

BUSINESS AND FINANCE

Report to the Board of Trustees

Meeting: In Camera
 Open

Presented for: Information
 Approval

Meeting Date: March 28, 2017

Presented by: **Isabel Grace, Superintendent of Business & Finance**
 Timothy Moloney, Superintendent of Learning/Student
 Success

Subject: Cobourg Catholic Elementary Schools Accommodation
 Review

Recommended Action(s): As outlined in the report below.

1. Background

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to providing a full range of education experiences equitably distributed across the system in accordance with its vision and strategic priorities.

The authority of school boards to make decisions regarding pupil accommodation is set out in section 171(1), paragraph 7 of the Education Act.

171(1) A board may...

- (7) determine the number and kinds of schools to be established and maintained and the attendance area for each school,

and close schools in accordance with policies established by the board from guidelines issued by the Minister.

The Board has established and approved Policy 109 – Pupil Accommodation Review which provides a framework for pupil accommodation reviews that is consistent and aligns with the Ministry of Education Guidelines.

2. Purpose

As part of the overall strategic management of the Board’s teaching and learning resources and facilities, and in consideration of long-range planning, Administration has identified relevant conditions that support an accommodation review for the Catholic elementary schools in Cobourg, Ontario. The ultimate goal of the Accommodation Review is to improve the infrastructure and learning environments for students and staff, and improve the utilization of the board’s facilities.

3. Accommodation Review Guidelines and Policy

General Overview of the Process:

- Administration makes recommendations to the Board of Trustees that a Pupil Accommodation Review be completed where there is potential for consolidation.
- Administration presents, as identified under the Ministry of Education Pupil Accommodation Review Guidelines, the Initial Staff Report (School Viability Report) to the Board of Trustees.
- The Initial Staff Report will contain one or more options to address the accommodation issue(s).
- Based on the Initial Staff Report and supporting administrative recommendations, the Board of Trustees may approve a resolution that begins the Accommodation Review process.
- The Accommodation Review process for a particular groups of schools will complete its work within the timelines set out in Administrative Procedure 109.

A number of conditions supporting a consolidation of St.Joseph CES, St.Michael CES and Notre Dame CES and the closure of St.Michael CES exist. As noted in Policy 109, these are as follows:

Accommodation Review Conditions	Application to Cobourg
Enrolment is declining or low and no improvement is forecast in the next five years;	Enrolment has declined, but is somewhat stable at the moment and into the future.

The buildings require significant five year capital or maintenance expenditures;	Yes - While the facilities have been maintained on a timely basis, the age and condition of St.Michael CES and Notre Dame CES, indicate significant capital expenditures are recommended in the next five to ten year period.
Low enrolment is an impediment to school organization, instructional programming, and/or program offerings;	Yes - Interim decisions with respect to supporting improved class organization have been made for the English students at St.Michael CES. Utilization at St.Joseph is lower than the other schools and multiple combined grades continue at all of the schools.
Alternatives would result in school operating cost savings;	Yes - Primary savings would be from facility operations and maintenance and the potential overall reduction of staffing requirements due to a more efficient allocation of resources.
Closure of a school is in the best interests of the overall school system.	Yes - From a long-term planning point of view, effective use of system resources and effective delivery of program.
The social, cultural, and recreational use of the facility by the community can be accommodated in other facilities.	Yes - There is limited community use of the facilities, which can continue to be accommodated after consolidation. Other facilities in the community would likely be able to accommodate activities as well.

4. Review Goals

4.1 The following goals will guide the Cobourg Catholic Elementary School Accommodation Review:

- Be faithful to the PVNCCDSB strategic plan: ensure that decisions are evidence based and responsive.
- Determine attendance boundaries that best meet board-wide accommodation review goals, program delivery and the priorities of school communities.

4.2 Board-wide Accommodation Review Goals

The following goals relate to any accommodation review, whether a boundary change or school closure and must be considered in the Cobourg Catholic Elementary School Accommodation Review

- Provide the most optimal learning environment possible (consider program environments and how they support student achievement).
- Ensure efficient use of system resources by balancing enrolment and facilities:
 - Maximize the use of Board-owned facilities over the long-term;
 - Minimize the use of non-permanent accommodation (portables) as a long-term strategy while recognizing that it may be a good

short-term solution.

- Provide a long-term (5 years +) accommodation solution.
- Create boundaries that maximize the number of students that can walk to school:
 - Consider the board's existing transportation policy and how it may be impacted by or limit accommodation scenarios.
- Provide logical attendance boundaries:
 - Follow logical divides such as major roads, physical barriers, etc.;
 - Recognize existing neighbourhoods, wherever possible.
- Reduce operating costs (e.g. maintenance, operations, transportation, etc.).
- Develop accommodation options with consideration for Ministry of Education capital funding formulas.

4.3 Cobourg Accommodation Review Goal

To address significant future capital and maintenance facility condition expenditures at both St. Michael Catholic Elementary School (CES) and Notre Dame CES, the review goal is:

- To fully utilize the St. Joseph CES (effective September 2018) via a boundary change, and;
- To close St. Michael CES and to consolidate the French Immersion program located at St. Michael CES into a new dual track replacement school at Notre Dame CES. **

** Subject to the Final Staff Report approval of the recommended accommodation option by the Board of Trustees, implementation of the closure of St. Michael CES would not occur until Ministry of Education approved the new replacement school and the new school has been constructed and ready to occupy.

5. Accommodation Review Process

Staff are required to provide an Initial Staff Report to the Board of Trustees prior to initiating the accommodation review (this report). This report must include a recommended option. The initiation of an accommodation review based on this report is not an approval of the recommended option. However, the entire process is structured around the information contained in the Initial Staff Report.

