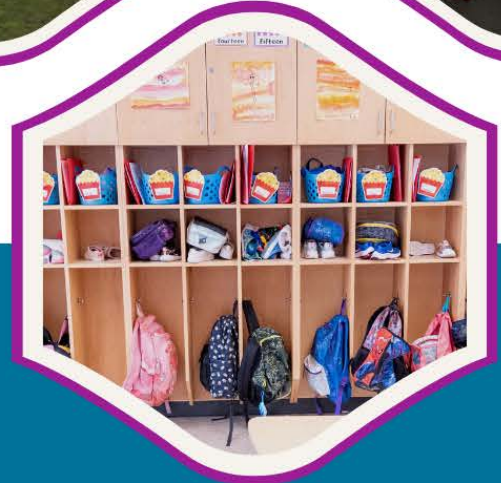


2023 LONG-TERM CAPITAL AND ACCOMMODATION PLAN



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Executive Summary

Hastings and Prince Edward District School Board (HPEDSB) is committed to providing students with dynamic, inclusive educational experiences, enhancing the learning environment in its schools for all students and ensuring fiscal responsibility. To maximize the investment in students, HPEDSB works to keep education funds focused on the classroom. As part of the commitment to priorities of the [2020-2025 Strategic Plan](#), it is important for HPEDSB ensure responsible communication, sharing information that is timely, transparent and accessible for all stakeholders.

The Board of Trustees will consider from time to time, 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 may result in the need to carry out an accommodation review for a school or group of schools.

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. School boards are expected to have capital plans that address the future needs of their students. 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.

This Long-Term Capital and Accommodation Plan addresses the following:

1. meets the requirements of the Ministry of Education to develop a capital plan which includes enrolment projections, school capacity, renewal needs and transportation information;
2. provides information on enrolment, school buildings, demographics, community use of schools and transportation; and
3. provides a framework for decision making with respect to students over the next 10 years and schools.

This plan is a living document and will be monitored and updated as required. Accommodation planning is dynamic, therefore this document the accommodation options contained within should be viewed as proposed solutions at the time of drafting this document. The collection and analysis of information is an ongoing process, therefore specific accommodation proposals will be reviewed and be subject to public consultation prior to any final decision.

This document was originally approved by the Board of Trustees in October 2016. It was updated in 2018 to reflect projections prepared by Watson & Associates Economists Ltd. in 2017-2018 and the 2018-2019 enrolment data at the time of update. It is now being updated to reflect projections prepared by Watson & Associates Economists Ltd. in 2022-2023.

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 enrolment declines. When funding decreases, all students in a school board are affected because the cost of maintaining empty space is spread across all schools.

Between 2011 and 2016 the HPEDSB jurisdiction was relatively stable with an overall population growth of 914 persons, representing a 0.6% increase. This time period had a minor increase in elementary aged population (0.5%), while the secondary aged population had a major decline of over 1,770 people (-17%). However, over the last census period (2016-2021), the HPEDSB jurisdiction has experienced significant growth, especially in the City of Belleville. From 2016 to 2021, the total population grew by over 10,200 people. The elementary aged population grew by 458 people (+2.8%), while the secondary aged population continues to decline of 481 people, half of the change seen from 2011-2016.

Current projections indicate the following:

elementary enrolment (Kindergarten to Grade 8) is projected to increase to approximately 11,515 students by 2031-2032, representing an 8% increase from existing 2022-23 figures;

- secondary enrolment (Grades 9 to 12) is projected to increase to approximately 5,135 students by 2031-2032, representing 11% change from existing 2022-2023 figures; and
- there is currently a total of 2,942 surplus spaces in elementary schools and 1,102 surplus spaces in secondary schools (2022).

HPEDSB elementary schools are, on average, 59 years old and many additions have been constructed over the years. Secondary schools are, on average, 68 years old, with most having at least one addition over the years. As well, 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.

This Long-Term Capital and Accommodation Plan includes details on the current situation of schools in each school group. This framework forms the basis for the development of specific recommendations for attendance/boundary area reviews, pupil accommodation reviews and/or program reviews. This will be a multi-year plan which follows a process mandated by the Ministry of Education, and includes opportunities for community involvement and input.

INTRODUCTION

1



1 Introduction

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

1.1 Guiding Principles

School boards must develop a school accommodation strategy that takes their specific issues into consideration when ensuring how to best support program delivery, student achievement, and well-being. Hastings and Prince Edward District School Board is committed to providing the best education opportunities while ensuring fiscal responsibility and to enhancing the learning environment in its schools for all students.

The Board of Trustees will consider from time to time, the need to consolidate, close or relocate a school(s) due to changes in curriculum, program considerations, student enrolment, community demographics, facility needs and other factors. In some circumstances, these considerations may result in the need to review attendance/boundary areas, pupil accommodation and/or programs 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.

Consultation with the public, local and municipal governments and community partners is a key component in the accommodation review process. The accommodation review process includes an initial and a final report and recommendation(s) from administration, presented to the Board of Trustees for consideration. The final report from administration must include a community consultation section that contains feedback from public consultations, municipalities and community partners. Administration may choose to amend its proposed option(s) presented in the initial report based on feedback received. The final decision to consolidate, close or relocate a school(s) will be made by the Board of Trustees.

These Guiding Principles are consistent with the HPEDSB commitment to provide equitable and sustainable learning environments through the following lenses:

1. student achievement and well-being;
2. effective stewardship of school board resources;
3. curriculum and program needs, funding and renewal needs, drive facility planning;
4. upgrades to the condition of facilities will occur, where feasible;
5. compliance with Ministry of Education guidelines for school consolidation and closure decisions;
6. open decision-making, oversight by the Board of Trustees and public participation in capital planning.

1.2 Purpose of the Long-Term Capital and Accommodation Plan

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. School boards are expected to have capital plans that address the future needs of their students. 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 needs, achievement and well-being.

The purpose of this 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 and transportation information;
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 over the next 10 years and schools.

This LTCAP is guided by Ministry of Education expectations and the [2020-2025 Strategic Plan](#), and will provide the framework and tools to integrate program, capital and facility renewal in a comprehensive approach. The Long-Term Capital and Accommodation Plan is a living document and will be monitored and updated to reflect current data, as required.

1.3 Background

Hastings and Prince Edward District School Board (HPEDSB) serves approximately 15,300 students each day at 39 in-person schools (32 elementary, two K-12; four 7-12, one secondary) and one K-8 virtual school. Supporting student achievement is the goal of approximately 1,800 teaching and support staff who, in addition to the contributions of caring volunteers and community partners, share their passion for teaching and learning.

The district covers a wide geographic area of 7,221 square kilometers, bordered by Maynooth to the north, Deseronto to the east, Prince Edward County to the south and Quinte West to the west.

Between 2011 and 2016 the HPEDSB jurisdiction was relatively stable with an overall population growth of 914 persons, representing a 0.6% increase. This time period had a minor increase in elementary aged population (0.5%), while the secondary aged population had a major decline of over 1,770 people (-17%). However, over the last census period (2016-2021), the HPEDSB jurisdiction has experienced significant growth, especially in the City of Belleville. From 2016 to 2021, the total population grew by over 10,200 people. The elementary aged population grew by 458 people (+2.8%), while the secondary aged population continues to decline of 481 people, half of the change seen from 2011-2016.

Current projections indicate the following:

- elementary enrolment (Kindergarten to Grade 8) is projected to increase to approximately 11,515 students by 2031-2032, representing an 8% increase from existing 2022-2023 figures;
- secondary enrolment (Grades 9 to 12) is projected to increase to approximately 5,135 students by 2031-2032, representing 11% change from existing 2022-2023 figures;
- there is currently a total of 2,942 surplus spaces in elementary schools and 1,102 surplus spaces in secondary schools; and
- there are significant school facility renewal needs of \$213.7 million over a five-year period.

The average age of the schools is 61 years, resulting in a 5-year board-wide renewal cost approximately \$213.7 million. As well, recent funding formula changes for school operations that result in decreased revenue for under-utilized schools indicate that it will not be possible to operate and maintain existing facilities at their current level of utilization.

1.4 Methodology

The January 2023 Long-Term Capital and Accommodation Plan has been developed based on updated enrolment projections prepared by Watson & Associates Economists Ltd. in 2022-2023. Enrolment projections were prepared by Watson & Associates Economists Ltd for Hastings and Prince Edward District School Board in the winter of 2022-2023 utilizing historical October 31 enrolments. The projections were prepared based on the planning areas/school groups that are used as part of the Board's Long-Term Capital & Accommodation Plan.

In addition to the projected enrolment, relevant demographic trends and historical enrolment data were considered. The demographic trends data were based on data from the 2001, 2006, 2011, 2016 and 2021 Statistics Canada Census and outlines total population data as well as population cohort data and dwelling data. The development of the demographic and projection information also included a review of live birth data from 2012 to 2021. For the new development component of the projections, Watson & Associates relied on the most recent, "Council Approved" forecasts available. This means that the forecasts used are consistent with forecasts that the municipality or county is using for internal planning purposes. This information is supplemented with historical building permit issuance, small area development plans and conversations with local planning departments.

Section 8 includes a Glossary of Terms to explain terms used throughout this document.

1.5 Pupil accommodation reviews and program changes

Hastings and Prince Edward District School Board (HPEDSB) serves approximately 15,300 students each day at 39 in-person schools (32 elementary, two K-12; four 7-12, one secondary) and one K-8 virtual school. Elementary schools are organized in groups linked to a secondary school, collectively known as school groups. The goal of providing a suitable and equitable range of learning opportunities in a school or school group requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or program relocation will consider the needs of all students in all schools in a particular school group or groups of schools.

Past pupil accommodation reviews and consolidation include the following:

- closure of Sir Mackenzie Bowell and consolidation into Sir John A. Macdonald Public School and Prince Charles School Belleville, with renovations and additions to both facilities;
- consolidation of Bancroft Public School and North Hastings Senior Elementary School with renovations and additions to the new York River Public School;
- consolidation of Athol-Central Public School and South Marysburgh Central Public School with renovations and additions to the new Athol-South Marysburgh Public School;
- consolidation of S.H. Connor Public School and Tweed-Hungerford Senior Public School with the construction of the new Tweed Elementary School;
- consolidation of Stirling Primary School, Stirling Junior Public School and Stirling Senior Public School, and the construction of the new Stirling Public School;
- closure of Harmony Public School and opening of the newly constructed Harmony Public School;
- closure of Sir Winston Churchill Public School and consolidation with Harry J. Clarke Public School, including an addition to the school;

- consolidation of Breadner Elementary School, College Street Public School and Queen Elizabeth Public School (Trenton) with the construction of the new JK-8 elementary school Trent River Public School in Trenton; and
- consolidation of Earl Prentice Public School and Marmora Senior Public School with renovations and additions to Marmora Public School;

In recent years, accommodation and consolidation issues were identified, with the following changes implemented following public pupil accommodation reviews, or communication processes:

- closure of Hillcrest Public School and consolidation into Prince of Wales Public School;
- closure of Pinecrest Memorial Elementary School and consolidation into Queen Elizabeth School (Picton) and into Prince Edward Collegiate Institute;
- consolidation of Grade 7 and 8 students from Queen Elizabeth School (Picton) into Prince Edward Collegiate Institute (September 2017);
- consolidation of kindergarten to Grade 6 students from Queen Elizabeth School (Picton) into Prince Edward Collegiate Institute (September 2018);
- consolidation of Grade 7 and 8 students from Sir John A. Macdonald School to Centennial Secondary School;
- boundary change to Sir John A. Macdonald School to direct students to Susanna Moodie Elementary School;
- consolidation of Moira Secondary School and Quinte Secondary School into Eastside Secondary School (formerly Moira Secondary School);
- relocation of some students from Quinte Secondary School to Centennial Secondary School as a result of a boundary change;
- consolidation of Grade 7 and 8 students from Prince Charles School Trenton, Trent River Public School and V.P. Carswell Elementary School to Trenton High School;
- consolidation of Grade 7 and 8 students from Prince Charles School (Belleville) to Centennial Secondary School;
- consolidation of Grade 7 and 8 students from York River Public School to North Hastings High School;
- consolidation of Grade 7 and 8 students from Bayside Public School to Bayside Secondary School;
- consolidation of Madoc Public School to Central Hastings School (September 2021); and
- consolidation of Queen Elizabeth Public School and Queen Victoria Public School into Easthill Elementary School, construction start of October 2021.

Capital and accommodation planning is a continuous endeavor and staff monitor each planning area. Staff recommend to the Board of Trustees which planning studies should be considered through accommodation strategies consistent with Ministry of Education (MOE), and HPEDSB policies and procedures.

Planning study options and/or recommendations are based on pressures experienced in program delivery, enrolment/utilization and facility condition. These factors are the basis for the delivery of quality learning environments for current and future students of HPEDSB.

PROGRAM CONSIDERATIONS

2



2 Program considerations

Program considerations provide aspects of student programming to which attention should be given while making decisions about long-term capital planning across the district. Appendix A contains documents prepared by HPEDSB entitled 2022-2023 Programs and Services to Help Each Student Achieve Success, Elementary Special Education Resource Program Placements and Locations 2022-2023, Secondary Special Education Regional Programs Placements and Locations 2022-2023, which contain a more detailed description of programs offered at each school.

2.1 System programs

Consideration should be given to sustainability and equity of access to system programs across the district. This includes Special Education programs, as well as French Immersion and Extended French programs, Specialist High Skills Majors and Dual Credits.

2.1.1 Special Education

Consideration should be given to creating inclusive educational experiences to address the needs of all learners in home schools. When necessary, specialized or regional special education programs should be considered within school group areas or regions in the district.

2.1.2 French Immersion and/or Extended French

French Immersion (Grades 4-8) and/ or Extended French (Grades 5-8) elementary programs have been expanded and are currently offered in each school group area of the district. A balance of English and French program streams should be maintained in schools with French Immersion or Extended French programs.

French Immersion for secondary school students is currently offered at Bayside Secondary School. With the expansion of elementary French Immersion and Extended French in recent years, French programming options should be considered in other secondary schools.

2.1.3 Specialist High Skills Majors

Each secondary school has the opportunity to offer Specialist High Skills Majors (SHSM) where students focus on a career path that matches their skills and interests while meeting the requirements of the Ontario Secondary School Diploma (OSSD). These programs are supported by the Ministry of Education and include community sector-based partnerships. Students receive the SHSM seal on their graduation diploma once they complete a specific bundle of 8-10 courses in the student's selected field, earn valuable industry certifications, such as First Aid and CPR qualifications, and gain important skills on the job with employers.

2.1.4 Dual Credits

Secondary schools partner with Loyalist College and offer students the opportunity to achieve secondary credits that meet requirements of the Ontario Secondary School Diploma (OSSD), while earning a college level credit at the same time. Dual credit programs are supported through the Ministry of Education Student Success Initiative and are available to all secondary schools.

2.2 School based programs and program innovations

Consideration should be given to the sustainability of current school based specialized programs that offer students opportunities that are unique to the school community. Examples include the Adventure Class, Destinations Grade 7 and 8, Secondary Regional Arts Program, Advanced Placement Programs, International Baccalaureate Program and the Intermediate Leadership Program.

In addition to current school-based programs at elementary and secondary schools, opportunities for program innovation should be supported through the development of a framework for new programs that are based upon student needs, community interest and resource allocations required.

2.3 Indigenous Education

Hastings and Prince Edward District School Board is committed to Ontario's Indigenous Education Strategy in supporting First Nation, Métis and Inuit students to achieve their full potential by improving student achievement and well-being and closing the achievement gap between Indigenous students and all students.

This strategy has been designed to improve opportunities for First Nation, Métis and Inuit students, and to increase the knowledge and awareness of all students about Indigenous histories, cultures and perspectives. In addition, the district is committed to implementing the Truth and Reconciliation Calls to Action where applicable such as staff training, curriculum changes, community connections and capacity building for intercultural understanding, empathy and mutual respect.

2.4 Learning Commons

Consideration should be given to the development of a learning commons in each school. This flexible learning environment would include space for collaboration, using technology, e-learning space, working quietly and conferencing. A framework outlining key resources and guiding principles for the learning commons K-12 spaces has been developed as a district resource.

2.5 Outdoor education and experiential learning

Facilities such as the H.R. Frink Outdoor Education Centre and community facilities provide outdoor education and experiential learning opportunities for students. Consideration should be given to planning outdoor learning spaces on school properties to enhance experiential learning, creativity, fitness, well-being, and student inquiry across all curriculum areas.

2.6 Partnerships and program support

Partnerships are encouraged between HPEDSB and community partners, where feasible. Local and global partnerships enhance deep learning opportunities for students in curriculum-based learning in classroom programs. Community hubs and partnerships for student services and supports, such as child care, mental health and special education services, support student achievement, equity and well-being.

2.7 Child care and early learning

Consideration should be given to having access to before and after school child care programs in all schools with Grades K-6 through child care partnerships, where feasible. Infant, toddler and preschool child care programs offered through community child care partners should be considered, where feasible. Early learning playgroup programs for parents, caregivers and children from birth to school age should be considered with community partners, where feasible. Appendix B illustrates the current full day childcare locations, as well as Before and After school child care and Early ON Programs.

2.8 School organization models and programming

As part of long-term and accommodation planning, consideration should be given to models of school organization 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 will also be given to the number of students enrolled in schools. [Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review](#) states that one of the criteria for activating a modified accommodation review process could be when the number of students enrolled is fewer than 300 for elementary and fewer than 750 for secondary.

Opportunities for program enhancements through new structures should be contemplated, including the following:

- larger K-6 and K-8 schools enhance specialized program opportunities within the school, as well as for 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, therefore students remain in the same school community throughout their entire 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 also provides an opportunity to bring together staff from the Early Years to Grade 12 in one professional community; and
- 7-12 schools include all Intermediate (Grade 7-10) students in one building; students remain in the same building at the conclusion of Grade 8, while adjusting to Grade 9 credit courses; the increased numbers of Grade 7 and 8 students and staff in the school enrich specialized program opportunities, as well as extracurricular activities; the consolidation of multiple resources in one school supports a range of dynamic, inclusive education 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 longer term relationships; a Grade 7-12 model could assist with increasing student retention from Grade 8 to 9.

DEMOGRAPHICS AND ENROLMENT

3



3 Demographics and enrolment

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 schools.

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 a school board is to ensure that funding is focused on the students in the classrooms.

HPEDSB has opened new schools and closed older schools where the population of students has shifted. This reflects 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 an understanding of the demographics and enrolment of the HPEDSB area.

3.1 Population

Table 1 demonstrates the demographic trends from previous Census data across the HPEDSB jurisdiction (includes the Census Divisions of Prince Edward and Hastings). Between 2011 and 2016 the Board's jurisdiction held relatively stable with an overall population growth of 914 persons, representing a 0.6% increase. This time period had a minor increase in elementary aged population (0.5%) while the secondary aged population had a major decline of over 1,770 people (-17%). However, over the last census period (2016-2021), the Board's jurisdiction has seen some significant growth, especially in the City of Belleville. From 2016 to 2021, the total population grew by over 10,200 people. The elementary aged population grew by 458 people (+2.8%) where the secondary aged population continues to decline of 481 people, half of the change seen from 2011-2016.

Table 1: HPEDSB Historical Census Trends

Population Data	2006 Census	Share Of Total	2011 Census	Share Of Total	2016 Census	Share Of Total	2021 Census	Share Of Total
Total Population	155,912		160,201		161,115		171,337	
Pre-School Population (0-3)	5,908	3.8%	6,174	3.9%	6,050	3.8%	5,985	3.7%
Elementary School Population (4-13)	17,709	11.4%	16,286	10.2%	16,365	10.2%	16,823	10.5%
Secondary School Population (14-18)	10,945	7.0%	10,446	6.5%	8,675	5.4%	8,194	5.1%
Population Over 18 Years of Age	121,350	77.8%	127,295	79.5%	130,025	81.2%	140,335	87.6%
<i>Females Aged 25-44</i>	19,040	12.2%	17,140	10.7%	17,080	10.7%	17,760	11.1%

Population Data	2006-2011			2011-2016			2016-2021		
	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
Total Population	4,289	2.8%		914	0.6%		10,222	6.3%	
Pre-School Population (0-3)	266	4.5%	0.1%	-124	-2.0%	-2.1%	-65	-1.1%	1.0%
Elementary School Population (4-13)	-1,423	-8.0%	-1.2%	79	0.5%	1.7%	458	2.8%	1.1%
Secondary School Population (14-18)	-499	-4.6%	-0.5%	-1,771	-17.0%	-16.5%	-481	-5.5%	10.9%
Population Over 18 Years of Age	5,945	4.9%	1.6%	2,730	2.1%	0.5%	10,310	7.9%	7.4%
<i>Females Aged 25-44</i>	-1,900	-10.0%	-1.5%	-60	-0.4%	1.2%	680	4.0%	2.8%

3.2 Enrolment

Historically, the elementary enrolment had been in decline, however over the previous five years, the elementary panel has increased by approximately 3% where it had declined by 17% between 2005-2006 and 2016-2017. The secondary enrolment has decreased by 2% over the previous 5-years. Table 2 illustrates the historical enrolment for elementary and secondary for HPEDSB, as well as the change over a 5-year period.

Table 2 - Historical Enrolment Trends by Panel

HPEDSB Historical Enrolment Trends							
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	5-year Change	% Change
JK-8	10,370	10,376	10,182	10,146	10,702	333	3%
9-12	4,711	4,609	4,509	4,618	4,640	-71	-2%

While the historical trends are important, enrolment projections also provide information about the future of HPEDSB. Recently refreshed data supported by Watson & Associates is being used to support ongoing Long-Term Capital and Accommodation Plans.

Elementary and secondary school enrolment projections are compared to capacity as illustrated in Table 3. Capacity represents the number of student spaces in a school as determined by the Ministry of Education requirements.

Table 3 – Historical and Projected Enrolment Capacity

	Capacity	2022/23	2031/32
Elementary Enrolment	13,644	10,702	11,515
Surplus Capacity		2,942	2,129
Secondary Enrolment	5,742	4,640	5,135
Surplus Capacity		1,102	607

Current projections indicate the following:

- elementary enrolment (Kindergarten to Grade 8) is projected to increase to approximately 11,515 students by 2031-2032, representing an 8% increase from existing 2022-2023 figures;
- secondary enrolment (Grades 9 to 12) is projected to increase to approximately 5,135 students by 2031-2032, representing 11% change from existing 2022-2023 figures;
- there is currently a total of 2,942 surplus spaces in elementary schools and 1,102 surplus spaces in secondary schools; and
- there are significant school facility renewal needs of \$213.7 million over a five-year period.

The utilization rate represents the measurement of the physical use of the permanent school facility based on the comparison of enrolment to the capacity of the school. This provides an indication of whether a school group or group of schools is over or under capacity, and by how much.

The utilization rate of elementary schools is currently 78% and for secondary schools is 81%. The secondary school utilization rate does not include the elementary students located at secondary schools.

SCHOOL FACILITIES

4



4 School facilities

HPEDSB operates 39 in-person schools (32 elementary, two K-12; four 7-12, one secondary) and one K-8 virtual school, representing a wide variety of sizes, ages and building conditions. The cost of operating each school includes the direct costs of utilities, such as heat and electricity, as well as short-term maintenance and repair, preventative maintenance and long-term building renewal costs.

4.1 Size and age of facilities

The elementary school buildings total approximately 103,000 square meters. The secondary facilities total approximately 99,400 square meters. Together, the 39 physical school buildings occupy approximately 202,400 square meters of space.

The schools range in age from one year to more than 100 years. For example:

- four schools are 15 years or less;
- three schools are between 16 and 45 years;
- the majority of schools, 29 schools or 71%, were constructed 46 to 75 years ago; and
- four schools were constructed more than 75 years ago.

The elementary schools are, on average, 59 years of age and many additions have been constructed over the years. The average age of secondary schools is approximately 68 years with most having at least one addition over the years. Figures 1 and 2 summarize the age of elementary and secondary schools. Detailed information on school size and age can be found in Appendix C.

