has been associated with better physical and mental health. Although this exposure could also influence cognitive development in children, available epidemiological evidence on such an impact is scarce. This study aimed to assess the association between exposure to green space and measures of cognitive development in primary schoolchildren. This study was based on 2,593 schoolchildren in the second to fourth grades (7–10 y) of 36 primary schools in Barcelona, Spain (2012–2013). Cognitive development was assessed as 12-mo change in developmental trajectory of working memory, superior working memory, and inattentiveness by using four repeated (every 3 mo) computerized cognitive tests for each outcome. We assessed exposure to green space by characterizing outdoor surrounding greenness at home and school and during commuting by using high-resolution (5 m × 5 m) satellite data on greenness (normalized difference vegetation index). Multilevel modeling was used to estimate the associations between green spaces and cognitive development. We observed an enhanced 12-mo progress in working memory and superior working memory and a greater 12-mo reduction in inattentiveness associated with greenness within and surrounding school boundaries and with total surrounding greenness index (including greenness surrounding home, commuting route, and school). Adding a traffic-related air pollutant (elemental carbon) to models explained 20–65% of our estimated associations between school greenness and 12-mo cognitive development. Our study showed a beneficial association between exposure to green space and cognitive development among schoolchildren that was partly mediated by reduction in exposure to air pollution."

I think it is very important that the children have open green spaces to play in. Putting them into PECEI will limit the available green spaces and probably destroy the lawn. Then they will have to put a concrete pad for the children to play.

Email from a member of the public, March 21, 2017:

I was given the opportunity by the Prince Edward County Board of Education to join the staff of Sophiasburgh Central School after 20 plus years of teaching . The Community and Staff were welcoming. It was a challenging drive from our home in Belleville each day but worth the effort and expense. Initially I shared a room with Susan Broadbridge who helped make my transition into the community a smoother task.

The country setting of the school made a great first impression. The playground was and is phenomenal. It was quite apparent that the physical education needs of the children were more than met by the facility, staff, and development of a wide based program. The children were encouraging to others learning skills and shared a positive competitive spirit.

The atmosphere of the school was positive and business like with attention to routine. This was encouraging and I observed that this enabled the teachers to deliver their programs without interruption and with success.

The parents were supportive and volunteered with enthusiasm when needed for extra-curricular activities-as did many community members (ie) Granny program –Mrs. Rolston's Gr. 4 program.

The 10 plus years that I was a member of the staff at Sophiasburgh were positive and memorable. I believe that those students that attended the school during those years were blessed with a good education that prepared them for secondary and post secondary education. The community school environment of Sophiasburgh helped to form for the most part well rounded youth that was prepared to contribute positively to society and make good choices in life. **It indeed takes a community to raise a child.**

I owe a debt to the Community and the Board for the opportunity to have worked in such an environment. With that having said, our family also owes a great deal to the Sophiasburgh School Community for helping in our son Andrew's education. We were aware at Grade 2 that he was experiencing difficulty learning to read. We enrolled him in a comprehensive phonics program for the summer to assist him. This was successful to a point. He was acting out in class due to lack of success so we made the decision to pull him from his home school and enrol him in Sophiasburgh. We felt for all the above mentioned assets at Sophiasburgh that with our extra help he would might have a better chance to experience success academically and socially. I learned the Association Method. I taught him and other students with different degrees of similar auditory problems with language development to improve their reading recognition and comprehension. Andrew had five happy and successful years at the school. We never looked back. He has worked hard and achieved an Honours Bachelor of Science Degree in Geography from Lakehead University. He achieved GIS Certification and a Mechanical Engineering Technologist Diploma and has work experience with an Engineering firm in Kingston since graduation. We are grateful.

We hope that the school will remain open.

It would be sad for future students not to experience the opportunities that the Sophiasburgh Central School Community has in the past offered to so many generations of children.

Email from a member of the public, March 18, 2017:

I am writing tonight to urge the Board to reconsider its plan to close Sophiasburgh Central School within the next year or two. Our family has had a long and rewarding association with this school and would very much miss the key role that it still plays in our community. My father-in-law, Donald Thompson, was on the school board when the school opened in 1967 and his daughter, Gwen, was among the first students at the school. Fifteen years later, our daughter began kingergarten there and graduated 8 years later as the valedictorian. Her Sophiasburgh years were some of the best of her life. As a January baby she had to wait an extra year to start, but a kind and caring principal and teachers soon gave her the opportunity to move ahead a year into a wonderful class of bright, talented students. While she loved the regular classroom work, she was especially fortunate to be part of the extra-curricular musical productions directed by Susan Broadbridge, giving her the first taste of the career she now pursues in music education. Never considering herself to be an athlete, she still remembers the day her soccer coach, Bob Webb, encouraged her to kick the penalty shot which won that tournament for her school. Her French teacher there also provided many enrichment opportunities and remains a dear family friend, Our son joined Tanya there two years later eager to start having heard all his sister's enthusiastic reports of her school days. He, too, thrived in the family atmosphere of this wonderful rural school.

While our children attended Sophiasburgh I was always welcomed as a parent volunteer, helping with the musicals, chaperoning class trips and assisting with the introduction of computers to the school. After hours I helped with the Brownie pack that met there at the time. When our children had graduated I continued to use the school facilities for 4-H meetings. Later, I returned to the school as a supply teacher including a long term position in a grade two class another very positive experience.

When our grandson was born two years ago I anticipated with joy and confidence the day that he would start to Sophiasburgh. Now that may never happen. Instead he may enter Prince Edward Collegiate as a kindergarten student not a prospect that I relish at all. While there may be some positive aspects to a K to 12 school, it is still my hope that with creative community use of the school space as being pursued by the ARC committee it will not be necessary to close the school and we will see our grandson be the third generation of our family to attend this wonderful school along with all the other children from ward 10..

I trust that you will do everything in your power to make this dream a reality.

Email from a member of the public, February 28, 2017:

Further Thoughts on the HPEDSB ARC Process re Prince Edward County Schools

Having had the luxury of time to digest as much of the information available to me as is humanly possible, along with discussions with community members, a number of issues continue to resurface;

- The less than three month turn-around time from the School Board decision to proceed with moving forward to the beginning of the school year (Sept. 2017) implementation of the proposal is an unrealistic time line.
- The exclusion of Massassauga/Rednersville and Athol/South Marysburgh schools in the process was, and remains, a big oversight – if not a downright huge mistake.
- There are discussions underway about transit in the county and the viability of such a system – perhaps we could rethink how some older students get to school along the Wellington to Picton corridor – and play a part in supporting this nascent concept.
- French immersion has been mentioned, but no commitment seems to have been made to continue it through to the Secondary level. This could, in the next six years, add another 75+ students to the PECL population, which does not seem to be reflected in any of the forecasts.
- Food insecurity has been a hot topic of discussion (according to the County Community Foundation's 2013 Vital Signs Report) and with the student population at PECL dramatically increasing, reopening the cafeteria, and food preparation, could possibly be a dynamic adjunct to the educational experience.
- As we are eliminating many schools in the county, a number of people have also expressed concern over the decline, or outright lack thereof, of specialists working in the schools, i.e. physical education, music, and art teachers, as well as librarians. Hopefully the value of these disciplines will be revisited and the Board can commit to something of a more well-rounded educational experience, given the inherent monies saved with successfully carrying out this process.
- School start times should be made uniform county-wide. There seems to be no reason to consider any other option, given that more students will be going to fewer destinations. Let's say no earlier than 9AM, or perhaps even 9:30AM as a starting point for discussion. The idea of putting any 4 year old on a school bus before 7AM is simply cruel and unusual punishment for both the child and their family.

Some rationale for the above observations:

The time frame for this entire process should be extended for an implementation date of Sept. 2018, when all of the wheels can be put in motion simultaneously. This would also allow time to include Mass./Red. in the process, along with Athol. Somebody, somewhere, sometime, made a bad decision to re-purpose Mass./Red. and keep it open. As an aside, It should be noted here that the school has a geographically embarrassing catchment area – who concocted that? There doesn't need to be finger pointing, or covering one's tracks, in this situation – mistakes are a part of life – so let's move on and close the school! This would then justify a new build at Kente for a JK-8 school to accommodate the north-west part of the county, as was originally proposed in the Watson report. Chances are that very few of the graduates from Kente will go to PECL (unless mandated) other than for French Immersion or a geographic proximity. A later start time at PECL may also be attractive to some. We can make the assumption that a greater percentage will end up in Belleville or Trenton for their secondary education.

CML in Wellington should stay open as a JK-6 school. It should be noted that renovating the existing historic structure and keeping the school operating at the same time, may be virtually impossible. Some serious thought needs to be put into this puzzle. Most 7&8's would in all probability go to PECL, although Kente could be an option for those west or north of Wellington.

Athol would remain open as a JK-6 school, with the 7&8's going to PECl. It may make sense to perhaps investigate the viability of a part-time principal model for this school shared with CML. Apparently precedents have been set elsewhere in the province.

Close Pinecrest in June 2018. The overlap with the Q.E. catchment area is a little redundant, to say the least. The school apparently has some mould issues as well. Pinecrest currently accommodates the System Special Education. It is assumed that this will move to Q.E. No discussion about this has taken place as of yet.

Close Sophiasburgh in June 2018. In my dreams, a new JK-6 facility built in "downtown" Demorestville would be an ideal scenario, but it is doubtful that this will come to pass. Waiting for another year, will provide some time to view the new census data and make some revised enrollment forecasts for the area. Once again a part-time principal model could be considered, should this come to pass.

Move all the Pinecrest and Sophiasburgh JK-6 to the existing Queen Elizabeth Public School in Sept 2018. Q.E. will need some serious remodeling to make the facility work, but with proper project management, (and probably some overtime) this remake should be possible. Some work could be done this summer, as well. Q.E. 7&8's will obviously go to PECl.

PECl would be a Grades 7 to 12 facility. The number of students in the Grade 7 and 8 wing would be over 200 students, once French Immersion is fully integrated. Perhaps the High school enrollment may go up as the retention factor kicks in with the younger grades in the same building. The total enrollment for the next decade would (unscientifically) be approaching 800 students. The intended Gr.7&8 area of the school would need some work, but as it is currently unused, work could start there sooner than later. Would this be called a Middle School or a Junior High? PEMS is a better acronym than PEJHS. There is no way, save pouring an exorbitant amount of money into the facility, to make it work as a JK-12 school. Retaining Q.E. as an operating facility would seem to be the most sensible option in conjunction with the high school. Another small point is that busses could offload some "middle-schoolers" at Q.E. and they get to stretch their legs walking the two blocks to PECl, lessening the need for increased bus access to PECl hopefully.

Can the ARC process be extended beyond the original terms of reference, and can all of schools in the County be included, so that this process is done in an inclusive manner, rather than omitting certain communities with a proviso that other school "closings can be considered at a later date"? We need to address the entire picture here, not just a big chunk and leave little pieces lying about and clean up the mess later. If Mass/Red is not closed and Kente is, there will never be an opportunity to revisit that decision – it's irresponsible to move forward in such a manner.

The County has a huge influx of tourists from Quebec and elsewhere, every summer, which in many ways justifies the extension of French language instruction into High School, as another tool for the students to gain meaningful local summer employment. This also may go hand in hand with re-opening the cafeteria, developing a food preparation skills program – apparently there is such a program in Tweed, as well as a number of other schools in the province, (is there a Culinary Arts credit in High School?). If this could possibly be nurtured, and perhaps get support from local businesses and farms, the food insecurity issue over time would theoretically diminish.

Whatever final decision is made as to how this whole plan unfolds, I am holding little faith in this being unanimously approved. Perhaps the aforementioned ideas may help in arriving at consensus – but we need all of the schools involved, not just most. Discussion needs to include the transit working group, the school board trustees, and council members. These meetings cannot be organized, let alone fruitful, given the current time constraints. The council requested that the process be halted – maybe a bit extreme – but useful support to at least buy some time to take a look at the whole picture and formulate a subtly more viable set of options.

Ultimately, if we could strip emotions out of the equation and move forward with determination to make this one of the better school groups in the province, it would be a grand achievement. This would probably mean we would have to get a clean slate to start all over again from the powers that be. That's probably not going to happen, so unfortunately, the emotions stay involved, as we wrestle with an incomplete frame of reference, which pits communities within our larger community at odds with each other.

Summary – A Plan for the Start of the School Year - Sept. 2018

1. PECl to be Grades 7 to 12
2. Massassauga/ Rednersville, Sophiasburg, and Pinecrest to close.

3. Athol/ South Marysburgh, CML Snider, and Queen Elizabeth to be Grades JK to 6
4. Kente to be rebuilt on current site while old school is still in operation until new build is completed. School to be Grades JK to 8. Some grade 7's & 8's from CML may opt to attend here, but it is assumed most would go to PECl.
5. All grade 7's and 8's from Athol, Sophiasburgh, Pinecrest, and Q.E., to attend PECl.
6. If there are funds available to build a smaller school in Sophiasburgh, and the population forecasts differ dramatically from current predictions, this may take some pressure off to enlarge or replace the current Q.E. school for a number of years.

Email from a member of the public, January 26, 2017:

I would like to give you my opinion on the school closure . I have a little experience on school closures . A few communities I lived in and around up north around Sault Saint Marie closed in the time i lived there about 30 years ago . It was the end of those communities . They were more secluded then our community and they still closed with people pleading for them to stay open .In my opinion we have only a few options:

1 We should approach Kente or Pinecrest to see if they would be willing to join with us at the appropriate school which may not be our school but it will still be better then PECl. Its a numbers game for them as soon as you fall below 50% occupancy you are on the chopping block .

2 We need proof that our occupancy is going to increase in the next few years to get us above that 50% occupancy .

3 See if we could enlarge our boundaries . They have set boundaries of 10 km for elementary and 20 km for secondary . I can not see them meeting these requirements especially with most school going to PECl .

4 Turning it into a private school which is alot of work and time to pursue .

Further I would not send my young child to PECl if I had one because they would be exposed to much unappropriate things . It may be a small school in a small town but all the bad stuff is still available there. It is very important that we come together on one decision as a community or our best option . In my opinion they are not interested in other uses for the school or parts that are not being used , if we can not bring our numbers up and run it as only a school then we do not have a chance. Thanks for what your doing in my opinion this is one of the most important issues facing our community . It will affect everything right down to our fire department . We will probable loose a few firefighters because they will be relocating closer to the school rather then allowing there children to be taking a long bus ride.

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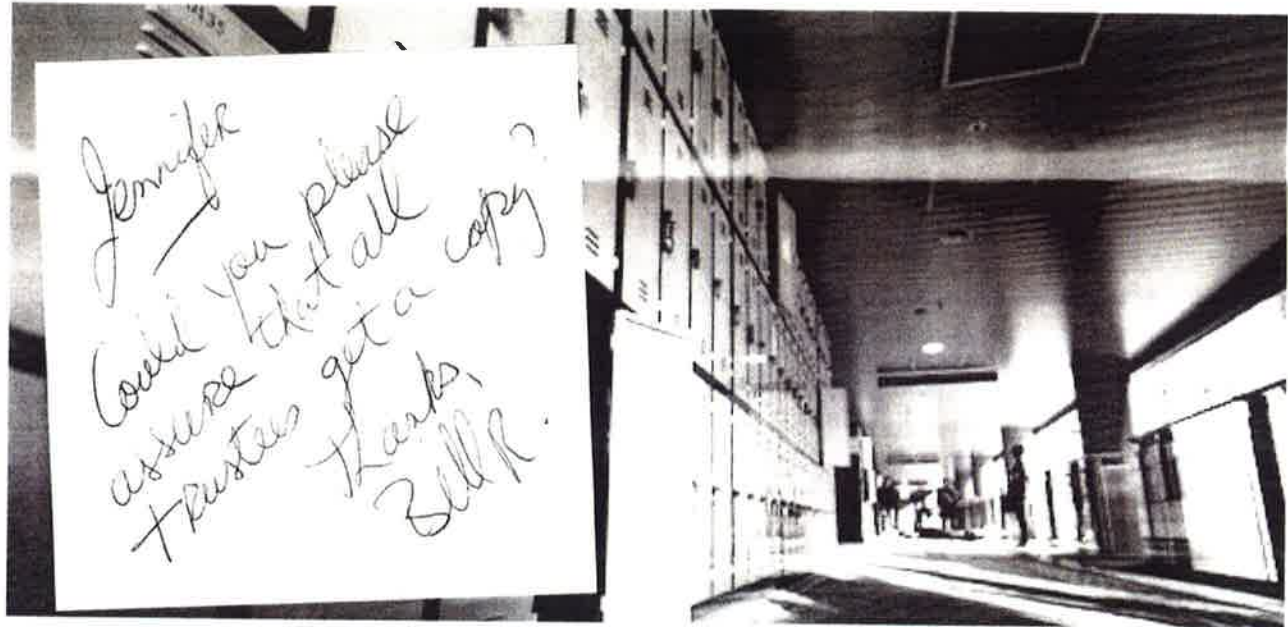


Local World

CANADA'S MUNICIPAL MAGAZINE

IN THE MODERN ERA

The hollowing out of rural Canada?



One of the most contentious issues being faced by rural and remote municipalities across Canada is the pressure to keep their community schools open. The small community school appears to be an endangered species, soon to face extinction from the Canadian landscape.

Schools play many roles in a community apart from being educational spaces; they also play an important part of a community's fabric and sense of identity. Consequently, the closing of a school is one of the most unsettling

and destabilizing experiences for any community. These challenging situations are made more difficult because of the institutionally-driven manner in which closure decisions are made.

School closure decisions continue at an increasingly-rapid rate in the absence of any focused, longitudinal, and in-depth examination by any Canadian educational institution or body responsible for their administration, or the broader societal consequences of their closing.

There has been little formal evaluation of the nature of the relationship between school closures and viability of rural communities. For example, over 2,000 schools in Ontario have been permanently shuttered since 1990. Currently, 600 schools are under review for closure – 500 of which oper-

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In Ontario, for example, education policy is driven by the funding formula dictating that the ideal size of an elementary school is in the neighbourhood of 500 to 800 students, regardless of the characteristics of the surrounding community.



ate in rural communities. Policymakers continue to support closure decisions in the absence of any apparent understanding of the impact these decisions have on communities. This same pressure on the continuance of the rural school can be found across the country. Many advocates for maintaining rural schools believe that with the closure of the local school, the sustainability (if not the survival) of many communities is now in question.

The decision to close a school, particularly in a single-school community, can be a catalyst for heated debate. Proponents of school closures cite economic and curricular arguments to favour their position. Opponents of school closures tend to voice concerns that a closure will accelerate the loss of community, a weakening of social and economic capital, and the end of a rural way of life.

Disconnect of Policymakers

The disconnect of educational policymakers on this issue can be described as occurring on two fronts:

- * making educational policy through the bias of a predominately urban lens; and
- * making educational policy within an impenetrable institutional silo.

In part, the manner in which the decision-making characteristics of public policy regarding a rural school's survival can be seen as an extension of a growing phenomenon, the emergence of two Canadas – an urban Canada and a rural Canada. Recent results of the 2016 Canada census clearly demonstrate the escalating trend toward an increasingly-urban country: now, over 80 percent of Canadians live in medium-sized and large cities. Meanwhile, rural community populations continue to contract. Policymakers tend to be

urban dwellers and create policy that is shaped within an urban context – one they naturally are familiar with and understand.

In Ontario, for example, education policy is driven by the funding formula dictating that the ideal size of an elementary school is in the neighbourhood of 500 to 800 students, regardless of the characteristics of the surrounding community. This one-size-fits-all approach may work well in urban settings that have the population to support it; but, it does not translate well in many rural surroundings. Once-viable rural schools with student populations of 150 to 300 students are now viewed by educational administrators as inherently idiosyncratic, too expensive to operate, and institutionally inadequate. Calls for a review of this formula and consideration of an asymmetrical policy approach – funding schools based on location and context – have been, to date, readily rejected.

The manner of rural school closures also provides a clear illustration of policymaking within institutional silos versus a broader, cross-functional policy undertaking. There is a fundamental tension behind the decision-making process regarding the future of a school's existence. School administrators and boards deliver education programs, as well as plan and manage school buildings and land; however, they are not responsible for community stability, community economic revitalization, or any other municipal government planning goals. And, it appears in several of the decision-making structures across the country, they have no desire to do so. While schools reside within communities, there seem to be no policy requirements guiding decisions regarding the future of that school as part of the community,

or consideration of the impact that its closing may have on the community's long-term existence. Further, in some instances, provincial agencies are charged with the task of maintaining rural communities, while educational authorities simultaneously enact policy that closes the only school in these same communities. In the absence of communication between these two provincial bodies, cooperation and a common purpose will be difficult to achieve.

Community Viability Versus Community Vitality

Once the local school is shuttered, the long-term existence of a community can best be described as a question of viability versus vitality. A community can experience a type of viability with the closing of a local school, though anecdotic evidence points to demographic restructuring once this occurs. This restructuring can include outward migration of families with children, less inward migration (as families tend to seek to locate in communities with schools), the greying of the local population, and ultimately the decline of local economic conditions.

Vitality best describes the process of generational renewal. This is the ability of a community to sustain itself from one generation to the next. Critics of closing a school in single-school communities point out that this action is akin to a form of "hollowing out" the community, removing an essential element required to ensure sustainability and continuance. This hollowing out contributes to the removal of a younger generation, one that is required to ensure future viability.

SCHOOL, cont'd on p. 44

BARGAIN, cont'd from p. 10

This means that council must avoid public personal criticism of the CAO, including the ultimate criticism that an employer can impose on an employee – termination of employment. If a council develops a reputation for dealing harshly with staff, then that council will have difficulty finding good staff who want to work in the municipality, and when someone is found, he or she will likely resort to telling council what it wants to hear. This is not appropriate professional behaviour, and it does not serve either the council or the residents of the municipality well.

This understanding gives rise to the overarching bargain.

The maintenance of this bargain will provide a good working environment for staff, a positive experience for councillors, and most important, it will provide a well-governed and well-managed municipality that will serve the interests of residents.

The CAO plays a key role in providing advice to council as well as in implementing council's decisions in an efficient and effective manner. The CAO is the essential link in the accountability relationship between council and the public service.

It is essential that a municipality has a professional CAO, and it is essential that the CAO has the tools and the ability to carry out the duties of the position. An important part of the ability to carry out those duties is a positive relationship with council. This positive relationship will only develop when both parties in the relationship understand their respective roles and are able to carry out those roles in a competent manner. The council must respect the role of the CAO as the professional administrative expert, and the CAO must respect the council as the reflection of community will. The concept of the public service bargain developed in this article could be used to structure the relationship between council and the CAO so that the abilities of the CAO can be used to the utmost. **MW**

SCHOOL, cont'd from p. 26

The community may look viable in the short term, as there is no immediate functional collapse with the closing of the local school; over the long term, however, it becomes unviable – and eventually declines.

Call to Action

Good public policy requires a nonpartisan and objective approach, supported by proper due diligence and study. It also requires, in a democratic society, fulsome public consultation, and involvement in crafting its final objectives and outcomes. Modern policy development also recognizes that, within the Canadian context, diversity is valued and needs to be a key factor in its final considerations. In this case, diversity requires urban policy makers to recognize the unique conditions and context of rural communities.

Continuing to make determinations regarding the closures of schools in rural and remote communities without any study of the consequences of this activity – including the potential exacerbation of the hollowing out of these communities – is not good policy making. It can be seen as a form of non-evidence based decision making. Neither is it sound practice to engage in policy making within institutional silos, as it fails to recognize the potential consequences within the larger societal framework.

If provincial governments value rural communities, they need to re-dress their current educational policies around how they regard and fund rural schools. In reality, local school administrators and boards abide by provincial policy. A better understanding of the longitudinal consequences of rural school closures is required; continuing to close schools in absence of evidence is bad policy. Until this research is conducted, a moratorium on any future closings of rural and remote schools is the best approach, to help prevent irresponsible damage to these communities. **MW**

TASK FORCE, cont'd from p. 34

The CANTF2 medical component, although intended to support the CANTF2 team, operated as the critical medical support for the entire incident, treating many of the responders involved.

Fort McMurray is a remote, self-sufficient community that was under a full mandatory evacuation order. Many first responders deployed quickly when the call for help came from the local community and many arrived without the necessary supplies to be self-sufficient. CANTF2, is designed for self-sufficiency; in the early days of the response, the team was one of the only sources of food. The team travelled with a kitchen trailer and supplies, ensuring the capacity to serve the equivalent of 600 meals per day. For over a week, the team chef (who is also a firefighter and rescue specialist) was able to prepare and deliver 3,500 meals in one day out of that trailer until more suitable facilities could be provided. CANTF2 was able to ensure that everyone that came to the kitchen trailer left with a hot meal and drink, which gave them much needed energy to continue responding.

Success in Many Forms

It is always interesting to define success for a team like CANTF2, as it can look different responding to different types of events. During the response to support Slave Lake in 2011, the team defined success as being able to watch and help the community come home. Success in Fort McMurray looked different. Due to the length of the evacuation, the team was not going to be in the community when residents were allowed to return home. Success meant having key members of the community return home, as rested as possible, to take on the roles that CANTF2 members were supporting. Success was watching local community members lead, drive, and recover their own community. **MW**

April 25th, 2017

The Honourable Minister of Education, Mitzie Hunter,
22nd Floor Mowat Block,
900 Bay Street,
Toronto, Ontario, M7A 1L2

Dear Minister:

Re: Consolidation of Schools - Prince Edward County

This letter is written on behalf of the members of Mountain View Women's Institute, in Prince Edward County.

Women's Institute is a local, provincial, national and international non-profit organization responding to the unique and diverse needs of rural and urban women, their families and communities. Women's Institute celebrates its 120th anniversary this year.

We accept that changes in public education are a natural progression. We urge all concerned in the restructuring of schools in our County to slow down the process. Studies have shown, in small towns and rural areas, like our area, that the local school plays an important role in shaping community identity. Your decisions will have a profound effect on the students, families and the communities involved.

We are very concerned that some of the information utilized for basing decisions is outdated. We all need the same factual and accurate information before making any decisions about consolidation of our schools. Specifically, we would like to address a couple of the outdated facts in the hpedsb report about our community school, Kente Public School in Ameliasburgh.

1. Many of the windows in the hpedsb report that show need addressing, were replaced In 2016.
2. The hpedsb report shows Kente Public School in Ameliasburgh water source is from Roblin Lake, when in fact Kente has been on the municipal water system since 2004.

We support two of the options put forward in the Watson Report. 1. A new build for Massassauga-Rednersville, Kente and CML Snider on Kente Public School Property or 2. close Massassauga - Rednersville and move students to Kente (close Hub and move to Kente Public School). We believe they are the least disruptive option to the students in Ameliasburgh and the most cost effective.

The distance when busing students in rural areas is vastly different from busing students in the city . The impact on our students enduring even longer bus rides in our rural area must be taken into consideration.

The future of our communities depends on our children. Kente Public School is a vital partner within our rural community and has always asked the question " is this in the best interest of our children", which we believe needs to be the number one guiding principal of this process.

Respectfully,

Mountain View Women's Institute

Mountain View Women's Institute

cc: Premier K. Wynne, Todd Smith, MPP, Mayor R. Quaiff, PEC Councillors, Hpedsb Board, Kente PS



Thank you to Mike Farrell and the entire Sophiasburgh ARC sub-committee for all the hard work that you and your community are doing to create new and relevant uses for portions of Sophiasburgh Central School! Food to Share is very interested in participating in the establishment of a commercial kitchen in the school that could be used by both entrepreneurs and registered charities and community groups to prepare food in a commercial kitchen environment.

Food to Share has grown from an idea into a thriving community group in only two years. We have tremendous support from the municipality, volunteers, and other local charities including Slow Food, the Picton Food Bank and the Storehouse Food Bank of Wellington. Food to Share would benefit greatly by having a permanent home in which our supplies could be properly stored that is part of the kitchen complex.

We recognize that to build a kitchen that meets these needs would not be without a considerable price (supplied, ideally, in part or in whole by the retrofit funding made available for exactly this type of community hub purpose by the Ministry of Education) however I firmly believe that there is sufficient need that already exists for this kind of facility and that at a reasonable fee for use the money would be recouped over the life of the kitchen.

Food to Share is a community group that intends to attain charitable status this year. The organization accepts food from farmers and often picks the crops that are offered and uses them to make cooked meals that are distributed through the two local food banks in the region. Some items are refrigerated and some are frozen and these services are also donated. Where things get more problematic is that despite the fact that there are venues where we can cook for free as a result of the generosity of the kitchens owners such as the Wellington Legion there is no onsite storage so we must bring all our supplies to every cooking day and leave with them at the end of the day. Even with a fee for use it will allow Food to Share to have multiple cooking days each week if a lead cook could arrive at the venue and all of the ingredients, containers and tools were there on site.

Looking forward to being an active partner in this innovative idea – to the benefits of students, Sophiasburgh and the entire community alike.

Sincerely,

Glen Wallis, Food to Share



April 18, 2017

Dear Sophiasburgh ARC sub-committee

Thank you for inviting County Yum Club to the Sphasburgh Public School to a look at the site and for early discussion as concerns the transformation of a portion of it, for community minded business to occupy.

Precious as resources are, the school site features robust wiring for our light version of industrial gear. The high ceiling also present positives for intensive use of space. The institutional flooring, wide entrances and generous rooms likewise may seem basic features, but are truly formidable assets. These factors alone make the school interior spaces worth considering for our food prep and light manufacturing.

The potential of working in a unique space and in proximity to young minds and education resonate with the heart of this company who at its core wishes to be embedded in the County, its farm communities and a municipality that embraces progress whilst not forgetting the past. County Yum Club aims to trade on this paradigm and a facility working alongside student in a vibrant multi-use facility would deepen those instincts.

It would also present a wellspring of conversation between the teaching staff and our enterprise, no doubt this could ignite students toward the endeavours of entrepreneurship.

The most pressing questions remain around potable water supply and timeline for access. The full extent of our work would need vetting and that could take time. If the timeline to green light retrofit was too sever it would jeopardize the practicality of this arrangement. We are a growing roots-food project and need to seize momentum.

We look forward to taking the discussion further with your committee, the HPEDSB and relevant provincial bodies.

Kindly,

A handwritten signature in black ink, appearing to read "B Seeley".

Bree Seeley

Owner

613.970.0140

PYRAMID FERMENTS

April 18th, 2017

To the Ministry of Education and
The Hastings and Prince Edward District School Board

I would like to address the board and committee by voicing my opinion and concern as a dedicated member of the rural community of Sophiasburgh, the mother of of young daughter and as an entrepreneur with an agri-food based business in Northport. I have been working in agriculture and agri-food ventures in Sophiasburgh since 2002 and have seen much growth and development in this vibrant rural community. My husband and I settled in the Northport area and have built a family and business. We love where we live and feel strongly about the continued growth and development of our community. Closing rural schools and closing Sophiasburgh Central would be a terrible set back to the continued growth and innovation of our community.