Board staff are responsible for carrying out the accommodation review process and making recommendations to the Director of Education and Board of Trustees. The

Accommodation Review Committee’s (ARC) role is to act as the official conduit for information shared between the school board and the school communities, to comment and seek clarification on the initial staff report, and to review materials provided by board staff. The ARC is permitted to suggest other accommodation options so long as there is supporting rationale and they fit within the scope of the review.

Two (2) public meetings are required. The first meeting must include an overview of the ARC orientation session (which is the first ARC working meeting), the Initial Staff Report with recommended options, and presentation of the School Information Profiles (SIPs).

5.1 Purpose of the Public Consultation Process

The purpose of the public consultation process in this accommodation review would be to solicit feedback from the community on the options presented within the Initial Staff Report (this report).

Although all options propose to close St. Michael CES, the Board would like specific input on the program changes and boundary changes contemplated in the accommodation options.

5.2 Timelines

The following table outlines the proposed dates of ARC meetings, public meetings, purpose and the required timelines stipulated in the Ministry Guideline and Policy 109 for an Accommodation Review.

Date	Meeting	Purpose	Required Timeline
Tuesday March 28, 2017	Board Meeting	Initial staff report received. Board decision to initiate a school closure review.	
Monday May 15, 2017 6-8 pm	ARC Working Meeting #1 St. Michael CES	Discuss ARC’s mandate, roles and responsibilities, and the procedures of the ARC	
Wednesday May 31, 2017 6-8 pm	ARC Working Meeting #2 St. Joseph CES	Review initial staff report and accommodation options.	
Monday June 5, 2017 4-7 pm	Public Meeting #1 Notre Dame CES	Overview of ARC orientation session (1 st ARC working meeting). Present initial staff report Present SIP’s	No fewer than 30 business days after review is initiated
Wednesday October 11, 2017 6-8 pm	ARC Working Meeting #3 Notre Dame CES	Review feedback from public meeting relating to initial staff report and related options.	

Tuesday November 7, 2017 6-8 pm	ARC Working Meeting #4 St. Joseph CES	Consider adjustments to initial staff report options and consider additional accommodation options and related rationale.	
Monday November 20, 2017 4-7 pm	Public Meeting #2 St. Michael CES	Present preferred option(s) and implementation recommendations	Minimum of 40 business days after Public Meeting #1
Monday December 18, 2017 6-8 pm	ARC Working Meeting #5 Notre Dame CES	Review staff's draft recommendations	
Tuesday January 23, 2018	Board meeting	Presentation of Final Staff Report	Final staff report made public no fewer than 10 business days before public delegations
Wednesday February 7, 2018	Special Board Meeting	Delegations	
Tuesday February 27, 2018	Board Meeting	Decision	No fewer than 10 business days between delegations and final decision

6. Rationale for an Accommodation Review

The following outlines circumstances that explain why PVNCCDSB is initiating an accommodation review:

6.1 Provincial Funding/Policy Changes

In 2014, the Ministry of Education introduced the School Board Efficiencies and Modernization (SBEM) strategy with the goal of providing incentives and supports for school boards to make more efficient use of school space.

This provincial priority has resulted in changes to funding and policy. Accordingly, it has become necessary for boards to address their excess capacity in an attempt to mitigate their financial (GSN) reductions.

There are two(2) applicable pillars of the SBEM to this school closure review:

1. In August 2014, the Ministry of Education announced a new funding envelope to recognize that for school boards to effectively and efficiently manage their excess capacity, they will need to (in some cases) right-size

their capital footprint.

2. In March 2015, revisions were made to the Ministry of Education Pupil Accommodation Review Guideline to allow school boards to have a more effective tool to address their needs to close and consolidate facilities, while continuing to ensure that communities have the opportunity to provide meaningful input.

6.2 Cobourg Elementary School Enrolment and Utilization

The following table reflects enrolment projections and utilization rates as of September 2017 based on the recently approved program changes for the French Immersion program located at St. Michael CES. (Approved by the Board of Trustees on February 28, 2017).

	O T G		2016-17	2017-18	2018-19	2022-23	2027-28
Notre Dame	230	enrolment utilization	281 (122%)	260 (113%)	250 (109%)	224 (97%)	233 (101%)
St. Michael (FI, K-8)	248	enrolment utilization	216 (87%)	197 (79%)	201 (81%)	204 (82%)	214 (86%)
St. Joseph	277	enrolment utilization	137 (49%)	192 (69%)	201 (73%)	184 (66%)	191 (68%)
Totals	755	enrolment utilization	634 (84%)	649 (86%)	652 (86%)	612 (81%)	638 (85%)

From the above 10 year projection, not all schools effectively utilize the on-the-ground (OTG) capacity and, in fact, that overall utilization of all three schools is under-utilized and there is a need to right-size the OTG.

6.3 Facility Condition and Capital Funding Requirements

The following is a description for each of the schools as well as a summary of facility condition and issues:

St. Michael CES

The original building, which is in the east wing of the school, was constructed in 1893 and has an estimated total gross floor area of 303 m² (3,260 ft²). In 1905, an addition was constructed at the north end of the original building. The 1905 addition has a gross floor area of approximately 334m² (3,600 ft²). In 1952, a

split-level, two-storey building was constructed to the west of the original building/1905 addition. This section includes the gymnasium, kindergarten classrooms, washrooms, and offices. The 1952 Addition has a total area of approximately 957 m² (10,300 ft²). The 1952 addition was then extended in 1958 for additional classrooms. This 1958 addition has an approximate area of 515 m² (5,540 ft²). Total gross floor is 1,806 m² (22,700 ft²).