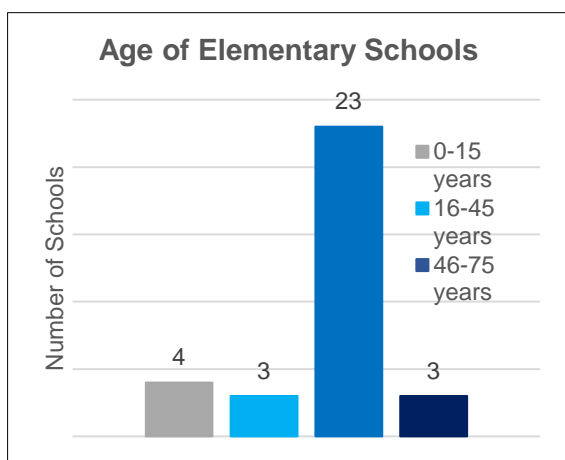


Figure 1 - Elementary School Age

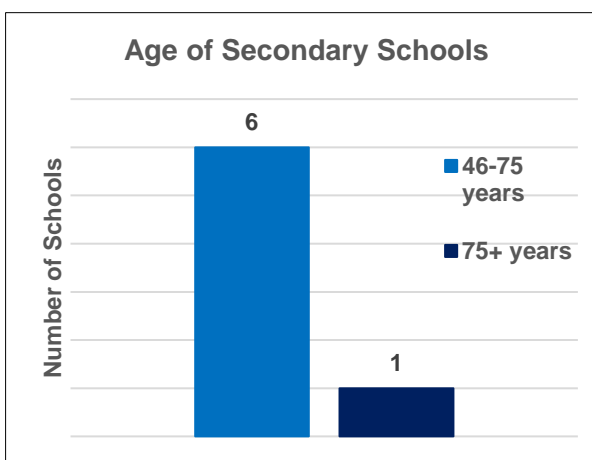


Figure 2 - Secondary School Age

4.2 On the Ground Capacity (OTG)

The Ministry of Education provides direction on school size, the number of classrooms and instructional spaces to meet enrolment needs. A student loading has been assigned to each category of instructional space based on the number of students who can reasonably be accommodated. Different types of rooms have different student loadings and differ between elementary and secondary panels. The sum of all student loadings within a facility is the On-The-Ground capacity (OTG), representing the number of students that the facility can reasonably accommodate.

Examples of classroom types for elementary and secondary panels and the corresponding loading are shown below in Table 4.

Table 4 - Classroom Loading

Instruction Space	Elementary Loading	Secondary Loading
Kindergarten	26	--
Classroom	23	21
Special Education	9	9
Resource Room	12	12

The overall OTG can be changed by building a new school, constructing additions, or by consolidating schools in order to best meet enrolment requirements. Appendix B shows the OTG for all school facilities.

4.3 Facility condition and 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 the following five years. The last cycle of new assessments started in 2017 and was completed in 2020. 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.

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. HPEDSB has more than \$213 million (Appendix D) in expected five-year renewal event costs, based on January 2023 data.

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 data is compiled and used by the Ministry of Education and (may be used) by school boards for planning capital projects and school repairs. Following the compilation of data, the Ministry of Education releases a summary of the data province wide. The last comprehensive release was October 2017.

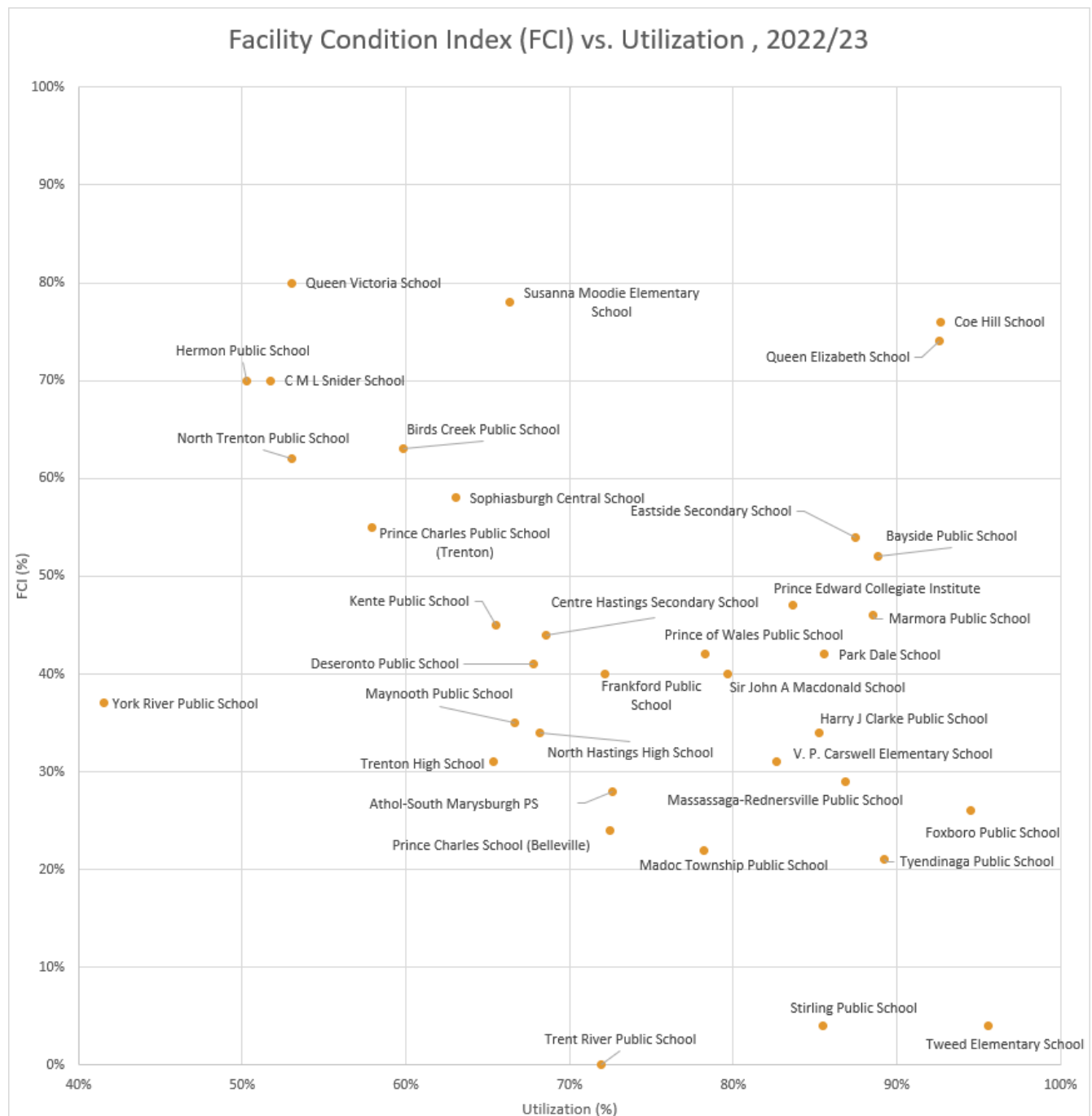
HPEDSB also accesses a third-party Ministry of Education database to review information at a point of time or over a number of years. This information is updated based on changes in the useful life of structures and systems over time, building condition assessment, as well as the building renewal projects that are completed. This is illustrated in Appendix D. This data is generated based on previous facility condition assessments, changes in useful life of structures and systems, as well as completed HPEDSB renewal projects in schools.

4.4 Utilization Rate

The Utilization Rate is the measurement of the physical use of the permanent school facility based on the comparison of enrolment to the OTG of the school. This calculation provides an understanding of whether a school group or groups of schools is over or under capacity and by how much.

Figure 3 compares the FCI and utilization rate over 5 years for each elementary and secondary school.

Figure 3 – FCI vs. Utilization Rate



TRANSPORTATION

5



5 Transportation

Tri-Board Student Transportation Services (Tri-Board) provides transportation services to HPEDSB, as well as to Algonquin and Lakeshore Catholic District School Board, and Limestone District School Board.

5.1 Walking distance and busing for students

The principle business of Tri-Board is to provide safe, secure, on-time, cost effective transportation and related services to the students of the member boards, as outlined in [Policy 17: Transportation of Students](#).

Student walking distances are identified in the policy and are shown below:

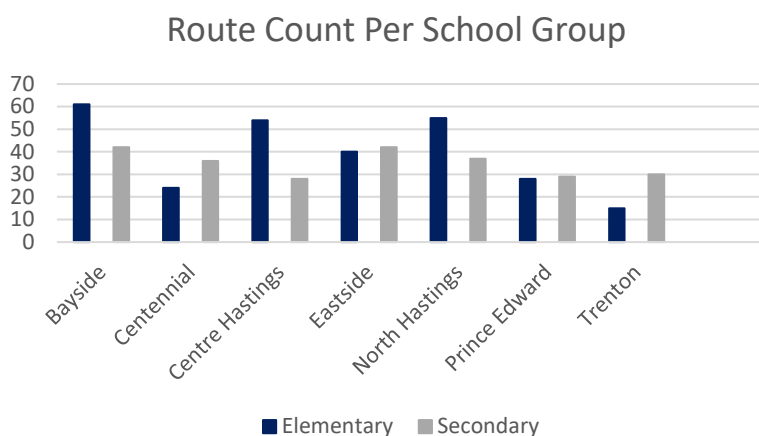
Walking Distances for Students		
Grade Level	Distance to School	Distance to Bus Pick-up
JK-6	1.6km	0.8km
Grade 7-8	3.2km	1.6km
Grade 9-12	3.2km	1.6km

Approximately 4,750 HPEDSB students are eligible to walk to school and approximately 8,200 students are eligible to be bused to school. While an additional 427 students are eligible to walk to school, they are bused due to identified safety hazards.

On average, students are on a bus 22 minutes per day. Time spent on buses may fluctuate depending on the school location, semester, route length and road conditions.

Tri-Board manages approximately 253 school bus elementary routes and approximately 200 secondary bus routes. Of those, 195 are elementary/secondary shared routes. Figure 4 illustrates the route count per school group.

Figure 4 - Route Count



Transportation distances for students to and from schools will be considered relative to accommodation strategies.

COMMUNITY USE OF SCHOOLS, COMMUNITY PARTNERSHIPS AND HUBS

6



6 Community use of schools, community partnerships and hubs

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.

Cooperative and collaborative partnerships are part of the foundation of a strong, vibrant and sustainable public education system. Partnerships can strengthen the role of the schools in communities, provide places for programs, facilitate the coordination of, and improve access to, services for students and the broader community. Facility partnerships must be on a cost-recovery basis to the school board. [Procedure 570: Community Planning and Partnerships](#) describes the process for establishing a facility partnership with community organizations.

6.1 Community use of schools

Schools can be hubs for community activities. They offer a place to come together, volunteer, build skills, access community programs, become physically active and build strong and healthy communities. The community use of schools program supports and promotes healthy, active lifestyles for community youth.

In partnership with the Ministry of Education, HPEDSB offers affordable and accessible space for community use outside school hours. School classrooms, gymnasiums, grounds and sports fields across the district are available for use by not-for-profit and for-profit groups, such as community, educational, cultural, recreational, youth and sports organizations. Space could be available for community use after school hours on weekdays and on weekends, in a manner that is both fair and equitable, on a cost recovery basis. Where feasible, consideration is given to ensuring after-hours user fees are affordable for not-for-profit community activities.

[Procedure 540: Community Use of Schools](#) governs community use of school facilities and grounds, and describes the booking and permit application process.

6.2 Facility partnerships

The HPEDSB primary responsibility is to support student achievement and well-being, and ensure that the health and safety of students is protected. Within this context, HPEDSB welcomes the opportunity to share facilities with community partners. The school board is committed to working with community partners to optimize the use of public assets, particularly when it relates to supporting students.

The construction of new schools, additions and renovations represent a significant public investment in a long-term asset. It is also an opportunity to leverage other infrastructure investments by co-building with organizations that provide services and programs for children, their families and the broader community.

Opportunities for facility partnerships will be considered when building new schools and undertaking significant renovations, while balancing the use of unoccupied space in schools. This may also include properties associated with schools that may close and sites that may be considered for future disposition.

Consideration will be given to partnerships that include the following:

- i. maximize the use of space in schools and board facilities and reduce facility operating costs;
- ii. improve services and supports available for students;
- iii. strengthen relationships between the school board, community partners and the public; and
- iv. provide a foundation for improved service delivery for communities.

The responsibility of the Board of Trustees is to ensure that the educational needs of the students are met before other options, such as facility partnerships, are considered.

The school board will share planning information on an annual basis, or as required, with local municipalities and community organizations as it explores options to address under-utilized space in schools. Similarly, the school board encourages community partners to share planning information when considering proposals or plans to build their own facilities.

[Procedure 570: Community Planning and Partnership](#) describes the process for establishing facility partnerships with community partners and other entities and for effectively sharing planning information with community organizations, including land use and green space/park planning.

A public meeting is held annually to discuss potential planning and facility partnership opportunities with the public and community organizations.

6.3 Child care and early learning

HPEDSB recognizes that school boards play a key role in integrating and coordinating early-years and childcare programs. Providing an environment where services can be co-located for the convenience of parents and families is an important consideration. Schools are a significant part of identifying local needs and priorities for community hubs.

A variety of child care and early learning programs are offered in many schools in HPEDSB (Appendix B). They provide children and families with a seamless transition to school and quality services in a safe, welcoming and inclusive learning environments. Programs are operated by community child care and early learning partners and are based on family and community needs.

Before and after school childcare programs will be considered, where viable, in all schools with Grades K-6. Opportunities for infant, toddler and preschool child care programs and early learning partnerships will be considered on an ongoing basis based on community needs, and as part of the school board's planning process when building new schools and undertaking significant renovations, as described in [Procedure 570: Community Planning and Partnerships](#). Establishing child care programs in schools will be guided by [Procedure 575: Child Care Programs in Schools](#).

SCHOOL GROUP OVERVIEW

7



7 School Group Overview

This section includes provides details on the current situation of schools in each school group, and this framework will form the basis for the development of specific recommendations for accommodation reviews under [Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review](#). This will be a multi-year plan which follows a process mandated by the Ministry of Education and includes opportunities for community involvement and input.

7.1 Pupil accommodation reviews

Before any significant change can be implemented, a pupil accommodation review is required. 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 considers the needs of all of the students in all schools in the review area and in a particular school group.

In the fall of 2017, the Ministry of Education undertook a consultation on proposed revisions to the Pupil Accommodation Review Guideline in consultation with various stakeholders and released a [Draft Revised Pupil Accommodation Review Guideline](#), providing a framework of minimum standards for school boards to use when undertaking pupil accommodation reviews to determine the future of a school or group of schools. This guideline ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students. As of November 2018, the final document has not been released and pupil accommodation reviews are on hold throughout Ontario.

[Policy 15: Student Enrolment/School Capacity: Pupil Accommodation Review](#) and [Procedure 570: Community Planning and Partnerships](#) will be updated to align with the revised Ministry of Education Pupil Accommodation Guideline, once the final version is released.

7.2 School organization models as accommodation strategies

7.2.1 Current model

The following models are currently in place at elementary schools:

- 18 are Kindergarten to Grade 8
- 14 are Kindergarten to Grade 6

One secondary school operates as a Grade 9 to 12 model (Eastside Secondary), four operate a Grade 7 to 12 model (Bayside Secondary School, Centennial Secondary School, North Hastings High School and Trenton High School), and two operate a K-12 model (Central Hastings School and Prince Edward Collegiate Institute).

HPEDSB currently operates a K-8 virtual school that arose during the COVID-19 pandemic.

7.2.2 Grade 7–12 model

One strategy for using the surplus space at secondary schools is to utilize a Grade 7-12 model. The Grade 7-12 model addresses surplus space at secondary schools and offers improved program benefits to Grade 7 and 8 elementary students. In this model, Grades 7 and 8 students attend a secondary school.

As mentioned above, four schools operate a Grade 7-12 model: Bayside Secondary School, Centennial Secondary School, North Hastings High School and Trenton High School. Many school boards across Ontario have been exploring or moving to a Grade 7-12 secondary model and many school boards in Eastern Ontario already employ this model at some or all of their secondary schools.

There can be positive program implications through mentoring programs and elementary to secondary connections in the model. The secondary facility can provide program opportunities or specialized classroom space, such as Science labs. A Grade 7-12 model may also increase student retention from Grade 8 to 9. From a space perspective, it also can provide the board with flexibility and adaptability of space if demographics change or programming needs evolve.

7.2.3 Kindergarten to Grade 12 model

School boards across Ontario have also been exploring or moving toward the K-12 model. There are school boards in Eastern Ontario which have implemented this model in new school builds. Currently, the K-12 model is provided at Prince Edward Collegiate Institute and Central Hastings School. The K-12 school model is a community school serving all students from entry to kindergarten through graduation from secondary programming. Many opportunities are offered for staff collaboration and student leadership and mentorship.

7.3 Attendance boundary changes as an accommodation strategy

Attendance boundary changes are another possible accommodation strategy.

Boundary reviews can be made for a variety of reasons, such as the following:

- opening a new school, establishing a new boundary and adjusting the boundaries of existing schools in the area;
- changing the grade structure of an elementary school; in secondary schools it can be used for determining the boundaries for programs;
- balancing enrolment and facilities, where one school may have too many students for its capacity and another may have too few; and
- upon approval by municipalities of new residential development, the area needs to be assigned to a school where capacity exists.

When a school board identifies a school that is projected to have long-term excess space, moving attendance boundaries and programs to balance enrolment between over and underutilized school may be considered prior to a public accommodation review.

School boundaries are also a key consideration when school closings and/or school consolidations are being proposed.

School boundaries are shown in Sections 7.6 to 7.12 and on maps in Appendix E. Boundaries can also be reviewed at [Tri-Board Student Transportation Services Inc.](#) web page.

7.4 Transition process

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. The transition process is planned in consultation with students, families and school staff.

7.5 Disposal of property

Should the Board of Trustees 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”. School boards can then proceed to lease or sell the surplus property to other organizations at fair market value in accordance with the process described in Ontario Regulation 444/98 Disposition of Surplus Real Property and with the Board’s [Procedure 580: Disposal of Real Property](#).

To encourage public properties to remain in the public sphere, school boards are required to first offer their properties to other public sector organizations in priority order (which includes other school boards, municipalities and other levels of government). If the surplus property is not leased or purchased by the public sector, then the property may be offered on the open market.

The Ministry of Education introduced a number of amendments to *Ontario Regulation 444/98 Disposition of Surplus Real Property* in 2016, including the following:

- double the surplus property circulation period from 90 days to 180 days, providing listed public entities with 90 days to express interest in the property and an additional 90 days to submit an offer;
- expand the list of public entities to receive notification of surplus property disposition to include: Coterminous School Boards; Entities delivering education services to section 23 students in the disposing board’s jurisdiction; District Social Services Administration Boards or Consolidated Municipal Service Managers; Colleges; Universities; Children’s Mental Health Agencies; Local Health Integration Networks; Public Health Boards; Ontario (Crown in Right of Ontario); Lower-Tier Municipalities; Upper-Tier Municipalities; Local Service Boards; First Nation and Métis Organizations; and the federal government (Crown in Right of Canada);
- have all board-to-board sales be at fair market value;
- introduce a maximum rate a school board can charge for leasing a school to another board; and
- clarify that private education providers are not eligible to lease surplus property unless the property has first been circulated to listed public entities.

7.6 Bayside School Group

7.6.1 Bayside Secondary School

The Bayside school group is served by a single secondary school (Grade 7 -12), Bayside Secondary School. As of September 2019, Bayside Secondary School has been considered a Grade 7 to 12 facility as the Grade 7 and 8 students from Bayside Public School are consolidated with BSS. The elementary feeder schools to Bayside Secondary School are shown below in Table 5 and Figure 5.

Table 5 - Bayside Elementary Feeder Schools	
2022-2023 Bayside Secondary School (7-12)	
Bayside Public School (K-6)	
Frankford Public School (K-8)	
Stirling Public School (K-8)	

Figure 6 illustrates that the current and projected secondary enrolment, at Bayside Secondary School exceeds the capacity. Larger figures can be found in Appendix E with additional data.

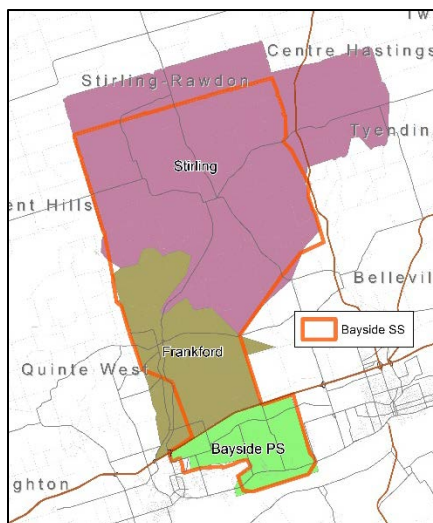


Figure 1 - Bayside School Group

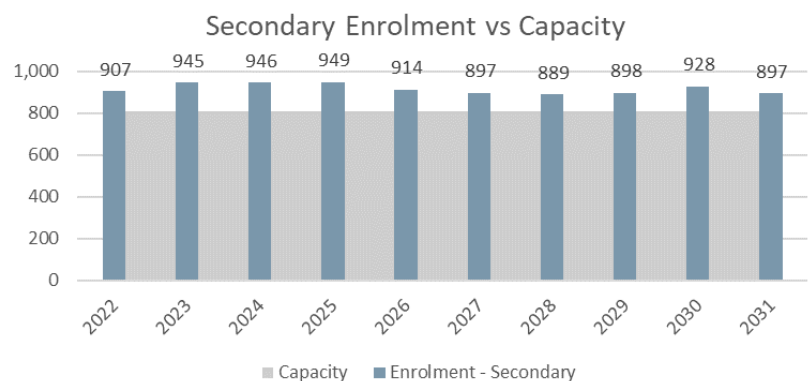


Figure 2 - Bayside SS Enrolment vs. Capacity

The school requires significant investment to meet renewal needs of \$17.7 million, as shown in Table 6.

Table 6- Summary Capacity, Enrolment, and Renewal of Bayside SS (9-12)

2022-2023 Year	Bayside SS
Capacity (OTG)	810
Enrolment	907
Surplus Capacity	-97
Utilization	112%
Renewal Needs	\$17,700,824
Facility Condition Index	70%

7.6.2 Bayside elementary schools

There are three elementary schools in the Bayside School Group as shown in Figure 7. The list of Bayside elementary schools is shown in Table 7 below, as well as the elementary portion of Bayside Secondary School.

Table 7 - Bayside Elementary Schools

2022-2023 Year
Bayside Public School (K-6)
Bayside Secondary School (7-8)
Frankford Public School (K-8)
Stirling Public School (K-8)

Figure 8 illustrates the combined capacity of the elementary schools. Larger figures can be found in Appendix E with additional data.

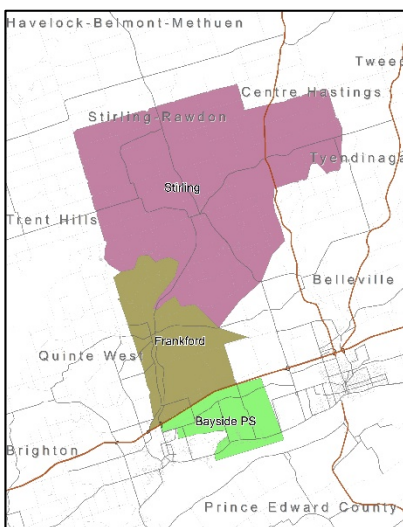


Figure 3 - Bayside School Group

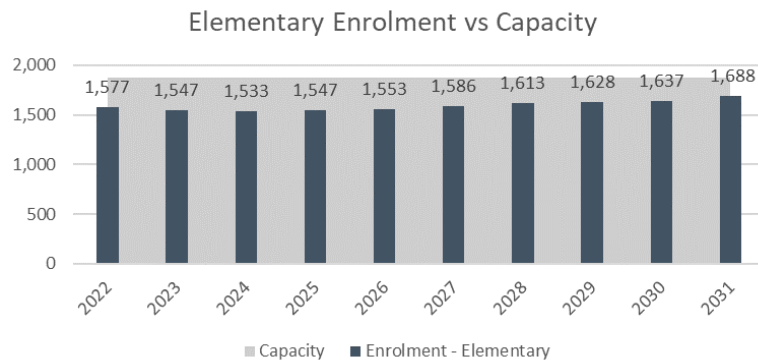


Figure 4 - Bayside Elementary Enrolment vs. Capacity

A small combined surplus capacity exists. Together, the renewal needs of the elementary schools over the next 5 years are \$10.5 million, as shown in Table 8.