As a parent, I can't support the infrastructure you are suggesting for a single K-12 school. Unnecessarily long bus rides, lack of green space and an at capacity saturation: is not in the best interest of young children or the families in our community. Instead of taking away a part of the vibrant community we have in Sophiasburgh by closing our school I would like to support the alternative and inclusive plans set forward by the Sophiasburgh ARC Sub Committee in developing alternative uses for the available space at Sophiasburgh Central. We have a unique opportunity and demonstrated support for the development of some excellent food based educational programs and community efforts.

As a board member of the Prince Edward County Slow Food chapter, our group has developed and implemented numerous strategies to address the high levels of food insecurity in this area and promote access to healthy food choices for children especially: as well as an awareness and appreciation of local agriculture in our rural youth. A community garden and food network based at Sophiasburgh Central would provide students an amazing opportunity about to learn about our relationship to food and agriculture, which is a deep and respected connection and tradition here in Prince Edward County. Not to mention, an essential part of our future.

It is also something I personally care much about and have worked towards, always. My husband Alex and myself have built an innovative agri-food business here in Sophiasburgh and we have done so through our own dedication and hard work but we would not be as successful without the support of our community. This past year I was awarded the Quinte Business Achievement Award for Young Entrepreneur of the Year. Our business, Pyramid Ferments, has also received the 2014 and 2016 Premiers' Award For Agri-food Innovation for our developments and success in the provincial agri-food community. Getting through the first 5 years of business is never easy but some of our biggest struggles were accessing inspected kitchen space to make our products. There is a severe lack of community kitchen space in Prince Edward County, let alone those that are affordable and accessible. Many of these kitchen spaces offer only late night rentals or temporary use of very basic set ups. This is a large barrier to success for the growing number of County based food businesses and entrepreneurs and one I hear echoed throughout our food community. A community kitchen rental in the Sophiasburgh school would help new and growing food businesses excel and assist farmers in value adding to their food crops.

Sophiasburgh has the opportunity, drive and commitment to establish unique community programs with infrastructure that already exists in the location of our school. Our community supports this. As a mother, as a member of our agricultural community and volunteer with community food groups and as a local entrepreneur and business owner: I support this. Please stop the closure of our Sophiasburgh school and instead work with us to strengthen and innovate our rural community.

Sincerely,
Jenna Empey
Pyramid Ferments, Northport ON.

www.pyramidferments.com
Go With Your Gut!

J. COBB } need
D. INCH } as well
Re: PRINCE EDWARD COUNTY SCHOOL REALIGNMENT PROPOSAL

RECEIVED

APR 13 2017

Our total focus is to preserve Kente School. Our simple solution: combine Massassauga-Rednersville and Kente. Result: a 100% filled school at zero cost. Massassauga-Rednersville may well have water and septic issues, whereas Kente is located on a 22-acre paradise and has municipal water and no major building issues. There are **no** reasons for leaving Massassauga-Rednersville open other than politics and power in catering to a small group of rich folks along the Bay, whose children are getting a semiprivate education at the general taxpayer's expense.

"Wellington is to increase in population size by 2000 by 2032 (20 years from now), and that is where the children of Ameliasburgh, Carrying Place, Consecon, Massassauga and surrounding rural areas should be warehoused. Put them where the growth is." (ref. Watson Report 2012, pg. 9, Fig. 4). To date, 95% of this growth has taken place in Wellington by the Bay, where the minimum age allowed for residency is 55 years, and children are allowed to stay for only 14 days and only by special permission. As well, there have been only 12 homes built in the past 5 years in Wellington and Hillier, accommodating three to four children. Meanwhile, the Kente and Massassauga-Rednersville catchment areas have seen 38 new residences built in that same time period, accommodating approximately nine children. There are three subdivisions left to develop in Wellington, but developers do not believe there is a market due to zero new employment. After that, there is no infrastructure left in Wellington. And the story is the same in Picton. Applying the same population growth principles used in the Watson Report, there is negative growth in child numbers in Wellington, forecast at minus 40, as opposed to only minus 30 for Kente and Massassauga-Rednersville, according to the Watson Report calculations.

BUSING: Car travel from 213 Parkview Road, Carrying Place, to CML Snider School takes approximately 28 minutes, travelling the speed limit. By bus, the multiple is 3 minutes/kilometre twice daily (28 minutes x 3 x 2). Thus, these children - some of whom will be in kindergarten and junior grades - will be on their bus for 2 hours and 48 minutes every school day. A study found that children in Northern Ontario were commonly on a bus for up to 3 hours every day, and a rule was enacted to the effect that **bus travel to and from school has to be less than 2 hours**. It's a good rule, and we ask only that our children in Southeastern Ontario be treated equally.

If the proposed plan is endorsed by the Board, it will result in children from Ameliasburgh being unable to participate in extracurricular activities such as rep hockey, as their parents will not have enough time to drive from their jobs in Belleville or Trenton to pick them up, either at school or at home, and get them to a 4:30 practice in Belleville or Trenton. And if children from this area play a sport at the rep level, the Trenton and Belleville leagues will not release them to play in The County.

FINANCIAL ISSUES: As stated above, our total focus is to save Kente School, and the solution is amalgamation of Massassauga-Rednersville and Kente, resulting in a well-maintained school populated at full capacity at, essentially, zero cost.

The proposed solution is to leave Massassauga-Rednersville open to accommodate the rich and powerful on the Rednersville Road, close Kente and CML Snider and build a new school in Wellington. The new school would require five additional, new bus routes at some \$60,000 each for an annual cost of some \$300,000, costing over a 20-year time frame \$6,000,000, **PLUS** the cost of some \$10,000,000 for a new school. If you think you can build for \$7,000,000, you're mistaken, as cost overruns - particularly in the public sector - routinely run well over budget.

Let's review the math for Wellington:

- school building \$ 9,000,000.
- busing 6,000,000.
- miscellaneous 1,000,000. (The unforeseen is always an essential budget factor.)
- Total cost:** **\$ 16,000,000.**

Let's review the math for Kente (including Massasauga-Rednersville):

- close Massasauga-Rednersville \$ 0. (Revenue-positive on sale of Mass/Red building)
- bus additional 2.5 km to Kente 60,000.
- extra costs for Kente 0.
- Total cost:** **\$ 60,000.**

The proposal to build new is, quite simply, the Hastings-Prince Edward Board of Education succumbing to total financial lunacy.

LAST POINT: As you should be aware, there exists a study showing that the high school dropout rate in Prince Edward County is nearly 50% higher than the provincial average, and you will see exactly the same results if you continue the folly of ruining the educational lives of these Ameliasburgh students. If you insist on plowing ahead without thought of consequence, you will notice in the notes and forecasts in the final graphs and population statistics that the overall population, including children, will start declining substantially by 2022. A large number of parents will have no choice but to send their children to Belleville and Trenton to attend school, and the Wellington Warehouse School will become obsolete for the purpose intended within two years or less after the date it will have been built after the waste of nearly \$16,000,000.

I think that the director and trustees have let themselves be dazzled by the prospect of shiny new money, and I would ask that they think this through more thoroughly and at much greater length in order to come to a simpler and more sensible option than the ones they have proposed.



Michael J. Miron
2740 Victoria Rd, RR 1
Carrying Place, Ont. K0K 1L0
(613-392-6477)



APPENDIX A – School Group Overview

Figure 1 illustrates there are seven elementary schools in the Prince Edward County School Group. Figure 2 illustrates that the capacity of Prince Edward Collegiate Institute greatly exceeds the current and project enrolment.

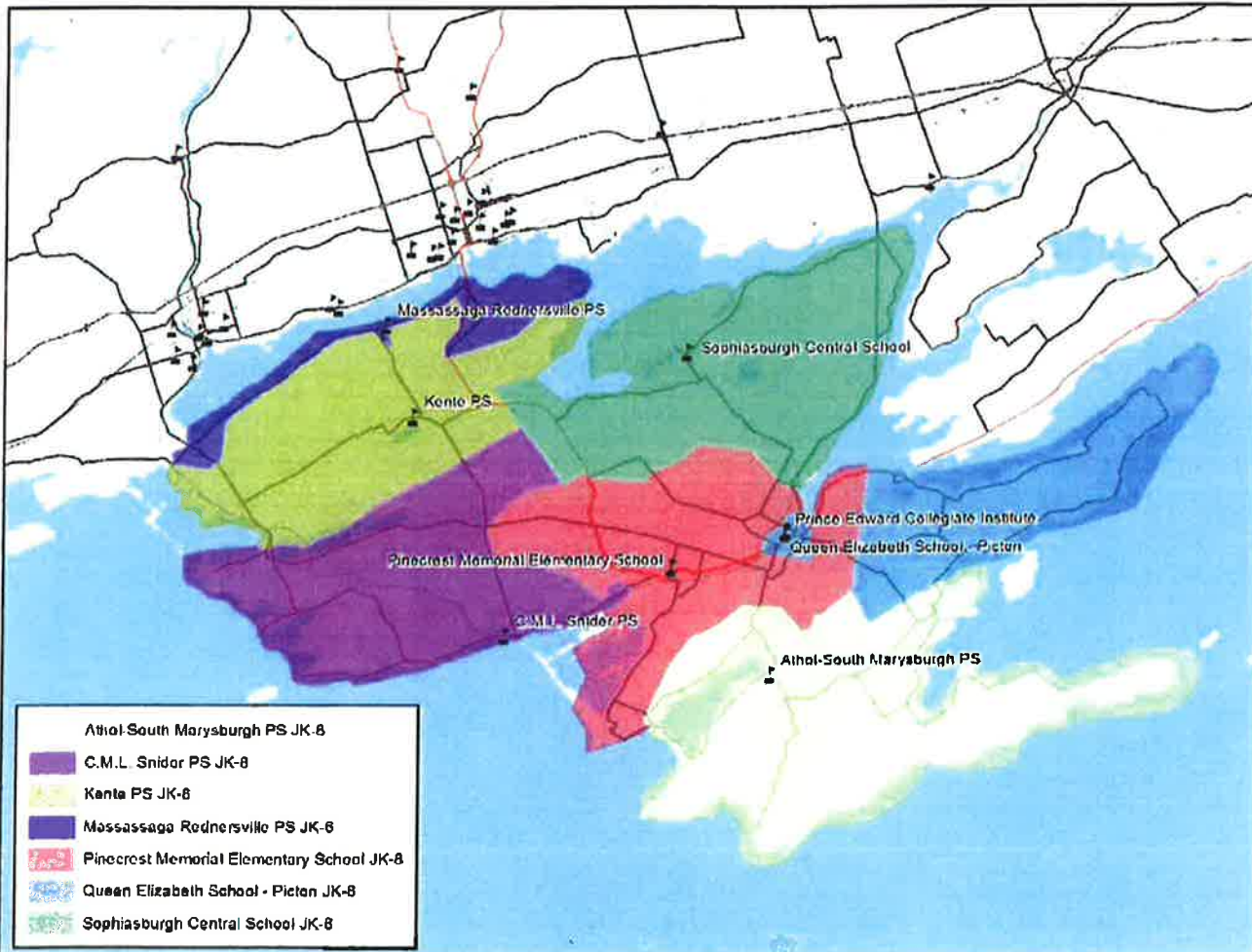


Figure 1 Prince Edward County School Group

THIS INFORMATION IS TOTALLY FLAWED 7.

- The County's total population (permanent and seasonal population) is anticipated to increase from 31,350 in 2012 to 34,775 in 2032, 39,850 in 2052 and 43,650 by buildout.

Figure 2

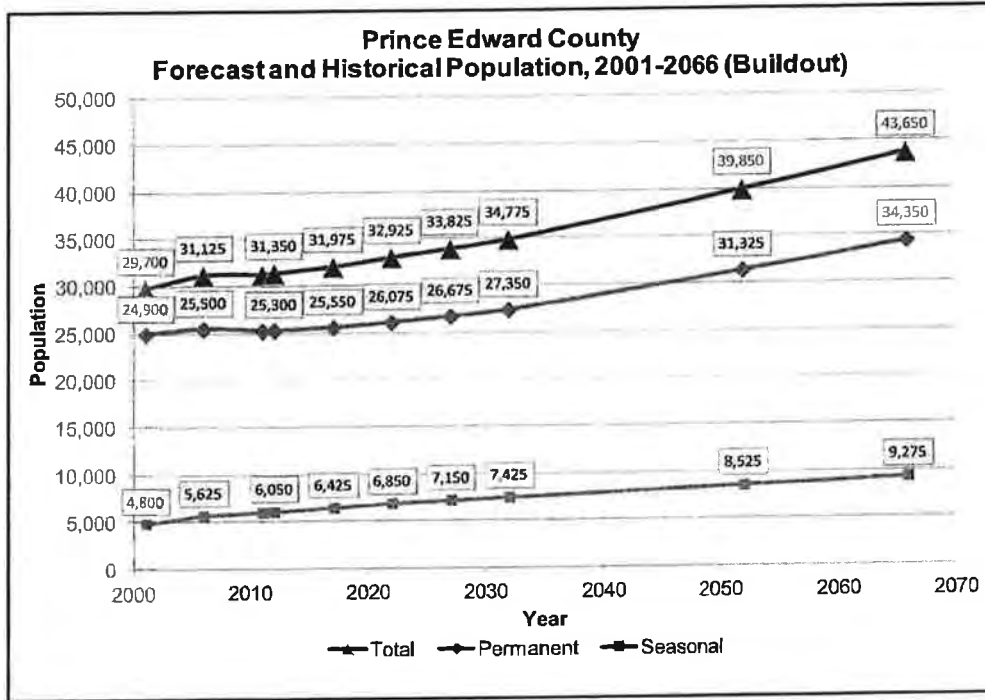


Figure 3

**Prince Edward County
Historical and Forecast Population Growth**

Year	Total	Permanent	Seasonal
2001	29,700	24,900	4,800
2006	31,125	25,500	5,625
2011	31,225	25,250	5,975
2012	31,350	25,300	6,050
2017	31,975	25,550	6,425
2022	32,925	26,075	6,850
2027	33,825	26,675	7,150
2032	34,775	27,350	7,425
2052	39,850	31,325	8,525
2066	43,650	34,350	9,275
2012-2032	3,425	2,050	1,375
2012-2052	8,500	6,025	2,475
2012-Buildout	12,300	9,050	3,225

Source: Watson & Associates Economists Ltd.

Note: Numbers have been rounded

Figure 4 summarizes the permanent and seasonal population forecast by community. Figure 5 illustrates the share of incremental total population growth (permanent and seasonal) by community. Key observations include:

- Over the 2012-buildout period, 60% of total population growth is anticipated to occur in Wellington, followed by 21% in Picton, 16% in the rural area, 2% in Bloomfield, 1% in Consecon/Carrying Place and less than 1% in Ameliasburg Hamlet. Over the period, Rossmore's population is expected to decline slightly;
- Wellington's total population is expected to increase to 4,200 by 2032, 7,300 by 2052 and 9,600 by buildout. In comparison, Picton's total population is forecast to rise to 5,600 by 2032, 6,825 by 2052 and 7,650 by buildout;
- Picton's long-term growth potential is constrained by its water servicing capacity and it is expected that, by 2052, Wellington will overtake Picton as the largest settlement area (in terms of population) in the County; and
- The rural area is expected to accommodate 72% of seasonal population growth. The total population in the rural area is forecast to increase to 22,075 by 2032, 22,650 by 2052 and 23,175 by buildout.

DECISIONS BASED ON ~~THIS INFORMATION~~
THIS INFORMATION ARE TOTALLY FLAWED.

Figure 4
Prince Edward County
Population by Community, 2007, 2012, 2032, 2052 and Buildout

Permanent and Seasonal Population								
Community	Population					Incremental Growth		
	2007	2012	2032	2052	Buildout	2012-2032	2012-2052	2012-Buildout
Pictou	4,900	5,025	5,600	6,825	7,650	575	1,800	2,625
Wellington	2,075	2,225	4,200	7,300	9,600	1,975	5,075	7,375
Bloomfield	675	650	700	850	925	50	200	275
Rossmore	1,100	1,100	1,050	1,050	1,075	-50	-50	-25
Consecon/Carrying Place	850	850	850	900	925	0	50	75
Ameliasburg (Hamlet)	275	250	275	275	300	25	25	50
Rural	21,275	21,250	22,075	22,650	23,175	825	1,400	1,925
Total	31,150	31,350	34,750	39,850	43,650	3,400	8,500	12,300
Permanent Population ¹								
Community	Population					Incremental Growth		
	2007	2012	2032	2052	Buildout	2012-2032	2012-2052	2012-Buildout
Pictou	4,375	4,475	4,975	6,150	6,925	500	1,675	2,450
Wellington	1825	1,900	3,625	6,500	8,600	1,725	4,600	6,700
Bloomfield	625	600	650	775	825	50	175	225
Rossmore	1,050	1,050	1,000	1,000	1,000	-50	-50	-50
Consecon/Carrying Place	750	750	775	775	800	25	25	50
Ameliasburg (Hamlet)	125	100	125	125	150	25	25	50
Rural	16,650	16,450	16,025	16,025	16,050	-425	-425	-400
Total	25,400	25,300	27,350	31,325	34,350	2,050	6,025	9,050
Seasonal Population								
Community	Population					Incremental Growth		
	2007	2012	2032	2052	Buildout	2012-2032	2012-2052	2012-Buildout
Pictou	525	550	600	700	725	50	150	175
Wellington	250	325	550	800	975	225	475	650
Bloomfield	50	50	75	75	100	25	25	50
Rossmore	50	50	50	50	75	0	0	25
Consecon/Carrying Place	100	100	125	125	125	25	25	25
Ameliasburg (Hamlet)	150	150	150	150	150	0	0	0
Rural	4,625	4,800	5,850	6,600	7,125	1,050	1,800	2,325
Total	5,750	6,025	7,400	8,500	9,275	1,375	2,475	3,250

Source: Watson & Associates Economists Ltd.

1. Excludes Census undercount of approximately 4%

THIS PROJECTION IS TOTALLY FLAWED.



HAWTHORNHERBALS.COM

Hastings Prince Edward District School Board
156 Ann Street
Belleville, Ontario, K8N 3L3

Hawthorn Herbals
1311 Bethel Rd RR 8
Picton ON, K0K 2T0

March 23 2017

To whom it may concern:

I am writing in support of the proposed initiative to turn the Sophiasburgh Elementary School in Prince Edward County into a Community Hub, involving a lease-able commercial kitchen along with food-centred programming associated with the school and the surrounding community.

I am a Sophiasburgh resident and I own a small home-based business called Hawthorn Herbals which entails the production and marketing of local wild food products, as well as educational programs on using herbs and wild foods for health and wellness. The Sophiasburgh School is located about 10 km away from my home-based business. I would lease the commercial kitchen in this space between 4-8 days per month for food production and education purposes, should it become available. I would also eagerly create educational programs geared towards the Sophiasburgh school students and their families, making use of this indoor space as well as the vast amount of wild land surrounding the school for this.

Thank you for your consideration regarding this proposal.

Tamara Segal
Registered Herbalist

Hawthorn Herbals hhpec@kos.net 613-476-1830 hawthornherbals.com

Letter received from a member of the public re: possible closure of Sophiasburgh Central School:

Hello,

March 18, 2017

I am writing tonight to urge the Board to reconsider its plan to close Sophiasburgh Central School within the next year or two. Our family has had a long and rewarding association with this school and would very much miss the key role that it still plays in our community. My father-in-law, Donald Thompson, was on the school board when the school opened in 1967 and his daughter, Gwen, was among the first students at the school. Fifteen years later, our daughter began kindergarten there and graduated 8 years later as the valedictorian. Her Sophiasburgh years were some of the best of her life. As a January baby she had to wait an extra year to start, but a kind and caring principal and teachers soon gave her the opportunity to move ahead a year into a wonderful class of bright, talented students. While she loved the regular classroom work, she was especially fortunate to be part of the extra-curricular musical productions directed by Susan Broadbridge, giving her the first taste of the career she now pursues in music education. Never considering herself to be an athlete, she still remembers the day her soccer coach, Bob Webb, encouraged her to kick the penalty shot which won that tournament for her school. Her French teacher there also provided many enrichment opportunities and remains a dear family friend. Our son joined Tanya there two years later eager to start having heard all his sister's enthusiastic reports of her school days. He, too, thrived in the family atmosphere of this wonderful rural school.

While our children attended Sophiasburgh I was always welcomed as a parent volunteer, helping with the musicals, chaperoning class trips and assisting with the introduction of computers to the school. After hours I helped with the Brownie pack that met there at the time. When our children had graduated I continued to use the school facilities for 4-H meetings. Later, I returned to the school as a supply teacher including a long term position in a grade two class another very positive experience.

When our grandson was born two years ago I anticipated with joy and confidence the day that he would start to Sophiasburgh. Now that may never happen. Instead he may enter Prince Edward Collegiate as a kindergarten student not a prospect that I relish at all. While there may be some positive aspects to a K to 12 school, it is still my hope that with creative community use of the school space as being pursued by the ARC committee it will not be necessary to close the school and we will see our grandson be the third generation of our family to attend this wonderful school along with all the other children from ward 10..

I trust that you will do everything in your power to make this dream a reality.

March 14, 2017

From the Demorestville Women's Institute

Our issue and concern, regarding the proposed closure of Sophiasburgh Central School.

As a volunteer group in the community of Sophiasburgh, the Demorestville Women's Institute would like to strongly express our support to have the Sophiasburgh Central School remain open. It is a vital, intricate part of our rural community.

One of the purposes of the Demorestville Women's Institute is to partner with other groups and families in our community to maintain strong community relationships.

Without a local school in Sophiasburgh Township the Demorestville Women's Institute would lose the opportunity to assist in hosting community events, geared to the children. The proposal that the children merge into one school in Picton, will mean that the identity of Sophiasburgh children will be lost. They will be part of a larger group. Therefore the scholarship offered by our Demorestville Women's Institute to a grade 8 male and grade 8 female Sophiasburgh student, would be discontinued in a larger, urban school setting.

Because of travel and time concerns, moving the children to a centralized location affects the ability of parents, grandparents and community members to be involved with school functions at a local level. A journey of 5 minutes from Big Island to the Sophiasburgh School to volunteer turns into a 25 minute journey.

Because of the increased distance of their home to the proposed school area in Picton, it becomes more difficult for children from Sophiasburgh to take part in after school activities, i.e. sports because of the increase in travel times and working parents.

Placing children in an urban centre, removes them from the rural area where they live and erodes the very fabric/premise of rural life in Canada.

Many problems arise from large urban school settings, i.e. bullying, predators, and distribution of contraband to name a few.

We believe that children in a larger school population are more apt to be influenced by peer pressure, perhaps making bad decisions in order to fit in.

The increased time spent on the school bus, directly affects the learning time of the students. When they attend Sophiasburgh school the approximate duration on the bus is about 20 minutes. Whereas bussing the students to Picton, will increase travel time up to 40 minutes, at a minimum.

The small community feeling will be lost in a large, centralized environment.

An example: a family from East York recently moved to Sophiasburgh specifically because of the small, rural school setting. They have formed friendships in the Township because their daughter attends Sophiasburgh School.

One of the benefits of a small, rural school is cohesiveness. Children from a young age, become friends with their neighbours, who are also school mates. Traditions formed in the community, with their families and school mates, in play, creativity and problem solving in a large, natural, playground helps them to develop into strong, individuals in their community.

Smaller school enrollments offer staff to be more aware of their of the students' needs.

Our Demorestville Women's Institute continues to grow and be active in the Sophiasburgh area because the graduates of the Sophiasburgh School live, raise their families and work in the area. They give back to this community by becoming members of the Demorestville Women's Institute, to which their mothers and grandmothers belonged.


Prince Edward County is one of the unique areas of Canada, where generations of children grew up amongst their parents, grandparents, great grandparents and extended family. In some cases, more than 3 generations grew up in the same home. If the school is closed, the relationships of these families would be lost as the children become involved in a larger urban unit and lose their sense of community and their roots.

It is the right of children living in rural Ontario, to be educated in the community in which they live.

Signed on behalf of Demorestville Women's Institute sub-committee in support of ARC Committee



Barb Foster



P. Jo-anne Rose



February 21, 2017

To Hastings and Prince Edward District School Board,

OFA represents the interests of 36,000 farm families and their farm businesses across Ontario, and more than 160,000 people that work on farms to support Ontario agriculture. We also speak indirectly for the thousands of Ontarians who live and work in rural Ontario supplying farm inputs and processing and distributing our agricultural products. We are an advocacy organization – working to ensure farm families have a sustainable future in a viable business environment.

This means we work on issues that directly affecting farmers, and also issues that affect our rural communities.

The Ontario Federation of Agriculture is very concerned with the status of our communities – the departure of our youth and families to opportunities in urban Ontario is hurting rural Ontario and presents us all with many challenges. We are working to reverse this trend, but a necessary precondition for bringing families to revitalize our communities and to support the families that form our communities is a solid school system.

However, we believe that we can revitalize our communities and, in turn, fill our schools by maintaining rural schools.

Schools are an important part of every community. But in rural Ontario, schools play a very big role. They aren't just a place for learning.

School buildings are used for community social events, local sports activities, and by service and community groups.

When you close a rural school, you close it off for the entire community, not just the students.

Susan MacKenzie, spokesperson for the Ontario Alliance Against School Closures was recently quoted saying: 'We're paying a steep price to cuts in education. It is time to see beyond the boundaries of Toronto and the GTA.'

The Alliance and the Association of Municipalities of Ontario (AMO) have both called for additional analysis of the social and economic impact of closing rural schools. We need to account for the full impact and "cost" on students and the entire community when a school closes.

When a rural school closes:

Students will have to travel outside their communities, on long bus rides, to go to larger schools in urban areas. This is a cost.

The extra time spent on buses means students may not be able to be part of after school activities, and may not be able to have part-time jobs or take on farm chores. This represents costs.

Long bus rides mean our children get home late to try to complete homework on unreliable internet. This is a cost to student success.

All schools depend on volunteers, and when you bus students into urban centres, you will have lost the opportunities for local volunteers to support their community.

OFA believes the review process used to determine rural schools closures is flawed. We agree with the Alliance and Association of Ontario Municipalities that the Accommodation Review Committee process, and resulting guidelines, need to be redone. We also believe the funding formula must be reviewed.

We recognize budgets are tight – so what if we think differently in the short term? What if school buses pick up students in towns and bring them to rural schools. The routes would be much shorter and our new rural students would realize a once in a lifetime experience!

Sincerely,

A handwritten signature in cursive script that reads "Bruce Buttar".

Bruce Buttar
Zone 12 Director
Ontario Federation of Agriculture



John Thompson, President
1838 Cty. Rd. 5, R. R. #2
Picton, Ontario K0K 2T0 Phone: 613-476-5470

E-Mail: johnthompson1838@gmail.com Or:

E-Mail: princeedwardfarmers@gmail.com

January 30, 2017

Honorable Mitzie Hunter
Minister of Education
Ontario Ministry of Education
14th Floor Mowat Block
900 Bay Street
TORONTO, Ontario M7A 1L2

Dear Minister Hunter:

I am writing to you with the support of the Prince Edward Federation of Agriculture's board of directors regarding issues surrounding the impending closure of rural schools. While we acknowledge the importance reducing the costs associated with unused space in our public schools, we have serious concerns regarding the Hastings and Prince Edward District School Board's implementation of the Accommodation Review Process. As of today, the process is still in its beginning stages, yet the solution proposed by HPEDSB staff involves our only high school (PECI) being home to 3 year olds in the fall of this year. While we do not oppose a K-12 model in theory, the success or failure of that model will depend largely on the details of planning and implementation. For example, PECI is built into the side of a hill and is surrounded almost entirely by driveways, roadway and parking. The only safe entrance for primary children from what we assume, will be from the playground which has a long wide set of stairs. Consider a 3 year old in a snowsuit and wet boots. How can they be expected to navigate that staircase safely? This is only one example of the lack of information from our local school board.

There are also larger issues in the process. According to the HPEDSB's timeline, Accommodation Review Committee members were supposed to be given School Information Packages on Wednesday January 25th. The board has failed to provide this information, informing ARC members they will get the information next week at the same time as the general public. These committee members were selected to understand the issues in depth, but they need enough time to do their job. There is a strong feeling in this community that this consultation process is hurried to the point of illegitimacy. The failure of the HPEDSB to adhere to its own timelines enhances this feeling.

P.E.F.A.: Working hard to promote social and economic fairness for Prince Edward County farmers

The Prince Edward Federation of Agriculture feels strongly that a course of action should be based on the most up to date, accurate data. According to the HPEDSB's timeline, the final report from school board administration will be released on May 4th, 2017. This is just one day after Statistics Canada will release age details from its most recent census. We ask that the Province of Ontario immediately review and revise all mandated deadlines that prevent or discourage the use of 2016 census data.

Sound education decision making is one critical support for vibrant rural living in Ontario. We ask the Province of Ontario to halt the Accommodation Review proceedings until questions of process and information can be resolved. We feel this is important to ensuring quality education in Prince Edward County and other rural areas for decades to come.

Sincerely

John Thompson, President
On behalf of the Prince Edward Federation of Agriculture

P.E.F.A.: Working hard to promote social and economic fairness for Prince Edward County farmers

From: Mike Farrell [<mailto:Mike.Farrell@driveconversion.com>]

Sent: Thursday, May 04, 2017 1:19 PM

To: Kim Horrigan <khorrigan@hpedsb.on.ca>; Kerry Donnell <kdonnell@hpedsb.on.ca>; information <information@hpedsb.on.ca>

Cc: Robert McFadden <rmcfadden@hpedsb.on.ca>; Kelly Lowe <klowe@hpedsb.on.ca>; Shawna Brady <sbrady@hpedsb.on.ca>; clay byford <claybyford@hotmail.com>; Jennifer Byford <jennbyford1@gmail.com>; Jennifer Houghton <jennifer.houghton72@gmail.com>; todd@countyshores.com

Subject: RE: PEC submission letters

Importance: High

Thanks for your call this morning Kim – glad we could connect!

As per our discussion please find attached all formal letters of interest and formal letters of support linked to our developing community hub-based alternate plan for Sophiasburgh Central School.

There are more in the works but this should give you and your colleagues at HPEDSB a good sense of the tangible support we have received, and are continuously in the process of receiving, from interested partners here in the County. There is both great interest and great need for our predominantly food/nutrition/ shared commercial kitchen – based community hub concept.

I've attached them all in one place for easy reference.