Based on the guidelines from the referenced Ministry of Education report - Building Our Schools, Building Our Future, a significant number of the instructional spaces and operational areas are deemed to be undersized or are absent. In order to meet the suggested requirements for all the facility spaces in St. Michael Catholic Elementary School, significant reconstruction of the existing spaces and possibly the construction of additions would be required.

The site area is small at 0.59 hectares (1.46 acres) and nearly 100% hard surface.

A comment from the Ministry of Education 2013 facility condition inspections stated, "Overall the architectural components appear in fair condition, but a number of components appear worn and deteriorated, and have surpassed their anticipated service life."

This is the oldest school of the three schools under review and would be problematic to renovate to address accessibility and program design and building code requirements due to the age and configuration of the existing structures and the limited site size.

Notre Dame CES

The original building, which is the southwest portion of the school, was constructed in 1962, has an estimated total gross floor area of 557 m² (6,000 ft²). In 1967, an addition was constructed adjacent to the east elevation of the original building. The 1967 addition has a gross floor area of approximately 1,366 m² (14,700 ft²). Total gross floor is 1,923 m² (20,700 ft²).

Based on the guidelines from the referenced Ministry of Education report - Building Our Schools, Building Our Future, a significant number of the instructional spaces and operational areas are deemed to be undersized or are absent. In order to meet the suggested requirements for all the facility spaces in Notre Dame Catholic Elementary School, significant reconstruction of the existing spaces and possibly the construction of additions would be required.

The site area is estimated to be 2.5 hectares. (6.2 acres)

A relocated six classroom port-a-pack was installed on the site in 2005 and is nearing the end of its anticipated life cycle.

A comment from the Ministry of Education 2013 facility condition inspections

stated, “Overall the architectural components appear in fair condition, but a number of components appear worn and deteriorated, and have surpassed their anticipated service life.”

Notre Dame is over 50 years old. The configuration of the classrooms in a section of the school is triangular off a central square and does not meet current program design standards. Renovations are not possible due to the structural design and load-bearing capacities. The school is heated by electricity and is not energy efficient.

St. Joseph CES

The original building, which is in the east wing of the school, was constructed in 1960 and has an estimated total gross floor area of 511 m² (5,500 ft²). In 1991, an addition was constructed on the west end of the original building. The 1991 addition has a gross floor area of approximately 2,215 m² (23,842 ft²). Total gross floor is 2,726 m² (29,342 ft²).

St. Joseph original building is 56 years old but has been well maintained with some recent renovations. The 1991 addition represents two thirds of the school’s gross area footprint and, as such, the school is a relatively new facility.

Some classrooms have been converted into specialty spaces to hold special education programs.

The site area is estimated to be 1.87 hectares (4.62 acres).

6.4 Facility Assessments

The Ministry of Education maintains a Facility Condition database for all schools across the province. The Ministry of Education conducts facility condition inspections of all schools by an independent engineering firm every five years. The inspection of schools is based on “as is” building and site condition assessment of all building components and their anticipated life-cycle. Upon completion of the inspections, each school is given a five year Facility Condition Index (FCI) rating and estimated capital budget component replacement needs projection for the five year forecast following the inspection. The Ministry inspection considers “as is” condition and does not take into account current program design standards, accessibility requirements under the Accessibility for Ontarians with Disability Act (AODA), energy efficiency and current building code compliance.

The following is a summary from the Ministry of Education Facility Condition inspections conducted in 2013 (as published on Ministry of Education website):

School	Facility Condition Index (FCI), 2013	Five Year Capital Budget Forecast (needs), 2013
St. Michael CES	23%	\$1,388,139
Notre Dame CES	11%	\$ 637,422
St. Joseph CES	13%	\$ 784,600

In preparation for the Initial Staff Report and to align with the accommodation review goal, and completion of the School Information Profiles (SIP), administration retained the services of an independent engineering firm to undertake an updated Integrated Facility Assessment (IFA) of St. Michael CES and Notre Dame CES.

The IFA considers not only updated “as is” facility condition, it also takes in account current program design standards, accessibility under AODA, energy efficiency and current building code compliance and projects a ten year capital budget forecast that is in alignment with the 10 year student projections. As such, the following table represents the updated 2017 Integrated Facility Assessment for the school recommended for closure (St. Michael) and the school recommended for replacement (Notre Dame). The current replacement value (CRV) for the existing schools is as published on the Ministry of Education website.

School	Integrated Facility Assessment (IFA) (including soft costs and phasing)	Ten Year Capital Budget Forecast (needs), Current Replacement Value (CRV)
St. Michael CES	126.54%	\$7,552,548 (needs) \$5,973,252 (CRV)
Notre Dame CES	163%	\$9,353,041 (needs) \$5,739,995 (CRV)

7. Accommodation Options

As per the Ministry Guideline and AP109, this report includes accommodation options to address the goals of the review. There are four options contained in this report, including the staff recommended option.

There are 2 assumptions that have been made regarding the options:

- (1) That St. Michael Catholic Elementary School would remain open until such time as the physical space is available to move the students to an alternate site.
- (2) Overall transportation times are expected to remain consistent under each of the options given the proximity of the schools. It is important to note that all of the assumptions regarding transportation in this report are based on the location of 2016-17 students and current bus routing. This information should be used as an indicator only.

OPTION 1 (Consolidate 3 Schools into 1 School)

This option proposes the construction of a **new replacement school** on the Notre Dame site and would result in:

- 1) the closure and transfer of St. Joseph School students to the new replacement school, joining the existing Notre Dame community; and
- 2) the closure and transfer of St. Michael school to the new replacement school, joining the existing Notre Dame community.