Table 8 - Summary Capacity, Enrolment, and Renewal of Bayside School Group Elementary Sites

2022-2023 Year	Bayside PS	Bayside SS (7-8)	Frankford PS	Stirling PS	Total
Capacity (OTG)	421	208	434	812	1,875
Enrolment	374	196	313	694	1,577
Surplus Capacity	47	12	121	118	298
Utilization	89%	94%	72%	85%	84%
Renewal Needs	\$4,616,938		\$3,818,750	\$2,068,343	\$10,504,031
Facility Condition Index	42%		40%	4%	-

Centennial School Group

7.6.3 Centennial Secondary School

Table 9 illustrates the elementary feeder schools for Centennial Secondary School.

Table 9 - Centennial Elementary Feeder Schools	
2022-2023 Centennial Secondary School (9-12)	
Foxboro Public School (K-8)	
Centennial Secondary School (7-8)	
Park Dale School (K-8)	
Prince Charles School (Belleville) (K-6)	
Sir John A. Macdonald School (K-6)	
Susanna Moodie Elementary School (K-8)	

Figure 9 illustrates the school boundary and Figure 10 illustrates that Centennial Secondary School, which excludes the 7-8 elementary students, is 109% capacity (2022) and projected enrolment is anticipated to continue to increase above capacity. Larger figures can be found in Appendix E with additional data.

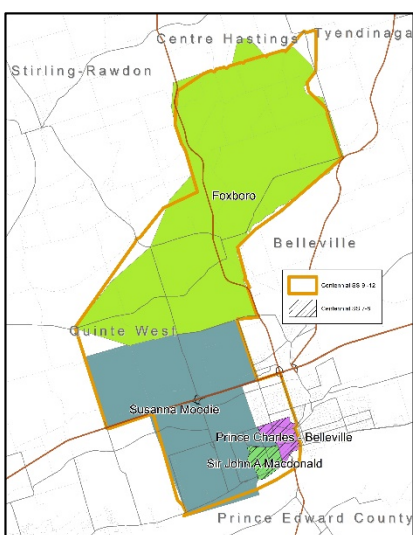


Figure 5 - Centennial School Group

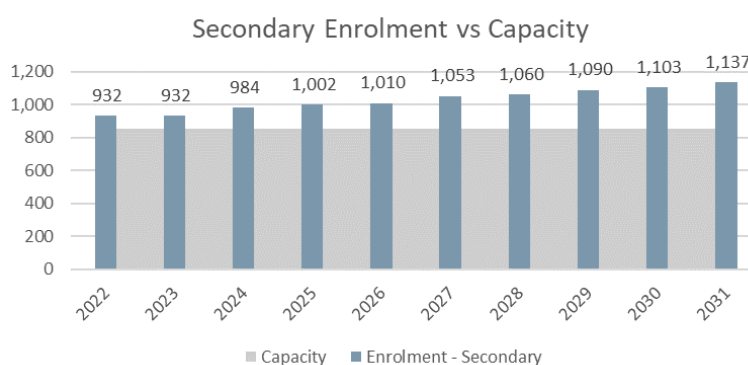


Figure 6 – Centennial SS Enrolment vs. Capacity

Enrolment is currently over capacity by 80 student places. The enrolment calculation does not include Grade 7 and 8 students at Centennial Secondary School. The renewal needs of the school over the next 5 years are in excess of \$15 million, as shown in Table 10.

Table 10 - Summary Capacity, Enrolment, and Renewal of Centennial SS

2022-2023 Year	Centennial SS
Capacity (OTG)	852
Enrolment	939
Surplus Capacity	-80
Utilization	109%
Renewal Needs	\$15,659,256
Facility Condition Index	54%

7.6.4 Centennial elementary schools

Six elementary schools are in the Centennial School Group, as shown in Figure 11. The list of Centennial elementary schools is shown below.

Table 11 - Centennial Elementary Schools

2022-2023 Year
Centennial Secondary School (7-8)
Foxboro Public School (K-8)
Park Dale School (K-8)
Prince Charles School (Belleville) (K-6)
Sir John A. Macdonald School (K-6)
Susanna Moodie Elementary School (K-8)

Figure 12 illustrates that the combined capacity of the six elementary schools, including Centennial SS (7-8), provides an overall utilization rate of 78% based on 2022 enrolments and is projected to stay below capacity by 2031. Larger figures can be found in Appendix E with additional data.

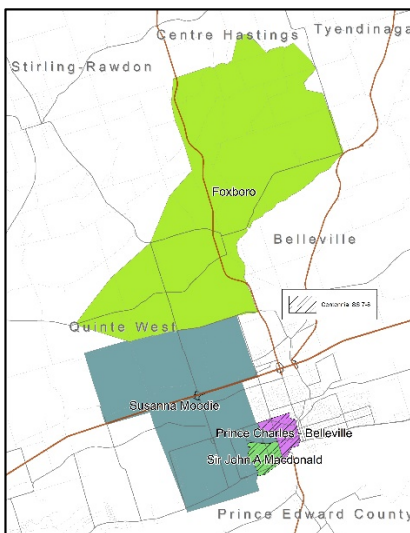


Figure 7 - Centennial School Group

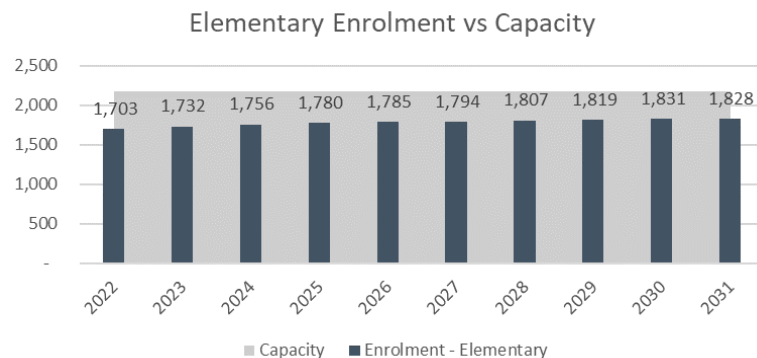


Figure 8 - Centennial Elementary Enrolment vs. Capacity

A surplus capacity of 473 students exists. These schools have combined renewal needs of \$19M, over the next 5 years, as shown in Table 12.

Table 12 - Summary Capacity, Enrolment, and Renewal of Centennial School Group Elementary Sites

2022-2023 Year	Centennial SS (7-8)	Foxboro Public School	Park Dale School	Prince Charles School (Belleville)	Sir John A Macdonald School	Susanna Moodie Elementary School	Total
Capacity (OTG)	196	435	409	400	320	416	2,176
Enrolment	121	411	350	290	255	276	1,703
Surplus Capacity	75	24	59	110	65	140	473
Utilization	62%	94%	86%	73%	80%	66%	78%
Renewal Needs		\$3,258,368	\$4,491,861	\$2,269,854	\$3,086,045	\$6,275,829	\$19,381,957
Facility Condition Index		26%	42%	24%	40%	78%	-

7.7 Central Hastings School Group

7.7.1 Central Hastings Secondary School

Central Hastings is served by a single secondary /combined school (K-12), Central Hastings School, and is located in Madoc. The Central Hastings School Group elementary schools that feed Central Hastings School are shown below in Table 13 and Figure 13.

Table 13 - Central Hastings School Group Elementary Feeder Schools
2022-2023 Central Hastings Secondary School (9-12)
Central Hastings School - Elementary (Former Madoc Public School) (K-8)
Madoc Township Public School (K-8)
Marmora Public School (K-8)
Tweed Elementary School (K-8)

Figure 14 illustrates that the capacity of Central Hastings Secondary School greatly exceeds the current and projected enrolment. Larger figures can be found in Appendix E with additional data.

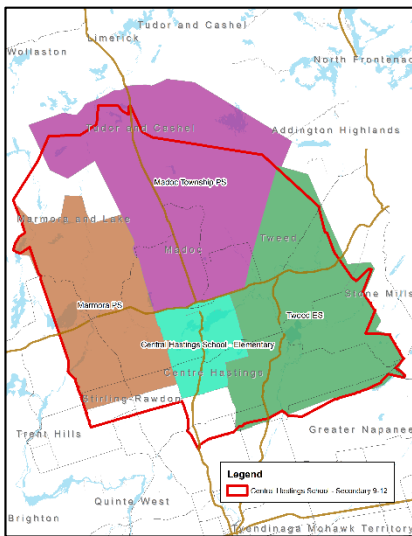


Figure 9 - Central Hastings School Group

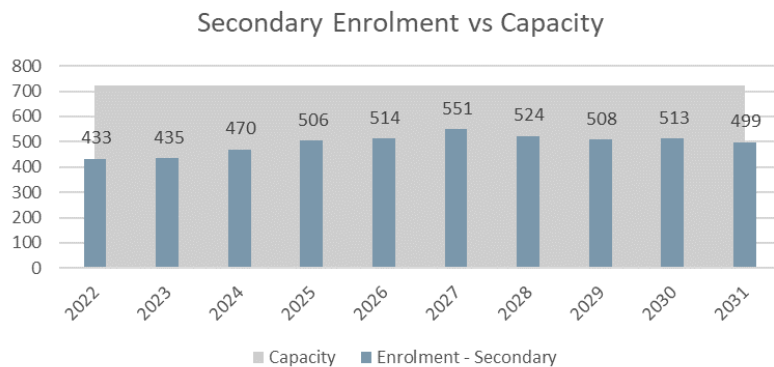


Figure 10 - Central Hastings Secondary Enrolment vs. Capacity

There is a surplus capacity of approximately 290 student places. The school requires investment to meet renewal needs of over \$14 million over the next 5 years, as shown in Table 14.

Table 14 - Summary Capacity, Enrolment, and Renewal of Central Hastings School

2022-2023 Year	Central Hastings SS
Capacity (OTG)	723
Enrolment	433
Surplus Capacity	290
Utilization	60%
Renewal Needs	\$14,168,238
Facility Condition Index	44%

7.7.2 Central Hastings elementary schools

The elementary schools in the Central Hastings School Group are shown in Table 15 and Figure 15 below.

Table 15 - Central Hastings Elementary Schools

2022-2023 Year
Central Hastings School - Elementary (Former Madoc PS) (K-8)
Madoc Township Public School (K-8)
Marmora Public School (K-8)
Tweed Elementary School (K-8)

Figure 16 illustrates that the combined capacity of the elementary schools with a utilization rate of 87% based on 2022 enrolments and is projected to stay below full capacity by 2031. Larger figures can be found in Appendix E with additional data.

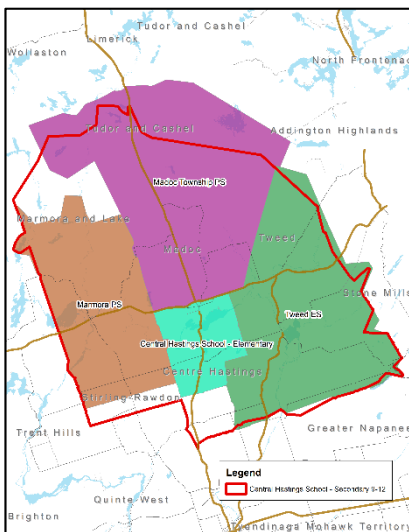


Figure 11 - Central Hastings School Group

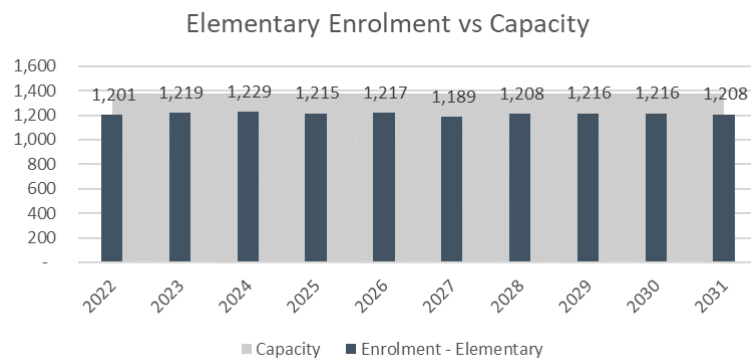


Figure 12 - Central Hastings Elementary Enrolment vs. Capacity

A combined surplus capacity of 176 students exists. Together, the renewal needs of the elementary schools over the next 5 years are in excess of \$5 million, as shown in Table 16.

Table 16 - Summary Capacity, Enrolment, and Renewal of Central Hastings School Group Elementary Sites

2022-2023 Year	Central Hastings School (K-8)	Madoc Township PS	Marmora Public School	Tweed ES	Total
Capacity (OTG)	428	234	305	410	1,377
Enrolment	356	183	270	392	1,201
Surplus Capacity	72	51	35	18	176
Utilization	83%	78%	89%	96%	87%
Renewal Needs		\$1,427,579	\$2,398,276	\$1,529,700	\$5,355,555
Facility Condition Index		22%	46%	4%	-

7.8 Eastside School Group

7.8.1 Eastside Secondary School

Eastside Secondary School is located in Belleville and serves Grade 9 – 12 students. The elementary feeder schools for Eastside Secondary School are shown in Table 17 below.

Table 17 - Eastside School Group Elementary Feeder Schools

2022-2023 Eastside Secondary School
Deseronto Public School (K-8)
Harmony Public School (K-8)
Harry J Clarke Public School (K-8)
Prince of Wales Public School (K-8)
Queen Elizabeth School (Belleville) (K-8)
Queen Victoria School (K-6)
Tyendinaga Public School (K-8)
Easthill Elementary School (K-8)*

*To consolidate in September 2023 at Easthill Elementary School (Queen Elizabeth School - Belleville + Queen Victoria School), OTG 472.

Figure 17 illustrates the school boundary and Figure 18 illustrates that Eastside Secondary School is at a 87% utilization rate based on 2022 enrolment. Larger figures can be found in Appendix E with additional data.

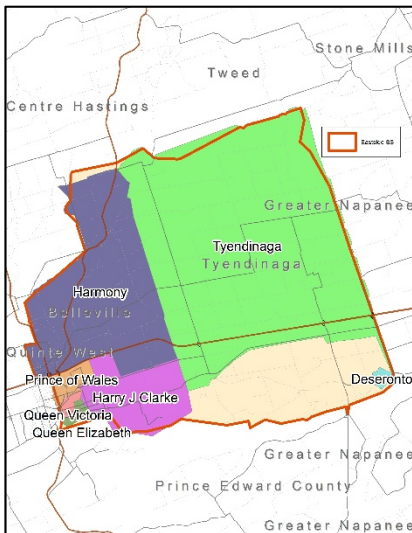


Figure 13 – Eastside School Group

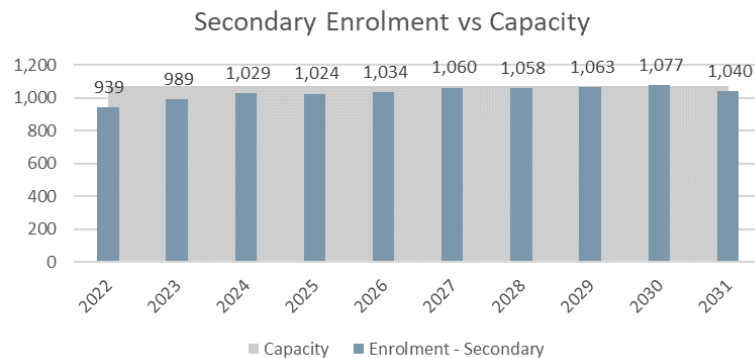


Figure 14 –Eastside SS Enrolment vs. Capacity

There was a surplus capacity of 135 student places in 2022. The renewal needs of the school over the next 5 years is close to \$16 million, as shown in Table 18.

Table 18 - Summary Capacity, Enrolment, and Renewal of Eastside SS

2022-2023 Year	Eastside SS
Capacity (OTG)	1,074
Enrolment	939
Surplus Capacity	135
Utilization	87%
Renewal Needs	\$15,940,999
Facility Condition Index	54%

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

7.8.2 Eastside elementary schools

There are currently seven elementary feeder schools in the Eastside School Group. The elementary schools are shown in Table 19 and Figure 19 below.

Table 19 - Eastside Elementary Schools

2022-2023 Year
Deseronto Public School (K-8)
Harmony Public School (K-8)
Harry J Clarke Public School (K-8)
Prince of Wales Public School (K-8)
Queen Elizabeth School (Belleville) (K-8)
Queen Victoria School (K-6)
Tyendinaga Public School (K-8)
Easthill Elementary School (K-8)*

*To consolidate in September 2023 at Easthill Elementary School (Queen Elizabeth School - Belleville + Queen Victoria School), OTG 472.

Figure 20 illustrates that the combined capacity of the seven elementary schools provides a utilization rate of 85% based on current (2022) enrolments. Larger figures can be found in Appendix E with additional data.

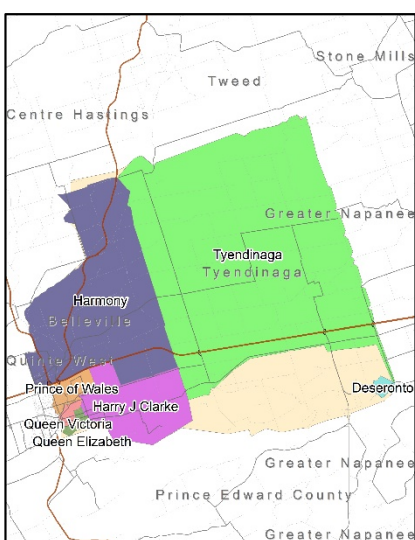


Figure 15 – Eastside School Group

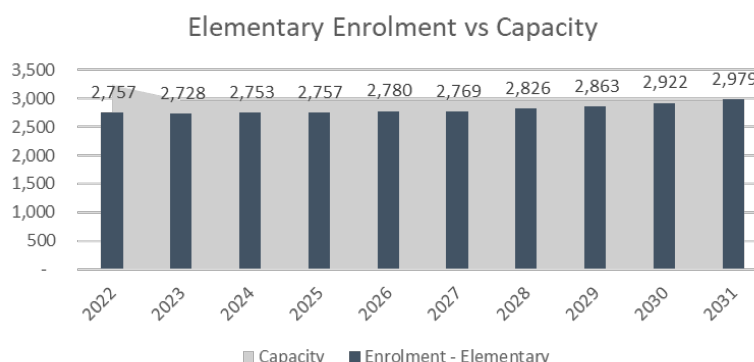


Figure 16 – Eastside Elementary Enrolment vs. Capacity

A surplus capacity of 482 students exists. Together, the renewal needs of the elementary schools over the next five years are approximately \$25 million as shown in Table 20.

Table 20 - Summary Capacity, Enrolment, and Renewal of Eastside School Group Elementary Sites

2022-2023 Year	Deseronto Public School	Harmony Public School	Harry J Clarke Public School	Prince of Wales Public School	Queen Elizabeth School	Queen Victoria School	Tyendinaga Public School	Total
Capacity (OTG)	242	695	711	465	271	466	389	3,239
Enrolment	164	778	606	364	251	247	347	2,757
Surplus Capacity	78	-83	105	101	20	219	42	482
Utilization	68%	112%	85%	78%	93%	53%	89%	85%
Renewal Needs	\$2,865,212	\$752,514	\$5,070,837	\$4,115,652	\$5,070,440	\$7,473,878	\$1,836,971	\$25,348,533
Facility Condition Index	41%	5%	34%	42%	74%	80%	21%	-

7.9 North Hastings School Group

7.9.1 North Hastings High School

North Hastings is served by a single secondary school (Grade 7 -12), North Hastings High School located in Bancroft. In September of 2019, North Hastings Secondary School became a Grade 7-12 facility, as the Grade 7 and 8 students from York River Public School were consolidated with NHHS. The North Hastings School Group elementary schools that feed North Hastings High School are shown below in Table 21 and Figure 21.

Table 21 - North Hastings School Group Elementary Feeder Schools

2022-2023 North Hastings High School
Bird's Creek Public School (K-6)
Coe Hill School (K-6)
Hermon Public School (K-6)
Maynooth Public School (K-6)
York River Public School (K-6)

Figure 22 illustrates that the capacity of North Hastings High School, excluding NHHS (7-8), greatly exceeds the current and projected enrolment. Larger figures can be found in Appendix E with additional data.

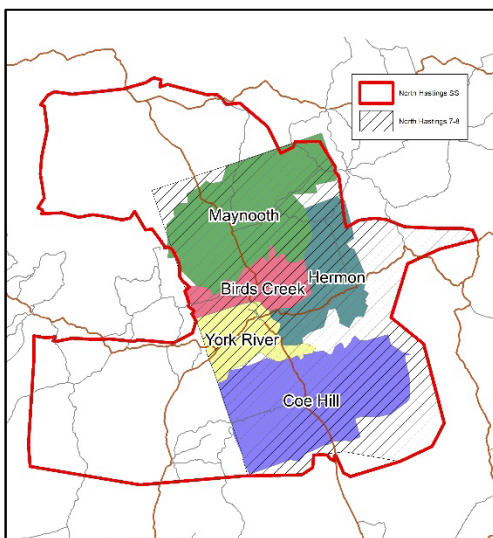


Figure 17 - North Hastings School Group

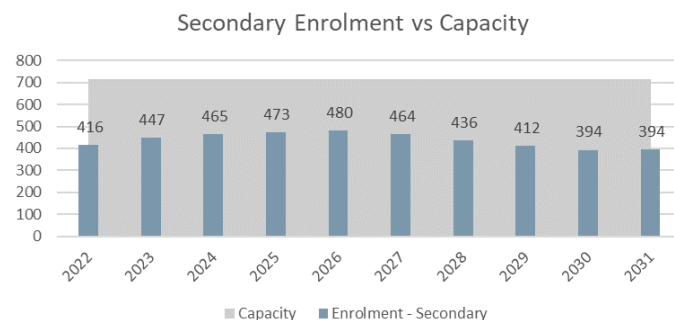


Figure 18 - North Hasting HS Enrolment vs. Capacity

There is a surplus capacity of 298 student places (2022). The school requires investment to meet renewal needs which are approximately \$11 million, as shown in Table 22, over the next five years.

Table 22 - Summary Capacity, Enrolment, and Renewal of North Hastings Group Elementary Sites

2022-2023 Year	North Hastings HS
Capacity (OTG)	714
Enrolment	416
Surplus Capacity	298
Utilization	58%
Renewal Needs	\$11,138,518
Facility Condition Index	34%

The connection of schools in North Hastings to the Metis Organization of Ontario and to Kijicho Manito Madaouskarini Algonquin Nation should be noted.

7.9.2 North Hastings elementary schools

The elementary schools in the North Hastings School Group (Figure 23) are shown in Table 23 below.

Table 23 – North Hastings School Group Elementary Feeder Schools

2022-2023 Year
Bird's Creek Public School (K-6)
Coe Hill School (K-6)
Hermon Public School (K-6)
Maynooth Public School K-6)
York River Public School (K-6)
North Hastings SS (7-8)

Figure 24 illustrates that the combined capacity of the five elementary, including North Hastings SS (7-8), schools provides a utilization rate of 62%. Larger figures can be found in Appendix E with additional data.