To review – those parties formally interested in participating, and funding (through lease OR pay for access models) include:

- PEC Library
- Vic Café
- Food To Share PEC
- County Yum Club
- Hawthorn Herbals

And...those parties interested in participating and supporting in kind (through various measures including on-site assistance, organizational and governance planning, co-development and delivery of enriched, experiential programming for students, management of community gardens, additional funding procurement via grant landscape knowledge etc.):

- Pyramid Ferments / Slow Food PEC
- National Farmers Union PEC Local

Please note that ALL potential partners have been vetted by us for their interest and ability to help provide enriched programming and experiential learning opportunities for our students – something that we believe could eventually become an attractor of new students to our school and new families to our ward. PEC needs more special programs to keep more students in the County school system.

There will be more.

These are the groups we have had deep and ongoing discussions with and, in some cases, tours of the facility and meetings with us and the administration of the school.

The vision is clear and, from our experience, has really gained traction in the ward and across the County. Ongoing positive media coverage also attests to this.

Most importantly, this vision has translated into bona fide formal interest in the form of ongoing funding and support-in-kind from a wide spectrum of private and not-for-profit food-based organizations.

We know that we need tangible partners here ready to move forward with us and the HPEDSB and we have been diligent to this end.

The formal letters of interest and support garnered here have been couched within the context of “pending Board approval for a pilot project, retrofit funding established via Board and Ministry of Education (there is ~\$740,000 available for HPEDSB in a “use it or lose it” context) and establishment of fair market value lease arrangements and pay for access rates.

We know that full business cases and governance models will need to be arrived at as we, hopefully, move into a pilot project period in partnership with the HPEDSB. That would be job one. Please note that we are fully focused on making this as non-cumbersome as possible for the HPEDSB.

To sum up, we are moving in this direction with eyes wide open and look forward to making this vision a reality for our students, our rural and remote ward and the County all within the context of the overall enrichment of HPEDSB’s mandate and the Ministry of Education’s evolving focus on a realistic and progressive rural education vision for Ontario.

If you have any further questions or need some additional context and details please feel free to contact me directly.

Peace and respect – mike (on behalf of the Sophiasburgh ARC sub-committee – all members cc’ed above)

MIKE FARRELL

SVP RESEARCH // CONVERSION

+1 416 938 0673 mike.farrell@driveconversion.com

[Map](#) [LinkedIn](#) [Twitter](#)



April 18, 2017

Dear Sophiasburgh ARC sub-committee

Thank you for inviting County Yum Club to the Sphiasburgh Public School to a look at the site and for early discussion as concerns the transformation of a portion of it, for community minded business to occupy.

Precious as resources are, the school site features robust wiring for our light version of industrial gear. The high ceiling also present positives for intensive use of space. The institutional flooring, wide entrances and generous rooms likewise may seem basic features, but are truly formidable assets. These factors alone make the school interior spaces worth considering for our food prep and light manufacturing.

The potential of working in a unique space and in proximity to young minds and education resonate with the heart of this company who at its core wishes to be embedded in the County, its farm communities and a municipality that embraces progress whilst not forgetting the past. County Yum Club aims to trade on this paradigm and a facility working alongside student in a vibrant multi-use facility would deepen those instincts.

It would also present a wellspring of conversation between the teaching staff and our enterprise, no doubt this could ignite students toward the endeavours of entrepreneurship.

The most pressing questions remain around potable water supply and timeline for access. The full extent of our work would need vetting and that could take time. If the timeline to green light retrofit was too sever it would jeopardize the practicality of this arrangement. We are a growing roots-food project and need to seize momentum.

We look forward to taking the discussion further with your committee, the HPEDSB and relevant provincial bodies.

Kindly,

A handwritten signature in black ink, appearing to read "Bree Seeley", written in a cursive style.

Bree Seeley

Owner

613.970.0140



Thank you to Mike Farrell and the entire Sophiasburgh ARC sub-committee for all the hard work that you and your community are doing to create new and relevant uses for portions of Sophiasburgh Central School! Food to Share is very interested in participating in the establishment of a commercial kitchen in the school that could be used by both entrepreneurs and registered charities and community groups to prepare food in a commercial kitchen environment.

Food to Share has grown from an idea into a thriving community group in only two years. We have tremendous support from the municipality, volunteers, and other local charities including Slow Food, the Picton Food Bank and the Storehouse Food Bank of Wellington. Food to Share would benefit greatly by having a permanent home in which our supplies could be properly stored that is part of the kitchen complex.

We recognize that to build a kitchen that meets these needs would not be without a considerable price (supplied, ideally, in part or in whole by the retrofit funding made available for exactly this type of community hub purpose by the Ministry of Education) however I firmly believe that there is sufficient need that already exists for this kind of facility and that at a reasonable fee for use the money would be recouped over the life of the kitchen.

Food to Share is a community group that intends to attain charitable status this year. The organization accepts food from farmers and often picks the crops that are offered and uses them to make cooked meals that are distributed through the two local food banks in the region. Some items are refrigerated and some are frozen and these services are also donated. Where things get more problematic is that despite the fact that there are venues where we can cook for free as a result of the generosity of the kitchens owners such as the Wellington Legion there is no onsite storage so we must bring all our supplies to every cooking day and leave with them at the end of the day. Even with a fee for use it will allow Food to Share to have multiple cooking days each week if a lead cook could arrive at the venue and all of the ingredients, containers and tools were there on site.

Looking forward to being an active partner in this innovative idea – to the benefits of students, Sophiasburgh and the entire community alike.

Sincerely,

Glen Wallis, Food to Share



HAWTHORNHERBALS.COM

Hastings Prince Edward District School Board
156 Ann Street
Belleville, Ontario, K8N 3L3

Hawthorn Herbals
1311 Bethel Rd RR 8
Picton ON, K0K 2T0

March 23 2017

To whom it may concern:

I am writing in support of the proposed initiative to turn the Sophiasburgh Elementary School in Prince Edward County into a Community Hub, involving a lease-able commercial kitchen along with food-centred programming associated with the school and the surrounding community.

I am a Sophiasburgh resident and I own a small home-based business called Hawthorn Herbals which entails the production and marketing of local wild food products, as well as educational programs on using herbs and wild foods for health and wellness. The Sophiasburgh School is located about 10 km away from my home-based business. I would lease the commercial kitchen in this space between 4-8 days per month for food production and education purposes, should it become available. I would also eagerly create educational programs geared towards the Sophiasburgh school students and their families, making use of this indoor space as well as the vast amount of wild land surrounding the school for this.

Thank you for your consideration regarding this proposal.

Tamara Segal
Registered Herbalist

Hawthorn Herbals hhpec@kos.net 613-476-1830 hawthornherbals.com

Barbara Sweet, CEO

208 Main Street,
Picton, Ontario, K0K 2T0
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Archives

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April 15, 2017

Mike Farrell,
The Sophiasburgh Central
School ARC Sub-Committee

RE: Sophiasburgh Central School Alternate Plan

Dear Mike;

Thank you for arranging a tour of Sophiasburgh Central School. The library board Chair and I were very impressed with the school and the plans of the ARC Sub-Committee to potentially evolve it to a community hub.

The library has been working with the service delivery model of the community hub. To this end we offer programming for all ages, Makerspaces, and new technologies to support STEAM learning. We are well aware that in a rural community and with the busy schedules of today's young families the library must meet people where they work and play. Your project offers the library an opportunity to be more available to the residents of Sophiasburgh ward and to work closely with the children of Sophiasburgh Central School.

Your interest in keeping the school open is important for the community and for other organizations serving the area. In optimizing the use of the school building your plan contributes to making this feasible. We understand that it is important to your plan to ensure that the children attending a modified Sophiasburgh Central School do not sacrifice the quality of their education. If the library were to participate we would commit to working with the school to enhance programming with the 3-D printers, green screen technology and circuitry programs that we have in our Makerspace program. Additionally a full service library on site would help to generate foot traffic for any commercial entities involved.

I am sorry that because of a previous commitment I cannot attend the meeting of the 20th, but I hope that this letter will assist you and serve as an indication of our interest and support for your plan.

Please let me know if you require anything further now or in the coming weeks.

Best regards,

A handwritten signature in black ink that reads "Barbara Sweet". The signature is fluid and cursive.

Barbara Sweet, CEO

www.peclibrary.org



The Vic Cafe

222 Main St.
Picton Ontario
K0K 2T0
hello@theviccafe.com
www.theviccafe.com

April 29, 2017

To whom it may concern,

The Vic Cafe would like to express our interest in the Sophiasburg Community Kitchen project.

We would use the kitchen for overflow food prep for the cafe. We would also be interested in using the kitchen for prep for large catering events and for baking. Depending on the cost, we foresee us using this kitchen on a regular bi-weekly or monthly basis and on one-time special occasion uses.

We value small schools, families that support each other, and close-knit communities. We support this community hub initiative because we value places where people can have opportunity to grow in their ability to live healthy, support families, educate and grow their small businesses.

Sincerely,

Sonya Szabo

Owner of The Vic Cafe

sonya@theviccafe.com

613-920-5683

PYRAMID FERMENTS

April 18th, 2017

To the Ministry of Education and
The Hastings and Prince Edward District School Board

I would like to address the board and committee by voicing my opinion and concern as a dedicated member of the rural community of Sophiasburgh, the mother of of young daughter and as an entrepreneur with an agri-food based business in Northport. I have been working in agriculture and agri-food ventures in Sophiasburgh since 2002 and have seen much growth and development in this vibrant rural community. My husband and I settled in the Northport area and have built a family and business. We love where we live and feel strongly about the continued growth and development of our community. Closing rural schools and closing Sophiasburgh Central would be a terrible set back to the continued growth and innovation of our community.

As a parent, I can't support the infrastructure you are suggesting for a single K-12 school. Unnecessarily long bus rides, lack of green space and an at capacity saturation: is not in the best interest of young children or the families in our community. Instead of taking away a part of the vibrant community we have in Sophiasburgh by closing our school I would like to support the alternative and inclusive plans set forward by the Sophiasburgh ARC Sub Committee in developing alternative uses for the available space at Sophiasburgh Central. We have a unique opportunity and demonstrated support for the development of some excellent food based educational programs and community efforts.

As a board member of the Prince Edward County Slow Food chapter, our group has developed and implemented numerous strategies to address the high levels of food insecurity in this area and promote access to healthy food choices for children especially: as well as an awareness and appreciation of local agriculture in our rural youth. A community garden and food network based at Sophiasburgh Central would provide students an amazing opportunity about to learn about our relationship to food and agriculture, which is a deep and respected connection and tradition here in Prince Edward County. Not to mention, an essential part of our future.

It is also something I personally care much about and have worked towards, always. My husband Alex and myself have built an innovative agri-food business here in Sophiasburgh and we have done so through our own dedication and hard work but we would not be as successful without the support of our community. This past year I was awarded the Quinte Business Achievement Award for Young Entrepreneur of the Year. Our business, Pyramid Ferments, has also received the 2014 and 2016 Premiers' Award For Agri-food Innovation for our developments and success in the provincial agri-food community. Getting through the first 5 years of business is never easy but some of our biggest struggles were accessing inspected kitchen space to make our products. There is a severe lack of community kitchen space in Prince Edward County, let alone those that are affordable and accessible. Many of these kitchen spaces offer only late nigh rentals or temporary use of very basic set ups. This is a large barrier to success for the growing number of County based food businesses and entrepreneurs and one I hear echoed throughout our food community. A community kitchen rental in the Sophiasburgh school would help new and growing food businesses excel and assist farmers in value adding to their food crops.

Sophiasburgh has the opportunity, drive and commitment to establish unique community programs with infrastructure that already exists in the location of our school. Our community supports this. As a mother, as a member of our agricultural community and volunteer with community food groups and as a local entrepreneur and business owner: I support this. Please stop the closure of our Sophiasburgh school and instead work with us to strengthen and innovate our rural community.

Sincerely,
Jenna Empey
Pyramid Ferments, Northport ON.

www.pyramidferments.com

Go With Your Gut!

Dear Board Members,

On behalf of the National Farmers' Union Ontario Local 334 Hastings, Northumberland, Prince Edward I would like to voice our support of the effort to keep the Sophiasburg Central School operating. The NFU-O is committed to advocating for healthy rural communities. The proposal before the board to keep the school operating as a combined school and community hub achieves this on a number of fronts: it preserves the ability of rural families to access quality education within a reasonable distance of home while creating the opportunity for curriculum enhancements connected with the community hub; it builds an economic asset for the community capable of driving economic growth and innovation; and it provides a means to address food insecurity in our community through education and outreach.

Closure of this school threatens the viability of our rural community and challenges our ability as rural residents to access services on par with those offered to urban residents. The extra burden placed on young families in this area as a result of this proposed closure creates a barrier for our community to attract new residents and investment at a time when we are seeing young people investing in this community. The proposed closure moves our community in the wrong direction.

The NFU-O Local 334 urges the board to work with the Sophiasburg community to keep the school open and adopt the proposal to allow the development of a community hub as proposed.

Local 334 Hastings, Northumberland is interested in supporting this food-based community hub concept at Sophiasburgh Central School in a number of ways including assisting in providing enhanced food, nutrition and food industry programming for the students at the school.

Sincerely,

Stephen Laing.

President NFU-O Local 334, Hastings, Northumberland, Prince Edward,
978 Fish Lake Road,
Demorestville, ON,
K0K 1W0

APPENDIX D

Questions and Answer Chart

Prince Edward County Area – Accommodation Review – Questions & Answers

Updated as of March 29, 2017

NO.	QUESTION	ANSWER
FACILITIES		
1	Massassaga-Rednersville Public School was not named in the Accommodation Review Process. As it is one of our feeder schools and may impact our numbers at Kente Public School? Why aren't they included in the accommodation review?	<p>At this time we did not consider it as part of the proposed plan for various reasons.</p> <p>For example, a child care addition was added in 2013 and is fulfilling a community need at this time. Additional child case space was also planned for, and is being added this year.</p> <p>Only schools named in the initial recommendation can be considered in the accommodation review process. While the school is not included in this process, it may part of future processes. Senior administration brought the initial report forward based on impact on programming present and future, enrolment data, facilities conditions.</p>
2	If Kente Public School and C.M.L. Snider School do close, will we have a choice for students to attend in Belleville?	<p>That is something that could be considered.</p> <p>The board has Procedure 340: Transfer of Students which speaks to students attending schools within HPEDSB outside their home school boundary, it outlines the transfer process and considerations by the home school and receiving school. The procedure is available on the web site for reference.</p>
3	Has there been any thought regarding making the current schools smaller?	We focus on providing the best possible programming for our students while maximizing our resources. Making current schools physically smaller does not address programming needs.
4	Is their enough space to accommodate students without affecting their learning ability (i.e. cool down space)?	This was taken into consideration. We are confident that will be able to provide a safe learning environment conducive to the needs of our students.
5	When comparing the funds for renewal needs that are required to update schools, Prince Edward Collegiate Institute has the most funding needed for renovations? So I don't understand the plan to have P.E.C.I. renovated. It is one thing to save money, it's another thing to say it is the best thing to do for our kids.	<p>The renovation needs required to provide for a K-12 model would be in line with holding the board to its LTCAP.</p> <p>Renewal needs represent the costs of maintaining and repairing school facilities over a certain period of time (i.e. mechanical, plumbing, infrastructure such as windows, doors, roofs). The renewal needs still have to be addressed regardless of the proposal. Certain funds are provided to schools boards by the Ministry of Education to address the identified renewal needs. These funds, as per criteria of the Ministry, must be directed to renewal needs of school facilities.</p>

NO.	QUESTION	ANSWER
FACILITIES		
6	Why are we not following the Watson report that recommends that Kente Public School should be rebuilt and Queen Elizabeth School should remain open?	The Watson Report provided data and information that was considered and used in the development of the Accommodation Review Committee Plan. This document is used as a reference point. It does not consider programming needs for students. The initial recommendation considers programming needs in addition to data such as enrolment, facilities renewal, capacity, community use and other as outlined in the School Information Profiles. One of our core priorities is achieving excellence in education.
7	I have not seen the importance of a rural school in a rural community. Why hasn't that become one of the main topics? You are taking away the community. We have a lot of young families in Prince Edward County. It is a child's right to be educated where they live. The separate school system seems to thrive and we are not. Not all students are coming to the Public school system and why is that?	<p>Operational and programming considerations directly connect to available resources and funding. When funding decreases and enrolment declines, it makes it more and more difficult to fund empty spaces and support programming.</p> <p>Declining enrolment is a provincial trend and is occurring in most publicly funded school board across the province. All school boards are required to develop Long Term Capital and Accommodation Plans and to establish accommodation strategies to ensure that funding is focused on the classroom.</p> <p>Families are free to choose an education system for their children in the province of Ontario. As a school board our focus is to provide the best possible programming for all students while also being fiscally responsible. Spreading our resources too thin is not in alignment with this focus and does not provide the best support to HPEDSB students.</p>
8	Timelines are a concern. What has been the thought process for welcoming our students? Why is Sophiasburgh Central School last? Why not all at once?	We are open to input on the transition plan through the Accommodation Review Committee working group. The ARC may provide other accommodation options with supporting rationale for Board consideration.
9	What renovations will be completed during the summer?	<p>We will bring a plan to the Accommodation Review Committee as to what will happen during the summer and the timeline to welcome students into the school, should the current recommendation be approved.</p> <p>We are working to provide a site plan of potential classroom spaces for this K-12 model and details regarding schedules. Discussions are underway with administrators, which will be provided to the ARC. We are open to feedback from the ARC as well. Our intention to locate the K-8 students in one area of the building.</p>
10	Timelines are a concern. The next working group Accommodation Review Committee meeting is scheduled for Feb. 16th. We would like to have details provided to us at this meeting that will show us how you are planning to take us from June 19 to September 5. We would like to see all documents such as building permits, inspections reports, floor plans, etc.	<p>The transition plan is currently in development and preliminary information may be shared with the ARC on February 16. We will certainly share what we can at this point but will not have all final documents at this time.</p> <p>We plan to have further information to ARC members one week before next working meeting.</p>

NO.	QUESTION	ANSWER
FACILITIES		
11	Has the committee considered the effect on the community? When taking away the school it's like cutting of an arm.	Our priority is providing excellent educational programming for students. Ministry guidelines require that through the accommodation review process, school boards consider the value of schools to the board and to the student.
12	Will classrooms be large enough and renovated to be suitable to (potentially) large kindergarten classes? Will there be appropriate sized bathrooms in the kindergarten rooms?	Our facility would be appropriate for classes. Having appropriate learning spaces for all students will be a priority. Several schools have been renovated in recent years to accommodate JK/SK classrooms when the Ministry of Education rolled out Full-Day Kindergarten. We will make every effort to ensure the receiving school is ready to welcome all students on the first day to ensure they feel included and like they belong.
13	How will classrooms be renovated to accommodate primary students?	The facility would be appropriate for classes; exact details are to be determined. We anticipate some renovations will be required. The extent of them is a work in progress and will be shared as soon as possible.
14	How will athletics be organized? – Will we be able to have more than one team at each division? (otherwise there won't be enough teams to compete against each other in SG events)	Decisions such as this are school based and are made between staff and administration.
15	Will space be allocated for the elementary ESP (is a critical part of our school community)?	Special Education programs would be considered where needed and appropriate. Our Student Services team has started to develop processes for with students with special needs, including room locations and programming.
16	What will be done to support the amalgamation of elementary and secondary? (for both students and staff)	A transition plan would be developed with members of the school teams. It is too early to give specifics at this point. If a consolidated school is recommended, there will be opportunities for students and staff to come together; there will be ongoing initiatives to build a positive school climate occur.
17	How will this impact the Gr. 9 students who will be entering in the K-12 school from Athol and the new Wellington school? (They will be entering into a school being the “new kids on the block”, while all others will have been there for up to 10 years – how will you ensure that these students feel a welcome part of the school community?)	A transition plan would be planned with members of the school team; once a school is established ongoing initiatives to build a positive school climate occur. We, like our communities, want the best for our students, and given that would work, as we currently do, to provide transition plans that align with this stance. It should be noted that we have examples across the board where Grade 9 students are welcomed into schools that already have Grade 7 & 8 students who have attended the high school.
18	Will there be a physical divide between the elementary and secondary?	A K-12 school is configured in a manner to ensure the safe and appropriate learning spaces for all students.


NO.	QUESTION	ANSWER
FACILITIES		
19	How are we securing the elementary portion of the school from “stranger danger”?	Student safety is always the first priority in all schools. A K-12 school is configured in a manner to ensure the safe learning and play spaces for all students.
20	Where will the playground equipment come from? When will it be installed?	Specific details such as this have not been determined at this time but of course consideration for appropriate learning and play environments would be made. It should be noted that the board does have processes for assessing safety and moving playground equipment from school to school in the case of school consolidation.
21	What greenspace will there be for students to play on?	We recognize that appropriate outdoor spaces are necessary for a well-balanced program for all students and are working on site plans now to consider possibilities. We will be sharing our current ideas for the proposed recommendation.
22	What will happen with school technology?	Our technology resources will be allocated according to our current practices in all schools.
23	Why not move Sophiasburgh at the same time? – How will this year Impact students/staff/ building a school community?	This may be brought forth as a consideration and given other options for its transition.
24	Will there be funds for new furniture, or will furniture be moved from the three schools?	In school consolidation we do our best to use equipment and furniture that exists in our schools as best we can; if we can secure funds for additional items we consider their purchase.
25	Where will staff park?	Site plan is still to be determined. Parking is always a consideration in the case of school consolidation.
26	Would renovations be fully complete prior to classes starting in the new space?	Should a K-12 school be established learning spaces will be ready for students. It should be noted that there is continual work in the system to update and maintain safe, welcoming, inclusive learning spaces for students.
27	Why are Athol-South Marysburgh Public School and Massassaga-Rednersville Public School not included in the ARC?	Currently, they are not being considered as part of this phase of school accommodation. See #1.
28	Can we be open to re-aligning boundaries of the schools as part of this process?	This is a consideration that the ARC can discuss and bring forward.
29	Would like to see feedback from the Long Term Accommodation Plan (public feedback)	The public input is summarized in the agenda package for the Student Enrolment/School Capacity Committee meeting of October 11, 2016. It starts on page 126 at this link: http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/documents/SESC_10_11_16_publicagenda.pdf

NO.	QUESTION	ANSWER
FACILITIES		
30	What data and models were used in deciding to go K-12? Can we please see this information?	It is a province wide model well supported by the Ministry of Education. Staff will be providing additional information on existing K-12 facilities.
31	Would like to see data related to the benefits of students being in a K-12 model.	<p>Several benefits result from a K-12 schools, such as:</p> <ul style="list-style-type: none"> • students benefit from resources usually not found in elementary schools, i.e. technology shops, art rooms, music equipment and science labs, to name a few • Fewer school transitions for students given that they are in the same building • more possibilities and opportunities for staff collaboration • more opportunities for student leadership, co-op and positive interactions with students between elementary and secondary <ul style="list-style-type: none"> ○ for example, Renfrew District School Board re-purposed two schools to become K-12 schools which allowed them to maintain K-12 pathways in all families of schools • the Intermediate and secondary classroom spaces are fluid <ul style="list-style-type: none"> ○ for example, in Renfrew, if there is enrolment pressure in elementary but not in secondary they are able to utilize secondary space without adding portables. This approach has been particularly beneficial in Petawawa as the military base served often means that the population is somewhat transient • Another Renfrew example: K-12 schools in more isolated communities, such as Deep River and Barry's Bay, have previously and continue to become community hubs, each with relatively high community use and child care. The K-12 model is truly a community school. <p>More feedback from other existing K-12 schools is still to come.</p>
32	Would like to see the construction and transition plan?	As we work through this we will continue to share what we have.

NO.	QUESTION	ANSWER
FACILITIES		
33	<p>Why is stricter border lines not part of the proposal when it is clearly stated in the Watson report?</p> <p>Why don't we build a new super school for the k-12, where there will be 1200 kids vs building a new school at CML Snider where there will only be about 400 students?</p> <p>It would be more accommodating to build at PECl. Sophiasburgh, Pinecrest and C.M.L. could all be closed and the students could be housed at Queen Elizabeth and the old high school. While a new super school is being built on the soccer fields of PECl. Then do a demolition of the old school and turn it into green space. You've saved more money because you have an extra school closure and only one build. You could amalgamate Kente PS and Massassaga-Rednersville PS.</p>	<p>The Watson Report is one source of data. Other factors, such as the community use, optimal programming within fiscal parameters and transportation are also considered.</p> <p>The Ministry of Education has parameters around the funding for new builds and for the abandonment of existing schools that would not align with this plan.</p>
34	<p>Why is Massassaga-Rednersville not involved in the Accommodation Review, when it was clearly stated by the Watson report that they should be closing down.</p> <p>Why such a deviation from the Watson report? What was the point in spending the money in getting it done, when you didn't even listen to their recommendations?</p>	<p>See #1 above</p> <p>The report is an excellent resource and provided the board with some fundamental knowledge for creating a plan to take to the board as part of the process. It is not meant to be the sole determinant of the board's decision.</p>
35	<p>Will a playground be available for both the primary and juniors when school begins at PECl?</p>	<p>A playground area will be available for all students when school begins.</p>
36	<p>If the Ministry does not approve a new facility in Wellington, will Kente and Wellington continue to close?</p>	<p>If the business case is not successful, the board would reevaluate the options.</p>
37	<p>Was building a new facility in Picton for both elementary and secondary school been considered?</p>	<p>The renewal needs at PECl are such that the request for a new build would not fall into the ministry guidelines for such.</p>
38	<p>How will accessibility be improved at PECl?</p>	<p>We are committed to ensuring that our schools are moving toward the provincial target of accessibility for all.</p>

NO.	QUESTION	ANSWER
FACILITIES		
39	Has capacity, utilization and business considerations for all publicly funded education institutions been considered in a holistic sense for the community of Prince Edward County? (i.e. separate schools and all public schools?)	It is not within our scope to determine utilization of other school boards nor municipal institutions.
40	We have spent some time, both individually and as a group, examining the School Information Profiles (SIP). Through subsequent discussions, we have learned that we have been unable to fully understand some of the information that has been shared through the SIPs. We also feel that because some information is either inaccurate or missing in the SIPs, that we are not able to accurately compare the schools. Further, this has become a distraction for us. Can we have a walk-through of all the numbers in the SIPs?	<p>Please bring to the Working ARC and we can discuss with board staff that will be present. We will be happy to clarify what we can.</p> <p>There was an opportunity at ARC working group meeting #1 to review the SIPs and ask board staff for clarification and questions. The SIP provides a base of information for each facility, and if additional information is required, a request can be made to board staff.</p> <p>If there are outstanding queries, please bring to next meeting or email.</p>
41	What are the details of the building renewal costs? – Projected 5 year numbers do not add up.	<p>Facility renewal needs that are included in the SIPs, are gathered through Ministry of Education assessors who compile information related to systems, windows, infrastructure, life-span etc. which is where the costs are derived.</p> <p>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 of the board's schools within the past five years, and will begin another five-year assessment cycle beginning in 2017. 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 can assist in identifying replacement timing and estimated costs for building components, assist in identifying facility needs, and capital planning.</p> <p>Certain funds are provided to school boards by the Ministry of Education to address the identified renewal needs. These funds, as per criteria of the Ministry, are to be directed to renewal needs of school facilities.</p>

NO.	QUESTION	ANSWER
FACILITIES		
42	Why are the “Facility Renew Needs” so high over the next 5 years versus the last 5 years?	<p>The renewal needs are based on Ministry assessments done by an architect and engineer over the past 5 years based on the lifespan of building components (windows, walls, foundation, roof, plumbing system, electrical distribution system heating system ...). Typically, the board has not been funded to complete all of the renewal needs as they come up (total renewal funding 5 years ago was \$1 - \$2 million board-wide, now it is \$25 million), so these building components have not been renewed and the renewal needs have rolled-forward. It is likely that not all of the 5-year renewal needs identified can be completed within provided funding over the next 5 years.</p> <p>Refer to answer above.</p>
43	We would like updated information about community use and partnerships for Queen Elizabeth and Sophiasburgh.	<p>Section (3) of the SIP provides information about Community Use and Partnerships. There is a Before and After program at Queen Elizabeth School. For 2015-16, there were 17 community use permits generating a revenue of \$581. At Sophiasburgh, there were 6 community use permits generating a revenue of \$549.</p>
44	We have significant concerns about the size of the PECI building and the number of classrooms. Along with a tour of the school, can we have an updated map of current use of PECI? (The map we have is 2002.)	<p>We will bring a plan to the Accommodation Review Committee as to what will happen during the summer and the timeline to welcome students into the school, should the current recommendation be approved.</p> <p>We are working to provide a site plan of potential classroom spaces for this K-12 model and details regarding schedules. Discussion are underway with administrators, which will be provided to the ARC. We are open to feedback from the ARC as well. Our intention is location the K-8 students in one area of the building.</p>
45	Can we have a map of the proposed use of classroom spaces at PECI after the full amalgamation/renovations? (e.g., where are the elementary library, sensory rooms, special ed. rooms, ...)	<p>Refer to answer above #44.</p>
46	Why is there a delay in bringing all three elementary schools together?	<p>To bring all students together we would need to do more work than can be realized in summer. It was felt that moving two elementary schools to the high school would be easier to manage for the first stage. It would allow for the initial work/set-up to happen during the summer in a reasonable timeframe. However, we are open to hearing alternatives.</p> <p>The ARC can recommend that all three schools be brought together at the same time. This may require more time to make the space welcoming for students.</p> <p>See attached design guideline.</p>

NO.	QUESTION	ANSWER
FACILITIES		
47	Can we see some examples of what might be in a transition plan?	We are working on possible transition plans but they will be dependent on the both the plan put forth to the board of Trustees and whether the plan is approved. We have certainly experienced smooth transitions before and always reach out to other systems that have done the same for students.
48	Are there any guidelines that we can review that will identify the facility requirements for an elementary school versus a secondary school?	 Report of Expert Panel - Building Our
49	<p>I am a Wellington resident and I am interested in what was approved at the accommodation review meeting on November 21 with respect to CML Snider School in Wellington. I see a recommendation in one of the documents on the HPEDSB website that states:</p> <p>"Close C.M.L. Snider School and Kente Public School and seek Ministry of Education funding/approval to build a new K-8 elementary school on the CML Snider property or in Wellington for September 2020".</p> <p>Was this recommendation supported/adopted at the Nov 21 meeting?</p> <p>What was the reason for recommending a new school in Wellington? If it relates to the cost of repairs or renovation of CML Snider, can you please provide the documentation or direct me to the source of this information? On the ministry website CML Snider has a very good FCI (26%) and cost of repairs at \$2.2 million are reasonable compared to the cost to build a new school.</p> <p>Is the intent to demolish the existing school?</p>	<p>The decision by the Board of Trustees on November 21, 2016 was to give the go-ahead for accommodation reviews to begin. Now that the green light has been given, the formal process for public consultation begins. Accommodation reviews involve public input and occur over several months.</p> <p>As a next step, an accommodation review committee (ARC) for all schools involved will be formed. It will have representation from each school named in the proposal. The ARC acts as an official conduit for information shared between the school board and the school communities. Advertisements will be in the local papers this week to describe the committee and how to become involved.</p> <p>Here is a link to the newspaper ad for Prince Edward County schools: http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/documents/arc_pec_cwn_dec16.pdf</p> <p>The consolidation and closure options presented on November 21 are starting points for consideration. The public input process will begin in the new year.</p> <p>The ministry has guidelines and process for the disposal of surplus facilities we must follow. See # 59.</p>