This will result in one dual-track English/French Immersion school in Cobourg housing students from the three former school communities. This is dependent on the Ministry of Education approval and funding of the construction of a new replacement school of sufficient size to accommodate all students.

School Boundary/Catchment changes: the former RT catchments of the three schools would be combined into one catchment area.

Advantages:

- All students would move together to the new replacement school, creating a new school community with modern and efficient learning environments and green space.
- Aligns with the Board preferential accommodation structure of dual-track programs in one site.
- The closure of St. Michael School and St. Joseph School would generate operating cost savings.
- The closure of St. Joseph School would eliminate future capital renewal needs.
- The closure of St. Michael School would eliminate significant future capital renewal needs.
- The demolition of Notre Dame School would generate operating cost savings and eliminate significant future renewal/capital needs.
- Construction of a new, more efficient structure will result in lower overall operating costs in Cobourg.
- Large student population on one site would be a significant change to the traditional structures and culture of Catholic education in Cobourg.
- Simplifies the administration of transportation and streamlines the creation of bus routes as all students will be coming to one location.

Disadvantages:

- The boundary catchment area for the former St. Joseph School and former Notre Dame School would be eliminated and become part of the new Notre Dame School boundary.
- The physical site may not be of sufficient size to withstand the potential student population without continual field maintenance.
- Large student population on one site would be a significant change to the traditional structures and culture of Catholic education in Cobourg (This would be one of the largest elementary schools in the PVNC district).
- There would be only one Catholic elementary school in the City of Cobourg.
- Closure of the St. Michael School located beside a Catholic church.
- Closure of St. Joseph School, which has a favourable Facility Condition Index rating.
- The Notre Dame School community will be significantly impacted during the construction phase.
- The Board will now have two closed schools in its facility inventory to dispose of.
- Increased bussing transportation times and costs due to fewer students being able to walk to school due to two closures.
- More significant increased congestion in the neighbouring residential community to accommodate in excess of 600 students, as compared to other options.
- Requires a significant dollar investment from the Ministry of Education to construct a school facility of sufficient and appropriate size to serve the proposed student population.

Enrolment Projections and Utilization					
SCHOOL	OTG	2017-18 PROJ	2018-19 PROJ	2022-23 PROJ	2027-28 PROJ
New Replacement School	650	649	652	612	638
Utilization		100%	100%	94%	98%

OPTION 2 (Consolidate 3 Schools into 2 Schools, with an addition)

This option proposes the **construction of an addition** at Notre Dame School and

- 1) the realignment of school boundaries (see Table One map at end of the report) to transfer regular track (RT) students into St. Joseph to increase student population and reduce excess capacity, **effective September 2018**, and
- 2) the closure of St. Michael School and the transfer of the French Immersion Program to an expanded Notre Dame site.

This proposal is dependent on Ministry of Education approval and funding of a renovation and a classroom addition to Notre Dame large enough to include new student population and replace the existing portable classrooms and to upgrade program spaces.

School Boundary/Catchment changes: the former RT catchments of Notre Dame and St. Joseph would be adjusted to transfer area to St. Joseph CES, impacting approximately 49 students.

Advantages:

- All St. Michael school students would move together to Notre Dame School with improved learning environment and green space.
- Aligns with Board preferential accommodation structure of dual-track program in one site.
- Replacement of current portable classroom at Notre Dame site with permanent structure.
- The closure of St. Michael School would generate an operating cost savings.
- The closure of St. Michael School would eliminate significant future capital renewal needs.
- Maintains St. Joseph School facility as an active asset.
- The renovation and addition to Notre Dame will result in improved learning environments and a more efficient structure to reduce future significant capital renewal needs and overall operating costs in Cobourg.

Disadvantages:

- Major capital renewal expenditures are required at Notre Dame School to address existing facility condition, energy efficiency and program space requirements, not all of which may be possible to accomplish, or to accomplish in a cost effective manner.
- The Notre Dame School community will be significantly impacted during the construction and renovation phases.
- Changes to Notre Dame catchment boundary to increase utilization of St. Joseph would mean some families being transferred from their current/traditional school community to the revised St. Joseph catchment boundary (approximately 49 students).
- Closure of the St. Michael School located beside a Catholic church.
- The Board will now have one closed school in its facility inventory to dispose of.

Option 2 continued...

Enrolment Projections						Utilization				
SCHOOL	OTG	2017 - 18 PROJ	2018 - 19 PROJ	2022 - 23 PROJ	2027 - 28 PROJ		2017 - 18	2018 -19	2022 - 23	2027 - 28
St. Joseph	277	241	250	233	240	%	87%	91%	84%	87%
Notre Dame	400	408	402	379	398	%	102%	100%	95%	99%
Total	677	649	652	612	638	%	96%	96%	90%	94%

OPTION 3 (Consolidate 3 Schools into 2 Schools, create a new FI Centre)

This option proposes the construction of a **new replacement school** on the Notre Dame site and would result in:

1) the transfer of St. Joseph School students to the new replacement school to join the Notre Dame school community in a newly built K-8 regular track (RT) school and

2) the closure of St. Michael school and transfer of the French Immersion program for Northumberland to the St. Joseph site, creating a single-track K-8 French Immersion (FI) school.

This proposal is dependent on the Ministry of Education approval and funding of the construction of a new replacement school of sufficient size to accommodate all the students.

School Boundary/Catchment changes: the former RT catchments of St. Joseph CES and Notre Dame CES would be combined into one new catchment area serving the new replacement school.