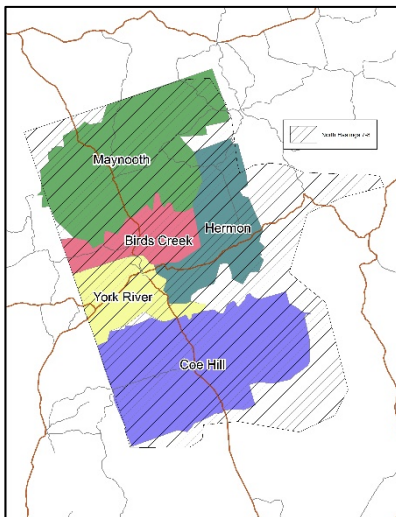


Figure 19 - North Hastings School Group

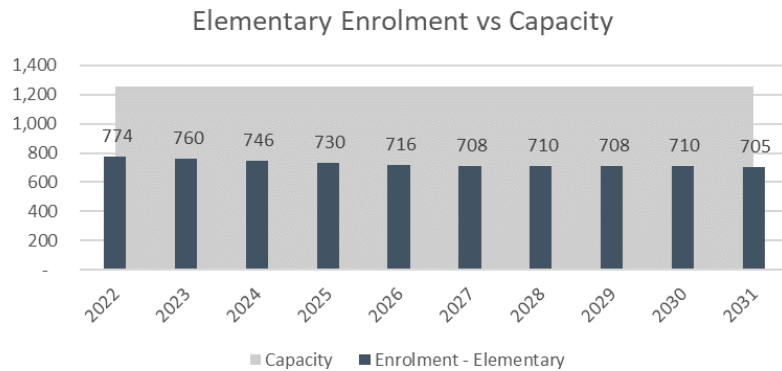


Figure 20 - North Hastings Elementary Enrolment vs. Capacity

A surplus capacity of approximately 480 student places exists (2022). All five of the schools also require investment to meet renewal needs. Together, the renewal needs of the elementary schools over the next five years is \$17 million, as shown in Table 24.

Table 24 - Summary Capacity, Enrolment, and Renewal of North Hastings School Group Elementary Sites

2022-2023 Year	Bird's Creek PS	Coe Hill School	Hermon PS	Maynooth PS	York River PS	North Hastings SS (7-8)	Total
Capacity (OTG)	199	95	165	153	474	168	1,254
Enrolment	119	88	83	102	197	185	774
Surplus Capacity	80	7	82	51	288	-17	480
Utilization	60%	93%	50%	67%	42%	110%	62%
Renewal Needs	\$4,368,732	\$2,672,799	\$3,535,522	\$2,281,417	\$4,474,258		\$17,332,728
Facility Condition Index	44%	76%	70%	35%	37%		-

The connection of schools in North Hastings to the Metis Organization of Ontario and to Kijicho Manito Madaouskarini Algonquin Nation should be noted.

7.10 Prince Edward School Group

7.10.1 Prince Edward Collegiate Institute

Prince Edward County is served by a single secondary/combined school (K-12), Prince Edward Collegiate Institute located in Picton. The Prince Edward School Group elementary schools that feed Prince Edward Collegiate Institute are shown below in Table 25 and Figure 25.

Table 25 - PECl School Group Elementary Feeder Schools
2022-2023 Prince Edward Collegiate Institute (K-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)
Sophiasburgh Central School (K-8)
Prince Edward Collegiate Institute (K-8)

Figure 26 illustrates that the capacity of Prince Edward Collegiate Institute exceeds the current and projected enrolment. Kindergarten to Grade 8 elementary students are excluded in the secondary enrolment and capacity calculations. Larger figures can be found in Appendix E with additional data.

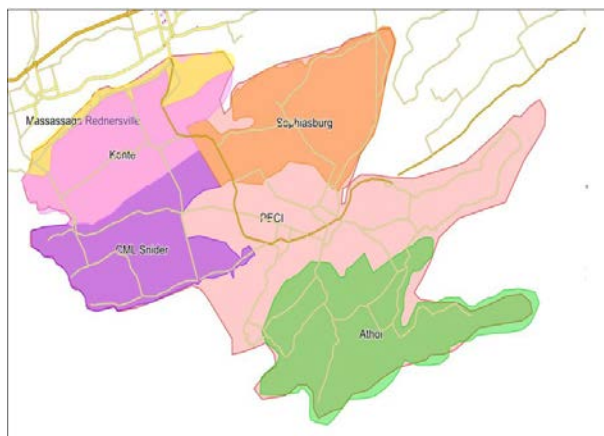


Figure 21 -Prince Edward School Group

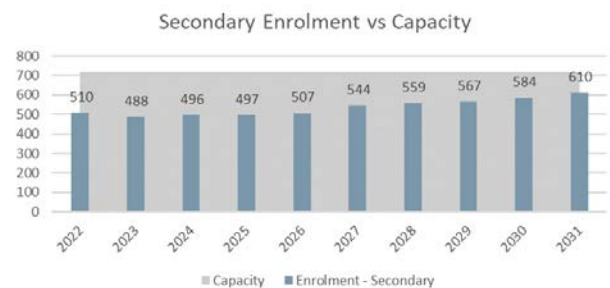


Figure 22 - Prince Edward CI Enrolment vs. Capacity

There is surplus capacity of 210 student places. The school requires significant to meet renewal needs, which are approximately \$16.5 million, as shown in Table 26, over the next five years.

Table 26 - Summary Capacity, Enrolment, and Renewal of PECl

2022-2023 Year	Prince Edward CI
Capacity (OTG)	720
Enrolment	510
Surplus Capacity	210
Utilization	71%
Renewal Needs	\$16,533,417
Facility Condition Index	47%

7.10.2 Prince Edward elementary schools

The elementary schools in the Prince Edward school group (Figure 27) are shown in Table 27 below.

Table 27 - PECl School Group Elementary Feeder Schools
2022-2023 Year
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)
Sophiasburgh Central School (K-8)
Prince Edward Collegiate Institute (K-8)

Figure 28 illustrates that the combined capacity of the five elementary schools provides a utilization rate of 74% (2022). This includes the elementary students at PECl. Larger Figures can be found in Appendix E with additional data.

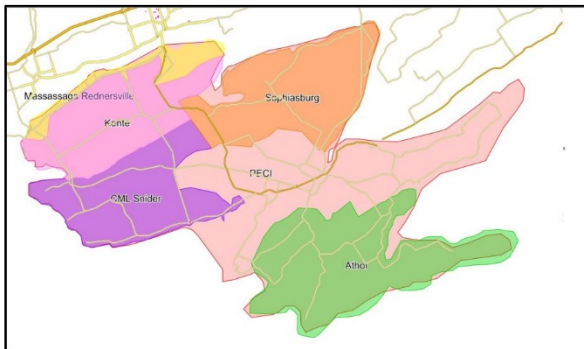


Figure 23 - Prince Edward School Group

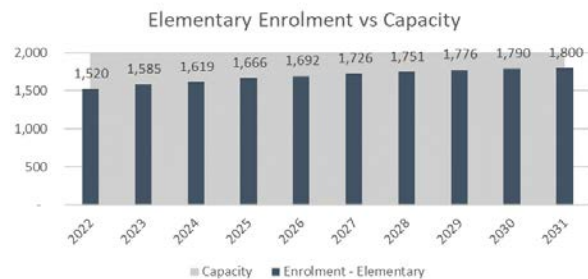


Figure 24 - Prince Edward Elementary Enrolment vs. Capacity

A surplus capacity of approximately 522 students exists (2022). Together, the renewal needs of the elementary schools over the next five years is \$18 million, as shown in Table 28.

Table 28 - Summary Capacity, Enrolment, and Renewal of PEGI School Group Elementary Sites

2022-2023 Year	Athol-South Marysburgh PS	C M L Snider School	Kente Public School	Massassaga- Rednersville Public School	Sophiasburgh Central School	PEGI (K- 8)	Total
Capacity (OTG)	190	466	348	190	257	591	2,042
Enrolment	138	241	228	165	162	586	1,520
Surplus Capacity	52	225	120	25	95	5	522
Utilization	73%	52%	66%	87%	63%	99%	74%
Renewal Needs	\$1,482,197	\$6,727,703	\$3,811,124	\$1,708,100	\$4,770,375		\$18,499,499
Facility Condition Index	28%	70%	45%	29%	58%		-

7.11 Trenton School Group

7.11.1 Trenton High School

Trenton is served by a single secondary school, Trenton High School (7-12). The Trenton School Group elementary schools that feed Trenton High School are shown below in Table 29 and Figure 29.

Table 29 - Trenton School Group Elementary Feeder Schools

2022-2023 Trenton High School (7-12)
North Trenton Public School (K-6)
Prince Charles Public School (Trenton) (K-6)
V. P. Carswell Elementary School (K-6)
Trent River Public School (K-6)

Figure 30 illustrates that the capacity of the secondary school exceeds the current and projected enrolment. Larger figures can be found in Appendix E with additional data.

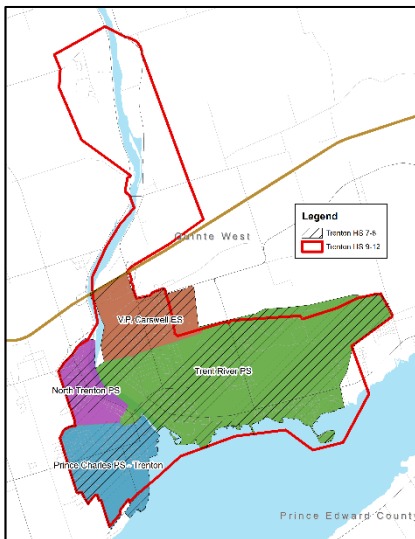


Figure 25 – Trenton School Group

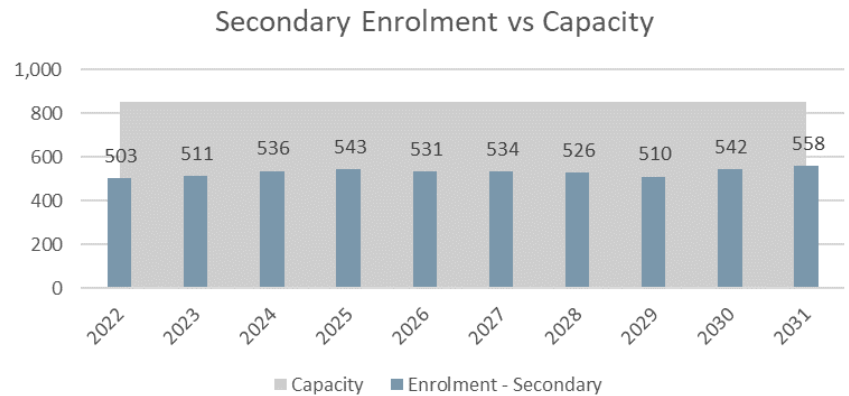


Figure 26 - Trenton HS Enrolment vs. Capacity

Grade 7 and 8 students in the Trenton elementary schools were consolidated into Trenton High School. The enrolment noted below excludes the Grade 7 and 8 students. In addition to surplus capacity of 346 student places (2022), Trenton High School requires investment to meet renewal needs which are \$9 million, as shown in Table 30.

Table 30 - Summary Capacity, Enrolment, and Renewal of Trenton HS

2022-2023 Year	Trenton HS
Capacity (OTG)	849
Enrolment	503
Surplus Capacity	346
Utilization	59%
Renewal Needs	\$9,152,468
Facility Condition Index	31%

7.11.2 Trenton elementary schools

The list of Trenton elementary schools is shown in Table 31 below.

Table 31 - Trenton School Group Elementary Feeder Schools

2022-2023 Year
Trent River Public School (K-6)
North Trenton Public School (K-6)
Prince Charles Public School (Trenton) (K-6)
V. P. Carswell Elementary School (K-6)
Trenton HS (7-8)

Figure 32 illustrates that the combined capacity of the elementary schools provides a utilization rate of 70% based on 2022 enrolments. Larger figures can be found in Appendix E with additional data.

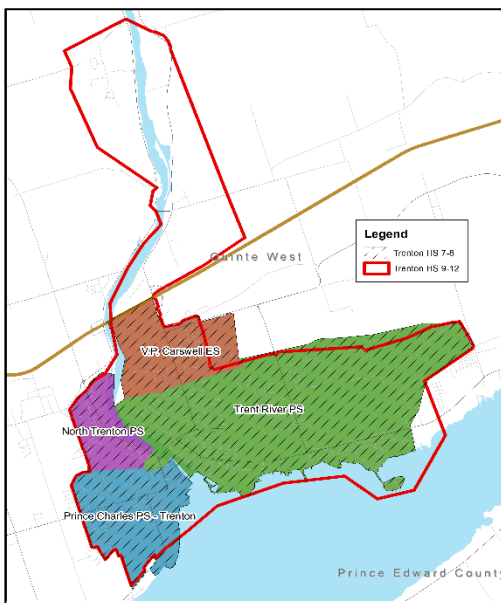


Figure 27 - Trenton School Group

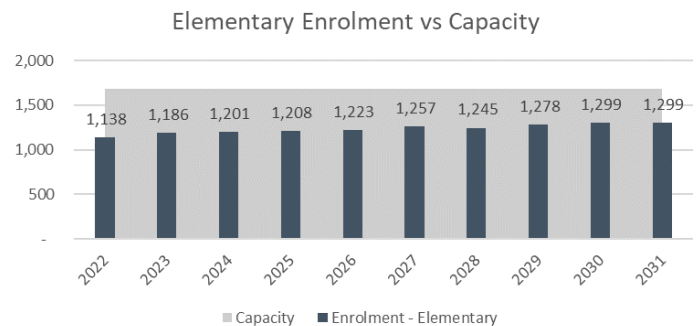


Figure 28 - Trenton Elementary Enrolment vs. Capacity

A surplus capacity of 511 students exists, including Trenton HS (7-8) as shown in Table 32. Together, the renewal needs of the elementary schools over the next five years is in excess of \$11 million, as also shown in Table 32.

Table 32 - Summary Capacity, Enrolment, and Renewal of Trenton School Group Elementary Sites

2022-23 Year	North Trenton PS	Prince Charles PS (Trenton)	Trent River PS	V.P. Carswell ES	Trenton HS (7-8)	Total
Capacity (OTG)	164	444	609	190	274	1,681
Enrolment	87	257	438	157	231	1,170
Surplus Capacity	77	187	171	33	43	511
Utilization	53%	58%	72%	83%	84%	70%
Renewal Needs	\$2,669,034	\$5,157,193	\$2,092,415	\$1,789,106		\$11,707,748
Facility Condition Index	62%	55%	0%	31%		-

7.12 Accommodation Options

Elementary enrolment (Kindergarten to Grade 8) is projected to increase to approximately 11,515 students by 2031-2032, representing an 8% increase from existing 2022-2023 figures.

Secondary enrolment (Grade 9 to 12) is projected to increase to approximately 5,135 students by 2031-2032, representing 11% change from existing 2022-23 figures.

HPEDSB is experiencing enrolment pressures in certain areas of the district. Much of this increase is occurring in the Belleville to Trenton corridor, with accommodation pressures acute in the northeastern portion of Belleville and the Bayside area.

There is currently a moratorium on accommodation reviews limiting the ability of school boards to conduct pupil accommodation reviews.

Other mechanisms that could be used to address enrolment pressures include the following:

- capital priorities/business cases for new schools or additions;
- attendance /boundary area reviews/changes;
- temporary space (e.g., portables);
- programming review/changes;
- grade structure configurations;
- policies and procedures (e.g., out of boundaries); and
- school registrations (e.g., monitoring, pausing).

Appendix E illustrates some accommodation options to address current enrolment pressures at Harmony and Bayside. The options include:

- Harmony Public School and Foxboro Public School Boundary Changes
- Harmony Public School and Susanna Moodie Elementary School Boundary Changes (Belleville schools)
- Harmony Public School and Park Dale School Boundary Changes
- Harmony Public School and Foxboro Public School Boundary Changes (Belleville schools)
- Move French Immersion from Bayside Secondary School to Trenton area school(s)

8 Glossary of terms

Average Daily Enrolment (ADE): The calculation of the number of students enrolled in a school based on two count dates within the academic year- October 31st and March 31st. The ADE total is calculated by averaging these two full- time equivalent enrolments, which is meant to capture the second semester decline in enrolment as a result of students who graduated at the end of the first semester.

Board: The Hastings Prince Edward District School Board (Board of Trustees)

Boundary review: A review undertaken to alter the existing boundary of a school or group of schools. A boundary review may apply in an area with a new school opening, or in areas where enrolment distribution does not efficiently utilize available capacity.

Equity: Equality of access and outcome. An equity program is one that is designed to remove barriers to equality by identifying and eliminating discriminatory policies and practices. Such a program is intended both to remedy the effects of past discrimination and to prevent inequities.

Facility Condition Index (FCI): A building condition as determined by the Ministry of Education by calculating the ratio between the renewal needs and the replacement value for each facility.

Full-Day Kindergarten (FDK): The Full-Day Kindergarten program is a child- centered, developmentally appropriate, integrated, extended day program of learning for four and five year old children.

Full Time Equivalent (FTE): The adjusted head count enrolment to take into account part- time students.

Gross Floor Area (GFA): The total constructed floor area of a building taking into account all classrooms, offices, corridors, stairs, and other spaces.

HPEDSB: General reference to the school board as an organization, as compared to the Board of Trustees.

Head count: The actual number of students attending a school at any given time for any program.

Live birth rate: The number of live births per 1,000 populations.

On the Ground Capacity (OTG): The student capacity of a school or group of schools as determined by the Ministry of Education by loading all school instructional spaces to current Ministry standards for class size requirements and room areas. The OTG is changed whenever a new school or addition is constructed or when a school or portion of a school is demolished.

Operating costs: These encompass all of the expenditures required to operate and maintain the school including heating, lighting, cleaning and routine maintenance.

Pupil accommodation review: A process, as defined in a school board pupil accommodation review policy, undertaken by a school board to determine the future of a school or group of schools. Any review of a school or group of schools where accommodation issues have been identified. Such accommodation issues may arise from enrolment pressures, excess surplus space, building condition concerns, program changes or changing demographics.

Renewal Needs: the costs of maintaining and repairing school facilities over a certain period, in this case 10 years.

School Group: A group of elementary schools that feed to a secondary school.

School Facilities Inventory System (SFIS): a Ministry of Education database system which tracks facility-related information for all schools in Ontario.

VFA facility: a Ministry of Education directed capital planning tool which describes the renewal needs of schools based on Ministry-directed condition assessments of school board facilities.

Utilization rate: The measurement of the physical use of the permanent school facility based on the comparison of Enrolment to the On-The-Ground (OTG) Capacity of the school. This calculation provides an understanding of whether a school group or group of schools is over or under capacity and by how much.

APPENDIX A

2022-2023 Programs and Services to Help Each Student Achieve Success

**Elementary Special Education Resource Program
Placements and Locations – 2022-2023
April 7, 2022**

Program Name	2022-2023
<p>Elementary Resource Programs</p> <p>Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Students are provided with programming expectations specific to their learning profiles. Each student has an Individual Education Plan with specific goals, learning expectations, accommodations, and possibly modifications.</p> <p>Students with more complex special education needs may temporarily benefit from one of the three Identification, Placement, and Review Committee (IPRC) placement options with the highest levels of support provided in these resource programs:</p> <ul style="list-style-type: none"> • Regular Class with Withdrawal Assistance; • Special Education Class with Partial Integration; • Special Education Class Full-Time. <p>In these resource programs, students have access to a teacher with special education qualifications, who is assigned to support a specified number of students (<i>Ontario Regulation 298, Section 31</i>). Educational assistants are also assigned to the resource programs.</p> <p>Each elementary resource program can include a range of exceptionalities, with placement priority for students with significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for the elementary resource programs.</p> <p>*** As part of the annual review process, the location and/or continuation of elementary resource programs are subject to change ***</p>	Centennial Secondary School (Intermediate)
	Central Hastings School (Primary/Junior/Intermediate)
	Central Hastings School (Primary/Junior/Intermediate)
	Central Hastings School (Primary/Junior/Intermediate)
	North Hastings High School (Intermediate)
	Park Dale School (Primary/Junior/Intermediate)
	Prince Charles School Belleville (Primary/Junior)
	Prince Charles School Belleville (Primary/Junior)
	Prince Edward Collegiate Institute (Primary, Junior, Intermediate)
	Prince Edward Collegiate Institute (Primary, Junior, Intermediate)
	Prince of Wales Public School (Primary/Junior/Intermediate)
	Prince of Wales Public School (Primary/Junior/Intermediate)
	Queen Elizabeth School (Primary/Junior/Intermediate)
	Queen Elizabeth School (Primary/Junior/Intermediate)
	Susanna Moodie Elementary School (Primary/Junior/Intermediate)
	Trent River Public School (Primary/Junior)
	Trenton High School (Intermediate)
	Trenton High School (Intermediate)
	Tyendinaga Public School (Primary/Junior/Intermediate)
	Prince Charles Public School Trenton (Primary/Junior)
	York River Public School (Primary/Junior)
Total	21 Resource Programs

**Secondary Special Education Regional Program Placements and Locations –
2022-2023
Life Skills Program (LSP) and Community Integration Program (CIP)
April 7, 2021**

School Name	2022-2023	
Bayside Secondary School	2 LSP 1 CIP	16 sections 6 sections
Centennial Secondary School	2 LSP 2 CIP	16 sections 12 sections
Central Hastings School	1 LSP 2 CIP	8 sections 12 sections
Eastside Secondary School	1 LSP 2 CIP	8 sections 12 sections
North Hastings High School	1 LSP 1 CIP	8 sections 6 sections
Prince Edward Collegiate Institute	1 LSP 1 CIP	8 sections 6 sections
Trenton High School	1 LSP 2 CIP	8 sections 12 sections
Total	20 classes	138 sections

Secondary Regional Programs

Life Skills Program

- Programming emphasis is on life skills, adaptive numeracy/literacy skills, and community/independent living skills through alternative (non-credit) courses.
- Students in LSP will leave secondary school with a **Certificate of Accomplishment**.

Community Integration Program

- Programming emphasis is on the completion of Ministry credits, Leveled Literacy Intervention reading program, development of technology skills to support learning, and work experience.
- Students have the opportunity to graduate secondary school with an **Ontario Secondary School Certificate (OSSC)**, which requires successful completion of a minimum of 14 Ontario Ministry of Education credits (7 compulsory and 7 elective).

*** As part of the annual review process, the location and/or continuation of secondary regional programs are subject to change ***

Education and Community Partnership Programs (ECP)

Harmony ECPP Program: This program is in partnership with Quinte Children's Treatment Centre - Ministry of Children, Community and Social Services. It is for students in Grades 4 to 8. Programming is designed to support students to prosper emotionally, socially and educationally. This program is located at Harmony Public School.

Madoc Township ECPP Program: This program is in partnership with Quinte Children's Treatment Centre - Ministry of Children, Community and Social Services and Algonquin and Lakeshore Catholic District School Board. It provides services for students from Grade 1 to 8. Programming is designed to support students to prosper emotionally, socially and educationally. This program is located at Madoc Township Public School.

North Trenton ECPP Program: This program is in partnership with Quinte Children's Treatment Centre - Ministry of Children, Community & Social Services. It is for students in Grade 1 to 4. Programming is designed to support students to prosper emotionally, socially and educationally. This program is located at North Trenton Public School.

Park Dale ECPP Program: This program is in partnership with Quinte Children's Treatment Centre - Ministry of Children, Community and Social Services. It provides service to children in Grade 3 to 6 with significant social-emotional needs. Programming is designed to support students to develop social skills, self-regulation, communication skills and improved academic achievement and well-being. This program is located at Park Dale School.

St. Leonard's Home ECPP Program: This program provides intensive services and resources to support the needs of children and youth who struggle to engage in learning due to their complex social-emotional and mental health needs. Students in Grade 7 to 12, follow conditions as set by the courts and work towards academic achievement. There is a residential as well as a day-treatment program for students who have recently been discharged from St. Leonard's Home but are still on probation. This expanded service assists students in transitioning out of custody to school and/or community. This program is located off the Bayside Campus.

York River ECPP Program: This program is in partnership with Quinte Children's Treatment Centre - Ministry of Children, Community & Social Services. It is for students in Grades 1 to 6. Programming is designed to support students to prosper emotionally, socially and educationally. This program is located at York River Public School.