NO.	QUESTION	ANSWER
FACILITIES		
50	<p>Can you direct me to the information which was the basis for the recommendation for a new school in Wellington? I was hoping to find the rationale for building a new school in Wellington. Do you know if there was a study done to determine that the school should be closed and a new one built? And do you know why that decision was made, is the school beyond repair?</p>	<p>A new build would provide a facility to over 400 students that would best support 21st Century learning, current student needs and programming requirement to continue to support our students in their learning.</p> <p>Here are links to two reference documents:</p> <p>Long-term Capital and Accommodation Plan http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/documents/ADOPTEDLTCAPNov1816KH.pdf C.M.L. Snider School is referenced on pages 47, 48, 63, 66, 71, 73, 114 and 116. Initial recommendation report that was approved by the Student Enrolment/School Capacity Committee and also the Board of Trustees on November 21, 2016 http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/documents/public_B-3_InitialRecommendationReportPrinceEdwardCountyNov1816KH.pdf</p> <p>http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/SESCCArchive.html - Long Term Capital Study, Watson & Associates Economists Ltd. (2007/08)</p>
51	<p>The original enrollment for the County schools was designed for 2,500 elementary students and 1,250 secondary students.</p> <p>- currently there are 1,400 elementary students and 600 secondary students, with a projection of 1,400 elementary students and less than 500 elementary students by the end of the next decade. In percentage figures; the original ratio was 50%, currently it is at 43%, and in 12 years it will be at 35%.</p> <p>Question: Why is the ratio dropping from the original 2:1 figure to 3:1? The other question: Where do these numbers originate? And a further question: What is the cause of this current and increasing disparity?</p>	<p>Declining enrolment is widespread in the province of Ontario and in almost all jurisdictions. Census information will be provided at the Feb 16 meeting that will provide more explanation.</p> <p>There are various reasons why students move out of board/area.</p> <p>http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/SESCCArchive.html - Long Term Capital Study, Watson & Associates Economists Ltd. (2007/08)</p>

NO.	QUESTION	ANSWER
FACILITIES		
52	Is it feasible to consider just moving Pinecrest to Queen Elizabeth for a year, keeping Sophiasburgh open until 2018, rebuilding part of PECl to do this thing in a timely and hopefully sensible manner?	Please bring any ideas for consideration to the Working ARC Meeting or through your representative. We would like to not transition students more than once if we can help it.
53	Are architectural plans in place for the necessary work at PECl? i.e. a site plan (landscaping/playgrounds/bus access, etc.) and floor plans for classrooms, common areas, gymnasium, etc.? If they are not, might I suggest that this whole exercise be put off for a year until all the ducks are in a row. What about all of the playground equipment? Will it be reused?	<p>We will bring a plan to the Accommodation Review Committee as to what will happen during the summer and the timeline to welcome students into the school, should the current recommendation be approved.</p> <p>We are working to provide a site plan of potential classroom spaces for this K-12 model and details regarding schedules. Discussion are underway with administrators, which will be provided to the ARC. We are open to feedback from the ARC as well. Our intention is location the K-8 students in one area of the building.</p>
54	How does this affect French Immersion? And is there space allocated accordingly for the growth of the program?	Consideration of all programs is being made.
55	<p>Sophiasburgh questions;</p> <ul style="list-style-type: none"> - if the school was JK to 6, would it be viable? - would some students go to Deseronto to reduce travel time? - why is the school being kept open a year longer than Pinecrest? 	Programming for JK-6 would be as much a concern as it is currently. To prepare the school for all 3 additional groups of students would require more time; please feel free to bring to the Working ARC Meeting or through your representative on this committee.
56	How is it possible, to do any renovations given the time line, technically from June to Sept? And have that school fully ready for the elementary students?	<p>There is enough surplus space in PECl to welcome the elementary students from Pinecrest and Queen Elizabeth schools for September 2017. Minimal renovations are initially required due to empty classrooms. We would ensure that classrooms are ready for all students, as well as having logistics in place for areas specific to both elementary and secondary students.</p> <p>We are currently working with our Facility Services team to plan for the potential consolidation and will receive input from the ARC, as well.</p>
57	Why are there not hypothetical plans to give to parents to allow them to see what it might look like if this proposal goes through?	Please see the above answer.

NO.	QUESTION	ANSWER
FACILITIES		
58	How are the renovations for a k-12 school less expensive than if the board were to do repairs for the high school alone?	Many factors are considered when creating a recommendation that both supports excellence in education and is fiscally responsible. As well, the costs over time with closing schools and renovating existing spaces has to be considered.
59	<p>What is the estimated cost of renovations to upgrade PECEI to accommodate K-8 students? Please provide an itemized spreadsheet breaking down the expenses.</p> <ol style="list-style-type: none"> a. Once the SIP is released we will learn more about proposed capital expenses for PECEI, but what if any expenses will be deferred or not needed following the influx of K-8 students. Please provide a breakdown of expenses. b. Will any of the proposed capital expenses for any of the affected schools still be incurred prior to consolidation or new construction? In other words will the net capital costs be \$0 or some level (ideally less than that identified in the Watson report). Again, detailed breakdown is preferred. <p>What is the estimated cost to construct a new school in Wellington? What will be the fate of the old CML Snider School and Kente?</p> <ol style="list-style-type: none"> c. What will be the school capacity for the new facility? <p>What is the cost of maintaining vacant facilities (i.e. if a school closes and the Board opts not to sell the asset)? I would like an itemized breakdown that would include such things as insurance, grounds maintenance, security, base utilities (assuming some level of heat, electricity, and water are provided to the site). Any other expenses associated with operating the site.</p>	<p>A preliminary review of the school on Feb 15/17 was conducted to review planned spaces for elementary students. That review confirmed that no new construction is required and no significant renovations are required. A number of small projects were identified as desirable, such as converting blackboards to whiteboards, rearranging some internal partitions, and reconfiguring office space. No detailed plans have been prepared, but it would be expected that costs are minimal (<\$50,000). The school has one elevator, but it would be desirable to install a separate elevator to serve the elementary wing – the cost for this would be on the order of \$250,000 and installation would occur within the 2017-18 year.</p> <p>A new school to serve CML and Kente students were be sized for approximately 450 students (sufficient for all CML and Kente students). The cost to construct such a school would be approximately \$9 - \$10 million. The sale of schools that are surplus to education needs follow Ontario Regulation 444/98: Disposition of Surplus Real Property which gives priority to other school boards, local, regional, and provincial governments.</p> <p>A detailed breakdown is not available, but there are ongoing costs for insurance, utilities, alarm monitoring, inspections/maintenance, ground-keeping, as well as an ongoing liability risk.</p>
60	What do the site plans for PECEI look like for September 2017? How will the building be organized?	Please see the above answer.

NO.	QUESTION	ANSWER
FACILITIES		
61	<p>I attended the public meeting last night at PECEI and left having a few questions that no one asked</p> <p>1) how come C.M.L. was chosen to keep their school out there? I feel what is good for one should be good for all</p> <p>2) why not put money into Queen E and all schools including Kente and C.M.L. do K-6 then continue on to PECEI FOR 7-12</p> <p>3) then there is this head lice problem we as parents are battling everyday now! Could you imagine all schools combined? I feel kids are going to be absent a lot more due to sickness and LICE putting them all together as it will be a large crowd of children. Thank you for your time</p>	<p>As a school board we prioritize optimizing learning spaces and providing excellent programs for students while working within financial parameters set by the ministry. We have to look at all school areas as individual and consider the unique facets of each.</p> <p>These suggestions can be brought forward by the ARC in the working meeting on Feb 16 either as a member or through your representative on the committee.</p>
62	<p>Why has a School Information Profile not been provided for Massassaga-Rednersville Public School? I would think that this information would be needed by the ARC to make an informed decision.</p>	<p>The school is not part of this Accommodation Review, please see #1 above.</p>

NO.	QUESTION	ANSWER
63	<p>The following is the recommendations for Kente Public School in the Watson & Associates Economists Ltd. final report:</p> <ul style="list-style-type: none"> Scenario 1: "Due to low utilization and high renewal needs, it is recommended that the Board rebuild a new school on the Kente PS site. Students (JK-6) from Massassaga-Rednersville PS will be redirected to the new school; as well as portions of Sophiasburgh Central School and CML Snider School's boundary will be included. Kente PS 7 & 8 students will be redirected to Prince Edward CI. The new facility is expected to have a utilization rate of 100% or more long term. This scenario may result in some increased transportation costs associated with required bussing; however renewal needs would be reduced. Scenario 2: "Similar to Senario 1, a new Kente PS will be constructed taking in students from Massassaga-Rednersville PS consolidation as well as a portion of students from Sophiasburgh Central School boundary. The New Kente PS would have a JK-8 grade configuration. This scenario would also result in a long term utilization rate of approximately 100%. Similar to Scenario 1, this strategy may result in some increased transportation costs associated with required bussing; however renewal needs would be reduced." <p>Now below is the Boards recommendation:</p> <p>"Close C.M.L. Snider School and Kente Public School and seek Ministry of Education funding/approval to build a new K-8 elementary school on the CML Snider property or in Wellington for September 2020"</p> <p>My question is what rationale and supporting documentation is there to provide a recommendation that does not align whatsoever with the recommendation of the consultant hired by the school board to research and review each school. When can we expect the documentation that the school board used to come to this decision released to the public?</p>	<p style="text-align: center;">FACILITIES</p> <p>The Watson Report is one piece that is used to consider possible options to address excellence & equitable education, declining enrolment, reduction in funding, renewal needs, etc.</p> <p>The Accommodation Review Committee may bring other suggestions/recommendations forward through the process.</p>

NO.	QUESTION	ANSWER
FACILITIES		
64	Has onsite before and after school child care been considered in the amalgamation plans for PEC? This currently exists at QEP and Pinecrest and would leave a considerable and concerning hole for many of our students and parents in PEC.	It is something we are looking at as part the transitions and planning.
65	Is there a plan to work with the municipality to address such needs? Sidewalks-safety/access	As always, we work with our municipal partners and local bylaws, etc. whenever we do any renovations/upgrades to property.
66	Could we see a breakdown of what a proposed budget for renovations could look like, as the identified dollar value is not creating a sense of confidence among parents and community members. Specifically, are things such as fencing, new bussing lanes, extended parking spaces, etc. in addition to the allocated funding (ie. \$50,000.00)?	<p>The estimate of \$50,000 was provided for minor internal renovations to prepare the school to welcome students.</p> <p>In addition, there are a number of building renewal projects planned for PECEI amounting to over \$6 million. Many of these projects are identified through the Condition Assessment Report.</p> <p>The approximate cost for the outside works such as fencing, bussing lanes, extended parking spaces etc is \$250,000.</p>
67	Re. K-12 school, will there be bathrooms in the kindergarten rooms (2 sinks, adult and child, fountain)?	There will be designated washroom facilities available for the kindergarten students.
68	Re. K-12 school, will there be a hard surface for elementary kids to play?	Final proposed plans have not been completed; we will work with our guidelines for these spaces to provide appropriate play areas for elementary students.

NO.	QUESTION	ANSWER
TRANSPORTATION		
69	<p>If this truly a Prince Edward County committee? Why are you leaving part of the county out of public meetings? The county is a vast area. The length of time that it takes people to travel to these meetings are a concern. Will public meetings be held in areas that will allow the board to hear from everyone? Everyone in the county should have their say. Why have families from Massassaga- Rednersville been left out of participating on the committee? With respect to longer bus rides. Why are we putting kids on buses for hours each day? How does this affect student participating in extra-curricular activities? Look at the how the Catholic system does it. Do our trustees actually understand the vast geographical area of the county?</p>	<p>The ARC includes members of the school community of each school named in the Accommodation Review. Massassaga Rednersville School Public School is not part of this Accommodation Review, please see #1 above.</p> <p>We will bring the remainder of the transportation to the next meeting (or before in a package to ARC members).</p>
70	<p>I am curious if redrawing the catchment boundaries are part of the proposal for the school consolidation in Prince Edward County. I am concerned that consolidation without redrawing boundaries would lead to my children (who currently go to Pinecrest) being bussed 22 km to Picton when Wellington is only 6km away.</p> <p>If a map is available I would appreciate a link to it.</p>	<p>The ARC can recommend a different option to the proposed recommendation provided rationale is provided for a change. In addition, the ARC will also review transportation information.</p> <p>Link to the Tri-Board website that may assist to view boundaries - https://triboard.ca/</p>
71	<p>We would like to see data on the cost of new bus routes. When will the Kente Public School and C.M.L. Snider School merge occur? What is the plan if you don't get approval?</p>	<p>The ARC will receive and review transportation information. Should the recommendation be approved it would be presented to the Ministry. Should it not be approved the proposal would be re-evaluated.</p>
72	<p>How is it going to be possible to transport students to school for longer distances? We cannot get them transported to school on a snow day. When comparing the School Improvement Plan's, Kente Public School is doing better than Massassaga-Rednersville Public School. Families in the north have access to Belleville and Trenton schools. Are we going to be blocked if we want students to go north?</p>	<p>The ARC will receive and review transportation information.</p>

NO.	QUESTION	ANSWER
TRANSPORTATION		
73	<p>Concerned about transportation. What thought process has gone into busing times and why have we not seen anything regarding this? How does busing times impact children with special medical needs? Are there washrooms on the bus for young children having one-hour bus rides? We are concerned about safety on the bus and at school. It's not a matter of if something will happen, it is a matter of when. What is going to be done to ensure their safety? The long bus rides are not conducive to learning. Your timelines are not realistic. Catchment creep is a concern. Kids are being allowed to go to other schools outside their catchment area for programming etc. Why are we not using new consensus numbers coming out in May? Why did we pay for the Watson report if we are not going to use it? I personally feel the decision is already made due to the tight timeline. Where did the decision come from to bus all the kids to a high school?</p>	<p>The ARC will receive and review transportation information.</p>
74	<p>Does a K-12 mean that all students will ride buses together?</p>	<p>All aspects of student transportation are part of the review and are being looked at by Tri-Board Student Transportation Services. This includes pick-up and drop-off times, as well which students/age will be on the bus at the same time. We can confirm that K-12 students ride the bus together, such as in Centre Hastings.</p>
75	<p>What will transportation times look like for elementary students?</p>	<p>As mentioned, above, the scheduling is being looked at by Tri-Board Student Transportation Services.</p>
76	<p>Would like to see transportation proposals (routes) and costing information?</p>	<p>The ARC will receive and review transportation information.</p>
77	<p>Will bus routes be changed to better optimize bus times?</p>	<p>The ARC will receive and review transportation information.</p>

NO.	QUESTION	ANSWER
TRANSPORTATION		
78	<p>There have been a number of concerns raised about the length of bus rides. We have been unable to discuss this fully.</p> <p>We would like full details of every bus route that ends at any school in Picton (Queen Elizabeth, PECl and St. Gregory), Pinecrest or Sophiasburgh.</p> <p style="padding-left: 40px;">Start time Finish Time Stops Ridership</p> <p>Further, we have a question about how transportation is funded by the Ministry. Will creating a K-12 school achieve significant savings from changes to bussing that could be used to fund programming for students?</p>	<p>We are working with Tri-board to secure some potential scenarios and will bring it to the ARC. The overall savings from school consolidation is realized in many ways; our priority with funding is programming</p>
79	<p>I am curious to know what is the proposed bussing route for the closure of Sophiasburgh Central School and sending the kids to PECl. My daughter gets motion sick on her already 45min bus ride where as we live 6km from the school. I am curious to know how long she will be riding to Picton from Big Island. Hoping you have some answers as we are seriously consider relocating our family out of Prince Edward County altogether do to this factor</p>	<p>We are working with Tri-Board in the development of potential bus routes and times. Once this work is completed it will be provided to the Accommodation Review Committee.</p>
80	<p>Currently 73% of elementary students are bussed and 65% of secondary students are bussed. With the various amalgamations, how much will these percentages change, where does the school bus funding come from? Will it impact the money the board gets for actual bums in the seats in school?</p>	<p>We do not have final transportation studies yet, but are working with Tri-Board on this. It would be expected that there will be a small increase in the number of elementary students transported to the K-12 school as students within walking distance of Pinecrest and Sophiasburgh would now be bused. The education funding received by the board is generally on a per pupil basis, so whether students are transported or walk to school does not affect this funding level. Transportation is also funded on overall board enrolment, not on number of students transported. It would be expected that there would be no change in funding due to the additional transportation of students.</p>

NO.	QUESTION	ANSWER
TRANSPORTATION		
81	<p>One day we are not going to be using fossil fuels to run busses;</p> <p>-how do the students get to school?</p> <p>-do we go back to the one-room school house and everyone walks?</p> <p>-will the busses be electric/self-driven?</p> <p>-learning over the internet-is there a need for school buildings at all?</p> <p>-is what we are proposing now viable 25 years into the future? If we can't answer this question, why do anything at all?</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>The LTCAP plan was adopted by the Board of Trustees which provides a framework for decision making. It is a living document, and will be monitored and updated as required.</p>
82	<p>Has the board considered that most likely 75% of the parents that live in the northern portion of the County commute to either Quinte West or Belleville? It makes no logical sense to send their kids further south in the County.</p>	<p>Senior Administration, in its creation of the report presented and approved by the board in November 2016, considered many facets of the education of our students. This concern is certainly one that can be brought to the table at the working meetings for the ARCs to address.</p> <p>The board has Procedure 340, which outlines the process for requests for Transfer of Students.</p>
83	<p>I am curious to know what is the proposed bussing route for the closure of Sophiasburgh central school and sending the kids to PEI. My daughter gets motion sick on her already 45min bus ride where as we live 6km from the school. I am curious to know how long she will be riding to Picton from Big Island. Hoping you have some answers as we are seriously consider relocating our family out of Prince Edward County altogether do to this factor. Thanks for your help.</p>	<p>We are working with Tri-Board in the development of potential bus routes and times. Once this work is completed it will be provided to the Accommodation Review Committee.</p>
84	<p>Can we look at alternatives to a 6:52 a.m. bus pick up for some students? e.g. Transfer buses pick up from smaller areas, meet another bus and go directly to the school (PEI)</p>	<p>We will work closely with Tri-Board with these considerations in mind.</p>

NO.	QUESTION	ANSWER
TRANSPORTATION		
85	Where will bus drop off happen? What about parents dropping off in the morning?	We are working with Tri-Board to allow for safe and efficient flow of both busses and families to drop off their children at a reasonable location given the elementary and primary entrances.
86	Re. K-12 school, is there a possibility to have transition spots for bussing? We do not want to see an increase in our bus times; could the routes in the outlying areas pick up kids and go directly to school or have a transition point for a smaller bus to meet with a bigger bus e.g. pick up kids on Green Point and Northport Road, once they hit Sophiasburgh Central School, and head directly to Picton (worried about bathroom wait times for little kids standing out in the dark)?	We will work closely with Tri-Board with the ARC's considerations in mind

NO	QUESTION	ANSWER
PROGRAMS		
87	What is admin. strength going to look like? (ETFO)	Administrative strength will be finalized once school review recommendations are approved by the Board in June. It is too early to know the specifics. This will be an important consideration just as it is when we look at placing school administrators each year.
88	What role does seniority play in the staffing process? (ETFO)	The collective agreement and joint staffing committee timelines and processes define staffing across the district and within schools. The joint staffing committee has met several times to consider ARC recommendations. Teachers are able to follow up with their respective school stewards regarding staffing processes for this school year. Staffing occurs as part of the collectively agreed upon agreement; Ministry Staffing procedures
89	Who will determine which teachers teach which grades? (ETFO)	The collective agreement and joint staffing committee timelines and processes define staffing within schools; school administration to determine teaching assignments. It is the responsibility of school administration to allocate teaching assignments to staff. It is important to note that elementary teachers teach elementary students and secondary teachers teach secondary students.
90	When will mobility occur? (i.e., what are the staffing timelines going to look like?) (ETFO)	The joint staffing timelines define when mobility occurs. The process undertaken will reflect the collective agreement and staffing phases as undertaken in the past TBD but again, would follow CA expectations.
91	Who packs up teacher belongings? (ETFO)	Teachers are responsible for their personal belongings, just as they would if they moved within a school or to a different school.
92	Will there be a teacher workroom/Literacy room to store central school resources?	Decisions around school set-up and resource rooms will be looked at as part of the transition planning. We expect that resource/literacy rooms will be in place, just as they are at other schools.
93	Will all support staff be “surplused” as part of the process? (e.g., how will we determine which EA’s, custodians, office assistants stay and go?) -Will 10 month employees be expected to support in the move?	Collective agreement staffing processes will determine staffing assignments. Transition processes related to the moving and set up of resources, equipment, etc. will be managed by Facility Services in collaboration with administration. These processes will be reviewed with staff.

NO	QUESTION	ANSWER
PROGRAMS		
94	Will there be before and after school programs (i.e., partnership with the HUB)?	Partnering with community agencies can be beneficial to student learning. Where partnerships currently exist, we would be open to them continuing and to also discuss new opportunities. As indicated in " Guide to Pupil Accommodation Reviews " a school board must decide which strategy would best manage the changing circumstances of its schools. The responsibility of the Board of Trustees is to ensure that the educational needs of their students are met before other options such as facility partnerships are considered. School boards manage program needs first and then identify the school's eligibility for other options such as facility partnerships or hubs.
95	Will there still be a Gr. 8 graduation?	Should a K-12 school be established, decisions such as these would be internal to the school staff.
96	What is the plan to ensure high quality programming for our secondary students? (If secondary enrollment is going to continue to decline consistently over the next few years, we will see less and less students attending PECL – how will we maintain effective and essential programs with fewer and fewer students?)	To address declining enrolment in secondary, our schools across the board (and province) currently work as teams to provide creative and innovative ways to deliver composite programming as best as possible to our students.
97	Will the K-12 school operate as an early or late start?	TBD
98	Will there be an elementary library? Will books from each feeder school be moved to the new site?	There will be appropriate learning spaces for all students; exact resources will be determined through the process.
99	Will students currently attending schools on a Procedure 340 be grandfathered into the new school?	To be considered
100	Will it be a K-12 school? Or a K-8 and 9-12 under the same roof?	K-12 Model
101	Will there be an elementary and secondary principal?	Should a recommendation for a K-12 school be approved by the board in June, administrative strength will be finalized. The principal and vice principal of the new K-12 school would be the principal and vice-principal for all K-12 students and staff.
102	What specialty programming can we offer in a new location to maintain our students in PEC, rather than losing them to Belleville schools? (i.e., secondary French immersion, enrichment programming, sports and arts specialties, etc.)	Program planning will be part of the discussion.

NO	QUESTION	ANSWER
PROGRAMS		
103	What are the proposed start times for each school?	TBD
104	Will French immersion continue to be offered in the county? If yes, where?	Program planning will be part of the discussion.
105	What is the plan for student transition to a new school?	We are currently working on transition planning that aligns with the proposed recommendation and that ensures the programming for all our students will not be adversely affected.
106	How are the social impacts of school closure on small communities being considered during the ARC process?	Ministry guidelines require that through the accommodation review process, school boards consider the value of schools to the board and to the student. The ARC, if the members chose, can present different options, with rationale, for consideration by senior staff and the board of Trustees.
107	<p>The scope of the recommendations are very broad and we have some recurring questions about the timeline. It would be helpful if we could get some background.</p> <p>Can we have an example of a K-12 school that has gone through a similar transition from a 9-12 school and operates successfully at near 100% capacity?</p>	Yes, will be bringing this to ARC after visit on 17 Feb to examples of K-12 facilities.
108	Can we have an explanation of the changes in the recommendation from the Watson Report and other previous plans with respect to the current plan? (e.g., boundary changes and consolidations are very different from the Watson report compared to “the recommendation”).	The Watson Report was one piece of data used to create the Long-term Capital and Accommodation Plan (LTCAP) and the initial recommendations that flowed out from it. The LTCAP itself further contained more detailed information about programming, community use of schools and partnership opportunities. All of this was considered when senior administration prepared the initial recommendation.
109	I feel that there can be some real positive programming benefits for our students in Prince Edward County. Is this a correct assumption, or should I shy away from suggesting this? i.e. - French immersion, destinations, music, art, sports, technology etc.	<p>Ministry guidelines require that through the accommodation review process, school boards consider the value of schools to the board and to the student.</p> <p>Specific programming at a school, is a school based decision with consult from Senior Admin.</p>
110	Where will we provide breakfast club for students?	Final layout plans have not been made as of today but school teams and administration are working on thinking of all of these sorts of things; we all know the importance of providing food for our students.

NO	QUESTION	ANSWER
PROGRAMS		
111	Can Massassaga-Rednersville PS become a K-8 school? This would mean families are not impacted by the proposed changes; as it is just keeping our own students, this would be an accepted change without an Accommodation Review Process as per policy.	This could be considered in future accommodation reviews as a boundary change would be required.
112	How will a new K-12 school be staffed to ensure adequate care and service: Office Staff, Custodial Staff, Educational Assistants?	All schools are staffed according to ministry guidelines and collective agreements.
113	People are the magic that makes a school special. How will the staffing in these areas at PECE be impacted by the consolidation?	Agreed! All schools are staff according to ministry guidelines and collective agreements.
114	COMMENT: If the enrollment at PECE was to increase, with the additional elementary students from Sophiasburgh, Pinecrest, and QE (assuming no growth in the elementary sector), the numbers won't work.	

NO.	QUESTION	ANSWER
FINANCIAL		
115	Is there a cost savings analysis for staffing? How will staff numbers be determined?	Staffing is based on student enrolment and adjusted accordingly as per the joint staffing committee processes and timelines as well as the collective agreement. Staff would be allocated according to student need as always.
116	How will Pinecrest's school fundraising money be managed?	Fundraising money will follow the students to their new school.
117	Will OM&A savings realized through consolidation be reinvested into schools within Prince Edward County?	HPEDSB strives to ensure effective management of all resources in order to achieve our vision of <i>All students prepared and empowered for the possibilities of today and tomorrow</i> . The school board serves a wide geographic area, and the ability to serve all students means that Operating, Maintenance and Administration savings achieved through school consolidations are used to the benefit of all areas and all students.
118	How are the economic impacts of school closure on the local community being considered during the ARC process?	Ministry guidelines require that through the accommodation review process, school boards consider the value of schools to the board and to the student.
119	Will the detailed operational plan be vetted with stakeholders for comments?	Information will continue to be shared as we work through the process.

NO.	QUESTION	ANSWER
MISC/GENERAL		
120	Are we allowed to meet as a school group prior to the February 16 th meeting?	Yes
121	How will we build a safe and inclusive community for our new school if we have two elementary schools joining next fall, and then a third the following year? Can we consider options which would allow all to come together at once instead?	Other options can be considered.
122	By the time you have completed the necessary retrofitting and building at Prince Edward Collegiate Institute, will this process actually save money?	The Ministry provides resources to our board on a per pupil basis. When we have schools with excess space it is very difficult to use funds to maintain that space when we could make better use of those funds for programming. Everyone wants access to programming and services. Our plan is contingent on the Ministry agreeing to fund a new school.
123	How are we promoting and marketing PEI as the secondary school of choice? What specialized programs will we be able to offer with the new K-12 model?	PEI would continue to market itself to the students of PEC as it does now; programs are supported where need and numbers allow and that are conducive to success and opportunity.
124	Giving the size of the county, there seems to be some unfairness with regards to holding all of the Accommodation Review Committee (ARC) meetings at Prince Edward Collegiate Institute considering the distance the ARC members may need to travel. Can we not hold them at another school?	We have taken the size of the community into consideration and have determined that Prince Edward Collegiate will best accommodate the volume of people that may attend.

NO.	QUESTION	ANSWER
MISC/GENERAL		
125	<p>Mayor Robert Quaiff stated that school board recommendations for closures is a priority. He stated “I do have to address Todd Foster’s comment (about building permits) because my CAO and I just looked at one another. We are the last ones who have to sign off on the building permits.” Minister Wynne was asked to become involved to slow down this process. Mayor Quaiff reported that Minister Wynne indicated that school boards are agents of the province. The municipalities and the school board should work closely together. Can we have more than two meetings before a decision is made in our community? The Council endorsed the Accommodation Review Committee process in support to opposing a moratorium. The council position is that we do not want any schools closed in Prince Edward County. No young families will relocate to an area with no schools.</p>	<p>We will take under advisement and take to the Accommodation Review Committee working group for consideration.</p>
126	<p>We moved to the Sophiasburgh area due to the community and school. How can a mixed high school operate effectively at 100% capacity? What is the model you are following?</p>	<p>The K-12 model is supported across the province. We will bring this to the Accommodation Review Committee for consideration.</p>
127	<p>We are hoping to see an operational plan for K-12 plan. It needs to factor into the Accommodation Review Committee discussions. There is not enough time until the next public meeting. You need to extend the timeline to allow us to digest the information.</p>	<p>These concerns will be referred to the Accommodation Review Committee working group.</p>
128	<p>The Board has presented this proposal without input from the Prince Edward County communities. Why did the School Board not consult with Prince Edward County around building new life campaign? There is no momentum here. There are a lack of provisions to address the final proposal. There has been no formal addressing of community and the economic impact to the community.</p>	<p>Provisions are there are for consideration and are brought forward to the Accommodation Review Committee for discussion. We are bound to bring forth recommendations. There has been a meeting with the municipality and they have been invited to provide feedback on the initial recommendation. The plan may look different when process is complete.</p> <p>The ARC continues to provide input on the current recommendation.</p>
129	<p>What is the plan to maintain classroom numbers in this school?</p>	<p>We are bound to maintain caps with respect to classroom number sizes.</p>

NO.	QUESTION	ANSWER
MISC/GENERAL		
130	Why is the separate system publicly funded? It would be a better use of our dollars to have one single funded school system in Ontario. What happens if Prince Edward Collegiate Institute reaches capacity in five years if you have an influx of children moving into the school? The timeline is too short. What can you tell us? Is this an already made up decision? Are you going to have this all ready for us by the end of the school year?	These questions and concerns will be referred to the Accommodation Review Committee working group.
131	Disappointed that our ministry has removed the value of the community. I would like to encourage the Accommodation Review Committee to consider this. Transition details will impact families and communities. I don't see any details. We would like to have public input on the plan.	We are working on details and will bring those to the Accommodation Review Committee. There will be opportunity for public input on the plan at the Student Enrolment/School Capacity meeting scheduled for Monday, February 13th.
132	Concern about green space. Where will the primary children play? There is only one exit from P.E.C.I. to access greenspace without crossing pavement. What about the long staircase? This is a safety concern for small children	Deferred for consideration to Accommodation Review Committee working group.
133	In 2014 School Consolidation Capital funds were set aside by the ministry. Will the K-12 plan for Prince Edward Collegiate Institute be able to access these funds?	There are no restrictions on the timeline for accessing these funds.
134	Although Massassaga-Rednersville is not named, are members of their school community allowed to attend the ARC meetings?	They may attend public meetings.
135	With reference to the 2015 recommendations, can schools included in those recommendations be considered for review at this point?	A different recommendation may be submitted to the Board of Trustees based on information that is brought forward from the Accommodation Review Committee; once a school has been part of a review process, they cannot be considered for the same within five year period.
136	Reference to the Long-term Capital and Accommodation Plan and provincial funding timelines for the 2017-18 school year, does this have an impact on the timeline for the ARC?	The seven month timeline is outlined in Policy 15.