Advantages:

- All St. Michael students would move together to a new site (St. Joseph School) with an improved learning environment with green space.
- Allows for the potential growth of the French Immersion program into the future.
- St. Joseph School would become a single track French Immersion program location which could have positive marketing aspects and would be unique in Cobourg.
- Maintains St. Joseph School facility as an active asset.
- All St. Joseph students would move together to the new replacement school at Notre Dame site.
- Enrollment of the new RT school would be optimal for class organization and allocation of resources. (approx 450)
- The closure of St. Michael School and the replacement of Notre Dame school would generate operating cost savings via a more modern and efficient structure.
- The closure of St. Michael School and the demolition of Notre Dame school would eliminate significant future capital renewal needs.
- Construction of a new facility is a more cost-effective use of public funds with more predictable costs as opposed to the option of a significant renovation and classroom addition project.

Disadvantages:

- St. Joseph School would remain significantly under-utilized, particularly if the French Immersion program does not grow any further. This would limit the future ability to balance enrolment between two sites.
- Proposal is not aligned with Board preferential accommodation structure of dual-track programs on one site.
- Possibility of families being split between two schools if children within the same family are not in the same stream.
- Notre Dame school community will be significantly impacted during the construction phase.
- Closure of the St. Michael School located beside a Catholic church.
- The new regular track catchment boundary for Notre Dame would cover a large catchment area and would be the only RT facility in Cobourg.
- The Board will now have one closed school in its facility inventory to dispose of.

Option 3 continued...

Enrolment Projections						Utilization				
SCHOOL	OTG	2017 - 18 PROJ	2018 - 19 PROJ	2022 - 23 PROJ	2027 - 28 PROJ		2017 - 18	2018 - 19	2022 - 23	2027 - 28
St. Joseph with single track FI program	277	197	201	204	214	%	71%	72%	74%	77%
Notre Dame (New Replacement School with RT program)	450	452	451	408	424	%	100%	100%	91%	94%
Total	727	649	652	612	638	%	89%	90%	84%	88%

OPTION 4 (Staff Recommended Option, Consolidate 3 Schools into 2 Schools)

This option proposes the construction of a **new replacement school** at the Notre Dame Site and

1) the realignment of school boundaries (see Table One map at end of the report) to transfer regular track (RT) students into St. Joseph to increase student population and reduce excess capacity, **effective September 2018**, and;

2) the closure of St. Michael School and the transfer of the French Immersion Program to the replacement school thereby creating a dual-track FI school for K-8.

The proposal is dependent on Ministry of Education approval and funding of a replacement school to house the new school population.

School Boundary/Catchment changes: the former RT catchments of Notre Dame and St. Joseph would be adjusted to transfer area to St. Joseph CES, impacting approximately 49 students.

Advantages:

- All St. Michael students would move together to new Notre Dame School with improved learning environments and green space.
- New Notre Dame Replacement School would become a dual track English/French Immersion program location which aligns with the Board preferred accommodation structure. This also allows more flexibility into the future if further alignment between the two schools is needed.
- Maintains St. Joseph School facility as an active asset.
- The closure of St. Michael School and the replacement of Notre Dame school would generate operating cost savings via a more modern and efficient structure.
- The closure of St. Michael School and the demolition of Notre Dame school would eliminate significant future capital renewal needs.
- Removal of the aging port-a-pak at Notre Dame.
- Construction of a new replacement facility is a more cost-effective use of public funds with more predictable costs as opposed to the option of a significant renovation and classroom addition project.
- Fewer capital dollars would be required, as opposed to options 1 and 3, to construct the replacement school as the OTG would be approximately 400 pupil places

Disadvantages:

- The Notre Dame community will be significantly impacted during the construction phase.
- Slight increased bussing transportation times and costs due to fewer students being able to walk to school because of closure.
- Closure of the St. Michael School located beside a Catholic church.
- Changes to Notre Dame catchment boundary to increase utilization of St. Joseph would mean some families being transferred to the new St. Joseph catchment boundary and separated from their current/traditional school community (approximately 49 students).

Option 4 continued...

Enrolment Projections						Utilization				
SCHOOL	OTG	2017 - 18 PROJ	2018 - 19 PROJ	2022 - 23 PROJ	2027 - 28 PROJ		2017 - 18	2018 - 19	202 2 - 23	2027 - 28
St. Joseph with RT program	277	241	250	233	240	%	87%	91%	84%	87%
Notre Dame (New Replacement School with dual-track FI program)	400	408	402	379	398	%	102%	100%	95%	99%
Total	677	649	652	612	638	%	96%	96%	90%	94%

8. School Information Profiles (SIP)

The School Information Profile (SIP) is an orientation document with point-in-time data for each of the school(s) under a pupil accommodation review to help the Accommodation Review Committee (ARC) and the community understand the context surrounding the decision to include specific school(s) in a pupil accommodation review.

As per Board Policy 109 and Administrative Procedure AP-109, subject to the approval of the Initial Staff Report, staff will complete the School Information Profiles for each of the three schools and will post publicly on the ARC webpage and distributed to the ARC prior to the first working meeting of the committee.

9. Conclusion

The Board of Trustees approved P109 and AP109 on October 2015 to comply with the Ministry of Education Pupil Accommodation Review Guideline. This approval enables the Board to proceed with a school closure accommodation review.

St. Michael Catholic Elementary School (CES) and Notre Dame CES have been identified as having significant future facility capital and maintenance condition issues. A review of the current enrolment, utilization and funding availability necessitates the need to commence a school closure accommodation review to address the facility condition and utilization of St. Michael CES, Notre Dame CES and St. Joseph CES.

Four options have been identified through this report. The staff recommended option, prior to community consultation, is Option 4: Option 4 recommends:

- An adjustment to the regular track (RT) boundary between Notre Dame CES and St. Joseph CES to increase utilization (effective September 2018), and:
- To close St. Michael CES and move the French Immersion program to the new dual track replacement school at Notre Dame CES.