School Programs

ACE Arts PLUS Program: Students can join the thriving County Arts community while learning and growing as a student. ACE Arts Plus gives Grade 9 students that chance to take two Arts courses in Grade 9 and begin a specialization in the Arts that can lead to an Arts Major Certificate along with their high school diplomas.

Advanced Placement (AP): This program provides opportunities for motivated and prepared students to experience university level courses while in high school, thereby fostering critical thinking, persistence and success.

Adventure Class: Primary (Grade 1-3) and Junior (Grade 4-6) programs in a dual classroom, multi-grade setting. This multiage, alternative program runs through the combined efforts of parents, teachers and students. It encourages hands-on education, real life experiences and the development of the whole child. Programming emphasizes authentic learning, real life discovery and integrated life skills.

Catering with Class Program: This three-credit program enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

Co-op Education Programs: Cooperative Education is an opportunity for students to learn valuable work skills while earning secondary school credits. Students are placed with our employer partners in various workplace settings based on their own interests and career aspirations.

Destinations Class: Grade 7 and 8 students who are innately curious and passionate about learning and leadership in the local, national and global contexts. Deep learning experiences build on learner strengths and needs, create new knowledge using real-life problem-solving, focus on digital fluency, and help all students identify their talents, purpose and passion. Students have chances to become active and responsible citizens who are technologically savvy.

Dual Credit – Automotive Service: This course enables students to put their mechanical ability and technical knowledge to the test. Students will be working on a variety of vehicles throughout the semester. This course will focus on the diagnosis and repair of vehicles. The vast majority of learning in this course will be practical in nature and students will be supported by the instructor as they attempt each task. Examples of repairs include tasks related to steering, suspension, brakes, tires, exhaust, engine drivability, powertrain and general maintenance.

Dual Credit - Communications Technology: This is an opportunity for students in a senior Communications Technology class to earn a college credit while still in high school. The college instructor comes to the high school to teach and work with the secondary school teacher to deliver the curriculum. Students earn their secondary course credit and a first-year college credit in TV & New Media.

Dual Credit - Construction: This is an opportunity for students in a senior Construction Technology and Manufacturing Technology to earn a college credit while still in high school. The college instructor comes to the high school to teach and work with the secondary school teacher to deliver the curriculum. Students also have the opportunity to visit and make use of the facility at Loyalist College. Students earn their secondary course credit and a first-year college credit.

Dual Credit - Manufacturing: Students involved in the Manufacturing SHSM also have the opportunity to be registered in a team-taught dual credit. In addition to their secondary school credit, they will receive a first-year college credit (MANU 1000) through Loyalist College. The Loyalist College instructor comes to the high school to teach and work with the secondary school teacher to deliver the curriculum.

Dual Credit - Math: Through a partnership with Loyalist College, there is an opportunity for students to earn a college credit in their Grade 12 college Math course. The college instructor comes to the high school to teach and work with the secondary school teacher to deliver the curriculum. Students earn their secondary course credit and a first-year college credit at the same time.

Dual Credit - Transportation: This is an opportunity for students in a senior Transportation Technology class to earn a college credit while still in high school. The college instructor comes to the high school to teach and work with the secondary school teacher to deliver the curriculum. Students earn their secondary course credit and a first-year college credit (AMST 1024).

e-Learning: Students from all secondary schools may register for courses that they cannot access in their home school. These students then get a login to the e-Learning platform where they access course materials and assignments and communicate with their teacher and virtual classmates. There are 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, work habits, as well as various technology skills.

Entrepreneurship Business Program: The Entrepreneurship Business Program enables students to participate in authentic business ventures, such as the Smoothery which is the first cooperative student-run business in HPEDSB where students learn how to operate, finance, market and produce smoothies. Students also learn aspects connected to retail as they operate the Armoury, the school's store.

Extended French - Elementary: The Extended French Program is available to students who have an interest in extending their learning of French as a second language. French is the language of instruction for a minimum of 25 percent of the total instructional time at every grade level of the program. The program includes the study of French as a second language and the study of at least one other subject taught in French.

Extended French - Secondary: The secondary Extended French program is intended for students who are graduating from French Immersion/Extended French in Grade 8, or who have an equivalent background in French. Students completing this program will receive a certificate in bilingual studies, and when enrolled in Grade 12 FSL will be eligible to participate in the Diplôme d'études langue française (DELFI) exam, and internationally recognized test of French proficiency.

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

French Immersion - Elementary: French Immersion begins in Grade 4. It provides an opportunity for students to develop French-language skills in a variety of subject areas. The content is the same as the regular program with French as the language of instruction. Students will have a minimum of 3800 hours of instruction in French by the end of Grade 8.

French Immersion - Secondary: Students learn French as a subject and French serves as the language of instruction in two or more other subjects. Academic courses in French Immersion are available in Grades 9 and Academic and Applied courses are available in Grade 10, and university preparation and open courses in Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are for French as a Second Language courses; six are for other subjects in which French is the language of instruction. Students who successfully complete their ten credits receive a French Immersion certificate.

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

Haudenosaunne Opportunity for Personal Education (HOPE): On the Tyendinaga Mohawk Territory, HOPE offers a similar alternative educational setting for high school students of Mohawk ancestry and provides programming with a concentration on Mohawk culture. This is a partnership between Eastside Secondary School and Mohawks Bay of Quinte.

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

Hockey Skills Focus Program: The Hockey Skills Focus Program is open to both females and males regardless of their previous hockey experience. Students receive 45 hours of on-ice skills with the focus on individual skill development and improvement. They also experience 45 hours of off-ice fitness and skill related development using the most innovative training techniques and equipment. In-class instruction consists of tactical development for all player positioning, both offensive and defensive aspects of the game. This is a Health & Physical Education one credit program.

International Baccalaureate (IB) Program: The IB Program is an international program designed to develop citizens who become lifelong learners through an exposure to education which stimulates their curiosity and fosters a spirit of discovery, as well as an enjoyment of learning. The IB Diploma encompasses Grades 11 and 12 students' final two years of high school. Students experience a learning environment where they are challenged to think, encouraged to discuss and collaborate. They are taught an understanding of different cultures from around the world and are encouraged to constantly reflect on their experiences and learning.

International Student Program (ISP): HPEDSB welcomes students to our schools each year from as many as 15 different countries. This provides our students an opportunity to learn about and develop an appreciation of other cultures. International students participate in a full range of courses and extra-curricular activities.

Junior Enrichment Development Initiative (JEDI): This is a two-year, non-credit program, in which Grade 9 and 10 students are challenged to further develop global competencies by participating in leadership activities, cultural events and volunteer work within the community. JEDI participants are responsible, self-motivated students who work toward attaining a Junior Enrichment Certificate at the end of the 2-year program.

La Dolce Vita - The Sweet Life: This two-credit package program combines Communication Technology and Aesthetics to allow the student to explore, share and promote their aesthetics experience. From special effects to runway makeup and nail design, students will explore, design, create, electronically document and experience “the sweet life” through a truly unique and rewarding hands-on experience.

Multi Instructional Period (MSIP): The purpose of MSIP is for students to receive further support or time to improve and extend their learning in their subjects. MSIP reinforces the practice of assessment for learning by encouraging students to continue to engage in their schoolwork to achieve further success through engagement or additional supports. During MSIP, students have the opportunity to continue to engage in schoolwork from their classes and

get help from their teachers as well as the ability to access facilities across the school (technology, art room, tech area, etc.).

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

Northern Environmental Research and Development Studies (NERDS): This is a four-credit program which is offered to Grade 12 students in the second semester, every two years. This program is for students who enjoy the outdoors and who may be interested in pursuing a post-secondary college or university career in natural resources, natural sciences or environmental sciences. Students will be involved in a wide variety of projects which will include data collection, analysis, and communication of information as part of on-going monitoring and scientific research.

Northern Outdoor Studies (NOS): This is a four-credit program offered to Grade 11 and 12 students every second year. Since 1997, this program has been preparing students for direct entry into the workforce with employers in selected sectors such as logging, resource and wildlife management, and ecotourism. Students study ecology, resource and forestry management, recreation services, community leadership, and other topics related to employment patterns in the area.

Outer Limits: This four-credit program offers students the chance to develop skills related to Ecotourism, and Environment and Resource Management while developing an appreciation for the environment and outdoor recreation. Through participation in this program students develop skills in outdoor survival, cycling, rock climbing, and canoeing. Each activity involves certification in the different disciplines. These certifications assist students in employment opportunities in related fields.

Quinte Ballet School: Students also attend Quinte Ballet School of Canada.

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

SHAPE (South Hastings Alternative Personalized Education): In Belleville, SHAPE on Palmer Road offers an alternative education setting for students who require additional support in obtaining credits toward graduation.

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

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

Specialist High Skills Major - Construction: The Construction SHSM enables students to build a foundation of sector-focused knowledge and skills before entering apprenticeship training, college, university, or an entry-level position in the workplace. Students will learn and develop skills to utilize construction tools and materials in a team environment. This program will be of benefit to students who like to work with their hands, enjoy complex and challenging problem-solving situations, and like to design and build relevant projects.

Specialist High Skills Major - Environment: The Environment SHSM enables students to build a foundation of sector-focused knowledge and skills, before graduating and entering apprenticeship training, college, university, or entry-level positions in the workplace. Students receive a variety of certifications and graduates receive a customized diploma and seal representing this focus area of study.

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

Specialist High Skills Major - Hospitality & Tourism: The Hospitality & Tourism SHSM enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Graduates of the program receive a customized diploma and seal indicating this specialized area of study.

Specialist High Skills Major - ICT: Digital Media is the primary focus of the program which includes graphic design, TV production, internet live streaming, photography, radio broadcasting, digital sound recording, animation, web design and networking. This holistic approach reflects the philosophy and evolution of twenty first century digital media, and the approach post-secondary institutions and the labour force are investing in. Students will learn transferable skills and how to apply these technologies to real life situations.

Specialist High Skills Major - Manufacturing: The Manufacturing SHSM is a ministry-approved specialized program that allows students to focus their learning on manufacturing and design while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. The program includes two credits each in manufacturing and design at the Grade 11 and 12 level. Students will receive instruction from college instructors using the college facilities and the opportunity to achieve a college credit at no extra cost. This extra credit will be in either welding or machining. Students will also take part in sector-recognized certifications and/or training courses, at least two co-op courses in a manufacturing or design environment as well as the opportunity to take part in other reach ahead opportunities.

Specialist High Skills Major Non-Profit: The SHSM in Non-Profit provides students with a strong foundation for collaborating on the common good, and transforming shared beliefs and hopes into action. Students will consider how to shape their boldest dreams, highest ideals, and noblest causes. Students will learn how the non-profit sector feeds, heals, shelters, educates, inspires, enlightens, and nurtures people of every age, gender, race, and socioeconomic status, from coast to coast, border to border, and beyond. Students from every pathway will participate in practical civic engagement and leadership opportunities.

Specialist High Skills Major - Sports: The Sports SHSM enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Graduates of the program receive a customized diploma and seal indicating this specialized area of study.

Specialist High Skills Major – Transportation: The SHSM in Transportation provides students with a strong foundation for a wide variety of careers in the transportation sector, from those focusing on the service, repair and modification of vehicles and vehicle systems to those related to the organization and management of transportation services and mass-transit systems. The SHSM-Transportation enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, College, University or an entry-level position in the workplace.

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



HPE
HASTINGS AND PRINCE EDWARD
DISTRICT SCHOOL BOARD

APPENDIX B

2022-2023 Child Care Programs

2022-2023 Summary of all child care programs in schools

School Name	Full Day Child Care	Before & After School Child Care	Early ON Programs
Elementary Schools			
Athol-South Marysburgh PS			The HUB
Bayside Public School		YMCA of Central East Ontario	
Bird's Creek Public School		North Hastings CS	
CML Snider School		The HUB	The HUB
Coe Hill School			North Hastings CS
Deseronto Public School			Family Space
Foxboro Public School		YMCA of Central East Ontario	
Frankford Public School		Hastings County C&HS	Family Space
Harmony Public School		YMCA of Central East Ontario	
Harry J. Clarke Public School		YMCA of Central East Ontario	
Hermon Public School			North Hastings CS
Kente Public School		The HUB	The HUB
Madoc Township Public School			
Marmora Public School		Central Hastings E&EC	
Massassaga Rednersville PS	The HUB	YMCA of Central East Ontario	
Maynooth Public School		North Hastings CS	
North Trenton Public School			
Park Dale School	Quinte Child Care	YMCA of Central East Ontario	
Prince Charles PS (Trenton)		YMCA of Central East Ontario	
Prince Charles School (Belleville)			
Prince of Wales Public School		YMCA of Central East Ontario	
Queen Elizabeth School		YMCA of Central East Ontario	
Queen Victoria School		YMCA of Central East Ontario	
Sir John A. Macdonald School		Hastings County C&HS	
Stirling Public School	Stirling Sprouts	Stirling Co-operative Nursery	
Sophiasburgh Central School		THE HUB	
Susanna Moodie ES		YMCA of Central East Ontario	
Trent River Public School		Hastings County C&HS	Family Space
Tweed Elementary School			

School Name	Full Day Child Care	Before & After School Child Care	Early ON Programs
Tyendinaga Public School		YMCA of Central East Ontario	
VP Carswell Elementary School		YMCA of Central East Ontario	
York River Public School		North Hastings CS	

Secondary Schools			
Bayside Secondary (BSS)			
Eastside Secondary (ESS)			
Central Hastings Secondary (CHSS)		Central Hastings E&EC	
Centennial Secondary (CSS)			
North Hastings High (NHHS)			
Prince Edward Collegiate (PECI)		THE HUB	THE HUB
Trenton High (THS)			

APPENDIX C

On-the-Ground Capacity, Gross Floor Area and Age of HPEDSB Schools

Table 33: On the Ground Capacity, Gross Floor Area and Age of Elementary & Secondary Schools

	OTG	GFA (m²)	Year Built	Age
Bayside School Group				
Bayside Secondary School (7-12)	1,018	14,373	1970	53
Bayside Public School	421	2,899	1912/1964	111/59
Frankford Public School	434	3,082	1923	100
Stirling Public School	812	6,621	2013	10
Centennial School Group				
Centennial Secondary School (7-12)	1,048	16,503	1966	57
Foxboro Public School	435	3,428	1974	49
Park Dale School	409	3,740	1962	61
Prince Charles School (Belleville)	400	3,661	1949	74
Sir John A Macdonald School	320	2,762	1967	56
Susanna Moodie Elementary School	416	3,840	1979	44
Central Hastings School Group				
Central Hastings Secondary School (K-12)	1,151	14,507	1934	89
Madoc Township Public School	234	1,596	1961	62
Marmora Public School	305	3,283	1950	73
Tweed Elementary School	410	3,324	2013	10
Eastside School Group				
Eastside Secondary School	1,074	13,932	1959	64
Deseronto Public School	242	2,701	1956	67
Harmony Public School	695	5,431	2014	9
Harry J Clarke Public School	711	5,497	1961	62
Prince of Wales Public School	465	4,020	1983	40
Queen Elizabeth School	271	2,517	1951	72
Queen Victoria School	466	4,108	1912	111
Tyendinaga Public School	389	3,577	1966	57
Easthill Elementary School (2023)	472	4,515		-

	OTG	GFA (m2)	Year Built	Age
North Hastings School Group				
North Hastings High School (7-12)	882	11,053	1947	76
Birds Creek Public School	199	2,060	1951	72
Coe Hill School	95	1,107	1949	74
Hermon Public School	165	1,313	1969	54
Maynooth Public School	153	1,301	1953	70
York River Public School	474	3,956	1972	51
Prince Edward School Group				
Prince Edward Collegiate Institute (K-12)	1,311	15,502	1953	70
Athol-South Marysburgh Public School	190	1,598	1966	57
C M L Snider School	466	4,753	1922	101
Kente Public School	348	3,342	1966	57
Massassaga-Rednersville Public School	190	2,273	1956	67
Sophiasburgh Central School	257	2,114	1965	58
Trenton School Group				
Trenton High School (7-12)	1,123	13,592	1955	68
North Trenton Public School	164	1,280	1957	66
Prince Charles Public School (Trenton)	444	3,818	1960	63
Trent River Public School	609	5,429	2017	6
V. P. Carswell Elementary School	190	1,661	1965	58

APPENDIX D

Renewal Needs Over Five Years and Facility Condition Index

Table 34: Renewal Needs Over 5 Years and Facility Condition Index

School Name	GFA (m ²)	Year Built	Age	Replacement Cost	5 Year Renewal	5 Year FCI	Assessment Year
Athol-South Marysburgh PS	1,598	1966	57	\$5,264,959	\$1,482,197	28%	2018
Bayside Public School - Annex	926	1912	111	\$3,489,213	\$1,120,775	32%	2017
Bayside Public School	1,973	1964	59	\$6,509,309	\$3,496,163	52%	2017
Bayside Secondary School	14,373	1970	53	\$25,018,288	\$17,700,824	70%	2017
Birds Creek Public School	2,060	1951	72	\$6,716,951	\$4,368,732	63%	2019
C M L Snider School	4,753	1922	101	\$9,627,927	\$6,727,703	70%	2018
Centennial Secondary School	16,503	1966	57	\$28,040,194	\$15,659,256	54%	2017
Centre Hastings Secondary School	14,507	1934	89	\$32,305,502	\$14,168,238	44%	2020
Coe Hill School	1,107	1949	74	\$3,358,476	\$2,672,799	76%	2019
Deseronto Public School	2,701	1956	67	\$6,910,761	\$2,865,212	41%	2018
Eastside Secondary School	13,932	1959	64	\$29,058,531	\$15,940,999	54%	2020
Foxboro Public School	3,428	1974	49	\$8,400,378	\$3,258,368	26%	2018
Frankford Public School	3,082	1923	100	\$9,236,543	\$3,818,750	40%	2018
Harmony Public School	5,431	2014	9	\$14,783,806	\$752,514	5%	2020
Harry J Clarke Public School	5,497	1961	62	\$14,677,345	\$5,070,837	34%	2018
Hermon Public School	1,313	1969	54	\$4,984,685	\$3,535,522	70%	2019
Kente Public School	3,342	1966	57	\$8,109,936	\$3,811,124	45%	2018
Madoc Township Public School	1,596	1961	62	\$6,377,297	\$1,427,579	22%	2017
Marmora Public School	3,283	1950	73	\$5,144,478	\$2,398,276	46%	2017
Massassaga-Rednersville Public School	2,723	1956	67	\$5,905,114	\$1,708,100	29%	2018
Maynooth Public School	1,301	1953	70	\$5,408,914	\$2,281,417	35%	2019
North Hastings High School	11,053	1947	76	\$30,439,622	\$11,138,518	34%	2019
North Trenton Public School	1,280	1957	66	\$4,065,943	\$2,669,034	62%	2017
Park Dale School	3,740	1962	61	\$9,067,826	\$4,491,861	42%	2019
Prince Charles Public School (Trenton)	3,818	1960	63	\$8,594,932	\$5,157,193	55%	2017
Prince Charles School (Belleville)	3,661	1949	74	\$9,282,243	\$2,269,854	24%	2018
Prince Edward Collegiate Institute	15,502	1953	70	\$34,789,573	\$16,533,417	47%	2017
Prince of Wales Public School	4,020	1983	40	\$9,073,488	\$4,115,652	42%	2018
Queen Elizabeth School	2,517	1951	72	\$6,411,415	\$5,070,440	74%	2013

School Name	GFA (m ²)	Year Built	Age	Replacement Cost	5 Year Renewal	5 Year FCI	Assessment Year
Queen Victoria School	4,108	1912	111	\$9,284,236	\$7,473,878	80%	2013
Sir John A Macdonald School	2,762	1967	56	\$7,702,032	\$3,086,045	40%	2018
Sophiasburgh Central School	2,114	1965	58	\$7,683,371	\$4,770,375	58%	2018
Stirling Public School	6,621	2013	10	\$17,847,867	\$2,068,343	4%	2020
Susanna Moodie Elementary School	3,840	1979	44	\$7,986,892	\$6,275,829	78%	2017
Trent River Public School	5,429	2017	6	----	\$2,092,415	0%	Not Assessed
Trenton High School	13,592	1955	68	\$28,675,028	\$9,152,468	31%	2017
Tweed Elementary School	3,324	2013	10	\$9,430,526	\$1,529,700	4%	2020
Tyendinaga Public School	3,577	1966	57	\$8,444,593	\$1,836,971	21%	2018
V. P. Carswell Elementary School	1,661	1965	58	\$5,500,264	\$1,789,106	31%	2019
William R. Kirk School	421 – instructional areas only	1972	51	\$2,320,286	\$3,534,025	151%	2019
York River Public School	3,956	1972	51	\$11,988,304	\$4,474,258	37%	2017
Elementary				\$269,270,024	\$109,967,022	41%	
Secondary				\$210,647,024	\$103,827,745	49%	
Total				\$479,917,048	\$213,794,767	45%	

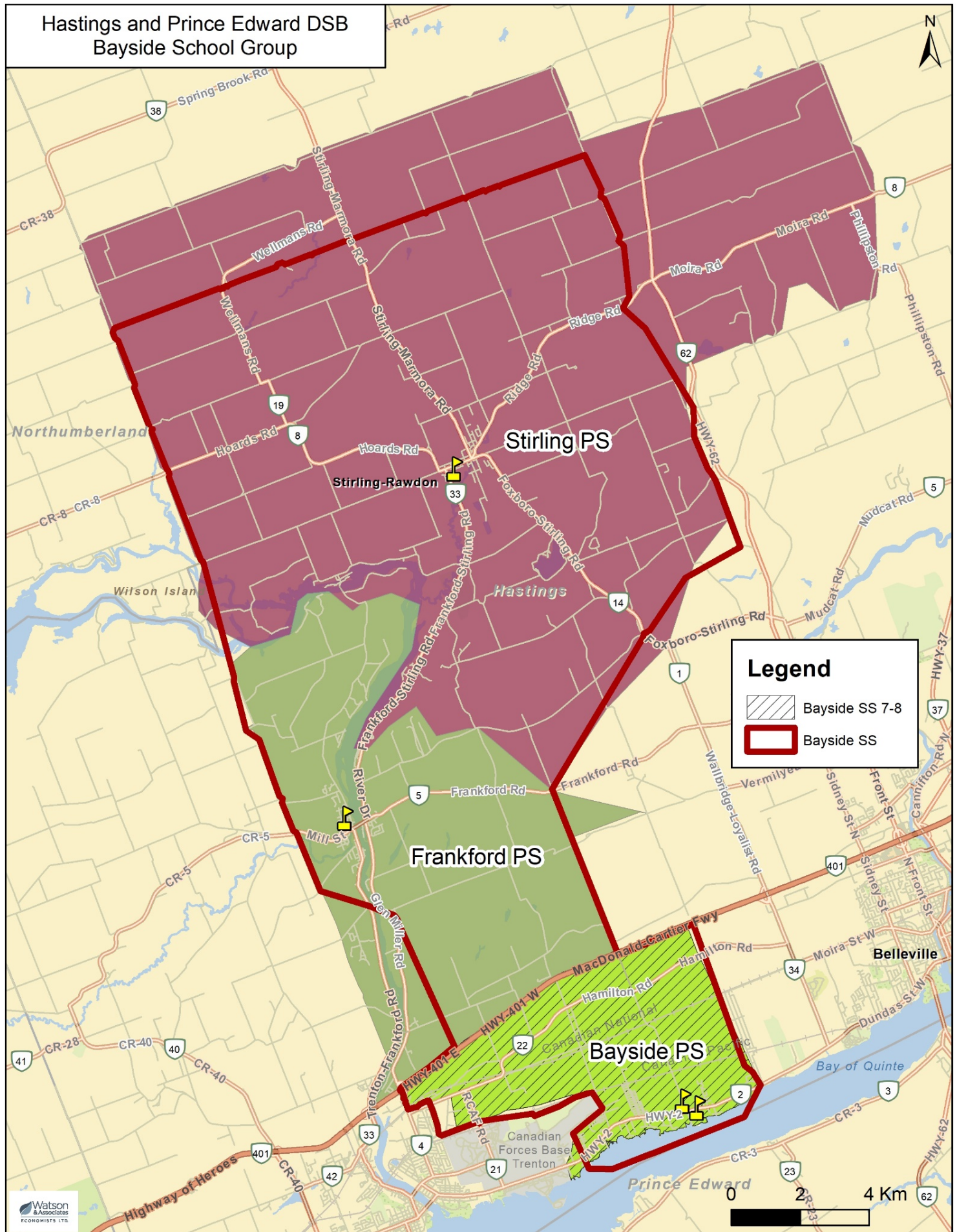
Table 35: Renewal Needs Per School Group