NO.	QUESTION	ANSWER
MISC/GENERAL		
137	What is the life span of an ARC? Does it last for five years? What about Athol-South Marysburgh Public School? How many years are left? Massassaga-Rednersville Public School, can we look at feeding students into Prince Edward County? (Member acknowledged response would be provided through working group meeting).	As per Board Policy 15, following the assessment of the board's long-term capital and accommodation needs, a school or group of schools may be considered for an accommodation review if one or more of certain conditions apply, including having been no less than five years since the inception of a study of the school by an ARC, except where extenuating circumstances warrant, such as an unexpected economic or demographic shift, or a change in a school's physical condition.
138	The location of public meetings is a concern. Is the location determined by administration or by the Accommodation Review Committee group? Would there be consideration to add a third public meeting in a more northern location?	Senior administration will discuss and take into consideration.
139	Is our next meeting going to follow the same format as the orientation meeting? We would like to have more information e.g. Demographics, Watson report, bussing, and financials. Do we need to request if we want a presentation on these? Are we going to have agendas and a list of topics that we will be covering at the meeting?	Yes there will be an agenda set for each meeting. It will be made available on our website. At the ARC working group meetings you may bring forward questions and reach out to us if you need staff to come and speak to specific topics.
140	Can we shift the timelines? Can we wait for the release of the Stats Canada report?	Our timelines are set, we cannot change our timelines based on the availability of external reports.
141	There has been little consultation with us. We will have information made available to us until next week. Why doesn't the timeline start tonight and move seven months forward? The timelines indicated on the chart are minimum timelines. There is nothing on the chart that indicates that we cannot extend the timelines. The seven months is a minimum timeline. This process is being pushed through. Why can the timelines not be extended?	The process is prescribed from start to finish by the Ministry of Education. It is a seven month process. The timelines for a Standard ARC are on page 10 of Policy 15 and also posted on the board webpage. The 2016 Long-term Capital and Accommodation Plan (snapshot of the Watson report) is also posted. If you looking for something and you cannot find it please contact us. Seven months is the maximum time to complete the process. On June 19, 2016, the Board of trustees will make its final decision.
142	The timelines to complete this process are too tight. How is the board going to make this happen? The timeline is not feasible. How is the board going to ensure that Prince Edward Collegiate Institute will be ready to take primary students for which the current facility is not designed?	The well-being of our students is first and fore-most through any transition. It has been our experience that our students are extremely resilient. The transition plan is a priority that we proceed with as smoothly as we can. We will have input for consideration from the Accommodation Review Committee. We will welcome students to their new school when we are absolutely ready to do so. A plan will go to the Accommodation Review Committee with details.

NO.	QUESTION	ANSWER
MISC/GENERAL		
143	Re. K-12 school, will recess be staggered because of numbers?	This will be a school-based decision.
144	Re. K-12 school, who can leave property for lunch 9-12, 1-12, etc.?	This will be a school-based decision.
145	Re. K-12 school, on school diagrams very few renovations are noted; is there a possibility of Sophiasburgh starting the same time as QEP and Pinecrest? Previously mentioned it was not possible due to renovations; we [Sophiasburgh] are the smallest school.	This is certainly a possibility and will be considered when drafting the final recommendation.
146	Comments: The county is too diverse and vast an area. The Board needs to understand its true demographics and the ARC needs to look at the county differently than other areas.	The Board has provided opportunities for public consultation and input for over a year. The Watson Report is online. The Board has taken our input seriously. The Long-term Capital and Accommodation Plan is very generous compared to the Watson report.

NO.	QUESTION	ANSWER
COMMUNICATION		
147	Do ARC members have an opportunity to review the final report before it is submitted?	The final report will be posted on the school board website on May 2, www.HPEschools.ca . There will be opportunity for the Accommodation Review Committee members and the public to provide input at the ARC meetings.
148	There is not a lot of time for our school group committee to prepare for our first working group meeting as well as the first public meeting. When can we start requesting information from the board?	You can begin now. We will provide a standard template populated with your school information.
149	When will questions and answers be posted?	Notes for this meeting will be made public as soon as possible.
150	How does our school ARC share information with the board?	Accommodation Review Committee meeting notes are reviewed. You may send an email to information@hpedsb.on.ca . Kerry Donnell, Communications Officer will review and respond to emails regularly. Responses to questions may also be brought back your working group meetings.
151	Timelines are a concern. The committee has approximately six weeks to complete their work. Students were to be included in an engagement strategy but I do not see the board going out to schools and engaging students in this process.	These questions and concerns will be referred to the Accommodation Review Committee working group.
152	Information has been slow in coming out to us. The timelines are not reasonable. We do not have enough time for proper consultation. This recommendation will increase the number of students riding the bus for lengthy periods of time. We are concerned that the board is moving ahead with a model without really looking at the impact of busing times and physically getting students to school.	Concerns will be taken to the Accommodation Review Committee for consideration. The Tri-Board is working with us and reviewing the bus routes. We will be reviewing input provided from the Accommodation Review Committee. A transportation plan will be coming forward to the ARC.
153	Board Meetings and Accommodation Review Committee notes - are they posted?	Yes
154	Are we restricted in sharing information with school council or the school community?	No, there are no restrictions.

NO.	QUESTION	ANSWER
COMMUNICATION		
155	Do persons wanting to speak at the ARC meetings need to complete a Request for Delegations and Presentations form and follow the five day process?	That form is used for Board meetings and Board Committee meetings, such as the Student Enrolment/School Capacity Committee. It would not be a requirement to speak at an Accommodation Review Committee meeting. For the ARC public meetings, there will be a sign-in sheet for persons to sign and indicate if they wish to speak and on what topic. If persons wish to speak at the Student Enrolment/School Capacity Committee meeting on May 25, they will be required to complete the Request for Delegations and Presentations form (F003-1) and submit it five business days prior to the meeting date.
156	How does the ARC make requests to Administration?	Senior Administration is committed to being on top of this and responding to inquiries. Send emails to information@hpedsb.on.ca and they will be forwarded right away.
157	Our ARC school group meetings. Do they only include our school committee members? How do we reach out to the community?	You may reach out to community members to attend and speak at your school group meeting.
158	When can we request our school profiles?	School profiles were available at Public Meeting #1 on Wednesday, February 1, 2017 and are posted on our website.
159	Will all questions asked during the ARC process be answered?	Responses are provided in this Q&A chart form questions raised at the ARC Orientation meeting, Public Meeting #1 and many questions received through email.
160	For the public meeting on Wednesday, are we allowed to ask questions as well (as an arc member) or are we not to ask questions as we are on the committee and will have our questions addressed at other times?	Yes.
161	COMMENT: The Kente/CML people really should have their own meeting separate from the other schools. They have west end issues unique to their locale. If the Royal Hotel can be salvaged, surely the shell of CML can be utilized to at least preserve some historical integrity.	



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.



Lucille Kyle, Chair of the Board
Mandy Savery-Whiteway, Director of Education

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*.



Lucille Kyle, Chair of the Board
Mandy Savery-Whiteway, Director of Education

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



Lucille Kyle, Chair of the Board
Mandy Savery-Whiteway, Director 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

**Correspondence from Ministry of Education, Prince Edward County, Hastings
and Prince Edward District School Board**

CML Snider Elementary School, November 1975 to present (former Wellington Consolidated School 1922 – 1975)

Background Information

Wellington Consolidated School was the first consolidation of urban and rural school communities in the Province of Ontario. The school and grounds were designed by S. B. Coon and Son Architect, Toronto, and constructed by Norman McLeod and Company, Toronto. The property as selected in the center of the village as a large open space was provided through the purchase of home and orchard of Mr. B. Thompsett fronting on Main Street, and a donation of land by Dominion Cannery on Niles Street for a total 6.5-acre plot.

The site was used to full advantage in the design and location of the original building, then the largest building in the village, by siting the building some 300 feet back from Main Street and elevating the school on a raised earth base. Construction commenced in February 1922, of a masonry building that featured smooth beige brick and cut limestone trims and accents with steel windows, terrazzo floors, and fir wood used for doors, interior trims, and millwork. The exterior main street facade of the school was enhanced by articulating the main entrance with a stepped wall terminating in the projecting raised octagonal segment entrance porch with classical elements in the limestone porch columns and entablature, and capped above the main block cornice with a clock tower. The interior features of the building are also impressive, with the use of brick banding for entrance archways and wainscoting, steel stair, and generous and pleasing arrangement of windows.

The prospect from Main Street is impressive with the walk approaching the school and the stepped approach to the main entrance. The west and east walls contained the girls and boys' entrances respectively, also with a stepped façade and entrance porticos with classical elements. Only the boys' entrance remains, as the girls' entrance was removed to facilitate a link to the 1967 addition. The addition added to the original building was designed by Watson and Weigan Architects, Belleville, and constructed by Eastwood Construction Company Limited. The addition does not detract from the original building as the original block remains clearly articulated by recessing the addition on the connecting wall. The addition presenting brick and precast concrete panels was well executed in the prevailing architectural vocabulary of the period, and is not dismissed as a misguided 'add-on'.

Indeed, the original school when constructed was undoubtedly the pride of Wellington and surrounding community and one of the finest schools in the province, especially for the size of the population, and the 1967 addition complimented the original school and provided for the standards as required at the time.

Heritage Value and Interest

Historical or Associative Value

In continuous operation since opening in 1922, this building provides an important link to generations within the community who attended this school and there are many collective memories and

connections to this building. As such, the building would hold a strong emotional connection to many citizens of Wellington and surrounding area. The construction of this building represents a significant phase in the development of Wellington and surrounding community, and reflects the importance placed on education locally and provincially in this time period.

Contextual Value

The Wellington School is an impressive and prominent building in the village and the siting of the building, and the complimenting grounds, especially the front green, contribute significantly to the streetscape of Wellington Main Street.

Design or Physical Value

The Wellington School is an impressive structure and remains architecturally and physically significant in the composition of buildings of Wellington Main Street. The architecture of the original building, designed by a prominent school architect of the period, is significant in the massing, fenestration, materials, details and siting for the exterior and features displayed on the interior.

Researched and Written by: E. A. Margetson, April 19, 2017



Office of the Mayor
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April 19, 2017

Honourable Mitzie Hunter
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Hunter,

I am writing today to express the municipality's concerns with the accommodation review committee (ARC) and our deep disappointment with how this process is currently unfolding in Prince Edward County. The municipality accepts that, based on declining student numbers and the changing landscape of funding from the Province, the public school system in Prince Edward County is undergoing review and possible consolidation. While we can accept that changes to public education in our community are highly likely, we cannot accept that this process and the proposed solution needs to happen with the current amount of haste and with such little engagement or opportunity for the municipality to be involved.

Authored on November 28, 2016 and received by the Clerk's Office on December 2, 2016 the Director of Education, Mandy Savery-Whiteway of the Hastings Prince Edward District School Board (HPEDSB) informed the municipality that the Board of Trustees approved accommodation reviews for three of its regions including Prince Edward County. In the document and attachments we were provided with the following Accommodation Review proposal:

- Close Pinecrest Memorial Elementary School and Queen Elizabeth School (Picton) and consolidate students at Prince Edward Collegiate Institute for September 2017
- Close Sophiasburg (which had been spelled incorrectly!) Central School and move students to Prince Edward Collegiate Institute for September 2018
- Close C.M.L. Snider School and Kente Public School and seek Ministry of Education funding/approval to build a new K-8 elementary school on the C.M.L. Snider property or in Wellington for September 2020
- Explore opportunities for community partnerships aligned with the 2015-2020 Strategic Plan priorities

The municipality was informed in the letter that it would be contacted shortly after receiving the correspondence with an invitation to meet to provide input on the proposed options. A meeting with senior Board officials and the municipality occurred in December 2016, but this meeting was primarily related to the process of review and not the proposal for school consolidation itself. At no time in this process has the HPEDSB encouraged feedback on their proposal from either elected officials or staff.

In 2009, the HPEDSB undertook the ARC process to consider consolidation for Athol Central Public School and South Marysburgh Central School – this review took upwards of a year to complete. Under current Provincial and HPEDSB policy a modified process is being used on an aggressive timeline to compact decision making affecting more than 6 local schools into a mere seven months. It is interesting to note that in a presentation given December 1, 2009 in favour of consolidation, the presenter indicated that student population at the time between both schools was 155 students with the expectation that it would decline to no more than 118 students by 2014 – 15. Recent statistics indicate that the population of students at Athol – South Marysburgh has remained very stable and that there were 142 students in the consolidated school in 2014 – 15.

We are disappointed that the municipality was not given an opportunity to provide a formal voice in the process; two members of Council on their own initiative applied for and were appointed as community representatives on subcommittees for schools in their respective wards. Documents provided by the Board and Province (Board Policy No. 15 and Ministry of Education – Pupil Accommodation Review Guideline – March 2015) indicate that municipalities and community partners must be given the opportunity to provide input in the process provided that they “expressed an interest prior to the pupil accommodation review”. We were first informed that an accommodation review was being conducted only after it was authorized by the Board of Trustees on November 21, 2016. While we did not indicate our interest prior to the process, we expect to have the opportunity to formally provide input into the process and its outcomes.

In the initial proposal by the Board a limited amount of information was provided to the municipality. A single statement indicates that the Board proposes to close two elementary schools and move those students to the secondary school shortly after the Trustees make their decision. This would have very significant impacts on the settlements of Bloomfield and Picton that could diminish future prospects for attracting new residents, particularly young families, to the affected communities. Further, moving students from a facility that, while dated, is designed to accommodate the needs of elementary pupils to a facility designed to accommodate the needs of secondary students in less than 10 weeks’ time hardly seems like an appropriate amount of transition time to allow for the secondary school to be modified to accommodate the basic needs of its new population. Of the six identified guiding principles in Board Policy No. 15, the board commits first and foremost to “student achievement and well-being”; rushing to consolidate elementary students in a facility designed to accommodate only secondary students seems to betray the spirit of this guiding principle.

The Board commits to “explore opportunities for community partnerships aligned with the 2015-2020 Strategic Plan priorities” as one of the four basic proposals in the accommodation review process. We are down to a final public meeting to be held April 20, 2017 before a final report is drafted and submitted to the trustees for decision on

June 19, 2017. To date, the municipality is unaware and has no evidence that the board has followed through with this commitment. At what point in the process does the board plan to work with the community or the municipality to explore opportunities for partnership?

After the ARC began, the municipality was approached by community and parent representatives expressing their concerns with the process. We have taken the initiative to meet with representatives of the ARC subcommittees to gain a better understanding of their positions on consolidation, to listen to concerns each subcommittee has with the process, and to provide an opportunity for the subcommittees to meaningfully interact with each other - something that was not facilitated through the board's own ARC meetings. The following is a list of their concerns as expressed to staff and elected officials in our meeting:

- Timelines too tight
- No information on how PECEI will be ready to host students in September 2017.
- Concerns about the consistency of the School Information Profiles
- Does not seem like there has been opportunity or encouragement for the subcommittees to work together to propose a solution.
- Concerns that the outcome of the "process" is "pre-ordained"
- Structure of the meetings
 - Little guidance from staff
 - Does not encourage people working together
 - Feeling that the subcommittees are pitted against one another, as if each subcommittee must focus self-interestedly on the facility they represent
 - Poor structure without clear agenda's or chairs for each school subcommittee
 - Information not provided in a timely fashion to permit meaningful analysis/discussion
- Feeling that there is a lack of candor from members of the school board
- Alternative proposals must provide rationale with no resources or expertise provided to develop the rationale.
- Communication
 - The orientation led people to believe that things would be done in a clear, open manner
 - Questions submitted at orientation and the public meeting went unanswered for over a month, some remain unanswered.
- The ARC subcommittees are expected to be the conduit between the general public and school board, yet:
 - They are feeling exposed without resources to answer questions from the public
 - Concern that the subcommittees are going to be held responsible for a plan that the school board is forcing on them.

- Concern that all of the decision makers / trustees were not in attendance at the meeting.

Most troubling to the municipality is the absence of the decision makers from the meetings. Individuals charged with the responsibility of determining the fate of the public education system in Prince Edward County should at the minimum be in attendance at all public HPEDSB meetings related to the issue so that they can make informed decisions that are in the best interests of the pupils and the community.

The HPEDSB consolidation recommendation is to be decided by the Board of Trustees on June 19, 2017 and if the initial proposal is to become the recommendation, students from two elementary schools are expected to start at Prince Edward Collegiate Institute at the start of the school year in September 2017. The Student Enrolment / School Capacity Committee Report no. B-3 speaks to the process of transition once the pupil accommodation review is complete. The report indicates that the facility can be ready to welcome the new students for the beginning of the school year, however it appears to be logistically impossible to design the necessary changes to the building, apply for and gain the required building permits, procure the contractor and then complete the renovations to both the indoor and outdoor spaces in the 77 days from decision to the beginning of the school year. The process of transition is described by the board as an opportunity “for students and parents from the consolidating school(s) to come together, prior to consolidation, to engage in activities together and to build a renewed sense of community.” During the short period of time between the decision and pupils attending a new school, how is this process of transition going to be accomplished, especially considering that summer holidays make up almost all of the transition period. The prospect that students from Sophiasburgh Central School will not be joining the other elementary students at the same time will create an unfair situation for those students, which may in fact make them feel like outsiders in their new community.

The municipality questions HPEDSB’s decision to keep Massasauga – Rednersville out of the process. While it might seem logical to the board for that school not to be part of the ARC process because it isn’t at risk of consolidation, already the decisions regarding Kente and C.M.L. Snider will have a significant impact on the students at Mass – Red. Being a K – 6 school, grade 7 and 8 students have traditionally attended Kente before moving on to secondary school. If a new K – 8 school is to be built in Wellington, students from Ameilasburgh, Sophiasburgh, and Hillier will all be expected to travel south for the final two years of elementary school. Students might seek out education opportunities out of Prince Edward County for the final two years of elementary school causing even greater decline in student numbers in the County. Increased time spent on buses for students are a real possibility, creating challenges for families who work north of the Bay of Quinte with their children attending school so far south. Not being able to participate in the discussion or formally considered to be part of the process, many families have expressed concern that the school board will be making a decision that would impact them without giving the students and families at Massasauga – Rednersville any consideration.

In a recent a memo from the Minister of Education dated March 6, 2017, a response to the voices of discontent from a number of jurisdictions was provided. The memo strongly assured municipalities and community partners that the Province is dedicated to a positive outcome about consolidation “that meet both Community needs and the educational needs of Ontario students”. The Ministry indicated that in the spring of 2017 it plans to “launch an engagement on new approaches to supporting education in rural

and remote communities” that would be overseen by one of our local Members of Provincial Parliament, Lou Rinaldi. Based on the current timelines for the ARC process in Prince Edward County, we will never benefit from any solution that could be developed through this upcoming engagement. If the Province is truly committed to supporting education in rural and remote communities, it must halt the process of consolidation happening in many rural communities across Ontario until this engagement has been completed and potential solutions are available that meet the needs of the community, the local economy and most importantly Prince Edward County students.

The HPEDSB responded to the Minister of Education’s memo with a letter dated April 11, 2017 that outlines the Board and Trustees’ concerns about how the general public has potentially received the Minister’s memo. The Board worries that the community will “question the validity of the current accommodation review process” asking for reassurance from the Province that it does not “intend to undo the responsibility of Trustees to make local decisions based on programming to support student achievement and well-being, effective stewardship of board resources, and including consideration of community input through the consolidation process.” This statement from the Board is frankly most disappointing to the municipality. Elected officials from Prince Edward County do not question the authority of Trustees to make these decisions, however we are concerned that the proposal offered by the Board does not take into consideration the well-being of students in the short term or through the transition phases of consolidation. At this stage we are very concerned that students moving to a new consolidated K – 12 facilities at PECl in a very short 10 week period of time will not be entering a safe environment that promotes student achievement, free of distractions and ready to accommodate elementary school age learners.

Further we have no evidence or rationale that these consolidations will in fact yield a positive financial position for the operations of the public education system in Prince Edward County. At no time throughout this process has the HPEDSB disclosed what the financial operating projection or benefit would be as a result of their proposal, which makes it extremely difficult for community accommodations review committee members to provide an alternative plan that demonstrates something more beneficial to the board. The HPEDSB has stated in working group meetings that they would only entertain alternatives to their proposal accompanied by rationale; this would be incredibly difficult to do when committee members have never been informed what the expected savings will be from what the HPEDSB has proposed. Finally, it is Prince Edward County’s position that the community has not truly been consulted throughout this process, rather community members, students, and parents have been included on committees that have no authority, structure, direction or resources to provide valuable input into the process. It almost seems to the municipality that the outcome of this consolidation process was predetermined before it began and that the HPEDSB used the Ministry of Education Pupil Accommodation Review Guideline, March 2015 to its advantage in limiting community input and to streamline the process.

The municipality is asking the Premier of Ontario, the Minister of Education and the Hastings Prince Edward District School Board to suspend the Accommodations Review Committee process at this time. The municipality would like the opportunity to provide formal, informed input to the process and help to determine an outcome that represents what is in the best interest of the students and the community while helping the Board to be effective stewards of school board resources. By suspending or at the very least slowing down the process, we can participate in the Province’s engagement program this spring and could very well develop a solution that benefits all parties involved.

Finally, with the benefit of time, a transition plan can be developed that could be thoughtful, realistic and guided by student achievement and well-being.

Regards,



Mayor Robert L. Quaiff

Copy: Mandy Savery-Whiteway, Director of Education, HPEDSB
Lucille Kyle, Chair of the Board, HPEDSB
Jennifer Cobb, Trustee North Prince Edward, HPEDSB
Dwayne Inch, Trustee South Prince Edward, HPEDSB



Hastings and Prince Edward
District School Board

Lucille Kyle, Chair of the Board
Mandy Savery-Whiteway, Director of Education

Possibilities
TODAY & TOMORROW

April 11, 2017

Ministry of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, Ontario M7A 1L2

Dear Minister Hunter:

Thank you for your letter dated March 6, 2017 regarding pupil accommodation reviews and the impact of school closure and consolidation on communities, in particular in rural and remote areas. We appreciate the government's plan to launch an engagement on new approaches to supporting education in rural and remote communities this spring. As a board, we have been diligent in utilizing the various strategies and tools reiterated in your letter to support local decision making with regard to pupil accommodation reviews.

As a Board of Trustees, we are committed to our responsibility for student achievement and well-being through delivering appropriate education programs and opportunities for our students and ensuring effective stewardship of the board's resources. In our multi-year strategic plan we have established a clear vision of *All students prepared and empowered for the possibilities of today and tomorrow.*

Trustees in Hastings and Prince Edward District School Board value our communities. We have the privilege of serving many rural and small communities. We acknowledge that schools are often the heart of the community and are part of the fabric of the history of many regions. From time to time, it is necessary to consider school consolidation or closure through accommodation reviews in order to address program needs, declining student enrolment, and aging infrastructure. Initiating accommodation reviews is part of our responsibility to student achievement and well-being. We take this responsibility seriously and we follow the process outlined in the Ministry of Education Pupil Accommodation Review Guideline, March 2015 and as reflected in our Board Policy #15: Student Enrolment/School Capacity: Pupil Accommodation Review.

We currently have three accommodation reviews in progress involving 20 schools. We are concerned that the intention of the Ministry of Education to hold engagement sessions in the spring will be perceived by our communities as a change in the current process. Your letter has caused our communities to question the validity of the current accommodation review process. This is very concerning to us as we have respect for the process and are following it with integrity.

We would appreciate your reassurance that your letter of March 6, 2017 is not intended to undo the responsibility of Trustees to make local decisions based on programming to support student achievement and well-being, effective stewardship of board resources, and including consideration of community input through the consultation process.



**Hastings and Prince Edward
District School Board**

Possibilities
TODAY & TOMORROW

Lucille Kyle, Chair of the Board
Mandy Savery-Whiteway, Director of Education

In addition, we have noted that as the accommodation review processes unfold at Hastings and Prince Edward District School Board, accommodation review committees and the public often share that new learning facilities for students are a preferred option. We acknowledge that our board has had the support of the Ministry of Education to provide funding for new construction in a number of areas over the past five years as we have steadily worked to consolidate schools to provide outstanding learning environments for our students. We are grateful for this support. We hope that in considering the educational needs of students in rural and remote areas of the province, the Ministry of Education will continue to support appropriate business cases that result in new, modern learning facilities in our communities.

Minister Hunter, thank you for your continued leadership and support. We believe in Ontario's public education system. We know that our students achieve excellence and well-being through strong leadership, good governance and local decision making that complies with Ministry of Education guidelines, exemplifies open decision making and includes public participation and involvement.

Sincerely,

Lucille Kyle
Chair, Hastings and Prince Edward District School Board

cc: OPSBA, Laurie French, President
Prince Edward County, Mayor Quaiff,
Madoc, Mayor Deline
City of Belleville, Mayor Christopher
Madoc Township, Reeve Sager
Warden of Hastings County, R. Cooney

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.

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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 F

Public Meeting Notes



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

MEMBERS		
Chair: Laina Andrews, Superintendent of Education		
C.M.L. Snider School Lisa Burke, Parent Gracie Burris, Student Maureena Courtney, Teacher Jim Dunlop, Community Kristina Kelly, Non-teaching Anne Longston, Community Mal Nurse, Parent Selena Prinzen, School Council Jennifer Slater, Principal	Kente Public School Shelly Christmas, Parent Jenny Craig, Non-teaching Julia Egas, Student Melissa Flower, Teacher Shelby Laird-Bush, Parent Janice Maynard, Community Kerri Lee Roy, School Council Stephanie Taylor-Harvey, Principal Evelyn Wilson, Community	Pinecrest Memorial Elementary School Sherrilee Bell, Teacher Philip Bender, Community Mackenzie Best-Hagerman, Community Jasper Gilbert, Student Wendy Lavender, Parent Steve Kinney, School Council Kim Myderwyk, Principal TJ Slatter, Parent Barb Vancleaf, Non-teaching
Queen Elizabeth School Victoria Carroll, Parent Sherry Harrison, Non-teaching Julie Hymus, Teacher (absent) Sarah Johnson, Student Tim Johnson, Community Mathew Kopamees, Community JJ Syer, Parent Paul Pickard, Principal Amanda Whiten, School Council	Sophiasburgh Central School Shawna Brady, Teacher Anna Brisley, Student Jennifer Byford, Parent Clay Byford, Community Mike Farrell, Parent Todd Foster, Community Jennifer Houghton, School Council Kelly Lowe, Non-teaching Rob McFadden, Principal	Prince Edward Collegiate Institute Chris Bakker, Non-teaching Ms. Johnson, Community Monica Lindsay, Student Dave MacKay, Community Darren McFarlane, Principal Shelley McFarland, Parent Heather Munroe, Teacher Steph Roth, School Council Kim Stacey, Parent
Trustees	Trustee, Tom Biniaris, Trenton/CFB Trenton Trustee, Jennifer Cobb, North Prince Edward Trustee, Dwayne Inch, South Prince Edward Chair, Lucille Kyle, North Hastings Vice Chair, Dave Patterson, Belleville/Thurlow	
Resource/Other Staff Attendees	Colleen DeMille, Superintendent Kerry Donnell, Communications Officer Trish FitzGibbon, Superintendent Kim Horrigan, Manager of Planning Linda MacDonald, Administrative Assistant Nick Pfeiffer, Superintendent Mandy Savery-Whiteway, Director of Education Tonia Shelmerdine, Vice-Principal	

The meeting commenced at 6:30 p.m.

Welcome and introductions

Laina Andrews, Superintendent of Education for the Prince Edward County group of schools, welcomed members of the public to the meeting. She reviewed the agenda and purpose/objectives of the meeting and introduced trustees, resource staff, school administration, and Accommodation Review Committee.

(ARC) members for C.M.L. Snider School, Kente Public School, Pinecrest Memorial Elementary School, Queen Elizabeth School, Sophiasburgh Central School and Prince Edward Collegiate Institute.

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 Prince Edward County.
- Initial Recommendation Report – Prince Edward County;
- What is An Accommodation Review Committee?
- Accommodation Review Committee composition/membership
- Mandate of the Accommodation Review Committee.
- Roles and responsibilities.
- Meetings - Format and Dates
- Accommodation Review Committee Timelines.
- School Information Profiles (SIPs).
- Public access to information.
- Who to Contact and Flow of Questions.

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 group of schools in Prince Edward County; and
- 2016-2017 School Information Profiles for C.M.L. Snider School, Kente Public School, Pinecrest Memorial Elementary School, Queen Elizabeth School, Sophiasburgh Central School and Prince Edward Collegiate Institute.

Kerry Donnell, Communications Officer 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 Prince Edward County Accommodation Review are:

- information@hpedsb.on.ca
- Laina Andrews, Superintendent of Education, 613-966-1170, ext. 2535, lsandrews@hpedsb.on.ca
- Kim Horrigan, Manager of Planning, 613-966-1170, ext. 2129, khorrigan@hpedsb.on.ca

Questions and comments

The following questions and responses are noted:

Q: If this truly a Prince Edward County committee? Why are you leaving part of the county out of public meetings? The county is a vast area. The length of time that it takes people to travel to these meetings are a concern. Will public meetings be held in areas that will allow the board to hear from everyone? Everyone in the county should have their say. Why have families from Massassaga-Rednersville been left out of participating on the committee? With respect to longer bus rides. Why are we putting kids on buses for hours each day? How does this affect student participating in extra-curricular activities? Look at the how the Catholic system does it. Do our trustees actually understand the vast geographical area of the county?