The closure of St. Michael CES and transfer of the French Immersion program would not occur until Ministry of Education capital funding for a replacement school has been approved, the construction of the replacement school has been completed, and the new school is ready to occupy.

Subject to approval by the Board of Trustees to commence a school closure accommodation review on March 28, 2017, it is anticipated that the review will be completed no later than February 27, 2018. Immediately following a decision of the Board of Trustees relating to this accommodation Review, a separate Transition

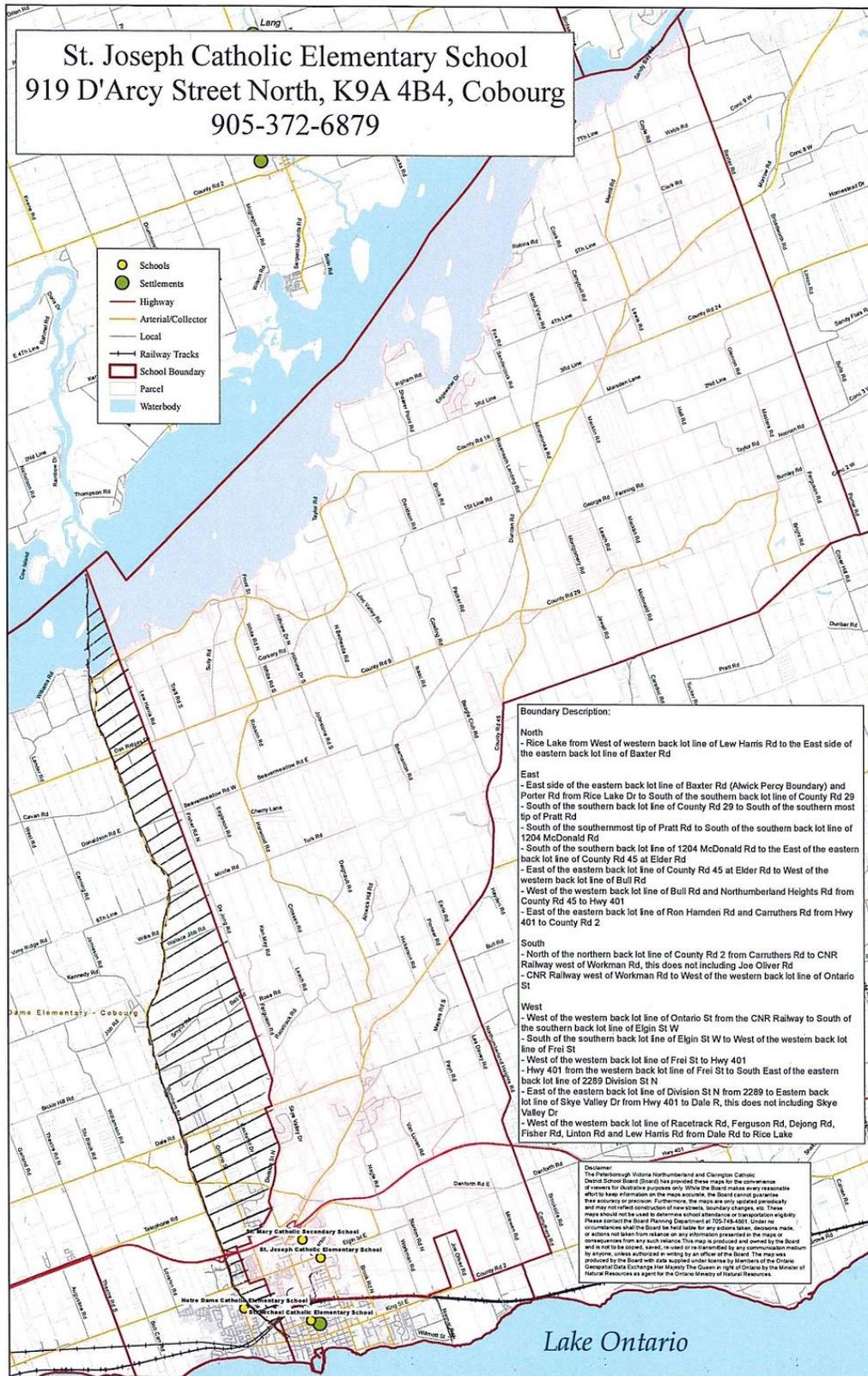
Planning Committee will be established to transition students and staff into their new schools at the appropriate time.

10. Recommended Actions

It is recommended:

- 1) “THAT the Board of Trustees initiate a school accommodation review involving St. Michael, St. Joseph and Notre Dame Catholic Elementary Schools in Cobourg.”
- 2) “THAT the Board of Trustees approved the Cobourg Catholic Elementary Schools Accommodation Review Committee Terms of Reference included in Appendix A of this report.”
- 3) “THAT the Board of Trustees appoint Tim Robins as the Chair of the Cobourg Catholic Elementary Schools Accommodation Review Committee.”

Table One



**Terms of Reference
Cobourg Catholic Elementary Schools - Accommodation Review Committee
(ARC)
March 2017**

1.0 Mandate

The Cobourg Catholic Elementary Schools Accommodation Review will involve three (3) schools: St. Michael Catholic Elementary School (CES), St. Joseph CES, and Notre Dame CES. The Board of Trustees has asked that an Accommodation Review Committee (ARC) be formed. The ARC, as a consultation body and official conduit for information shared between the school board and the school communities, will review and comment on staff's initial report, review school information profiles and other relevant data, and suggest alternative accommodation scenarios with supporting rationale.