Renewal Needs by School Group			
	Elementary	Secondary	Total
Bayside School Group	\$10,504,031	\$17,700,824	\$28,204,855
Centennial School Group	\$19,381,957	\$19,193,281	\$38,575,238
Central Hastings School Group	\$5,355,555	\$14,168,238	\$19,523,793
Eastside School Group	\$27,185,504	\$15,940,999	\$43,126,503
North Hastings School Group	\$17,332,728	\$11,138,518	\$28,471,246
Prince Edward School Group	\$18,499,499	\$16,533,417	\$35,032,916
Trenton School Group	\$11,707,748	\$9,152,468	\$20,860,216
Total	\$109,967,022	\$103,827,745	\$213,794,767

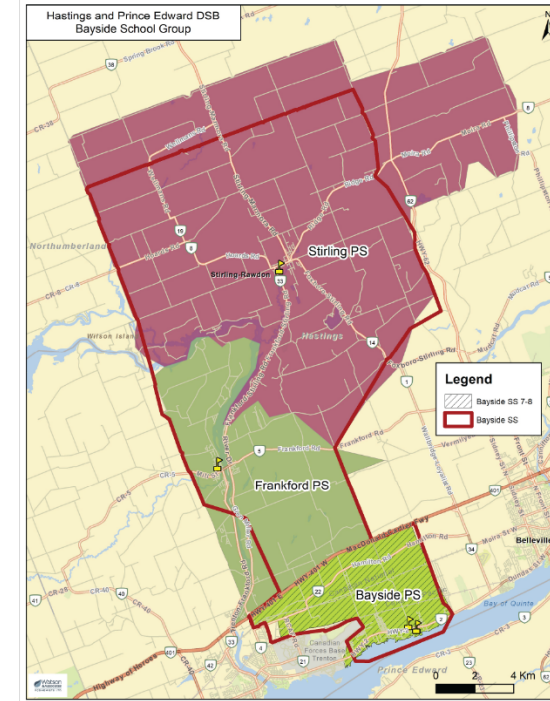
APPENDIX E

HPEDSB School Group Profiles

Hastings and Prince Edward DSB
Bayside School Group



School Name	On-the-Ground Capacity	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Bayside Secondary School (9-12)	810	907	945	946	949	914	897	889	898	928	897
Bayside Secondary School (7-8)	208	196	180	166	160	180	192	200	178	219	238
Bayside Public School	421	374	384	405	428	426	468	469	502	477	506
Frankford Public School	434	313	308	298	298	286	280	285	285	284	283
Stirling Public School	812	694	675	663	661	661	646	659	663	658	660
Elementary	1,875	1,577	1,547	1,533	1,547	1,553	1,586	1,613	1,628	1,637	1,688
Secondary	810	907	945	946	949	914	897	889	898	928	897
Total	2,685	2,484	2,491	2,479	2,496	2,466	2,483	2,502	2,526	2,565	2,585



Elementary



1,875
Building Capacity



0
Portables



16%
Walkers



7.7km
Avg. Travel Distance



84%
Utilization



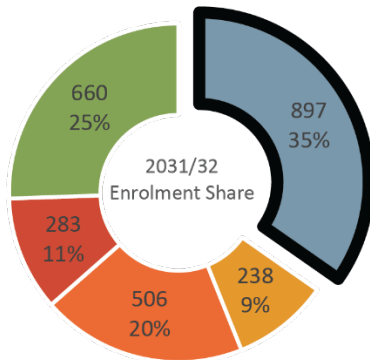
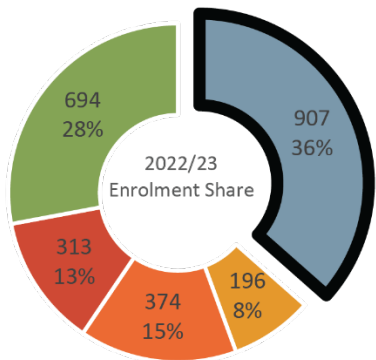
1,875
Total Capacity



65%
Bussed



17%
of Enrolment is French Immersion



- Bayside SS (9-12)
- Bayside SS (7-8)
- Bayside PS
- Frankford PS
- Stirling PS

Secondary



810
Building Capacity



1
Portables



15.8km
Avg. Travel Distance



112%
Utilization

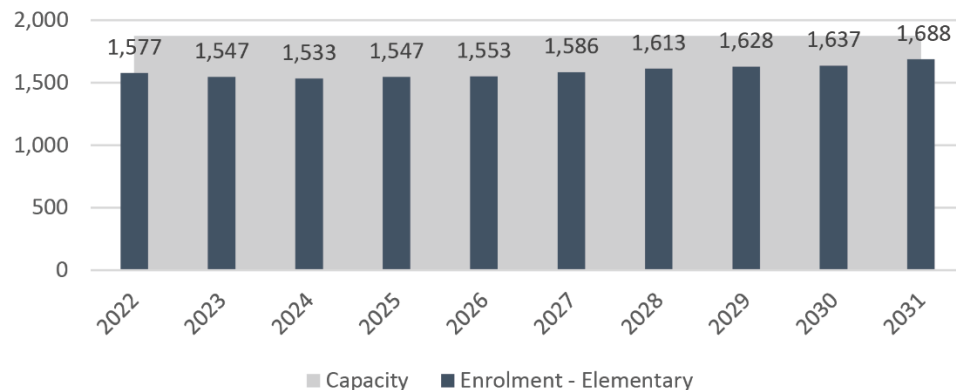


831
Total Capacity

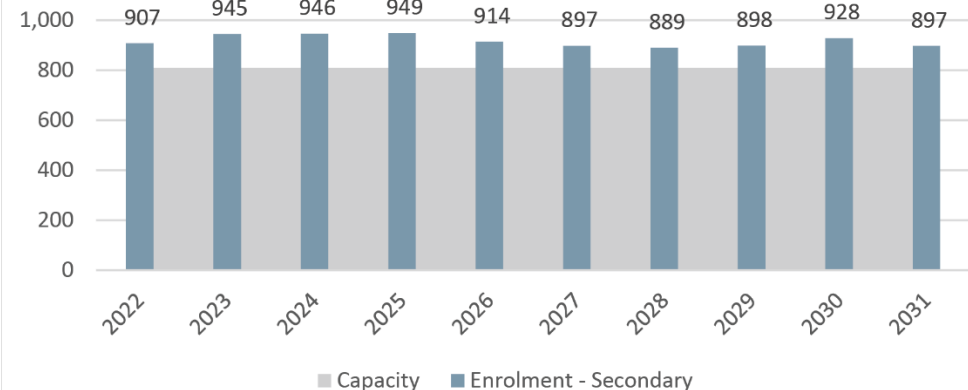


44%
of Enrolment is French Immersion

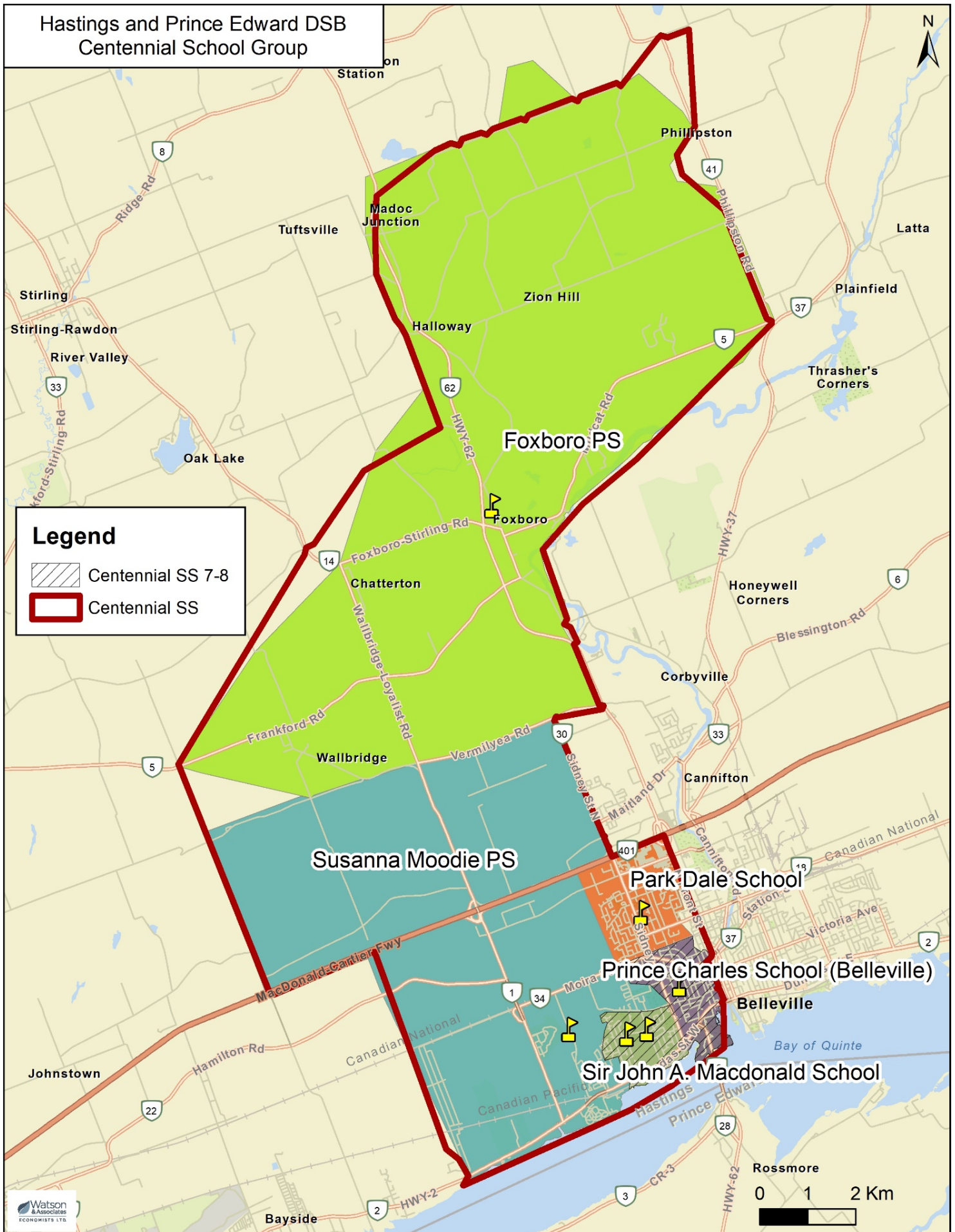
Elementary Enrolment vs Capacity



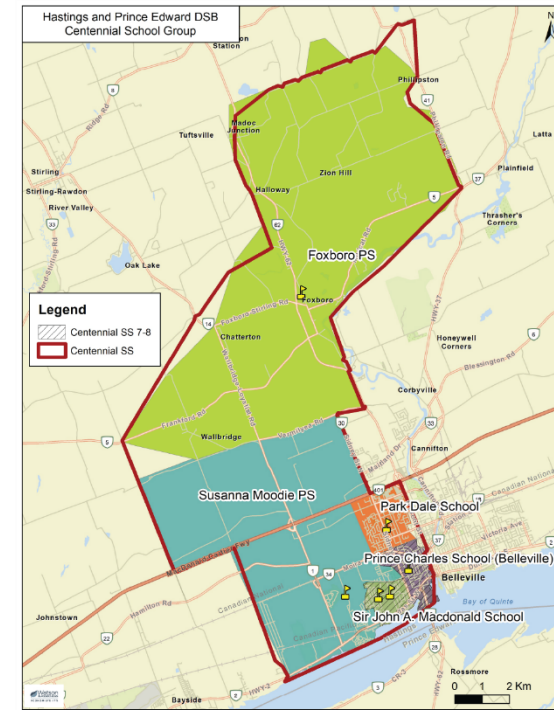
Secondary Enrolment vs Capacity



Hastings and Prince Edward DSB Centennial School Group



School Name	On-the-Ground Capacity	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Centennial Secondary School (9-12)	852	932	932	984	1,002	1,010	1,053	1,060	1,090	1,103	1,137
Centennial Secondary School (7-8)	196	121	152	162	153	153	157	146	162	155	143
Foxboro Public School	435	411	415	434	449	452	454	459	457	460	446
Park Dale School	409	350	333	341	337	328	317	315	312	302	305
Prince Charles School (Belleville)	400	290	292	283	280	272	270	260	249	249	244
Sir John A. Macdonald School	320	255	255	251	260	253	254	256	250	250	248
Susanna Moodie Elementary School	416	276	285	283	300	326	342	371	390	416	442
Elementary	2,176	1,703	1,732	1,756	1,780	1,785	1,794	1,807	1,819	1,831	1,828
Secondary	852	932	932	984	1,002	1,010	1,053	1,060	1,090	1,103	1,137
Total	3,028	2,635	2,664	2,740	2,782	2,796	2,846	2,868	2,909	2,934	2,965



Elementary



2,176
Building
Capacity



1
Portables



53%
Walkers



3.5km
Avg. Travel
Distance



78%
Utilization



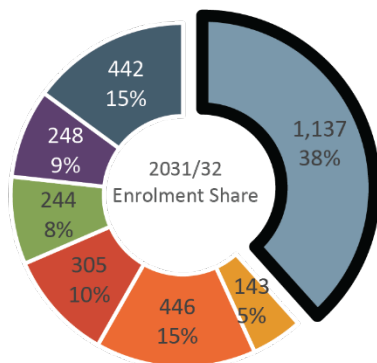
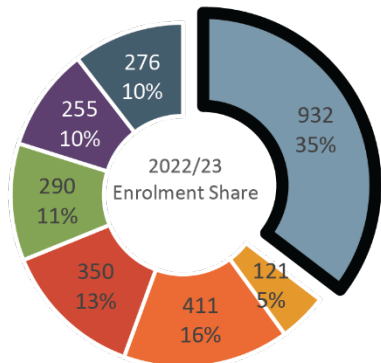
2,199
Total
Capacity



35%
Bussed



0%
of Enrolment is
French Immersion



- Centennial SS (9-12)
- Centennial SS (7-8)
- Foxboro S
- Park Dale S
- Prince Charles S (B)
- Sir John A. Macdonald S
- Susanna Moodie ES

Secondary



852
Building
Capacity



0
Portables



8.2
Avg. Travel
Distance



109%
Utilization

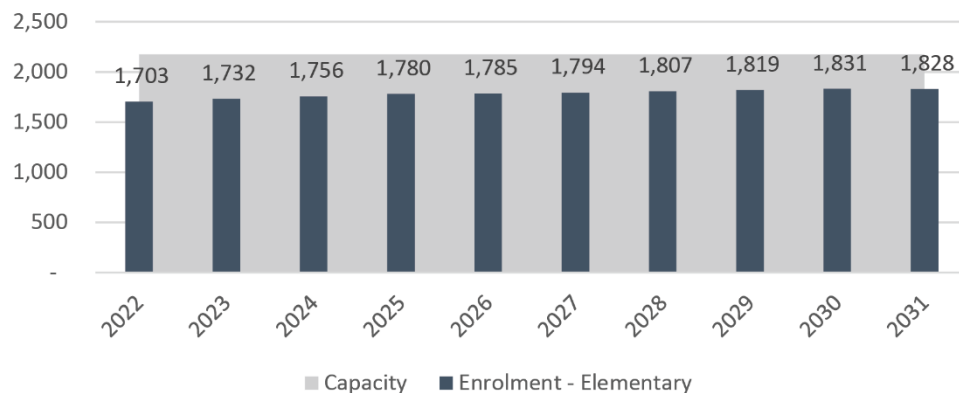


852
Total
Capacity

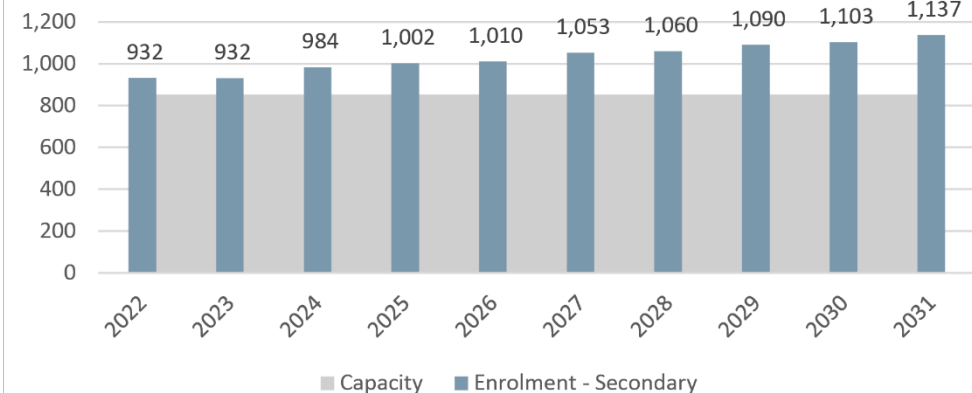


0%
of Enrolment is
French Immersion

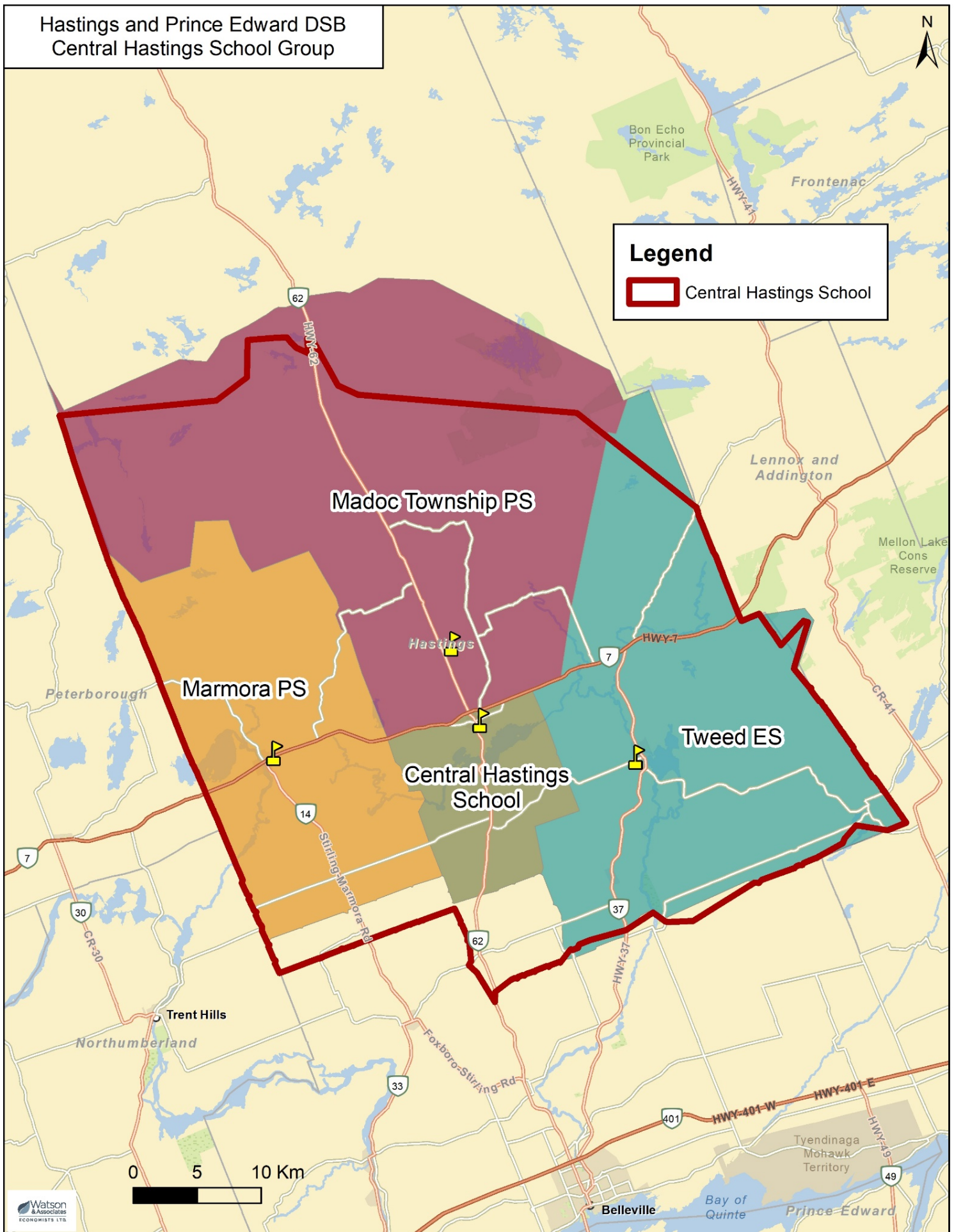
Elementary Enrolment vs Capacity



Secondary Enrolment vs Capacity



Hastings and Prince Edward DSB
Central Hastings School Group



School Name	On-the-Ground Capacity	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Central Hastings School - Secondary	723	433	435	470	506	514	551	524	508	513	499
Central Hastings School - Elementary*	428	356	354	352	341	340	328	333	331	335	324
Madoc Township Public School	234	183	196	200	191	196	200	210	207	211	211
Marmora Public School	305	270	282	280	280	277	273	274	272	273	283
Tweed Elementary School	410	392	388	396	402	403	388	392	406	397	391
Elementary	1,377	1,201	1,219	1,229	1,215	1,217	1,189	1,208	1,216	1,216	1,208
Secondary	723	433	435	470	506	514	551	524	508	513	499
Total	2,100	1,634	1,654	1,699	1,721	1,731	1,740	1,732	1,724	1,729	1,707

*Madoc PS consolidated in September 2021 into Central Hastings School.