A: These questions and concerns will be referred to the Accommodation Review Committee working group.

- Q: The timelines to complete this process are too tight. How is the board going to make this happen? The timeline is not feasible. How is the board going to ensure that Prince Edward Collegiate Institute will be ready to take primary students for which the current facility is not designed?
- A: The well-being of our students is first and foremost through any transition. It has been our experience that our students are extremely resilient. The transition plan is a priority that we proceed with as smoothly as we can. We will have input for consideration from the Accommodation Review Committee. We will welcome students to their new school when we are absolutely ready to do so. A plan will go to the Accommodation Review Committee with details.
- Q: Is there enough space to accommodate students without affecting their learning ability (i.e. cool down space)?
- A: This was taken into consideration. Yes we are confident that we will be able to provide a safe learning environment conducive to the needs of our students.
- Q: Information has been slow in coming out to us. The timelines are not reasonable. We do not have enough time for proper consultation. This recommendation will increase the number of students riding the bus for lengthy periods of time. We are concerned that the board is moving ahead with a model without really looking at the impact of busing times and physically getting students to school.
- A: Concerns will be taken to the Accommodation Review Committee for consideration. The Tri-Board is working with us and reviewing the bus routes. We will be reviewing input provided from the Accommodation Review Committee. A transportation plan will be coming forward to the ARC.
- Q: Timelines are a concern. The committee has approximately six weeks to complete their work. Students were to be included in an engagement strategy but I do not see the board going out to schools and engaging students in this process.
- A: These questions and concerns will be referred to the Accommodation Review Committee working group.
- Q: By the time you have completed the necessary retrofitting and building at Prince Edward Collegiate Institute, will this process actually save money?
- A: The Ministry provides resources to our board on a per pupil basis. When we have schools with excess space it is very difficult to use funds to maintain that space when we could make better use of those funds for programming. Everyone wants access to programming and services. Our plan is contingent on the Ministry agreeing to fund a new school.
- Q: In 2014 School Consolidation Capital funds were set aside by the ministry. Will the K-12 plan for Prince Edward Collegiate Institute be able to access these funds?
- A: There are no restrictions on the timeline for accessing these funds.
- Q: How is it going to be possible to transport students to school for longer distances? We cannot get them transported to school on a snow day. When comparing the School Improvement Plan's, Kente Public School is doing better than Massassaga-Rednersville Public School. Families in the north have access to Belleville and Trenton schools. Are we going to be blocked if we want students to go north?
- A: These questions and concerns will be referred to the Accommodation Review Committee working group.

Q: When comparing the funds for renewal needs that are required to update schools, Prince Edward Collegiate Institute has the most funding needed for renovations? So I don't understand the plan to have P.E.C.I. renovated. It is one thing to save money, it's another thing to say it is the best thing to do for our kids.

A: These questions and concerns will be referred to the Accommodation Review Committee working group.

Q: Why are we not following the Watson report that recommends that Kente Public School should be rebuilt and Queen Elizabeth School should remain open?

A: The Watson report provided data and information that was considered and used in the development of the Accommodation Review Committee Plan. We are looking at a bigger picture. One of our core priorities is achieving excellence in education.

Q: I have not seen the importance of a rural school in a rural community. Why hasn't that become one of the main topics? You are taking away the community. We have a lot of young families in Prince Edward County. It is a child's right to be educated where they live. The separate school system seems to thrive and we are not. Not all students are coming to the Public school system and why is that?

A: These questions and concerns will be referred to the Accommodation Review Committee working group.

Q: Timelines are a concern. What has been the thought process for welcoming our students? Why is Sophiasburgh Central School last? Why not all at once?

A: We are open for input on the transition plan at our Accommodation Review Committee working group.

Q: Timelines are a concern. The next working group Accommodation Review Committee meeting is scheduled for Feb. 16th. We would like to have details provided to us at this meeting that will show us how you are planning to take us from June 19 to September 5. We would like to see all documents such as building permits, inspections reports, floor plans, etc.

A: These questions and concerns will be referred to the Accommodation Review Committee working group.

Q: Has the committee considered the effect on the community? When taking away the school it's like cutting of an arm.

A: These questions and concerns will be referred to the Accommodation Review Committee working group.

Q: Concerned about transportation. What thought process has gone into busing times and why have we not seen anything regarding this? How does busing times impact children with special medical needs? Are there washrooms on the bus for young children having one hour bus rides? We are concerned about safety on the bus and at school. It's not a matter of if something will happen, it is a matter of when. What is going to be done to ensure their safety? The long bus rides are not conducive to learning. Your timelines are not realistic. Catchment creep is a concern. Kids are being allowed to go to other schools outside their catchment area for programming etc. Why are we not using new consensus numbers coming out in May? Why did we pay for the Watson report if we are not going to use it? I personally feel the decision is already made due to the tight timeline. Where did the decision come from to bus all the kids to a high school?

A: These questions and concerns will be referred to the Accommodation Review Committee working group.

- Q: Why is the separate system publicly funded? It would be a better use of our dollars to have one single funded school system in Ontario. What happens if Prince Edward Collegiate Institute reaches capacity in five years if you have an influx of children moving into the school? The timeline is too short. What can you tell us? Is this an already made up decision? Are you going to have this all ready for us by the end of the school year?
- A: These questions and concerns will be referred to the Accommodation Review Committee working group.
- Q: Concern about green space. Where will the primary children play? There is only one exit from P.E.C.I. to access greenspace without crossing pavement. What about the long staircase? This is a safety concern for small children.
- A: Deferred for consideration to Accommodation Review Committee working group.
- Q: Disappointed that our ministry has removed the value of the community. I would like to encourage the Accommodation Review Committee to consider this. Transition details will impact families and communities. I don't see any details. We would like to have public input on the plan.
- A: We are working on details and will bring those to the Accommodation Review Committee. There will be opportunity for public input on the plan at the Student Enrolment/School Capacity meeting scheduled for Monday, February 13th.
- Q: What renovations will be completed during the summer?
- A: We will bring back a plan to the Accommodation Review Committee as to what will happen during the summer and the timeline to welcome students into the school should the current recommendation be approved.
- Q: Mayor Robert Quaiff stated that school board recommendations for closures is a priority. He stated "I do have to address Todd Foster's comment (about building permits) because my CAO and I just looked at one another. We are the last ones who have to sign off on the building permits." Minister Wynne was asked to become involved to slow down this process. Mayor Quaiff reported that Minister Wynne indicated that school boards are agents of the province. The municipalities and the school board should work closely together. Can we have more than two meetings before a decision is made in our community? The Council endorsed the Accommodation Review Committee process in support to opposing a moratorium. The council position is that we do not want any schools closed in Prince Edward County. No young families will relocate to an area with no schools.
- A: We will take under advisement and take to the Accommodation Review Committee working group for consideration.
- Q: We moved to the Sophiasburgh area due to the community and school. How can a mixed high school operate effectively at 100% capacity? What is the model you are following?
- A: The K-12 model is supported across the province. We will bring this to the Accommodation Review Committee for consideration.
- Q: What is the plan to maintain classroom numbers in this school?
- A: We are bound to maintain caps with respect to classroom number sizes.
- Q: We are hoping to see an operational plan for K-12 plan. It needs to factor into the Accommodation Review Committee discussions. There is not enough time until the next public meeting. You need to extend the timeline to allow us to digest the information.
- A: These concerns will be referred to the Accommodation Review Committee working group.

Q: The Board has presented this proposal without input from the Prince Edward County communities. Why did the School Board not consult with Prince Edward County around building new life campaign? There is no momentum here. There are a lack of provisions to address the final proposal. There has been no formal addressing of community and the economic impact to the community.

A: Provisions are there are for consideration and are brought forward to the Accommodation Review Committee for discussion. We are bound to bring forth recommendations. The plan may look different when process is complete.

Q: We would like to see data on the cost of new bus routes. When will the Kente Public School and C.M.L. Snider School merge occur? What is the plan if you don't get approval?

A: Should the recommendation be approved it would be presented to the Ministry. Should it not be approved the proposal would be re-evaluated.

Q: Has there been any thought regarding making the current schools smaller?

A: This question will be referred to the Accommodation Review Committee working group.

Q: If Kente Public School and C.M.L. Snider School do close, will we have a choice for students to attend in Belleville?

A: This question will be referred to the Accommodation Review Committee working group.

Q: When will questions and answers be posted?

A: Answers to some general questions will be posted tomorrow. Notes for this meeting will be made public as soon as we can.

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

Next meeting

Working Group Meeting #1 is scheduled for Thursday, February 16, 2017 at 6:30 p.m. in the Main Gym at Prince Edward Collegiate Institute.

Adjournment

The meeting adjourned at 8:50 p.m.



**HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD
PRINCE EDWARD COUNTY
ACCOMMODATION REVIEW COMMITTEE
PUBLIC MEETING NOTES
April 20, 2017**

MEMBERS		
Chair: Laina Andrews, Superintendent of Education		
C.M.L. Snider School Lisa Burke, Parent Gracie Burris, Student Maureena Courtney, Teacher Jim Dunlop, Community Kristina Kelly, Non-teaching Anne Longston, Community Mal Nurse, Parent Selena Prinzen, School Council Jennifer Slater, Principal	Kente Public School Shelly Christmas, Parent Jenny Craig, Non-teaching Julia Egas, Student Melissa Flower, Teacher Shelby Laird-Bush, Parent Janice Maynard, Community Kerri Lee Roy, School Council Stephanie Taylor-Harvey, Principal Evelyn Wilson, Community	Pinecrest Memorial Elementary School Sherrilee Bell, Teacher Philip Bender, Community Mackenzie Best-Hagerman, Community Jasper Gilbert, Student Wendy Lavender, Parent Steve Kinney, School Council Kim Myderwyk, Principal TJ Slatter, Parent Barb Vancleaf, Non-teaching
Queen Elizabeth School Victoria Carroll, Parent Sherry Harrison, Non-teaching Julie Hymus, Teacher (absent) Sarah Johnson, Student Tim Johnson, Community Mathew Kopamees, Community JJ Syer, Parent Paul Pickard, Principal Amanda Whiten, School Council	Sophiasburgh Central School Shawna Brady, Teacher Anna Brisley, Student Jennifer Byford, Parent Clay Byford, Community Mike Farrell, Parent Todd Foster, Community Jennifer Houghton, School Council Kelly Lowe, Non-teaching Rob McFadden, Principal	Prince Edward Collegiate Institute Chris Bakker, Non-teaching Ms. Johnson, Community Monica Lindsay, Student Dave MacKay, Community Darren McFarlane, Principal Shelley McFarland, Parent Heather Munroe, Teacher Steph Roth, School Council Kim Stacey, Parent
Trustees	Chair, Lucille Kyle, North Hastings Vice Chair, Dave Patterson, Belleville/Thurlow Trustee, Dwayne Inch, South Prince Edward Trustee, Jennifer Cobb, North Prince Edward Trustee, Jim Williams, Sidney /Frankford Trustee, Mike Brant, Tyendinaga Mohawk Territory	
Resource/Other Staff Attendees	Administrative Assistant, Linda MacDonald Communications Officer, Kerry Donnell Director of Education, Mandy Savery-Whiteway Manager of Planning, Kim Horrigan Superintendent, Cathy Portt Superintendent, Nick Pfeiffer Superintendent, Trish FitzGibbon	

The meeting commenced at 6:30 p.m.

Welcome and introductions

Laina Andrews, Superintendent of Education for the Prince Edward County group of schools, welcomed members of the public to the meeting and introduced trustees, resource staff, and school administration. Laina acknowledged all members of the Accommodation Review Committee (ARC) from C.M.L. Snider School, Kente Public School, Pinecrest Memorial Elementary School, Queen Elizabeth School, Sophiasburgh Central School and Prince Edward Collegiate Institute and their respective communities for bringing forth many considerations.

Superintendent Andrews noted that the purpose of the meeting was for the public to share their thoughts and ideas on the initial recommendation put forth to the board of trustees. The Ministry of Education Guide to Pupil Accommodation Reviews, that dictates our process on this, is designed to receive input from both the Accommodation Review Committee (that has completed their work over two meetings) and from the greater public through these meetings and through delegations that may be brought forth to the School Enrolment/School Capacity Committee Meeting of the board on May 25, 2017.

Copies of the following documents were provided:

- PEC ARC Public meeting #2 – Agenda
- PEC ARC Recommendation & Rationale Overview
- PEC ARC Consolidated Recommendation Analysis

Kim Horrigan, Manager of Planning spoke to:

1. The Accommodation Review Process and Initial Recommendations as approved by the Board of Trustees Nov 21, 2016 to initial the accommodation review process, which is –

Consolidate students from Pinecrest Memorial Elementary School and Queen Elizabeth Picton School to PECl for September 2017. Consolidate students from Sophiasburgh Central School to PECl for September 2018. Consolidate C.M.L. Snider School and Kente Public School and seek Ministry of Education funding/approval to build a new K-8 elementary school on the C.M.L. property or in Wellington for September 2020. Explore opportunities for community partnerships aligned with the 2015-2020 Strategic Plan priorities. Kim also noted, the accommodation review process 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.

2. Review of the Accommodation Review Process to Date

The ARC acted as the official conduit for information shared between the school board and the affected school communities during the accommodation review. The ARC reviewed and provided feedback on accommodation option(s) presented by school board administration and provided other accommodations options, with supporting rationale, for Board consideration.

Laina Andrews, Superintendent of Education, reviewed the purpose and summarized the consolidated Recommendation Analysis, noting ARC reviewed the information provided. The group completed the Recommendation Analysis Template, over the course of two working group meetings. The group identified Pros/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 were presented, which will be considered in the preparation of the final report.

Public Feedback on the Initial Accommodation Recommendation

The following feedback was noted:

Speaker #1 – Evelyn Wilson (notes submitted)

Representing Kente and Massassaga-Rednersville school, Ms. Wilson stated it is an oversight that Massassaga-Rednersville was not included in the ARC. She said they are disappointed in this process and that most documents were not provided prior to the ARC meetings, so there was not enough time to review and make decisions. She was concerned about the meeting process at working meetings, and feels this process has created divisions between schools.

Only a partial transportation plan was provided for review and bus times too long. Ms. Wilson stated that she believed it would cost \$300,000 to get from top of county to Wellington. Over 1 million to 1.5 million for extra buses. This is excessive. “How do you expect us to provide recommendations when the board does not have their ducks lined up?”

Ms. Wilson asked why were the ARCs not given the documentation and recommendation to make appropriate decisions. She noted the County is vast and a very different demographic area. She suggested closing Massassaga-Rednersville and put them in Kente? Look at the whole picture instead of just what’s on paper.

Ms. Wilson asked where the June 19th Public Board meeting is being held and feel that the board room is not going to be big enough and asked that it be hosted where everyone will be able to attend.

Speaker #2 –Charles Pascal (notes submitted)

Mr. Pascal said the board is feeling the squeeze of balancing books and the speed in which Queen’s Park is asking us to complete this process. The commodity that is missing is time. Trustees are making the decision on June 19th. We are concerned about the absence of trustees at these meetings. All should be here. It is not fair to Director and Superintendents if they are not present. Projections in county cannot be captured by old data. Demographics are changing for the better. School space is a tremendous opportunity. Space provided for innovation is remarkable in the county. This process is not looking at good community development. One indicator as a society, if we choose only one, should be how long it takes a third grader to get to school on a daily basis. Rural Ontario should be looked at different than larger areas.

Speaker #3 – Mike Miron – (notes submitted)

Mr. Miron inquired as to who really makes the decisions? He stated he asked someone he knew in the Liberal party, and they indicated that it is up to the local Board. He spoke to the catchment areas provided in the submission. He is concerned about the bus ride of 2 hours and 45 min per day, for his grandson to travel to school. He also suggested between Kente and Massassaga-Rednersville, if you close one, you will have a completely full school. Therefore, leave Kente open. Mr. Miron stated Wellington is a senior’s development. Children will not be coming to this area. Rural Secondary schools have a dropout rate of over 50% higher than intercity schools. Again suggesting to leave Kente open.

Speaker #4 – Paul Boyd (no notes submitted)

Mr Boyd stated the reasons for closing schools should be about saving our children rather than money. He reviewed the number of managers at board level and indicated the schools are getting less and less and the administration is growing. He said don’t close schools, educate the children and don’t have them on buses for lengthy periods. Mr. Boyd suggested voting for trustees that will put children first.

Speaker #5 – Gord Hanley (no notes submitted)

Mr. Hanley stated he has worked for the HPEDSB for 30 years, indicating it is sad but something needs to be done. He would like to see something done with busing. Years ago students were bused together from K- 12. He thinks we should go back to that to save on busing costs. He mentioned that he has witnessed buses carrying 17 children when it can carry 72 passengers. He believes that we can change this to save costs. He said “the Mayor is not here and I believe that we would not have had this meeting tonight if our local council did a better job of bringing in development.”

Mr. Hanley also noted wanted to recognize Ms. Andrews and “Say one Nice Thing”. He noted that Ms. Andrews has recognized the custodial staff for setting up the meetings. She has come into our school and met with support staff and spent time with secretaries and custodial staff.

Speaker #6 – Jenna Empey (notes provided)

As a parent Ms. Empey feels unnecessary bus rides and lack of green space is not in the best interest of our students. She suggested to promote food choices – running a business that can teach students about agriculture. She spoke to supporting Sophiasburgh through accessing kitchen space at the school.

Speaker #7 – Brian Yott - (no notes submitted)

Mr. Yott said we should not be looking to close any schools, at 70% of utilization. (referring to numbers handed out at last meeting). He feels it would be sensible to look at closing Massassaga-Rednersville, as those students end up going to Kente anyway. As Kente is on municipal water and in good shape, he feels it does not make sense to close. Mr. Yott is also concerned about the length of bus times being too long for smaller children. He expressed on behalf of parents of Ameliasburg that they do not intend to move their children to Belleville or Trenton.

Speaker #8 – Kristie Fabian (no notes submitted)

Ms. Fabian is concerned about what is going to happen with small child attending at PECl. She pointed out that twice they have been given different numbers for school capacity. She is concerned about the chaos of possible delays. Ms. Fabian worries PECl may end up filled to capacity, hearing about a new subdivision coming into Picton.

She spoke about green space and how our children have been raised based on nature and being outside. (rural community). Ms. Fabian expressed a concern with loss of partnership with Hub. She stated “You are not giving us enough time to find options for the before and after school childcare.” She pointed out that older students will be on the bus with smaller children. She does not want her 4 year old on a bus with teenagers.

Speaker #9 – William Cobban (notes submitted)

Mr. Cobban stated that he is alarmed with what is going on with review process and feels it is setting one school against another. He worries CML could get caught in the crossfire. He stated, looking at Queen’s Park, both parties are totally against the accommodation reviews. We could be going through this and a year from this, the whole thing could be shut down. He is concerned there could be some irreversible damage to the current Wellington school and a year from now the decision could be changed resulting in irreversible consequences.

Mr. Cobban stated the reality is not a lot of kids will be coming down from Kente. It doesn’t make sense to build a new school. With a bit of money the current CML could be refinished. As it currently holds 400 students, we could refinish, to hold projections of an additional 50 students.

Our school is part of the community. It is the centre of the community. We have the numbers, we have the location and we have history and tradition. Mr. Cobban noted the school was built in 1922 and he reviewed tremendous community efforts to build this school. He feels this structure represents what our forefathers wanted for the children. They were committed to the community and we should honour what they did and continue it. Let's not make quick decisions that we may regret later.

Speaker #10 – Heather Ford - (no notes submitted)

Ms. Ford suggested a volunteer organization, for food to share that collects produce from farmers and cook meals in Wellington and Picton to show support for Sophiasburgh as a community hub.

Speaker #11 – Mike Farrell - (notes submitted)

Mr. Farrell stated the alternative proposal is not getting the coverage they expected. He indicated some negative impacts are: too long bus rides and lack of green space. He is also concerned about the impact on communities of closing rural schools, as a lot of young families are moving to the Sophiasburgh area. He noted Sophiasburg has the lowest facility cost. He is concerned about the increased enrolment and overcrowding at Prince Edward Collegiate.

Mr. Farrell said the sub-group is focusing on developing partnerships and that we should be considering a community hub. He stated they have been approached for before and after child care. He also indicated we have a need and an opportunity for a food sector – community food initiatives are encouraging to use food prep space. Shared commercial kitchen. He pointed out that there are several interests in local clubs and partnerships for shared commercial space. Mr. Farrell proposed exciting and innovative ways to enhance student learning, such as a food and education centre.

Speaker #12 – Ranata Claudii (no notes submitted)

From National farms union – notes support for Mike Farrell

Speaker #13 – Susan Davies (notes submitted)

Ms. Davies expressed concern about the incredibly short timeline, and that it is unrealistic regardless of the decision. She asked to put a halt to this experiment to create the first K-12 in the district. She pointed out that PECl is an old building and needs a lot of work that will not be completed in 60 days. We need more time. Timeline is incredulous. She fears losing students to other boards and wants everyone to consider some alternatives.

Speaker #14 – Jamie Caniver (no notes submitted)

The best agricultural area in Ontario, is what Mr. Caniver brought up as he spoke to an example of closing a high school and not closing any elementary school. He stated as no elementary child should be on a bus for more than 40 minutes. He believes we are too short sighted and not giving enough time to complete renovations to PECl, to accept elementary students. For example, usable green space. He stated projections are known to be wrong, and he wants this to be done right the first time.

Speaker #15 – Ryan Aldred (notes submitted)

Mr. Aldred acknowledged the difficult financial situation the board is facing. However, he said the board only recently revealed their site plan, with no mention of elementary needs. He feels there is not enough information to make a decision. Mr. Aldred inquired as to when information is going to be available? He feels 2 months is not enough time. He asked if the new Prince Edward Collegiate meets regulations and if we have a contingency plan. He indicated the board could be open to legal action if there are unforeseen delays.

Speaker #16 – Kerry-Lee Roy (no notes submitted)

Ms. Roy is a 45 year resident and asked that board focus on student's mental well-being and physical well-being.

Speaker #17 - Barb Foster (no notes submitted)

Ms. Foster acknowledged the work of ARC committee in Sophiasburgh and that small rural communities matter. She feels our communities are working against each other, when we have always worked together. She stated: several families have been part of our community and church; smaller schools are good; rural matters; and student should be educated in the community in which they live.

Speaker #18 - Pat Howe (no notes submitted)

Ms. Howe expressed that she appreciates that the board is working hard for us. However, she feels they need more details such as: bus times, French immersion, and day care, as they all have an impact on very serious level.

She noted the board says that they are working on the details and will be sharing when they can. She pleads for more time. She feels they do not have enough time to deal with all of this on such short notice. She is also disappointed that we are not consulting with the rest of the school communities in Prince Edward County. Ms. How explained it is hard for us to digest - you ask us to sacrifice, but do not show sacrifice on your end? She said they would like to see communications and information more frequently.

Speaker #19 – Julie Sedak – (no notes submitted)

Julie Sedak voiced concerns about K-12 at Prince Edward Collegiate. She indicated they are disappointed and would like to see the proposal. She feels there is no innovation for the County.

Ms. Sedak spoke to safety issues: moving students into school in September and concerns about bus drop off and access to the play area. She pointed out that the play space is in the back and it's a swamp. She compared play areas of different schools and said the proposed play area is too small, with no play equipment, and no separated play area. She is also concerned about students having to cross the parking lot to get to the play area. She also noted the time it takes to get young students dressed for winter play and the 20 minute recess time.

Ms. Sedak brought forth concerns on Health and Well-Being. She feels too many negative experiences at one time can leave students vulnerable and overwhelmed. She stated drop-out rates at large schools are at a higher rate than from small schools. She feels longer busing will cause health issues.

She wants to push Liberals to use money to renovate instead. She referred to the Watson Report, and said it does not answer how the board came to its current plans. Ms. Sedak feels we are being vague as to what is going to happen regarding busing and that details are lacking in response to questions. She pointed out that the Watson report shows increases in growth in Picton and Wellington areas. She spoke to the letter from a MPP. She suggested we look at locations of other services and look at innovation of what we do with our schools instead of just closing schools. Ms. Sedak feels the plan is anti-community it is not equitable, not transparent, and has no innovation.

Speaker #20 – Janice Maynard (notes submitted)

Janice Maynard believes we should suspend decision to close Kente. She suggests a K-8 school open in the North is best decision. She feels we can correct errors with more time allowed and professional resources to make a decision. She stated they are encouraged by the Watson report that suggests

leaving Kente open. All housed in one of two existing schools. Northern County – the amalgamation of Kente and Massasaga-Rednersville.

Ms. Maynard asked that we please reconsider recommendation to trustees, as we need more time to make best decision for children in their rural communities.

Speaker #21 – Bill Roberts (read quotes from Municipal World article)

Mr. Roberts stated there is no formal evaluation of the impact on closure of small rural schools. He made reference to Ontario school closures and findings on topic of smaller rural areas. He feels this is irresponsible damage to rural communities.

Speaker #22 – Jake Rarose (no notes submitted)

Mr. Rarose thanked the ARC committees for the work completed with time constraints. He pointed out that recommendation is important as there are implications for families, such as time students spend on buses. He reiterated the need for community and family input. Mr. Rarose feels the time frame was not appropriate, that was too short. The ARC committees did not receive information or answers that were conducive to making decisions. He feels we need to extent this review process that reflects the whole county input.

Speaker #23 – Matti Kopamees (no notes submitted)

Matti Kopamees referred to the March 6th letter from the Ministry - Ontario Alliance against school closures report. He is concerned about the board response to this letter, with respect to process and following up with integrity. He feels we can take advantage of a potential delay. He stated they want to work together to make this work well.

Speaker #24 – Tim Johnson (notes submitted)

Mr. Johnson stated he is excited to work with board and come up with a solution. He pointed out the timelines are ridiculous given what is expected of us. He noted the February 16, 2017 meeting, provided us with answers to questions for review. However he did express concern about inconsistencies and numbers that do not add up. He feels they do not have accurate information to make decisions on. He stated that on behalf of ARCs, we have tried to work with board, but we have not had accurate information and time to make decisions. He wants to know what the plan is with regards to student's access to play area from 14 hectares in size, to only 39 hundred square meters for 650 students. He feels there is no plan. Mr. Johnson indicated they asked for supporting documentation and a plan, as well as costs. He said they have received in small portions, but some are not accurate or complete. He pointed out a 64 year old building is not designed to hold 650 elementary students. He would like to know how we are you going to accommodate 650 students for \$50,000. He stated: You cannot convert by September if you don't have a plan right now.

Speaker #25 – Victoria Carroll (notes submitted)

Victoria Carroll is requesting more time. She feels there is not enough time to develop a sense of community. She relayed that teachers are concerned about timelines, such as packing and moving, and if delayed they may not have access to packed materials for teaching.

Ms. Carroll also pointed out that students need time to meet and develop relationships. If there was more time, they could build a new culture for the school such as: staff can come together to set up committees, to learn and grow together; students could have time to be part of school clubs; to develop a sense of belonging; and to feel safe. She also expressed concern about mental health. She feels this process does not fall with this concern and that this process causes anxiety.

Speaker #26 – Sharon Lake (no notes submitted)

Sharon Lake stated she does not appreciate the timeline, as her daughter is a special needs student. She indicated there is no day care at the school and this is a concern. She suggested a volunteer community – to engage our volunteers so they can feel that they are part the school community.

Speaker #27 – Kerrin Thompsons (not notes submitted)

Kerrin Thompsons referred to a letter from Minister Hunter dated March 6, 2017. Ms. Thompsons feels the board response undermines credibility of the review process. She stated she acknowledges the process has been imposed to some degree, however she feels it would be nice to see some push back towards this process. Ms. Thompsons stated that more time and a better process will result in a better outcome. She is also concerned that not all trustees are present.

Speaker #28 – Jim Dunlop (letter submitted)

Mr. Jim Dunlop noted that the municipality accepts changes to public education in Prince Edward County are highly likely, but cannot accept the short amount of time and community and municipality engagement that has occurred. He referred to the March 6, 2017 letter from the Ministry of Education, noting both community needs and educational needs are important. The Ministry will be holding engagement meetings in the near future.

Mr Dunlop further referred to HPEDSB's response to the Ministry, noting that Prince Edward County is disappointed that the process does not take into consideration, the well-being of students in the short term and through transition phases.

Prince Edward County is asking the Province to suspend the Accommodation Review process.

Kim Horrigan spoke to next steps:

The meeting notes will be posted to the website once reviewed and finalized by senior administration.

The Student Enrolment School Capacity Committee will receive the final report May 8, 2017.

The Student Enrolment School Capacity Committee will receive delegations from members of the public for the May 25, 2017 meeting. There is a form on the board's website that is required to be completed and submitted 5 business days in advance of the meeting.

The Student Enrolment School Capacity Committee will prepare a recommendation to the Board of Trustees on June 12, 2017.

The Public Board Meeting will be held at the Education Centre on June 19, 2017, to determine accommodation recommendation.

Superintendent Andrews concluded the meeting, and thanked members of the public for attending.

Adjournment

The meeting adjourned at 9:10 p.m.