2.0 Education and Accommodation Objectives

2.1 Board Parameters

- All elementary schools are JK-8 (with current exception of St. Michael which will be K-8 effective September 2018).
- All secondary schools are Grade 9-12.
- Facilities should not limit students from fully experiencing the curriculum.
- Physical accessibility in new and existing facilities should be maximized.
- All capital projects (i.e. new schools, additions) require Ministry and Board approval.

2.2 Board-wide Accommodation Review Goals

- Provide the most optimal quality learning environment possible.
- Consider program environments and how they support student achievement.
- Ensure an efficient use of system resources by balancing enrolment and facilities.
- Maximize the use of Board-owned facilities over the long term.
- Minimize the use of non-permanent accommodation (portables) as a long-term strategy while recognizing that it may be a good short-term solution.

- Provide a long-term (5 years +) accommodation solution.
- Create boundaries that maximize the number of students that can walk to school.
- Consider the Board's existing transportation policy and how it may be impacted by or limit accommodation scenarios.
- Provide logical attendance boundaries.
- Follow logical divides such as major roads, physical barriers, etc.
- Recognize existing neighbourhoods wherever possible.
- Reduce operating costs (e.g. maintenance, operations, transportation, etc.).
- Develop accommodation options with consideration for Ministry of Education capital funding formulas and the Board's long term capital plan.

2.3 Review Goals

To address significant future capital and maintenance facility condition expenditures at both St. Michael Catholic Elementary School (CES) and Notre Dame CES, the review goal is:

- To fully utilize the St. Joseph CES (effective September 2018) via a boundary change, and;
- To close St. Michael CES and to consolidate the French Immersion program located at St. Michael CES into a new dual track replacement school at Notre Dame CES. **

** Subject to the Final Staff Report approval of the recommended accommodation option by the Board of Trustees, implementation of the closure of St. Michael CES would not occur until Ministry of Education approved the new replacement school and the new school has been constructed and ready to occupy.

3.0 Roles and Responsibilities

An ARC has been appointed by the Board, in accordance with Board policy, to act as the official conduit for information shared between the school board and the school communities throughout this accommodation review process. ARC members can expect approximately five ARC working meetings over a five month period, not including the summer months. A minimum of two public meetings will also be held. ARC members are expected to attend the public meetings. Throughout the process the committee, as a consultation body, will be required to review and comment on various data, options, and reports provided by board staff. The outline below illustrates the relative division of responsibilities between the committee and staff. The role of the ARC

terminates once the Final Report and recommendations have been submitted to the Director of Education and Board of Trustees.

	ROLE OF THE ARC	ROLE OF BOARD STAFF
Agendas & Minutes	<ul style="list-style-type: none"> · Approve minutes of each ARC meeting. · Ensure the accuracy of meeting minutes. 	<ul style="list-style-type: none"> · Prepare meeting agendas. · Record minutes. · Post minutes on the Board website.
Materials, Support and Analysis	<ul style="list-style-type: none"> · Review information prepared by staff · Seek clarification as necessary. 	<ul style="list-style-type: none"> · Prepare a timeline outlining tasks, milestones and deadlines according to Board Policy 109 and Administrative Procedure AP-FAC-109. · Organize school tours for the ARC. · Prepare, distribute and present information to the ARC and public. · Provide any additional information requested by the ARC, if appropriate.
Staff's Initial Staff Report	<ul style="list-style-type: none"> · Review initial staff report prepared by staff. · Seek clarification as necessary. · Provide comments on initial staff report. 	<ul style="list-style-type: none"> · Prepare initial staff report for the Board of Trustees, which includes: <ul style="list-style-type: none"> ○ Summary of issues; ○ Proposed option(s); and, ○ Recommended option, if various options are presented.
School Information Profile (SIP)	<ul style="list-style-type: none"> · Review the School Information Profiles. · Seek clarification as necessary. 	<ul style="list-style-type: none"> · Prepare a School Information Profile (SIP) for each school in the review.
Alternative Accommodation Scenarios/Options	<ul style="list-style-type: none"> · Suggest additional accommodation options with supporting rationale. · Analyze and evaluate accommodation options for consistency with the Education and Accommodation Objectives. · Consider the needs of all students at all of the 	<ul style="list-style-type: none"> · Prepare accommodation options. · Prepare data to support the evaluation of options. · Advise the ARC on legislative requirements, Board policy and budget implications.

	schools objectively and fairly.	
Community Consultation	<ul style="list-style-type: none"> · The ARC is responsible for unified communication across all schools. Individual ARC members are not permitted to distribute their own communication without approval by the entire committee and/or board staff. · Ensure that respective school communities are aware of public meetings. · Ensure that all relevant information is made available to the public. · Attend public meetings and review public comments. 	<ul style="list-style-type: none"> · Hold a minimum of two public meetings. · Advertise meetings in accordance with Board policy. · Prepare presentation materials. · Post all relevant information on the Board's website. · Ensure that the ARC and Board of Trustees receive all written public comments. · Respond to public inquiries regarding the review.
Recommendations & Final Report	<ul style="list-style-type: none"> · Provide input, where necessary. 	<ul style="list-style-type: none"> · Prepare a final recommended option (may differ from initial report). · Prepare the Final Report to the Board of Trustees, outlining recommendations and public consultation summary. · Present the final report to the Board of Trustees. · Post the Final Report on the Board's website.
Meeting Conduct	<ul style="list-style-type: none"> ● The ARC Chair shall guide the meeting according to the agenda. ● ARC members are expected to treat each other and board staff with respect. ● The ARC members do not need to achieve consensus regarding the final report and supporting information provided to the Board of Trustees. ● ARC members are expected to attend every ARC meeting, where feasible. At least one parent representative from each school should be in attendance at every meeting. ● ARC members are expected to attend public consultation sessions. 	