Elementary



1,377
Building
Capacity



0
Portables



18%
Walkers



9.2km
Avg. Travel
Distance



87%
Utilization



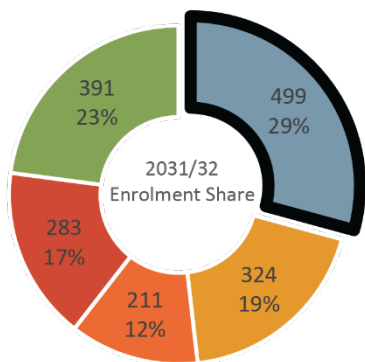
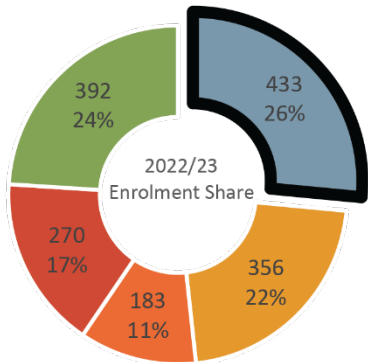
1,377
Total
Capacity



69%
Bussed

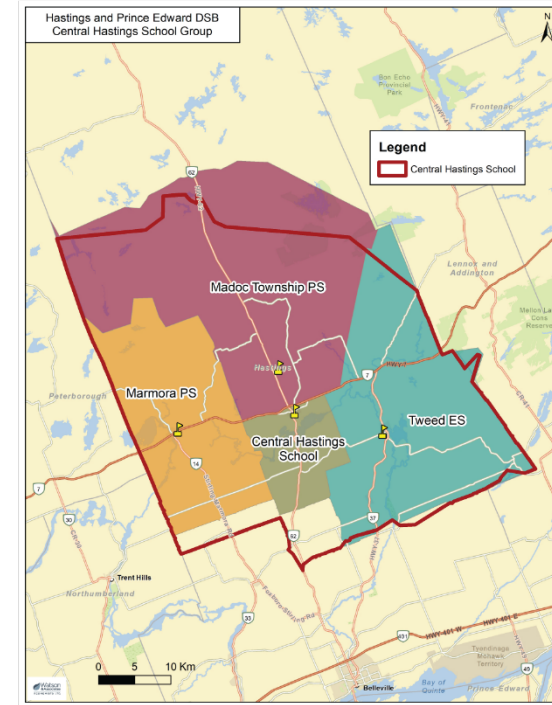
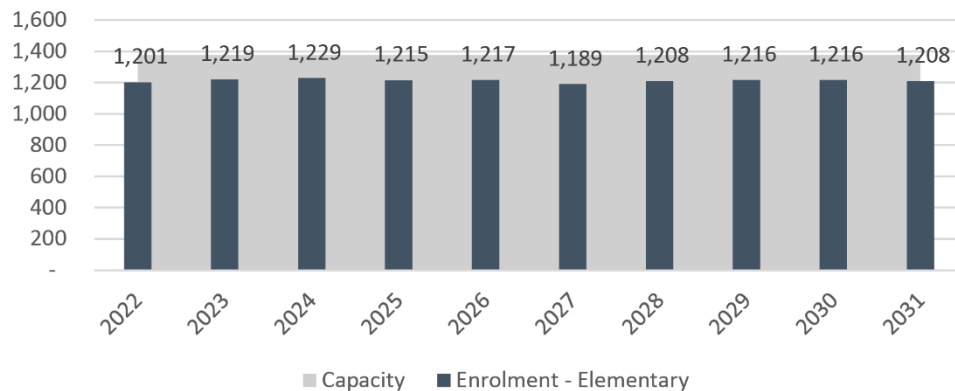


4%
of Enrolment is
French Immersion



- Central Hastings S (9-12)
- Central Hastings S (7-8)
- Madoc Township PS
- Marmora PS
- Tweed PS

Elementary Enrolment vs Capacity



Secondary



723
Building
Capacity



0
Portables



16.5
Avg. Travel
Distance



60%
Utilization

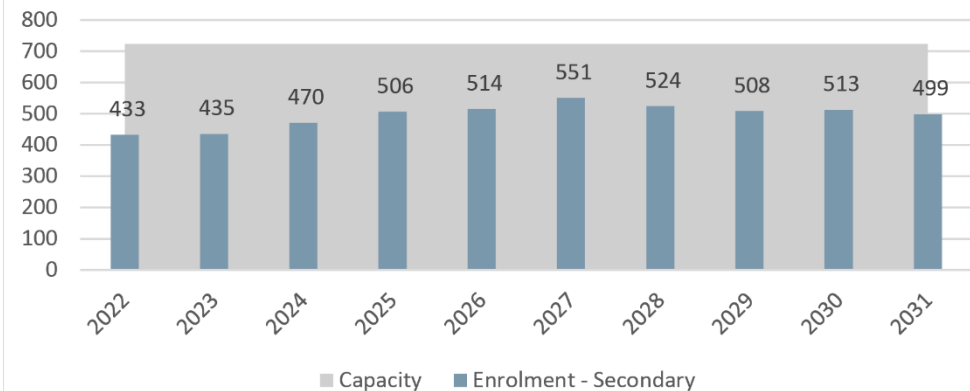


723
Total
Capacity





0%
of Enrolment is
French Immersion

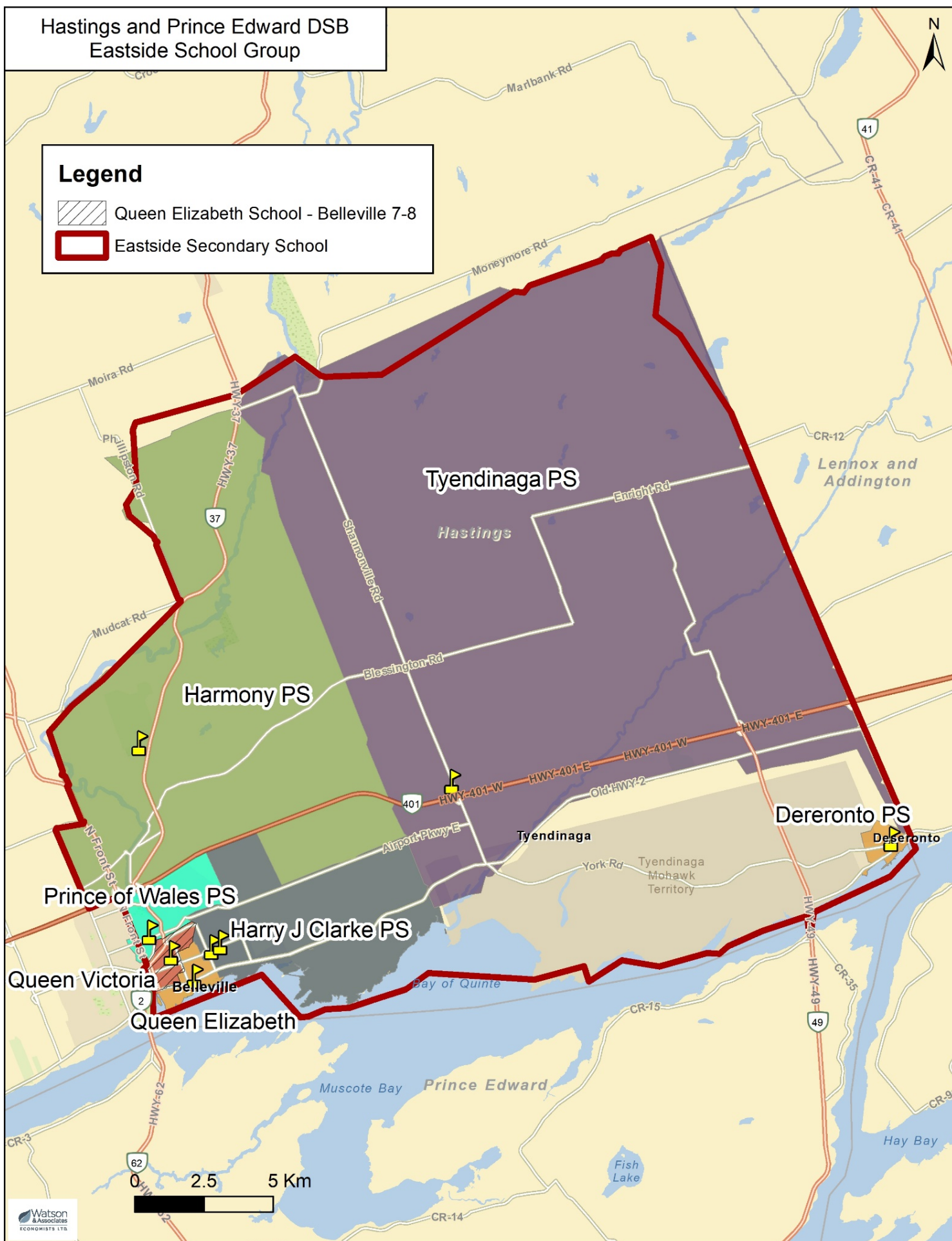
Secondary Enrolment vs Capacity



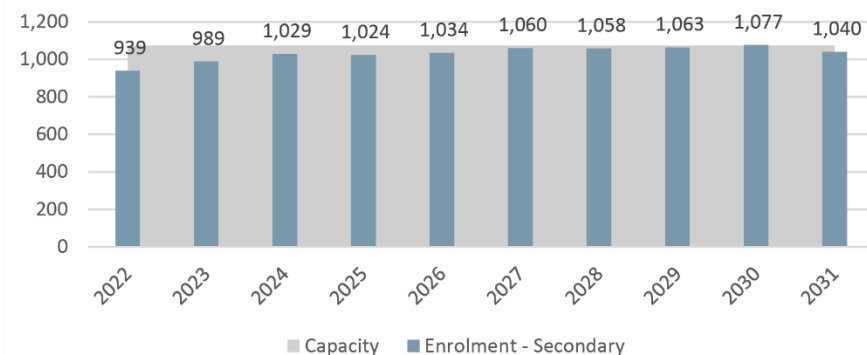
Hastings and Prince Edward DSB
Eastside School Group

Legend

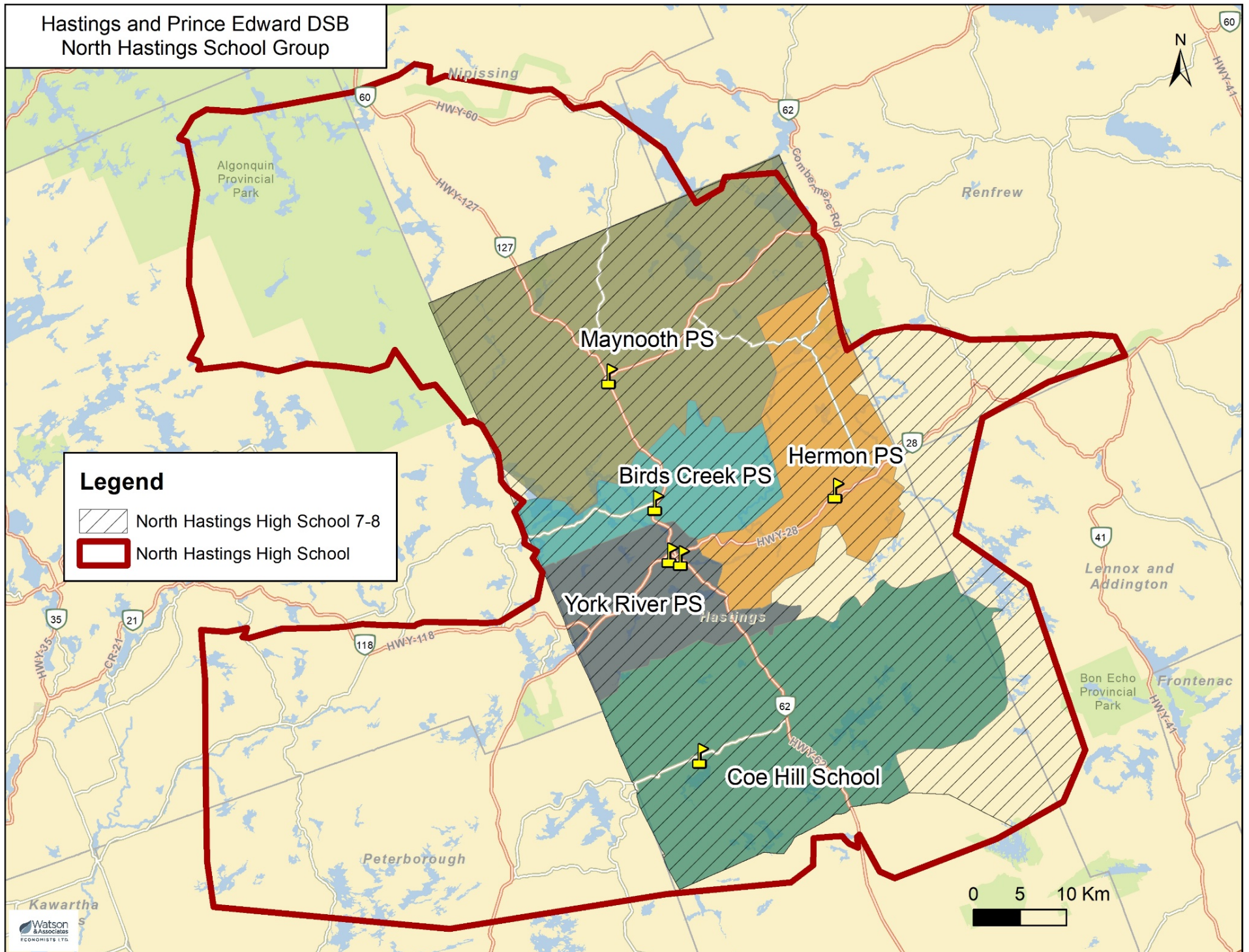
-  Queen Elizabeth School - Belleville 7-8
-  Eastside Secondary School



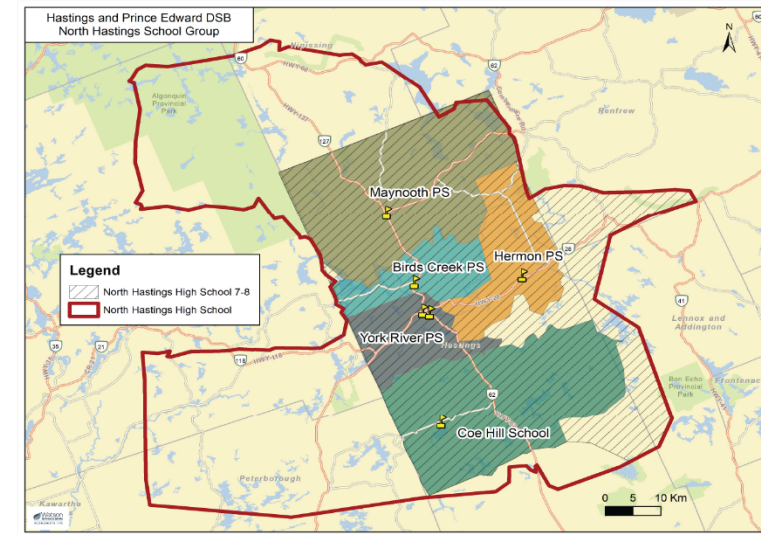
*To consolidate in September 2023 at Easthill Elementary School (Queen Elizabeth School - Belleville + Queen Victoria School), OTG 472.



Hastings and Prince Edward DSB
North Hastings School Group



School Name	On-the-Ground Capacity	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
North Hastings High School (9-12)	714	416	447	465	473	480	464	436	412	394	394
North Hastings High School (7-8)	168	185	182	176	165	147	138	139	148	155	147
Birds Creek Public School	199	119	129	133	127	126	125	116	116	109	106
Coe Hill School	95	88	82	78	78	77	74	74	78	71	72
Hermon Public School	165	83	81	90	93	98	100	97	91	92	92
Maynooth Public School	153	102	99	99	100	98	94	101	101	106	106
York River Public School	474	197	186	171	168	170	178	182	175	178	181
Elementary	1,254	774	760	746	730	716	708	710	708	710	705
Secondary	714	416	447	465	473	480	464	436	412	394	394
Total	1,968	1,190	1,207	1,211	1,203	1,196	1,173	1,145	1,120	1,104	1,099



Elementary



1,254
Building
Capacity



0
Portables



5%
Walkers



12.1km
Avg. Travel
Distance



62%
Utilization



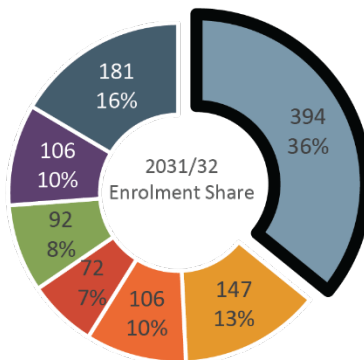
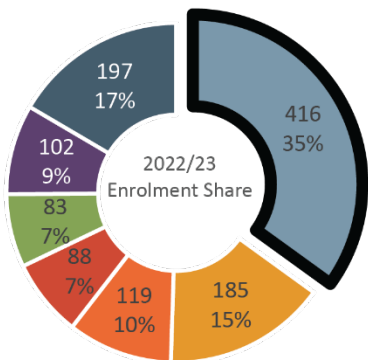
1,254
Total
Capacity



84%
Bussed



3%
of Enrolment is
Extendend French
Immersion



- North Hastings HS (9-12)
- North Hastings HS (7-8)
- Birds Creek PS
- Coe Hill S
- Hermon PS
- Maynooth PS
- York River PS

Secondary



714
Building
Capacity



0
Portables



16.8
Avg. Travel
Distance



58%
Utilization

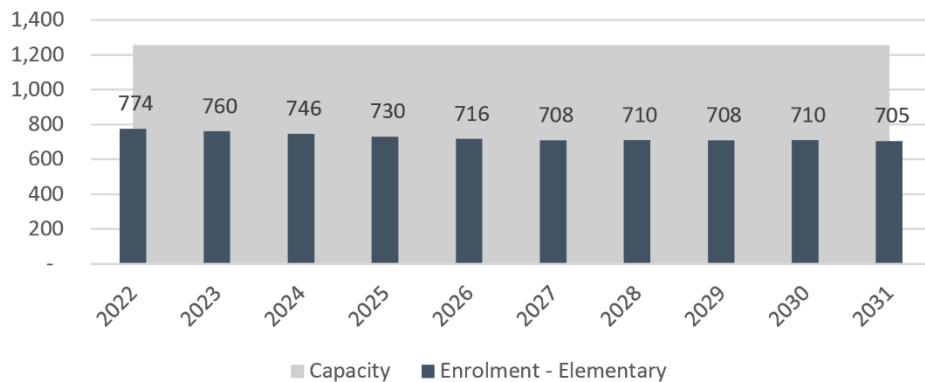


714
Total
Capacity

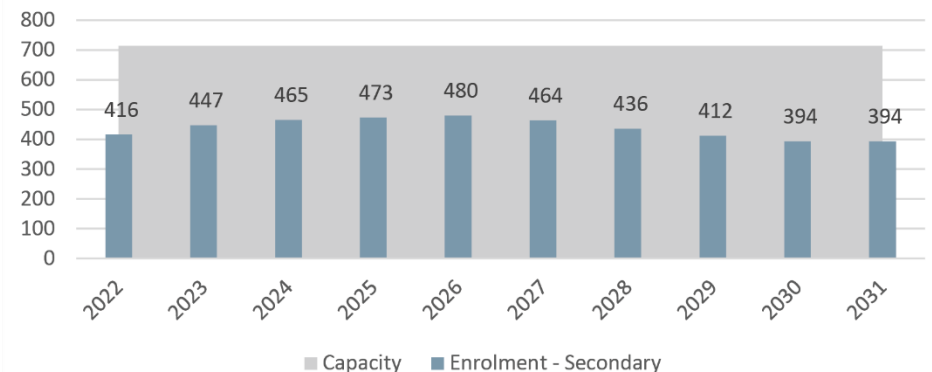


0%
of Enrolment is
French Immersion

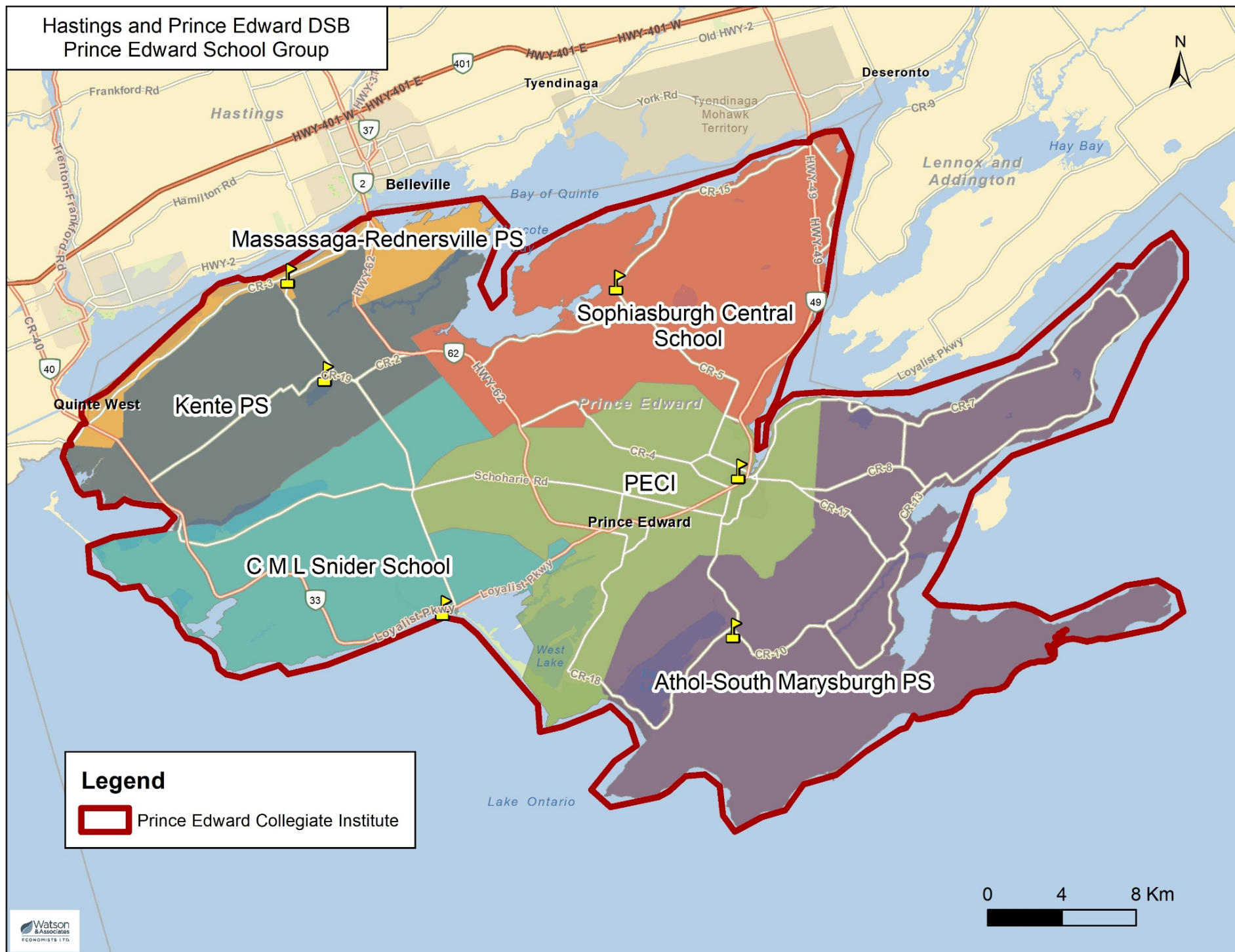
Elementary Enrolment vs Capacity



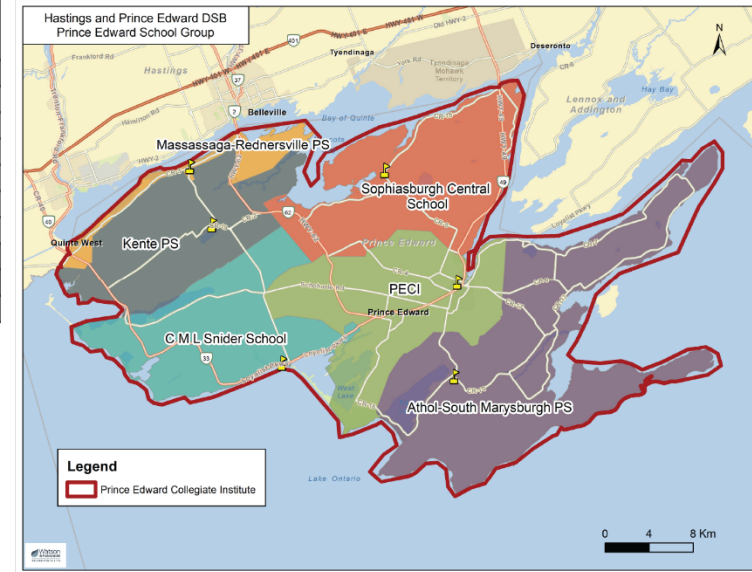
Secondary Enrolment vs Capacity



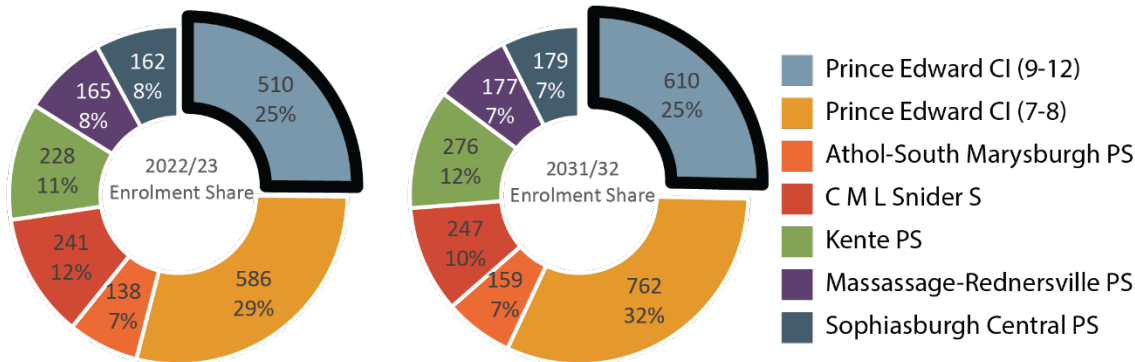
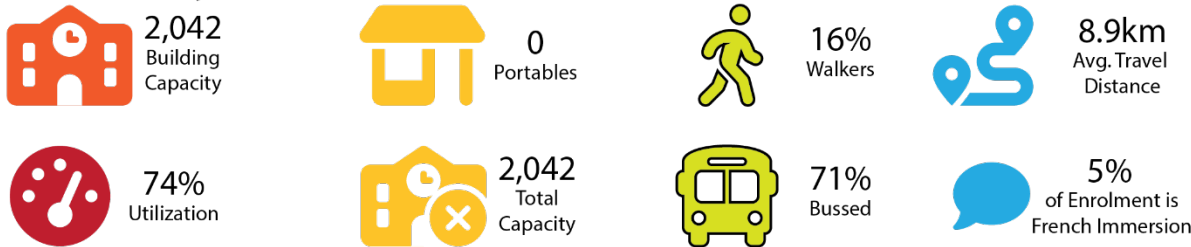
Hastings and Prince Edward DSB
Prince Edward School Group