APPENDIX G

Consolidated Recommendation Analysis & School Committee Feedback



Consolidated Recommendation Analysis
Prince Edward County Area ARC – March 29, 2017

Preliminary Recommendation:

- Consolidate students from Pinecrest Memorial Elementary School and Queen Elizabeth School at PECI for September 2017
- Consolidate students from Sophiasburgh Central School to PECI for September 2018
- Consolidate C.M.L. Snider School and Kente Public School and seek Ministry of Education funding for new school build in Wellington for September 2020
- Explore opportunities for community partnerships aligned with 2015-2020 Strategic Plan

Submitted by:

Senior Administration

Scenario Description:

- programming opportunities
- closure of Pinecrest Memorial Elementary and Queen Elizabeth School and consolidate with PECI (Sept 2017)
- internal renovations as necessary to PECI, external upgrades to playground and parking as may be required
- closure of Sophiasburgh Central School and consolidate with PECI (Sept 2018)
- consolidate C.M.L. Snider School and Kente Public School with the submission of a business case for Ministry of Education Funding for a new school build in Wellington

Rationale:

- maximizes program opportunities for students
- improves the learning environment for all students
- current enrolment at the six schools combined is approximately 1,633
- total capacity at the six schools is 3,398 resulting in a utilization rate of 48%
- enrolment is generally not expected to increase over time
- space is available at PECI to accommodate students from Pinecrest, Queen Elizabeth and Sophiasburgh
- maximizes space and reduces facility renewal costs
- Ministry has indicated that funding for schools with unused student spaces will be reduced

			Pre-scenario Enrolment			Post Scenario Enrolment			
School	Gr.	Capacity	2016/17*	2020/21	2024/25	Gr.	2020/21	2024/25	2028/29
C.M.L Snider School	JK-8	403	233	247	240				
Kente Public School	JK-8	334	216	204	196				
New build to consolidate C.M.L & Kente						JK-8	451	436	493
PECI	9-12	1,239	529	523	489	JK-12	1,118	1,069	1,058
Pinecrest Memorial Elementary School	JK-8	613	279	262	241				
Queen Elizabeth School	JK-8	498	238	227	237				
Sophiasburgh Central School	JK-6	311	138	106	102				
Total		3,398	1,633	1,569	1,505		1,569	1,505	1,551

- * 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
<ul style="list-style-type: none"> • Academic programming would be strengthened • Financial savings - being fiscally responsible & dollars focussed on learning • K-12 models in Ontario as models • Mentorship opportunities for high school students with elementary students • Older students on the bus would be a benefit (role models/bus monitors/volunteer hours?) • Transition period to high school is smoother • The more staff you have (the bigger school), the more extra-curricular/clubs etc. offered • Pre-Venture program in K-12 school • More funding for athletics/academics • Ownership “my school” • Leadership opportunity for staff and students • More sharing of responsibilities (teachers, coaching, support staff, etc.) • Opportunities for increased programming for students • Opportunity for teachers to have teaching partner to co-plan and teach with; more networking • Better utilization of public tax dollars 	<ul style="list-style-type: none"> • Sophiasburgh Central School joining a year after may leave staff and students feeling left out • Start times inconsistent; standardize all elementary start times and stagger time with high school • Pinecrest E.S. boundary needs to be adjusted; west of school go to C.M.L. Snider School • Potential loss of jobs for staff • If new C.M.L. Snider School is built, potential loss of heritage site • Kente Public School has existing property. 7.8 acres vs 1.2 acres at C.M.L. Snider School • • Large green space would be lost to lose Kente PS • Bus times. (8:00 a.m. – 5:30 p.m.) • Kente Public School and Massassaga-Rednersville Public School students losing ability to choose high school in Belleville or Trenton, where more programs are available, plus the length of travel time • Extra-curricular activities (football, rugby, hockey) will be affected because parents cannot get to school for pick-up • School council meeting, extra events, parent- teacher nights, will all be difficult for parents who work in Belleville or Trenton • No collaboration with the municipality and the possible impact it will have on local economy • Budget seems unrealistic • Capacity at 95.5% operation, too high? What is cap? • Concern of bussing drop off pick-up locations • Shared space? Music/Science labs • Some high school students don’t want to have small kids • Segregation (not a hard line)

<ul style="list-style-type: none"> • Average bus times are not significantly changed • Combined resources would allow for better instructional opportunities (ie: musical instruments, science resources etc.) • Busing – not a huge increase in ride time. Many declines in ride time. Bus routes already exist • Some programs may have a benefit e.g. peer tutoring, peer coaching, French immersion. • Increase community coherence by bringing more of the community together • Early start – less need for before school care • Less split classes • Opportunity for community partnerships • Less combined grades with school amalgamation in both K-12 and Wellington build • Wellington has a lot of community involvement; gas, water, sewer, bank, post office, service clubs • Wellington is a growing community • Larger building, larger staff, more supervision, increase in support staff • More options in specialized support i.e. CYC's • Brand new facility proposed in Wellington 	<ul style="list-style-type: none"> • Only 5 access points on/off PEC • No plans for accessibilities • Size of proposed play yard is very small for approx. 600 students. • Construction could be on-going while students are in the building; potentially disruptive to the learning environment • Current proposal has 2 large elementary schools and 2 very small elementary schools. Does this provide equitable programming for all of our County children? • A full school will not be a good option for students. Programs will be affected; no capacity to adapt • Hub Daycare partnership will no longer be accommodated • Not enough time for a proper transition. (Culture/social perspectives/renovations) • No sidewalks around PECEI; dangerous for young ones • Kente Public School parents will send their kids to Belleville or Trenton before sending them to C.M.L. Snider School; potential loss of over 200 students • Bus times for Sophiasburgh Central School students are increasing to 63 mins, starting at 6:52 a.m. in the dark for morning and 69 mins in the evening, each day for 4 year old children • Slow death of the defining & unique characteristics that make up Prince Edward County • Remember the driving economic force of Prince Edward County is tourism; eople come here for the rural aspects; creative economy • Job loss for support staff • Sporting events – complete imbalance in competitions within Prince Edward County, due to major varying school sizes; fewer students will even get the opportunity to play on these teams • If proposed start and end times are 20 minutes later, students will be home later, which impacts family time and evening activities • Under changes in bus routes for Kente/CML, if CML-Wellington build is 20 minutes later starting, families with kids at both Mass-Red and Wellington will have very different pick up and drop off times; tough on families
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Possible Implications or Additional Considerations:

- We need to ensure that there are learning pathways for all students, K-12 (enrichment programming, pathways in secondary, special education, etc.)
- How will we ensure effective secondary programming, as enrollment continues to decline?
- With a school at 97% capacity, how will we ensure adequate space for students with specific sensory needs? (ie: calm down spaces, area for physio/OT programs, life skills programming and specialized equipment, elementary sensory rooms, library, staff room, literacy rooms...)
- Please consider a later start time
- Another French immersion each year for the next 3 years
- Some population predictions show an increase
- Busing drop off and pick up will need adjusting
- Developing alternative uses of the school space
- Having a grade K-8 and then moving to a high school, gets them ready to leave their communities and easier when they go away to university
- Kids are stressed out already about possible amalgamation
- Encouraging/soliciting under-utilized space in remaining schools to provide community hubs; dvertising, creating partnerships, e.g. daycare, arts groups, micro businesses, adult education, business/continuing education workshops.
- Possibility to create specialized programming specific to Prince Edward County:
 - To reduce the brain drain of our young adults to urban centres. (e.g. entrepreneurialism, partnerships with local businesses)
- Stop kids leaving to go to enrichment programming elsewhere
- 6:52 a.m. bus pick up too early; alternatives: transfer buses pick up from smaller areas, meet another bus and go directly to the school (PECI)
- possible elementary entrance at PECI needs to be double doors
- parent and bus drop off locations; transportation flow concerning
- K-12 school culture at PECI: name of school? Mascot? To build new collaborative culture
- Breakfast club for students at PECI?
- Accessibility to second floor at PECI?
- If Massassaga-Rednersville could be a K-8 school those families are not impacted by the proposed changes because it's just keeping their own students (according to policy) which is an acceptable "change"
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<p>Revise square footage of playground for 500 students or seek out drainage system for lower fields in order that students can access at recess earlier than May</p>	<ul style="list-style-type: none"> • Concern about students having access to adequate playing spaces to support the well-being aspect of childhood and learning;
<p>Busing - location/pickup /drop off Location front/back/sunnyside</p>	<ul style="list-style-type: none"> • Concern with losing curb appeal - we want quality and welcoming entrances • Leave trees or replant/landscaping - create green space

Start times and considerations	<ul style="list-style-type: none"> Concerns about available transportation for sporting events and other after school times ie. Staggered start times; Bussing is currently not available for many events as buses need to be back to their home schools for afternoon runs;
Re-introduction of 'late bus' for after school activities	<ul style="list-style-type: none"> Create equity for students in PEC;
Parking-staff/students/parents/visitors?	<ul style="list-style-type: none"> Given early concept designs, this is a concern;
Sidewalks-safety/access	<ul style="list-style-type: none"> Is there a plan to work with the municipality to address such needs?
How will a new K-12 school be staffed to ensure adequate care and service: Office Staff, Custodial Staff, Educational Assistants,	<ul style="list-style-type: none"> People are the magic that makes a school special. How will the staffing in these areas at PECE be impacted by the consolidation?
PA system	<ul style="list-style-type: none"> Ensure a distinct yet environmentally appropriate system of bell communication is in place;
Gym space - shared	<ul style="list-style-type: none"> Provide flexibility for students in all grades to access as the facilities are available;
Gym renovated - lighting/paint	<ul style="list-style-type: none"> The other gyms outside of the main gym are getting dated and need some refreshing if they too will be prime learning spaces;
Grand Opening Event	<ul style="list-style-type: none"> When finished and all students are transitioned, a grand opening event should be planned to honour the creation of the new Prince Edward Collegiate Institute and honour the students and staff who are joining together and creating the future together.
Program needs must be a priority to ensure student retention (ie. French Immersion)	<ul style="list-style-type: none"> PEC needs to retain the population of students to ensure quality programming for all students in ALL pathways..
Re-identify and re-evaluate catchment boundaries to ensure they are logical and best serve the students and parents in the area;	<ul style="list-style-type: none"> Many of the current boundaries are legacy in nature and do not reflect some logical trends. The current transfer processes are perceived to be quite relaxed which is concerning in an effort to retain students in the County.
Has onsite before and after school child care been considered in the amalgamation plans for PEC?	<ul style="list-style-type: none"> This currently exists at QEP and Pinecrest and would leave a considerable and concerning hole for many of our students and parents in PEC.

Possible Options:	Rationale:
<ul style="list-style-type: none"> Sophiasburgh, Queen Elizabeth and remaining Pinecrest students attend Queen Elizabeth for the 2017-2018 school year, while renovations at PECE are completed, if the timeline for construction cannot be met 	
<ul style="list-style-type: none"> Moving some Pinecrest students to CML (any area West of Pinecrest) 	<ul style="list-style-type: none"> To alleviate #'s at Prince Edward Collegiate Institute and allow Sophiasburgh Central School to transfer over September 2017 A lot of these students already do sports in the Wellington community

<ul style="list-style-type: none"> • Orientation to a K-12 school (visit a K-12 school in Ontario, parents to be included) or • Have staff come here to present from a K-12 school 	<ul style="list-style-type: none"> • Spread message to other parents
<ul style="list-style-type: none"> • <u>New C.M.L. Snider School kept on current site with portion of old building kept</u> 	<ul style="list-style-type: none"> • Meets heritage piece
<ul style="list-style-type: none"> • Close Massassaga-Rednersville Public School and fill Kente Public School; close hub and move to Kente Public School 	<ul style="list-style-type: none"> • Grade 7/8's already feed into Kente Public School • Kente Public School is on municipal water • Sale of Massassaga-Rednersville Public School building will go quickly • Bus routes already in place
<ul style="list-style-type: none"> • New build for Massassaga-Rednersville Public School, Kente Public School and C.M.L. Snider School on Kente Public School property 	<ul style="list-style-type: none"> • More central • Kente Public School has 7.8 hectares vs C.M.L. Snider School with 1.2 hectares • Kente Public School has existing property • C.M.L. Snider School land will sell • Kente Public School has highest occupancy
<ul style="list-style-type: none"> • Change boundaries 	<ul style="list-style-type: none"> • Would fill up schools • Current boundaries don't make sense
<ul style="list-style-type: none"> • Close Sophiasburgh Central School, Pinecrest Memorial Elementary School, Queen Elizabeth School and Massassaga-Rednersville Public School <ul style="list-style-type: none"> ○ Sophiasburgh Central School students to Kente Public School/C.M.L. Snider School/Prince Edward Collegiate Institute ○ Pinecrest Memorial Elementary School students to C.M.L. Snider School/Prince Edward Collegiate Institute ○ Massassaga-Rednersville Public School students to Kente Public School 	<ul style="list-style-type: none"> • Geographically makes more sense • Reduced bus times
<ul style="list-style-type: none"> • Closing Pinecrest Memorial Elementary School and Sophiasburgh Central School for Fall of 2017, and consolidating students to Queen Elizabeth School for the 2017/2018 school year • If necessary, due to space, send Grades 7/8 to Prince Edward Collegiate Institute for this year • Move to Prince Edward Collegiate Institute in fall of 2018, once construction is complete 	<ul style="list-style-type: none"> • More realistic timelines. • All 3 schools would come together at once, to build a community, rather than 2 one year, and the third last • This would allow a year for renovations to be completed in an empty wing without students present • Financial savings of closing 2 schools would still be realized • Transportation savings would actually be greater in the 1st year • Would allow for immediate increased programming opportunities for all students
<ul style="list-style-type: none"> • All 3 elementary schools transition September 2018 • JK-6 at Queen Elizabeth School / 7/8 at Prince Edward Collegiate Institute • Developing possible alternative uses of the school space (Hub concept) 	<ul style="list-style-type: none"> • Renovations would be complete
<ul style="list-style-type: none"> • Junior high at Prince Edward Collegiate Institute and high school grades 7-12 from all schools, not just ones closing 	<ul style="list-style-type: none"> • Grade 7 & 8's can take advantage of increased academic opportunities in the high school setting • Increases the capacity at Prince Edward Collegiate Institute
<ul style="list-style-type: none"> • Most parents want a K-6 in the northern end of the County and 2 or 3 other rural schools to spread out 	<ul style="list-style-type: none"> • Rural kids can stay in a rural school and we keep our kids in Prince Edward County; many parents considering moving kids to schools outside of the County
<ul style="list-style-type: none"> • K-6 at Pinecrest Memorial Elementary School including 	<ul style="list-style-type: none"> • Keep rural schools

<p>Sophiasburgh Central School students</p> <ul style="list-style-type: none"> • Take down a wing if school is still too big or possible community hub options to help under-utilized space 	<ul style="list-style-type: none"> • Parents move to these areas to have their children attend a rural school
<ul style="list-style-type: none"> • Delay for a year and ensure a smooth transition for all schools at the same time 	<ul style="list-style-type: none"> • Ensures time for renovations, staffing, transition planning • Improved programming • Enrichment programming options (need the time to create)
<p>Grade 7 & 8 enter Fall September 2017;</p> <ul style="list-style-type: none"> • Complete Renovations to upper Elementary wing Summer 2017. 	<ul style="list-style-type: none"> • Allows for students to settle in and begin the transition to the new K-12 model;
<p>As proposed, close Sophiasburgh, Pinecrest and Queen Elizabeth. Use QE as an extended campus commencing September 2017 for JK-6 until renovations completed</p> <ul style="list-style-type: none"> • <i>Note: Presuming Sophiasburgh is also welcomed at/enters PECEI beginning Fall 2017.</i> 	<ul style="list-style-type: none"> • Allows the required financial savings to occur through the closures while offering an appropriate space to accommodate students while their new learning environment is prepared for them avoiding them trying to work through a construction zone and allows time to complete ‘quality’ renovations; • Will ensure Sophiasburgh feels equally included in all of the transition processes and are involved in establishing the new school culture from day one. • Recommend minimal disruption to students and school. This will maintain the learning environment and ensure the first K-12 school in HPEDSB goes as smoothly as possible and becomes the model to be upheld;
<p>Renovate proposed lower elementary wing beginning Summer 2017 until completed</p> <ul style="list-style-type: none"> • Ensure Quality and calibre of renovation work is in alignment to other work throughout the district (ie. Trent River PS and Harmony PS and not time driven.) • Ensure all work is warranted; 	<ul style="list-style-type: none"> • We acknowledge that this is not a new build, however request all renovations be quality assured in order to ensure equity between different school groups;

Questions or Requests for Information:

Included on PEC ARC Working Group Meeting Q & A's

Greetings Board Trustees, Staff, and Prince Edward County School Group ARC Members

We, the CML Snider School ARC, are submitting this letter to you in response to the proposed Accommodation Review for the Prince Edward County (PEC) schools, and the few meetings that have happened thus far. This is a time of true change for our County - and the schools, staff, students, families and communities within. We truly believe that by working together we can make a great educational plan for the students of PEC. It seems this is sort of a fresh start for education in the County, so everyone wants to make sure the plan is carried out efficiently and effectively. The PEC ARC is a large group, but it is a passionate, diverse and committed group. We would like to offer sincere gratitude to everyone who has made this situation a priority and committed their time and hearts to this process.

There are some hard realities that we are all facing together; declining enrolment, aging buildings and reduced funding. A common statement heard from all the groups is the realization that changes need to be made. Things cannot continue to operate the way they are. For this, we are all in agreement for the most part. There are some other common concerns that have been voiced and brought forward throughout this process. We are all learning together and trying to make the best of the situation.

We are very mindful that CML Snider School is in a different position than some of the other schools with respect to the consolidation and closure plan. However, it is still a time of change and transition for us as well. We consider this a full County education transition. We are all connected to each school, maybe by family, friendship, or neighbours. We have heard the concerns, and share some of the feelings ourselves. We have some questions to ask that have come as a result of the process, the meetings and some of the concerns. We have noted below the questions, with the relating concerns, along with some possible solutions/ideas/rationale where they may fit.

Q. Has consideration been given to changing the current busing boundaries? If so what do those boundary changes look like?

Regarding Concern(s): bus lengths and times; filling PECl to capacity; transitioning Queen Elizabeth, Pinecrest and Sophiasburgh all at once

Rationale/Recommendation: Our recommendation is to amend/extend the current busing boundaries between CML Snider School and Pinecrest to allow for CML Snider School to welcome some students from Pinecrest that are currently slated to be bused to PECl. This would allow for CML Snider School to help alleviate some of the student population pressures that PECl will face. According to the current accommodation plan put forward, PECl would be operating at 97% capacity. Should busing boundaries for CML be extended, it would allow for an influx of Pinecrest students to join the CML community and alleviate some of the student population pressures placed on PECl. As the CML ARC, we would gladly assist with the transition period over the summer with welcoming orientation. Wellington is a natural hub for many existing Pinecrest students who currently travel into Wellington for extracurricular activities.

Further, should boundary changes allow many of Pinecrest's students to join CML, it would free up space at PECl and allow Sophiasburgh students to consolidate with Queen Elizabeth, Pinecrest and PECl as of September 2017, helping to foster student inclusivity and minimal student disruption. This was a concern that was voiced at the public meeting that was met with great heart from almost the entire room.

Q. Has consideration been given to making the start time for all PEC schools the same?

Regarding Concern(s): shared school group days (sports tournaments etc); consistency for all elementary schools

Rationale/Recommendation: Our recommendation is to start all PEC schools at the same time. Sports tournaments and school group functions are very important in PEC. If the start times are kept the same for all elementary schools, this would save some schools from having to leave early in order to return to home school for dismissal. Again, this is keeping with inclusivity and consistency.

Q. Is there a detailed plan or vision for the site of the new school to merge CML Snider School and Kente in 2020?

Regarding Concern(s): location of school in centre of the community; heritage value of building; current assets at CML Snider School; proximity to amenities and services

Rationale/Recommendation: Our recommendation is to maintain the school's current location. The new school track, basketball courts, sun shelter and current play structures can be maintained if the school remains in its current location. The school is large enough that students can continue their studies with minimal disruption in half of the building while the remaining half is renovated/rebuilt. Should there be a need for additional classroom space during the renovation/rebuild there is sufficient yard space for several portables to serve as temporary classrooms. Due to the historic significance of the current building, we would request consideration be given to maintaining the façade of the original building and incorporating it into the new school. CML Snider is one of the oldest schools in Ontario with a beautiful and charming external façade, fitting perfectly into Wellington's picturesque downtown. The school serves as a gathering place for many festivals and is a pillar for community events. The school's size and location is central to the look and feel of Wellington's downtown core. Maintaining the façade of the original building will preserve the look and feel of a "small town", a key feature to the town's growing tourism industry.

CML Snider receives incredible community support and involvement from so many, including service groups (Elks, Rotary, Lions, Legion), businesses, churches, Wellington on the Lake, and the Storehouse Foodbank to name a few. This support, as well as the many amenities that are close by, add so much value to the educational experience for the students. This is something that we hope is felt by the new students attending the K-12 facility in Picton. These community relationships are invaluable and the opportunities within the town are incredible. When the schools and communities come together, the well-being of both are made better. Apart from this, the current infrastructure at CML Snider, i.e. the sewer system, water supply etc. allows for future expansion, making it an ideal location for a new school.

A new school at CML Snider will also allow for a partnership between the school and a daycare provider, such as The HUB to create a permanent daycare facility within the school. This will provide a much needed full-time daycare option in the heart of Wellington. This added feature within a new school will potentially entice new families to join the community, boosting future enrollment and be equitable for the school.

Going forward, we are very interested in working with the building committee on this project to maintain those current community ties as well as find new partnerships to enhance the whole educational experience.

In closing, we want to thank the board trustees and staff for their work in creating this plan for Prince Edward County education, as well as the other affected areas in our board. We know it has not been an easy task and has taken time and careful consideration. Your understanding during this time of transition is greatly appreciated. We are committed to working together and look forward to the new PEC education experience for our students and communities.

Respectfully yours,

CML Snider School ARC

Jennifer Slater, Maureena Courtney, Kristina Kelly, Selena Prinzen, Mal Nurse, Lisa Burke, Gracie Burris, Anne Longston and Jim Dunlop

Monday, March 27, 2017

Queen Elizabeth ARC
ARC Subcommittee Response Letter

To whom it may concern,

As representatives of the six school subcommittees we are writing to express our significant concerns with the Accommodation Review Committee (ARC) process currently underway in Prince Edward County. While we acknowledge that the status quo is not an option due to enrollment figures and funding cuts, the current process has been structured in such a way as to inhibit subcommittee collaboration, to (unintentionally) foster a feeling of competition between schools and communities, and which has failed at the most basic aspects of quality community consultation. At this time, we feel that the outcome of this consultation process will not reflect the subcommittees', students', parents' or other stakeholders' input to the process nor will it yield the best option for the broader community or the board for that matter.

For the reasons outlined below, we are requesting that this review process be extended to permit the kind of quality community consultation contemplated by the Ministry of Education's recent letter regarding provincial accommodation reviews, and its' 2015 Pupil Accommodation Review Guidelines (PARG).

When the HPEDSB initiated this process in November 2016 it proposed extremely aggressive timelines in order to begin rollout of *proposed* changes for the 2017/18 school year. In an effort to stay within its imposed timeline, the HPEDSB have struggled to provide information requested by the public or by individual school subcommittees in a timely fashion – with subcommittees receiving large documents at the very meetings at which they are expected to discuss that information (despite having been told it would be received in advance). Having only two working meetings to review the substantial proposal by the board, and with limited responses to the public's and subcommittees' questions in advance of those discussions, subcommittees have found themselves wasting valuable time reviewing materials during the meetings, preventing any sort of analysis and discourse on the proposals.

The meeting process itself has also been cause for concern. Firstly, members of the subcommittees feel they have received little guidance from staff on site about how to approach the task at hand. Further, the meetings have no apparent agenda or structure, leading to confusion and a growing sense of frustration with the process. Subcommittees also feel that they have been discouraged or at least inhibited from working with each other which has fostered a sense of competition between schools and communities. Lastly, citizen members are concerned that teachers and other Board staff on the subcommittees are being placed in an awkward and unfair position by having them participate in proposals that their employers has brought forward – especially when members are unhappy with the process or the proposals being presented.

At the initial ARC orientation meeting, members of the subcommittees were led to believe that the consultation process would be clear, transparent, and that communication would be prompt between the HPEDSB and the members of the subcommittees. The information contained in the School Information Profiles (SIP's) lacks consistency and in some cases is out of date. For example, community members have visited a number of the facilities and have discovered that numerous renewal requirements have already been completed. The subcommittees are extremely discouraged that the information on which the Board's current proposal is based, and which they are being asked to consider, may be out of date and inaccurate.

As the primary conduit between the general public and the school board, some members are feeling exposed without the resources or understanding of the information necessary to answer questions from the public. This has fostered a growing sense of resentment at a process which has placed members as buffers between the communities and the school board. Many members feel they will be held responsible for a plan that they cannot support but which they feel has been forced upon them. In short, there is a sense that the outcome of this process has been somewhat pre-ordained and that it is satisfying minimum policy requirements and community optics rather than striving for meaningful and potentially impactful community discourse.

Despite these significant issues, the subcommittees still recognize that accommodation changes must occur due to decreasing student populations and Ministry funding changes; however, if the current proposal comes to pass there are serious logistical challenges and questions regarding the transition which have not been addressed and which could negatively impact students of the affected schools. In the HPEDSB proposal for instance, PECl will require a renovation to accommodate elementary students as early as September 2017. To date, there is no information, plan or proposal provided that identifies how the school board is going to ensure that the facility is ready to host the elementary students before they arrive in September. Given the unrealistic timelines for renovation and other requirements of consolidation of multiple schools into PECl, there is real angst among subcommittee members about the prospect of students in an already unfamiliar setting, having to navigate construction, dust, noise and other issues created by such a rapid transition, and its impact on students learning and development – not to mention the greater costs incurred by attempting to perform such renovations within an operating school environment.

Further, the Board's own Report No. B-3 speaks to the importance of transition and states "it is essential for students to feel welcome at their new school" and that PECl "can be ready to welcome students for September 2017." But with a final decision on the recommendation not expected until June 19, 2017, subcommittee members are skeptical that the facility will be ready. Furthermore, there is concern that opportunities during the summer holiday season will not exist "for students and parents from the consolidating school(s) to come together, prior to consolidation, to engage in activities together and to build a renewed sense of community" as report No. B-3 outlines. Finally in the case of PECl and the potential consolidation of Queen Elizabeth, Pinecrest and Sophiasburgh, the staggered transition of Queen Elizabeth and Pinecrest initially, with the students of Sophiasburgh arriving at a future date, would create conditions that disadvantage the students of Sophiasburgh and potentially disrupt the learning

environment; Sophiasburgh students may have difficulty integrating and feeling like members of the new school community.

In closing, the subcommittees are asking at this time for a slowing of the current process based on a number of factors. They would like the school board to provide time and opportunity for the subcommittees to come together to try and develop a solution with the Board that meets the fiscal and programming needs of the Board, while taking into account the social and economic impact on the broader Prince Edward County community – a potential win/win. The subcommittee is also asking that the process be expanded to include the Massasauga – Rednersville School since those students and families will be impacted by the current proposal and should be considered in any alternatives that are considered.

On March 6, 2017 the Minister of Education circulated a letter with regards to the school consolidation process in Ontario. The letter assures all of their community partners that the Province is committed to finding solutions "that meet both Community needs and the educational needs of Ontario students". As a result of overwhelming feedback from stakeholders across the province, the Ministry has committed to "launch an engagement on new approaches to supporting education in rural and remote communities" this spring. With the benefit of time and this engagement of the Province, we feel an approach that addresses the needs of all stakeholders can be developed. We urge the Board to delay this process so that a community-based proposal can be developed – one informed by accurate information, realistic timelines and student impacts, and a community consultation process which provides stakeholders a real opportunity to participate in shaping one of its most important community institutions.

Regards,

~~The Prince Edward County ARO subcommittees~~
Queen Elizabeth ARO Committee

Sarah Johnson
(Sarah Johnson)

Joyce Jaqueline Syer

Amanda Whiten-
Cemwhiten

Megan
Liz
V. Lavelle

MATT ROZANEES

Tim Johnson

VICTORIA CARROU

Sherry Harrison

Jelie Hymus



**ACCOMMODATION REVIEW COMMITTEE (ARC)
PECI School Team Revised Proposal & Consideration**

ARC Proposal - Additional Considerations:	Rationale From The Table Team:
Grade 7 & 8 enter Fall September 2017; Complete Renovations to upper Elementary wing Summer 2017.	<ul style="list-style-type: none"> Allows for students to settle in and begin the transition to the new K-12 model;
<p>As proposed, close Sophiasburgh, Pinecrest and Queen Elizabeth. Use QE as an extended campus commencing September 2017 for JK-6 until renovations completed <i>Note: Presuming Sophiasburgh is also welcomed at/enters PECI beginning Fall 2017.</i></p>	<ul style="list-style-type: none"> Allows the required financial savings to occur through the closures while offering an appropriate space to accommodate students while their new learning environment is prepared for them avoiding them trying to work through a construction zone and allows time to complete 'quality' renovations; Will ensure Sophiasburgh feels equally included in all of the transition processes and are involved in establishing the new school culture from day one. Recommend minimal disruption to students and school. This will maintain the learning environment and ensure the first K-12 school in HPEDSB goes as smoothly as possible and becomes the model to be upheld;
<p>Renovate proposed lower elementary wing beginning Summer 2017 until completed</p> <ul style="list-style-type: none"> Ensure Quality and calibre of renovation work is in alignment to other work throughout the district (ie. Trent River PS and Harmony PS and not time driven.) Ensure all work is warranted; 	<ul style="list-style-type: none"> We acknowledge that this is not a new build, however request all renovations be quality assured in order to ensure equity between different school groups;
<p>Respectfully, if any of these recommendations require clarification, contact any member of the PEC ARC team and we would be pleased to work with you.</p>	
<p>Additional Considerations:</p>	
<p>Revise square footage of playground for 500 students or seek out drainage system for lower fields in order that students can access at recess earlier than May</p>	<ul style="list-style-type: none"> Concern about students having access to adequate playing spaces to support the well-being aspect of childhood and learning;
<p>Busing - location/pickup /drop off Location front/back/sunnyside</p>	<ul style="list-style-type: none"> Concern with losing curb appeal - we want quality and welcoming entrances Leave trees or replant/landscaping - create green space
<p>Start times and considerations</p>	<ul style="list-style-type: none"> Concerns about available transportation for sporting events and other after school times ie. Staggered start times; Bussing is currently not available for many events as buses need to be back to their home schools for afternoon runs;
<p>Re-introduction of 'late bus' for after school activities</p>	<ul style="list-style-type: none"> Create equity for students in PEC;
<p>Parking-staff/students/parents/visitors?</p>	<ul style="list-style-type: none"> Given early concept designs, this is a concern;
<p>Sidewalks-safety/access</p>	<ul style="list-style-type: none"> Is there a plan to work with the municipality to address such needs?
<p>How will a new K-12 school be staffed to ensure adequate care and service: Office Staff, Custodial Staff, Educational Assistants,</p>	<ul style="list-style-type: none"> People are the magic that makes a school special. How will the staffing in these areas at PECI be impacted by the consolidation?
<p>PA system</p>	<ul style="list-style-type: none"> Ensure a distinct yet environmentally appropriate system of bell communication is in place;
<p>Gym space - shared</p>	<ul style="list-style-type: none"> Provide flexibility for students in all grades to access as the facilities are available;

Gym renovated - lighting/paint	<ul style="list-style-type: none"> The other gyms outside of the main gym are getting dated and need some refreshing if they too will be prime learning spaces;
Grand Opening Event	<ul style="list-style-type: none"> When finished and all students are transitioned, a grand opening event should be planned to honour the creation of the new Prince Edward Collegiate Institute and honour the students and staff who are joining together and creating the future together.
Program needs must be a priority to ensure student retention (ie. French Immersion)	<ul style="list-style-type: none"> PEC needs to retain the population of students to ensure quality programming for all students in ALL pathways..
Re-identify and re-evaluate catchment boundaries to ensure they are logical and best serve the students and parents in the area;	<ul style="list-style-type: none"> Many of the current boundaries are legacy in nature and do not reflect some logical trends. The current transfer processes are perceived to be quite relaxed which is concerning in an effort to retain students in the County.
Has onsite before and after school child care been considered in the amalgamation plans for PEC?	<ul style="list-style-type: none"> This currently exists at QEP and Pinecrest and would leave a considerable and concerning hole for many of our students and parents in PEC.