4.0 ARC

4.1 Membership

The ARC membership will, at a minimum, consist of the following persons:

- (i) The appropriate school superintendent;
- (ii) From each affected school;
 - A. The school principal or designate;
 - B. One teacher;
 - C. One non-teaching staff member;
 - D. One parish priest as appointed by the Diocese;
 - E. One parent/guardian representative chosen by the respective school community

The principal along with the school council chair will coordinate the selection of the parent/guardian member. No substitute parent reps will be allowed to attend ARC meetings in the absence of the designated parent representative.

The Board will appoint the Chair of the ARC. The Chair will convene and chair meetings and will, in cooperation with the superintendent, ensure that the ARC successfully carries out its obligations under Policy 109 and AP-109. The superintendent will function as secretary and resource person. Other resource personnel can be called to provide information to the ARC including third party private and public bodies such as municipalities, post-secondary institutions, and coterminous school boards.

4.2 ARC Membership Attendance

Where any person appointed to the Committee is unable or unwilling to participate in the work of the Committee, the Committee shall continue to act and perform its duties under Policy 109 and AP-109 despite the absence of the member(s), and no act or duty performed by the Committee shall be deemed invalid by reason only of the absence of that member(s).

5.0 The ARC Chair will:

5.1 Issue the request for ARC membership immediately following the approval of the Initial Staff Report.

5.2 Provide written notice of the Board of Trustees' approval to conduct a pupil accommodation review within five (5) business days to the following:

5.2.1 The affected municipality(s) in which the ARC is taking place

- through the Clerks Department;
 - 5.2.2 The Regional Municipality of Northumberland County through the Clerks Department;
 - 5.2.3 The Director of Education at the Kawartha Pine Ridge District School Board;
 - 5.2.4 The Director of Education at the Conseil scolaire Viamonde;
 - 5.2.5 The Director of Education at the Conseil scolaire de district catholique Centre-Sud;
 - 5.2.6 The Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division;
 - 5.2.7 Other community partners that expressed an interest to the Board prior to the pupil accommodation review.
- 5.3 Publish the list of all proposed meeting dates as part of the Initial Staff Report subject to the Board of Trustees' approval to conduct a pupil accommodation review to all of the groups identified in administrative procedure.
- 5.4 Identify and confirm the membership of the ARC by May 2017.
- 5.5. Conduct an orientation meeting of the ARC members. The orientation meeting will address:
- 5.5.1 Pupil Accommodation Review Policy and Administrative Procedure;
 - 5.5.2 Initial Staff Report to the Board of Trustees;
 - 5.5.3 Mandate and Role of the ARC members.
- 5.6 Arrange for single and upper-tier municipalities as well as other community partners that expressed an interest prior to the accommodation review to discuss and comment on the recommended option as presented in the school board's initial staff report.

6.0 ARC Meetings

- 6.1 Meetings of the ARC will be open to the public. Members of the public attending committee meetings are expected to act with decorum and in a manner that respects the work of the committee. Individuals or groups that disrupt the committee proceedings may be asked to leave.
- 6.2 The first public meeting no less than thirty (30) business days after the

Board of Trustees' approval to conduct a pupil accommodation review.

6.3 The final public meeting no less than forty (40) business days after the first public meeting.

6.4 The Final Staff Report will be prepared and posted no fewer than ten (10) business days after the final public meeting.

7.0 Public Meetings

7.1 A public meeting is an open meeting with the purpose of sharing relevant information with members of the public and soliciting feedback. The meeting may take on a variety of formats including, but not limited to, a presentation, question/answer period, open house, workshop, or small group discussions.

7.2 A minimum of two (2) public meetings are required. This meeting will be facilitated by Board staff. ARC members will be required to attend.

7.3 The public meeting will be advertised in advance using a variety of methods (e.g. posted on website, notice in school newsletter, notice sent home with students at the affected schools, etc.).

7.4 Trustees are encouraged to attend all public meetings.

8.0 Definitions

Accommodation option – The proposed reorganization of a school or schools under review which may result in program changes, grade configuration changes, boundary changes, closure of a school or schools, the repurposing of schools or any combination of the above.

Accommodation review – A process, as defined in the Board's pupil accommodation review policy and administrative procedure AP109, undertaken by the Board to determine the future of a school or group of schools.

Accommodation Review Committee (ARC) – A committee, established by the Board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the Board and the affected school communities.

ARC working meeting – A meeting of ARC members to discuss a pupil

accommodation review.

Business day – A calendar day that is not a weekend and statutory holiday. It also does not include calendar days that fall within school boards' Christmas, spring, and summer break. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

Consultation – The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard

Facility Condition Index (FCI) – A building condition as determined by the Ministry of Education by calculating the five-year renewal needs and the replacement value for each facility.

On-the-ground (OTG) capacity – The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public delegation – A meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the Board of Trustees.

Public meeting – An open meeting held by the Board to solicit broader community feedback on a pupil accommodation review.

School Consolidation - A school consolidation is the amalgamation of two or more school populations, In most cases, a school consolidation will results in the closure of one or more schools.

School Information Profile (SIP) – An orientation document with point-in-time data for each of the school(s) under a pupil accommodation review to help the ARC and the community understand the context surrounding the decision to include specific school(s) in a pupil accommodation review.

Space template – A Ministry of Education template used by the Board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within a proposed school.

Integration Committee – Following the decision to consolidate and/or close a school, the Board will establish a separate committee to facilitate the transition of students and staff. The transition of students and staff will be carried out in consultation with

parents/guardians and staff.