Requests:

Could we see a breakdown of what a proposed budget for renovations could look like as the identified dollar value is not creating a sense of confidence among parents and community members. Specifically, are things such as fencing, new bussing lanes, extended parking spaces, etc. in addition to the allocated funding (ie. \$50,000.00)?

Municipality Meeting Summary:

- Timelines
- Funding sources and value committed - specifications around commitments and details to the retrofit
- Occupancy concerns
- Leave Kente open and join with Mass Red and redraw the boundaries
- Change Boundary to CML
- Sophiasburgh open as a rural school
- Queen Elizabeth and Pinecrest close
- 7/6's start first and transition into other grades

Deliberations:

- Review Boundaries and lock
- Budget?
-

Alternate Plan Overview re: HPEDSB Proposal and the Exceptional Nature of Our School and Community

In addition to formally representing the expectations and concerns our constituencies have with regards to the current HPEDSB proposal for school consolidations and closings for the 2017/2018 year and beyond, the ARC sub-committee for Sophiasburgh Central School intends to table a formal alternate proposal focused on keeping Sophiasburgh Central School open to serve our vibrant community and help to promote a tangible vision for rural schooling here in the County and Ontario at large.

This memo outlines the basics of our plan for discussion and review at this point. We will further detail and support our plan in the coming weeks leading up to the next public meeting in April.

The basics of our plan include:

- **A strong initial argument against closing the school based on:**
 - **the well founded, and widely community-felt negative social and economic impacts to our remote and rural community;**
 - One need only look to the fate of many outlying rural communities in Ontario, indeed the County, to see what happens to social and economic cohesiveness when their one and only local school is closed. Residents are rightly concerned that the momentum we are experiencing in drawing new families to our rural ward will come to an end with the closing of Sophiasburgh Central. Not having a school in the ward threatens the vibrant fabric of our community in no small way – all the businesses, community organizations and places of worship in Sophiasburgh feel this and are acting as best they can to help keep our school open.
 - **the well supported negative impact of much longer bus rides and much lower green space on the engagement, achievement, health and wellness of Sophiasburgh students;**
 - As expressed by many at a local town hall our ARC Sub-Committee hosted early in this process, if the health, well-being and educational achievement of our children is first and foremost in the minds of both the Ministry of Education and the HPEDSB then why are they proposing to have some of our children on buses over 2 hours a day (max time 69 minutes in morning, 63 minutes in evening) to go to school in Picton? Current plan also has bus rides for some elementary students in our community starting at 6:52am in the dark of winter.
 - The current plan for the entire elementary green space at PECl is around half the size of a football field – if that. And we have seen no plans for distinct Kindergarten and Primary school spaces / playground facilities within this definite trade-down in green space quality and size. Another lose-lose for our rural students.
 - It's a fact – longer bus rides and smaller green space play a contributing negative role in student engagement, achievement and overall well-being.
 - **the ongoing relevance and vibrancy of our community, with two active rural villages as its backbone, and the impact our community has made, and continues to make, on the life of Prince Edward County;**
 - Sophiasburgh has two very active settled communities that act as stable hubs for the far flung rural citizens of the area. There is Northport, our charming bayside village and epicentre of the County's northeast shore culture. And there is Demorestville, long the beating heart of our agriculturally-based ward's life and home to Friendship United Church, our bustling open air ice rink and the gem that is Sophiasburgh Town Hall.
 - Further reinforcing the distinct country flavour of our community are the many events and festivals in the ward hosted by our active Recreation Committee and many other groups; many attended by visitors from across the County and beyond. There's the always sold out Maple Pub Night which has become a must attend for County politicians as the "season" starts, our annual Easter Egg Hunt in Northport which draws hundreds every spring, our raucous rebuff to cold Mother Nature via our Winter Carnival in Demorestville and the music-based Northport Summer Festival.

- As our festivals punch above their weight in terms of impact on the County at large so do Sophiasburgh residents themselves. Noted Sophiasburgh residents include a former Ontario Deputy Minister of Education Ontario, a former Ontario Finance Minister, a wide assortment of active award-winning artists of all types, influential County councillors, successful entrepreneurs, long-standing traditional farm families and “new ag” pioneers focused on organics and value-added food.
 - **the growing population of young families in our community;**
 - Drawn by its active rural nature, comparatively lower County real estate prices and, in no small measure, Sophiasburgh Central itself, Sophiasburgh has seen a growing number of new young families moving into the area to start and/or raise a family. The introduction of new younger students into classes at Sophiasburgh Central is on an uptick and the trajectory looks to continue based on the growing number of babies we know of in the ward.
 - **the exceptional nature and culture of Sophiasburgh Central School; and,**
 - Sophiasburgh Central has a long and proud history of excellence in our community and a reputation throughout the County of providing an open and caring learning environment for its students. This spirit continues today with a very involved teaching and non-teaching staff and an equally engaged and innovative principal – Robert McFadden.
 - Sophiasburgh Central plays an important role as a community information hub – with many local events and activities being supported by our principal via take-home materials. Active outdoor learning, a focus on responsibility and caring, digital literacy and school-wide celebrations are part and parcel of the experience that Mr. McFadden and team shape day in and day out for our community’s students and their families.
 - Informed and innovative approaches to education are also a key focus of our school with field trips and enhanced in-school programming an ongoing priority. A recent case in point is our school’s involvement with the locally-sourced “DarkSpark” program; working with our grade 7s and 8s to bring the painful history of Residential Schools to life through collaborative musical expression and studio recording.
 - **Sophiasburgh Central School having the lowest FCI (Facilities Condition Index) of ALL schools affected by the current proposal.**
 - Our Facility Condition Index is a healthy 25%.
- **Slight expansion of our official catchments (a formal map outlining this soon to be shared) to bring net new students to our school and increase enrolment while helping to minimize the very real potential for overcrowding at PECl in a K-12 scenario with the immediate influx of Pinecrest and QE students**
- **Keeping Sophiasburgh a K-8 school**
- **Developing partnerships that will meaningfully fill our under-utilized space at Sophiasburgh Central, mitigate these costs and, most importantly, help to make Sophiasburgh Central School a bonafide Community Hub for all.**
 - The Sophiasburgh Central School ARC sub-committee is currently engaging local businesses and organizations (public / private / NFP / a mix thereof) that may be interested in leasing an under-utilized wing at our school (in whole or in part) to mutual benefit.
 - The Principal at Sophiasburgh (Robert McFadden) is behind this initiative and ready to work with any interested partners in showing them the space, answering questions, finding out answers from the Board etc.
 - Outreach from our group to parents in the community is showing healthy interest in preschool / before / after care for children and students in the area (at 25+ formally interested parties at the time of this memo). We are engaged in preliminary discussions with licensed childcare providers.
 - We have also been formally approached by the County of Prince Edward Public Library and Archives recently to discuss the potential of having a PEC Library branch for our community on-site at Sophiasburgh Central within the context of this alternate plan. Barbara Sweet, CEO of PEC Library writes “We are often told that we should have a branch in that area of Prince Edward County and this might be an opportunity.” We are in discussion with this group and this item will be on their upcoming Board meeting agenda.

- **One key area where we feel there is both a need and a great opportunity is the food sector.**
 - We are currently talking to food businesses and NFP food security / community food initiatives orgs here in the County and finding the reaction quite encouraging.
 - We already have one well known value-added food business in the County formally interested in leasing ~1500 square feet of space in which to operate a commercial kitchen and food prep space with the potential of looking at more space for a new catering venture. We are also engaging a growing list of potential part time users and local food security organizations based around a common interest for a shared commercial kitchen. The end goal of this process is the eventual submission of a non-binding letter of interest from key potential lessors / users / supporters-in-kind to demonstrate the level of commitment this idea has within the County. We are well on the way in this regard.
 - Based on the great potential of this vision we are also engaged in conversations with Slow Food Prince Edward County, National Farmers Union and Community Gardens Prince Edward County.
- **The vision we have here is a vibrant, mutually beneficial and cost-effective relationship with one or a group of food-based partners who, while efficiently running and growing their business and/or serving their mandate, are also partnering with Sophiasburgh Central School to provide exciting and innovative ways to serve the community and enhance student learning and nutrition. A community garden, a community food network, students receiving first-hand knowledge about a future in the food industry and working with our partners to provide nutritious options for students are all part of this vision.**
- **Of no small import here is the fact that Hastings and Prince Edward Counties have the second highest rate of food insecurity in Ontario.**
- **We are interested in having Sophiasburgh become a bit of a food and education innovation centre and a dynamic player in shaping the future of rural education and rural communities here in the province.**
 - To this end, any partner, public or private, will need to consider ways their presence can start to help the community on the whole, offer up additional learning experiences for the students and be part of a new vision for rural schools in Ontario / Canada. Our group believes, and is seeing in our discussions and letters of interest, that food preparation provides a vast array of exciting opportunities for the businesses, organizations, community and students involved; think FoodShare meets Commercial Kitchen (in the country, with access to LOTS of outdoor space, and in the midst of one of the richer food networks in the province) and the vision starts to write itself.
 - Rough space available is ~6500 square feet – this includes 4 classrooms, hallway, and facilities. An entire wing.
 - The School is equipped with Propane Gas, Trucked in Town Water and A 2000 Amp 347/600 Volt Electrical Service This provides gas for cooking needs, and the ability to use 3 phase high voltage motors on things like mixers, washers and blenders which makes them far more efficient and something that isn't available everywhere in Sophiasburgh or the County for that matter.
 - There is currently ~\$770,000 available (to be used no later than the 2018/19 year) from the Ministry of Education to cover building retrofits / leasehold improvements for businesses/partners who fit the bill as part of a solution to making schools become more than a space for structured learning (classes) and evolve into true Community Hubs. Access to this pool of retrofit funding is definitely part of our developing plan to make this vision come to life.

A Memo from Sophiasburgh Central School ARC Sub-Committee

March 29, 2017

- Finally, and very importantly, there is cross ARC sub-committee and, in turn, cross-County support for keeping Sophiasburgh Central School open.
- Prince Edward County has struck a working sub-committee involving the Mayor, CAO, Community Development Team and representatives from each of the 6 ARC sub-committees here in the County.
 - One of a few key documents from this working sub-committee, soon to be publicly distributed and integrated into the ARC process, is an “ARC Sub Committee County Solution Proposal” that has as its first goal “To keep open schools in five regions of the County – North, East, South, West and Central.”
 - North – Keep open 1 K – 8 school, either Kente or Massasauga – Rednersville.
 - East – Keep open Sophiasburgh
 - South – Athol, South Marysburgh (not part of the ARC)
 - West – Keep open, without a new build but renovations or potential addition to C.M.L. Snider
 - Central – PECl (K-12)
 - This plan, supported by all ARC sub-committees, also includes the closure of BOTH Queen Elizabeth and Pinecrest and the movement of these students to a newly retrofitted K-12 ready school at PECl. Students from QE would all go to PECl while students from Pinecrest would be distributed, based on proximity, to CML Snider, Kente, PECl and Sophiasburgh.

We look forward to working with your offices, the HPEDSB and the Ministry of Education in making this vision come to life for our community, for the County and for Ontario.

With respect, and in the spirit of innovation and collaboration,

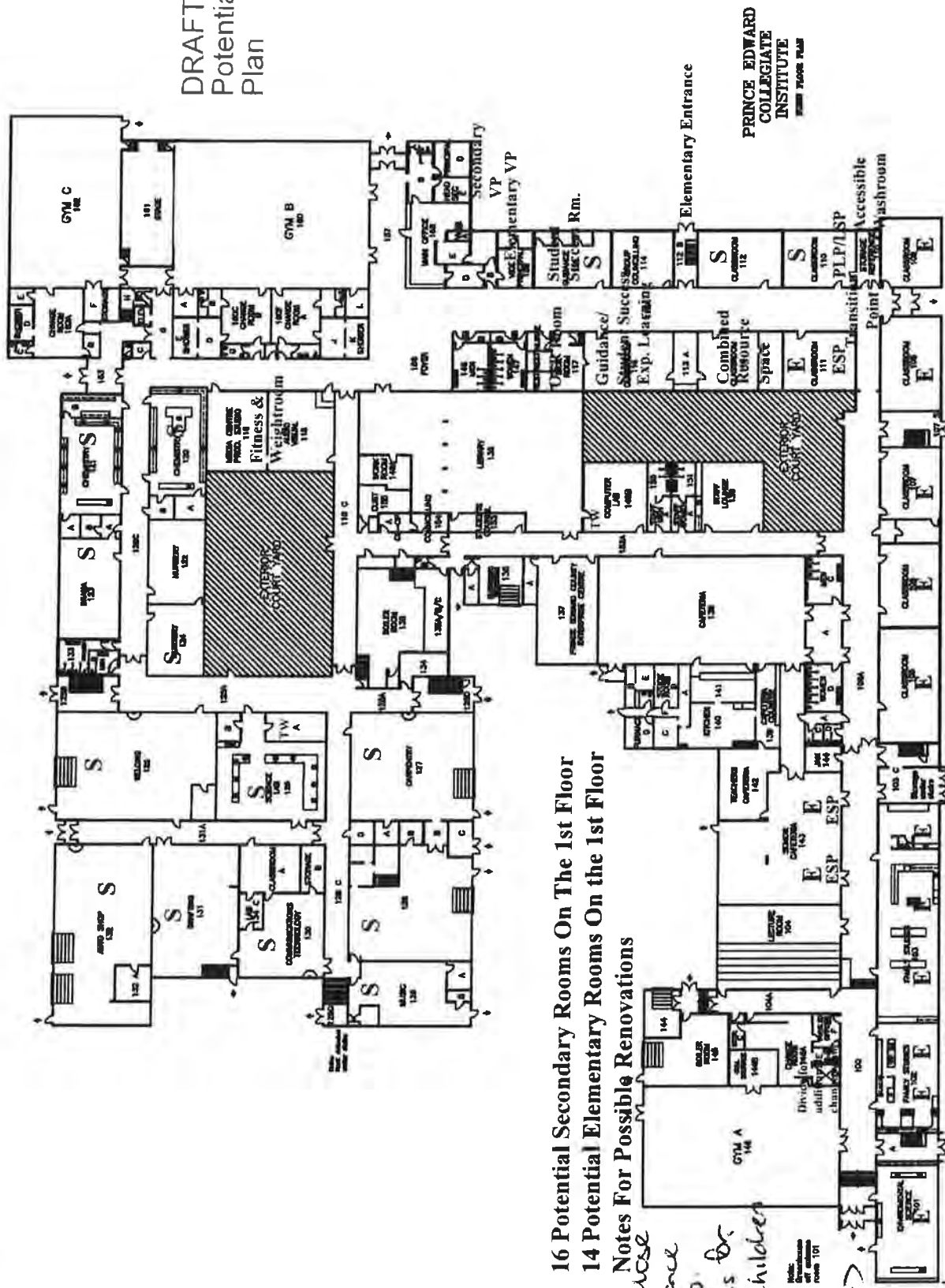
- *The Sophiasburgh Central School ARC Sub-Committee*

Submitted March 29, 2017, by request, to Premier Kathleen Wynne, Minister of Education Mitzie Hunter and Karen Pitre, Special Advisor to the Premier on Community Hubs

Sophiasburgh ARC Transition Concerns (rough notes taken at school meeting March 20)

<p>Bus routes and timing</p>	<p>Early (6:52am) start. Length of time on bus (an hour). Will the school start time still be 8:15? Is it possible to add more busses/routes to shorten ride times?</p>
<p>Greenspace</p>	<p>Outdoor play space needs to be larger. Will there be staggered times for recesses?</p>
<p>Construction schedule</p>	<p>Water concerns at high school? Renovations happening while students are in class is not ideal. There is not enough time for renovations to happen.</p>
<p>Timelines</p>	<p>September 2017 is not enough time for renovations. Sophiasburgh students starting a year later than others is not acceptable. Ideally, construction happens 2017-2018 and all 3 schools stay in their own buildings until they move in 2018. OR, all 3 schools go to Queen Elizabeth for a year while construction takes place.(although double transition is not ideal). There is no time for the transition committee to work.</p>
<p>Staffing issues</p>	<p>What will the administration look like? What will the staffing process be for teachers/EAs/DECEs</p>
<p>Safety issues</p>	<p>Entrance at parking lot (north-west door) has steep stairway. Bus drop-off/Pick-up zones?? No sidewalks, the parking lot is a problem. Staff and student parking lots are close to entrances.</p>
<p>Secondary/Elementary spaces</p>	<p>Washrooms - size Lunchrooms? Gyms? Changerooms? Kindergarten washrooms Sinks in classrooms</p>
<p>Programming</p>	<p>How is programming going to be enhanced? What specifically does enhanced mean? How will facilities be enhanced? How will music, drama, science and art be delivered? How does this enhance programs for secondary students? What is the plan for mentoring programs?</p>
<p>Extracurriculars</p>	<p>What will sports programs look like in the County? With such a difference in the size of schools, will they still compete against each other OR will they compete against Belleville schools?</p>
<p>School culture and identity</p>	<p>How will we bring students together and still preserve individual identities of schools? What will the new school be called? How will a new school culture/identity be created to generate a whole school community feeling?</p>

DRAFT
Potential Floor
Plan



PRINCE EDWARD
COLLEGIATE
INSTITUTE
FORM 1000E PLAN

16 Potential Secondary Rooms On The 1st Floor
14 Potential Elementary Rooms On the 1st Floor
Notes For Possible Renovations

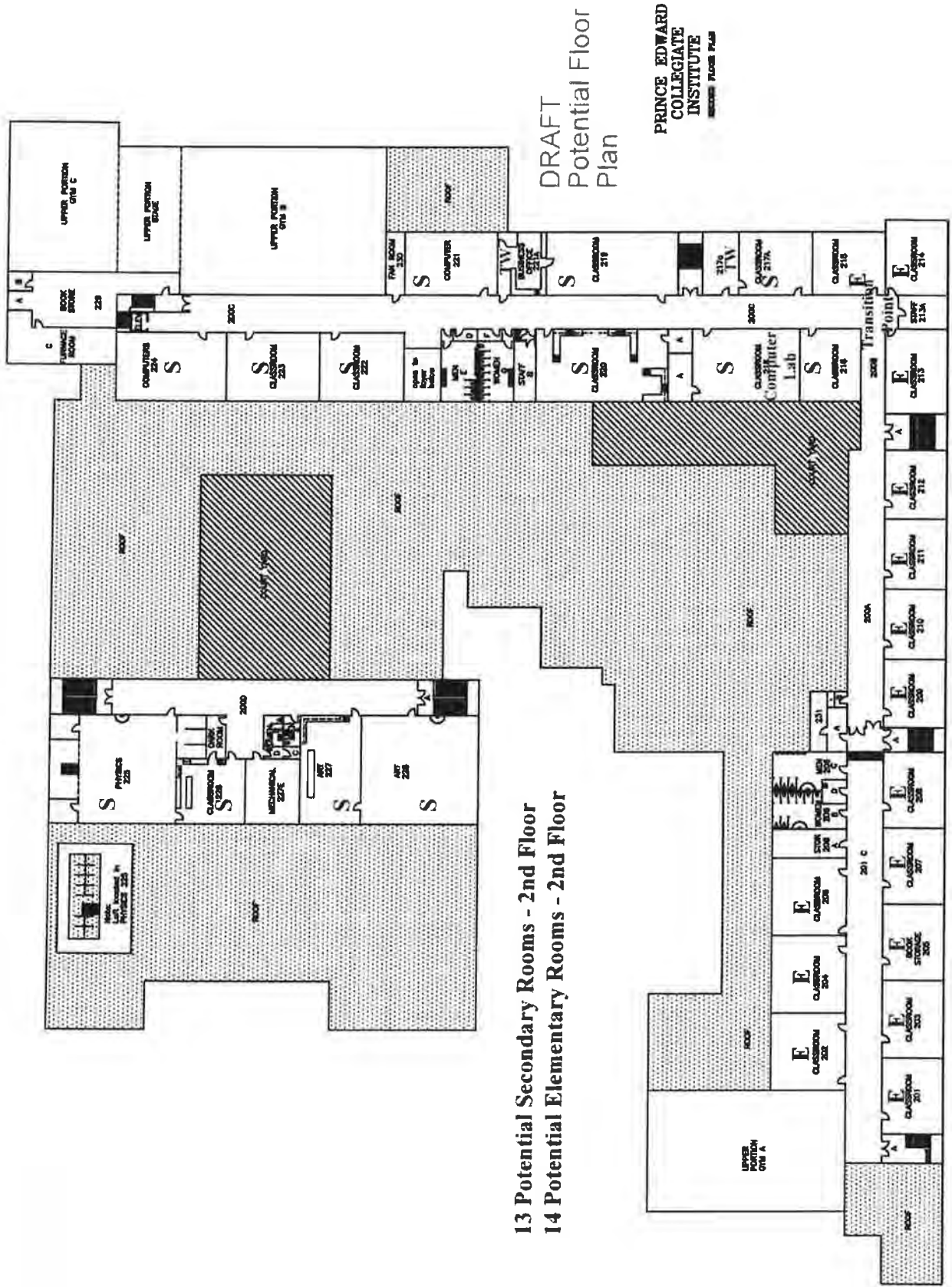
stairs close
to entrance
+ steep
dangerous for
small children

Kindergarten Rooms
green space for
only kindergartens
(side drive)

Is there a
possibility to keep
green house

fenced in →

Plant Department, HPEDSB4/11/2002 10:03 AMpecid.wg



13 Potential Secondary Rooms - 2nd Floor
 14 Potential Elementary Rooms - 2nd Floor

PRINCE EDWARD
 COLLEGIATE
 INSTITUTE
 SECOND FLOOR PLAN

Transition Plan - Initial Thinking
 ARC Working Group Meeting #2 - March 29th, 2017

<p>Defining and Using the Physical Space</p> <p>Timetabling / room use considerations: part of planning at PECl spring 2017</p> <ul style="list-style-type: none"> - special needs students (eg. calming, sensory rooms) - flow of students and staff throughout building and outside - shared use of space (eg. gyms, library) 	<p>Staff Collaboration</p> <ul style="list-style-type: none"> - possible use of upcoming PA days to enhance the transition - K-12 PD sessions (ETFO & OSSTF) - operational items may need some separation (eg. OSSLT, EQAO, yard supervision) - may be some things that are only 9-12, primary, junior etc. - need to create the conditions for staff learning – we would be creating a new culture at PECl - staff training for how to deal with kids in the different panels, especially those with special needs. <p>Staffing Process:</p> <ul style="list-style-type: none"> - work with HR and respective collective agreements to complete staffing should recommendation be approved <p>How would we build new culture / identity – eg Panthers / Lions / Tigers / etc? Even if Sophiasburg Comes a year later</p> <ul style="list-style-type: none"> - committee work? we would like to be included in new culture / identity 	<p>Rooms and Space</p> <p>We will need approximately 30 rooms for K – 8 including specialized program space; also require space that is conducive to professional learning.</p> <p>Meeting Rooms: OT, Counselling, etc.</p>
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<p>Kindergarten rooms – bathrooms, cubbies, yard exits</p> <p>School co-curricular sports and sharing of facilities (eg. Gym after school or at recess / lunch times)</p> <p>How can the lecture hall be re-purposed to be effective space (drama, music, etc.?)</p> <p>Specialized programs need to be on main floor</p> <p>Kindergarten classrooms need to be on main floor with accessible access to outdoor space</p>	<p>Common Use Areas</p> <p>Would need to create management systems/processes for sharing resources such as stage, meeting rooms, fields, computers, gyms.</p> <p>Full school main office would remain where it is to welcome all staff, students and community members; delineated may be made for K-8/9-12 if necessary</p> <p>A common library space would be appropriate and there are great ideas about how to share the space and make it welcoming for all students</p> <p>Music room is only used 2 periods per semester for grades 9-12; could look at sharing space with 7-8 program.</p> <p>Common Resource room (with delineation where necessary) a possibility; would maximize use of EAs; potential for sensory room in there / quiet space; ISRT / ISEH using a common space.</p> <p>Teacher workspace should be common for all staff</p> <p>Teacher work areas required</p> <ul style="list-style-type: none"> - Prep space - Meeting Rooms / Professional learning teams - Literacy Rooms/ Numeracy Rooms professional resource library
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There are some elementary students who are “runners,” there may or may not be more places to hide in the secondary school; will need to edit safety plans or create new ones with ISRT/ISEH

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Flow of People – suggestions may include colours in halls / intersections; dots on the floors; symbols for the washrooms.

How many washrooms will we have? 2 for each panel? Common/consistent signage.

is there any flexibility in start times possibly @ 40

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11:00 – 11:50 Lunch	12:30- 1:10 Break #2
11:50 – 1:05 Period 3	1:10 – 2:30 Block 3 (80)
1:05 – 1:15 Break	
1:15 – 2:30 Period 4	

Student work spaces in the office / student services?

Coop Room – student work space. Could install Computer counters?

Work Counters in the foyer would be possible as well?

Outside Considerations

Playing field – may be add 1 soccer field by turning the orientation; explore possibility of formal agreement with the County to use the community soccer field across Johnson St. and tennis courts at Benson Park.

Removing the greenhouse would be good idea → would be great access for kindergartens
 ↳ such a useful space for elementary kids a science unfortunate to remove
 Tennis courts re-purposed as basketball courts for classes or recess time for parking? it in a farming community

Moving play structures; would be in plans to have these on site

What is happening to school council budgets? Eg. money that has been raised for a purpose – eg. playground, smart boards etc.

- Fundraising done for a specific purpose would continue to have that purpose with new school; rest of school funds goes into one budget for new school

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Miscellaneous

When would a discussion about the school start time take place? (can now as a possibility)

How much library tech time will we have? (Collective Agreements would be followed in staffing process)

We can use the back door for the elementary to get into the library (logistical planning will be considered)

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T-shirts for all!

Wall to honour history of each former school as a possibility *Great idea*

In September - full school picture (wide/old school-type of photography) *Spheniasburgh is left out*

Late August - Open House/ Activity afternoon for parents and students

Over the summer, full social media presence: twitter, video, share

We have a proposal in under System Memo 97 for the QEP / Pinecrest / PECEI to have an academic olympics in May (cool!)

APPENDIX H
Transportation Data

Transportation Data (prepared by Tri-Board Student Transportation Services Inc.)

Queen Elizabeth Picton

Ride Time Info

Ride Time Data	AM		PM		Comparison Ride Time Difference		Individual Student Ride Time Difference	
	Current	Proposed	Current	Proposed	AM	PM	AM	PM
Average	17.2	16.5	16.8	0.0	-0.7	-16.8	-11	-25
Minimum	4	3	1	0	-1.0	-1.0	6	36
Maximum	51	54	56	0	3.0	-56.0		

	Current	Proposed
Earliest Student Pick Up Time	7:08 AM	7:08 AM
Latest Student Drop Off Time	3:34 PM	3:38 PM

Bus Info

	Current	Proposed
# of Buses - Regular	19	20**
70-72 passenger	17	18
48 passenger	1	1
20 passenger	1	1
# of Buses - Spec Ed	1	1
20 passenger	1	1

**all buses currently go to PECl - possibility of one or two buses will be need to help with overloaded buses
Transfer buses from PECl to QEP are eliminated

Pinecrest

Ride Time Info

Ride Time Data	AM		PM		Comparison Ride Time Difference		Individual Student Ride Time Difference	
	Current	Proposed	Current	Proposed	AM	PM	AM	PM
Average	22.4	14.9	21.1	15.7	-7.5	-5.4	-52	-49
Minimum	1	3	1	3	2.0	2.0	31	35
Maximum	61	52	56	57	-9.0	1.0		

	Current	Proposed
Earliest Student Pick Up Time	8:17 AM	7:03 AM
Latest Student Drop Off Time	4:43 PM	3:38 PM

Bus Info

	Current	Proposed
# of Buses - Regular	6	22**
70-72 passenger	6	21
20 passenger		1
# of Buses - Spec Ed	3	4
20 passenger	3	4

**all buses currently go to PECl - possibility of one or two buses will be need to help with overloaded buses
*The current runs will no longer be needed as they are a second run to the PECl buses, which they will now go on.

Combine CML Snider & Kente PS

Student Info

	<u>Spec Ed</u>	<u>Regular</u>	<u>Total</u>
CML Snider Current enrollment	0	230	230
Kente Current Enrollment	6	207	213
CML Snider Proposed Enrollment	6	437	443

Ride Time Info

	<u>AM</u>		<u>PM</u>		<u>Comparison Ride Time Difference</u>	
	<u>Current</u>	<u>Proposed</u>	<u>Current</u>	<u>Proposed</u>	<u>AM</u>	<u>PM</u>
Average	18.1	28.7	19.1	25.6	1.0	-3.1
Minimum	1	9	1	3	0.0	-6.0
Maximum	60	56	58	51	-2.0	-5.0

	<u>Current</u>	<u>Proposed</u>	<u>Individual Student Ride Time Difference</u>		<u>AM</u>	<u>PM</u>
Earliest Pick Up Time	8:10 AM	8:19 AM			0	0
Latest Drop Off Time	4:53 PM	4:39 PM			27	15

Bus Info

	<u>CML SNIDER</u>		<u>KENTE</u>	
	<u>Current</u>	<u>Proposed</u>	<u>Current</u>	<u>Proposed</u>
# of Buses - Regular	5	12	7	-
70-72 passenger	5	12	7	-
# of Buses - Spec Ed	0	?	1	-
20 - 24 passenger	0		1	-

NOTES:

Kente buses have been rerouted to CML Snider. By doing this there is not enough time in the afternoon for these buses to get to CML Snider on time.

Approx 5 additional buses would be needed in the afternoon unless the bell time was changed to 20 mins later

At this time because of time constraints I am not able to do a complete route optimization.

APPENDIX I
Transition Plan

Transition Plan - Initial Thinking
ARC Working Group Meeting #2 - March 29th, 2017

Defining and Using the Physical Space

Timetabling / room use considerations: part of planning at PECl spring 2017

- special needs students (eg. calming, sensory rooms)
- flow of students and staff throughout building and outside
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