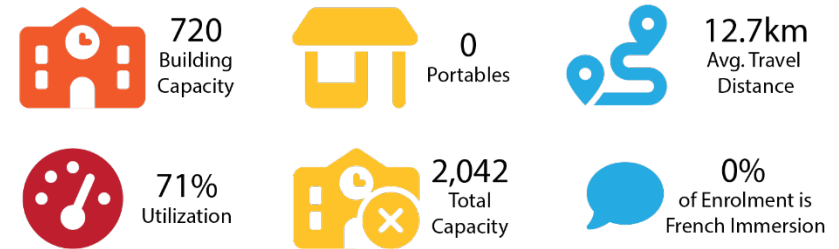
School Name	On-the-Ground Capacity	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Prince Edward Collegiate Institute (9-12)	720	510	488	496	497	507	544	559	567	584	610
Prince Edward Collegiate Institute (K-8)	591	586	625	641	653	681	708	726	751	761	762
Athol-South Marysburgh PS	190	138	141	146	156	148	148	152	150	156	159
C M L Snider School	466	241	247	251	251	253	248	246	243	239	247
Kente Public School	348	228	249	255	266	270	275	280	285	280	276
Massassaga-Rednersville Public School	190	165	159	164	169	170	172	169	167	172	177
Sophiasburgh Central School	257	162	163	162	171	171	176	178	180	181	179
Elementary	2,042	1,520	1,585	1,619	1,666	1,692	1,726	1,751	1,776	1,790	1,800
Secondary	720	510	488	496	497	507	544	559	567	584	610
Total	2,762	2,030	2,073	2,115	2,162	2,198	2,270	2,309	2,343	2,374	2,410



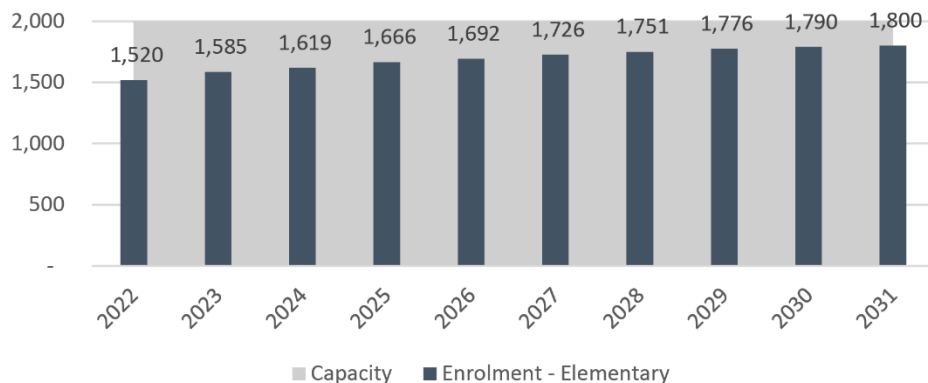
Elementary



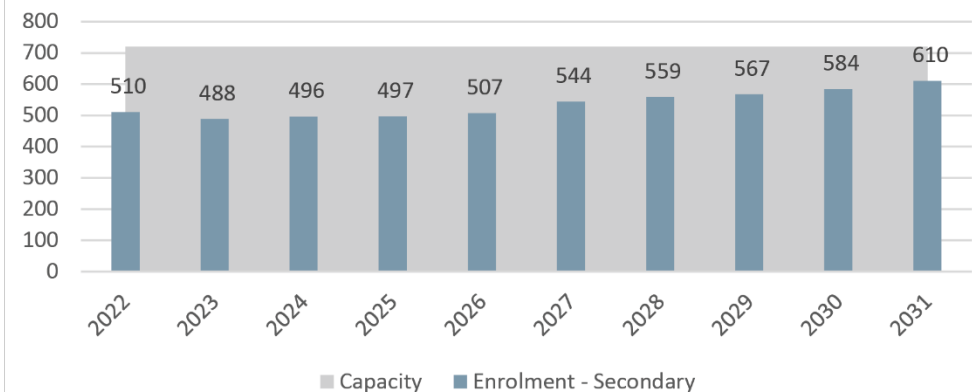
Secondary



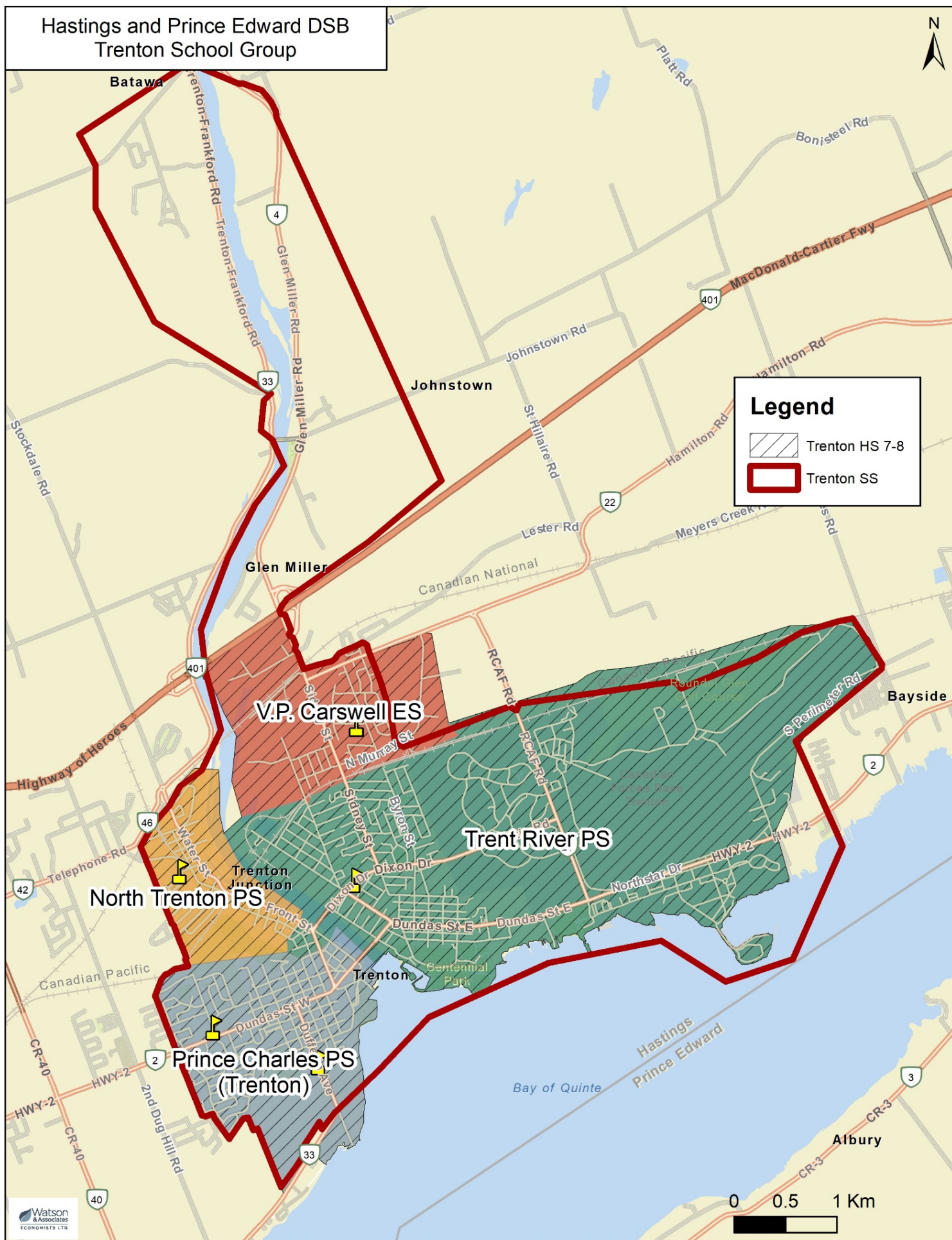
Elementary Enrolment vs Capacity



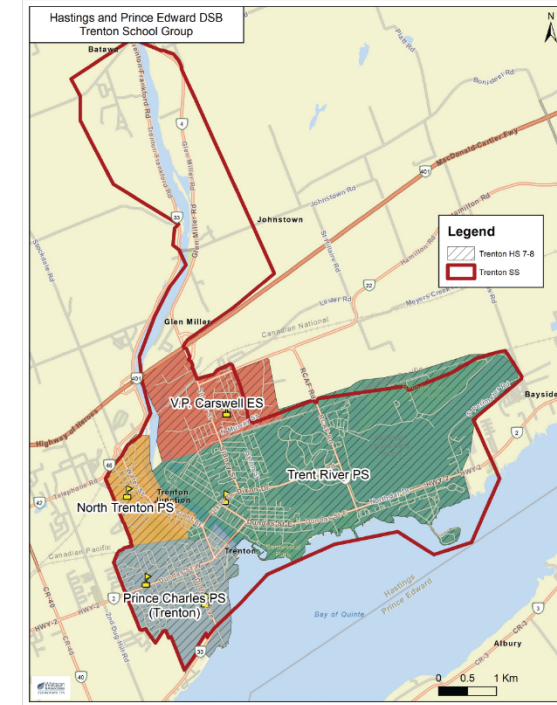
Secondary Enrolment vs Capacity



Hastings and Prince Edward DSB
Trenton School Group



School Name	On-the-Ground Capacity	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Trenton High School (9-12)	849	503	511	536	543	531	534	526	510	542	558
Trenton High School (7-8)	274	231	239	230	223	225	216	242	264	263	271
North Trenton Public School	164	87	80	80	80	79	80	80	77	78	78
Prince Charles Public School (Trenton)	444	257	254	245	248	250	265	256	259	256	257
Trent River Public School	609	438	460	467	478	489	498	493	500	502	503
V. P. Carswell Elementary School	190	157	161	170	173	182	190	199	200	199	197
Elementary	1,681	1,170	1,194	1,192	1,201	1,225	1,249	1,270	1,300	1,298	1,307
Secondary	849	503	511	536	543	531	534	526	510	542	558
Total	2,530	1,673	1,705	1,728	1,744	1,756	1,783	1,796	1,810	1,840	1,866



Elementary



1,681
Building Capacity



0
Portables



68%
Walkers



2.3km
Avg. Travel Distance



70%
Utilization



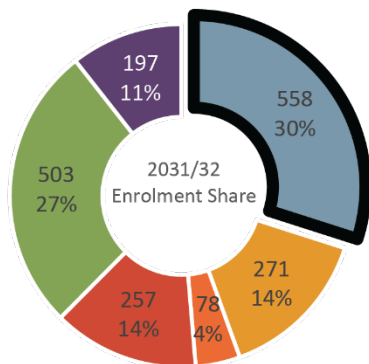
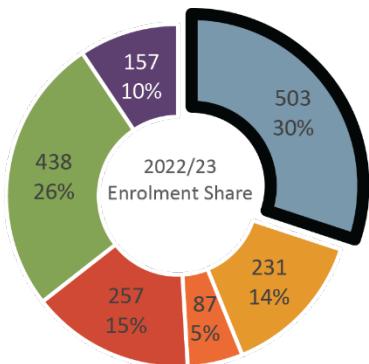
1,681
Total Capacity



20%
Bussed



2%
of Enrolment is French Immersion



- Trenton HS (9-12)
- Trenton HS (7-8)
- North Trenton PS
- Prince Charles PS (T)
- Trent River PS
- V.P. Carswell ES

Secondary



849
Building Capacity



0
Portables



3.9km
Avg. Travel Distance



59%
Utilization

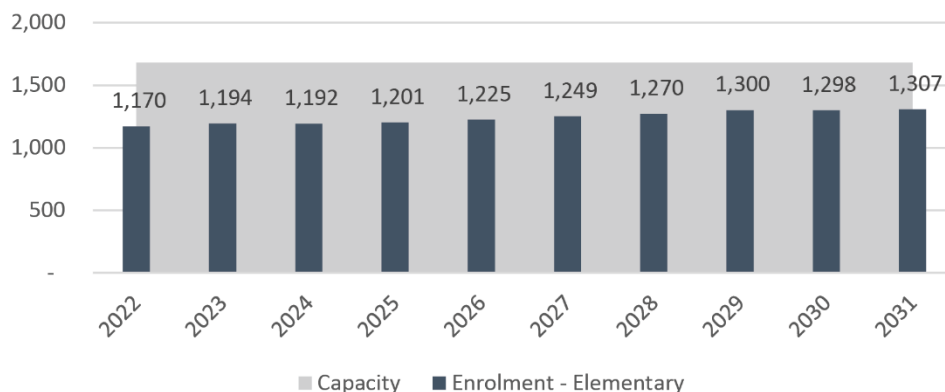


849
Total Capacity

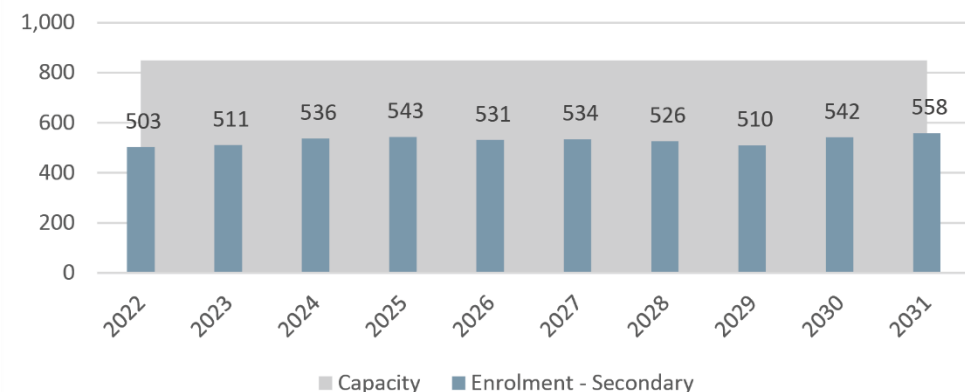


0%
of Enrolment is French Immersion

Elementary Enrolment vs Capacity



Secondary Enrolment vs Capacity



APPENDIX F

Accommodation Options



Hastings and Prince Edward DSB

2023 Accommodation Options

Impacts on Enrolment

What Impacts Enrolment?

Many elements of enrolment are directly linked to demographics and socio-economic factors

- Overall population and development trends
- Pre-school and school-aged population changes
- Births
- Employment and Economic Factors
- Government Policy

Local and Enrolment Factors

- Historical enrolment patterns
- Junior Kindergarten trends
- Grade structure ratios
- Enrolment share



Impacts on Enrolment

Impacts of COVID-19



- National
 - Change in Migration Patterns
 - Rise in telecommuting
- Provincial
 - Inter and intra-provincial Migration
 - Growth in satellite communities
- Localized
 - Recent growth in Population
- Enrolment
 - Increase in enrolment after steady decline/minimal growth

2

Existing Conditions



School	OTG	Total Enrolment 2022	2022 Utilization
Foxboro PS	435	411	94%
Frankford PS	434	313	72%
Harmony PS	695	778	112%
Harry J Clarke PS	711	606	85%
Prince Charles PS (Belleville)	400	290	73%
Stirling PS	812	694	85%
Bayside PS	421	374	89%
North Trenton PS	164	87	53%
Prince Charles PS - Trenton	444	257	58%
Trent River PS	609	438	72%
V P Carswell ES	190	157	83%
Bayside SS - Elementary	208	196	94%
Trenton HS - Elementary	274	231	84%
Bayside SS - Secondary	810	907	112%
Trenton HS - Secondary	849	503	59%

Source: Elementary October 31, 2022 Enrolments by Grade - OnSIS draft as of 2022 Dec 20

Accommodation Options



- Closures/Consolidations (unavailable due to 2017 Moratorium)
- Programming
- Attendance Area Changes
- Grade Structure Configurations
- Temporary Space (Portables)
- Policies (Out-of-boundaries)

4

Accommodation Opportunities

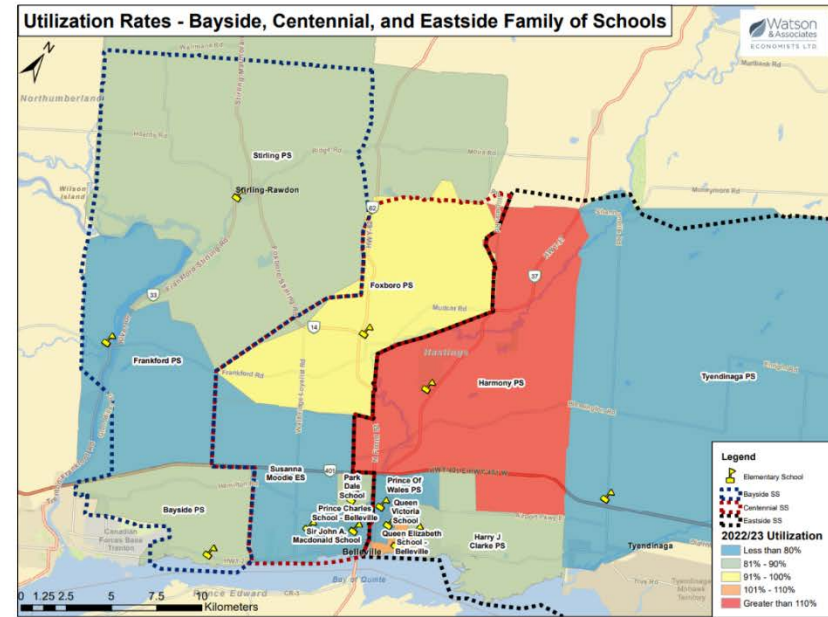
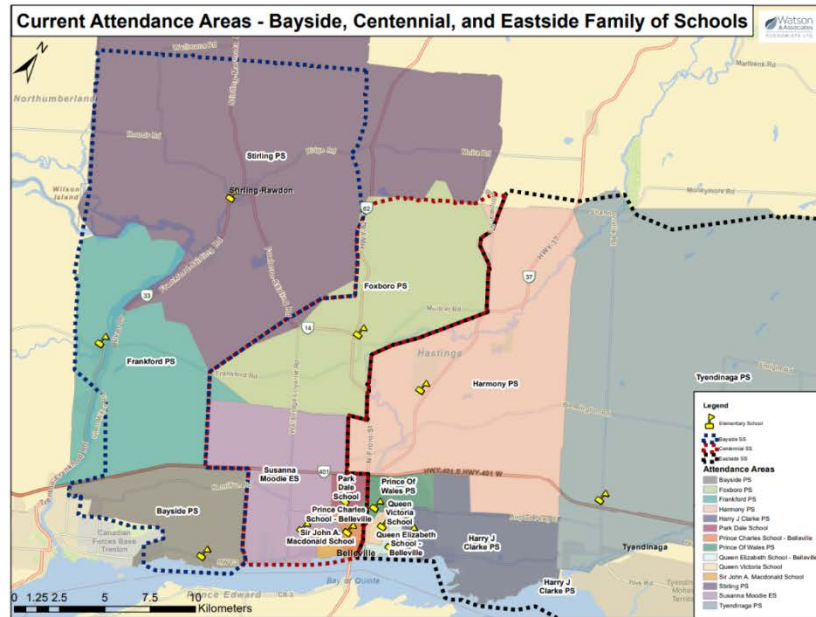


1. Harmony PS/Foxboro PS Boundary Changes
2. Harmony PS/Susanna Moodie or Harmony PS/Park Dale School (Belleville Schools) Boundary Changes
3. Harmony PS/Foxboro PS (Belleville Schools) Boundary Changes
4. Move French Immersion from BSS to Trenton area site(s)

5

Current Situation

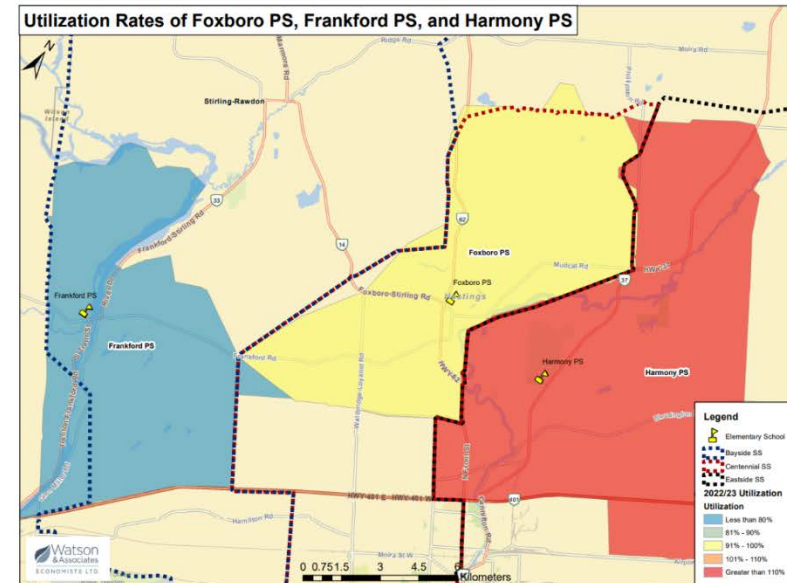
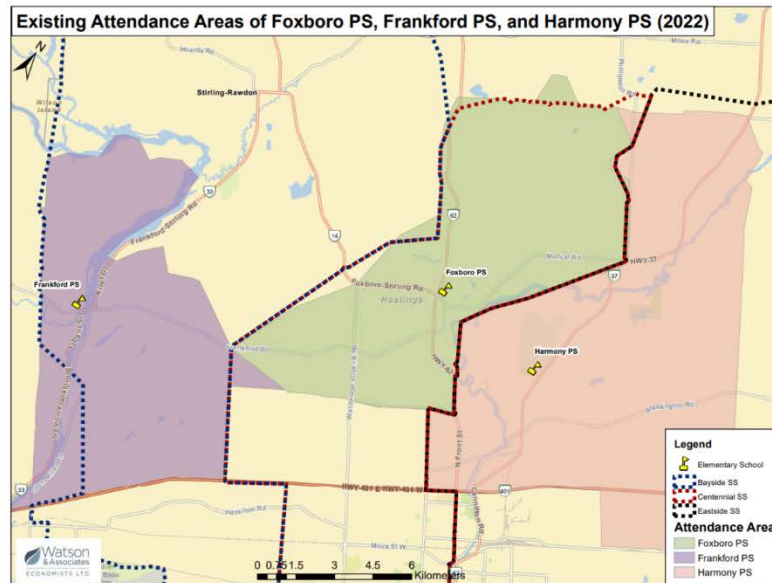
Current Attendance Areas and Utilization Rates – Bayside, Centennial and Eastside Family of Schools



Source: Elementary October 31, 2022 Enrolments by Grade - OnSIS draft as of 2022 Dec 20

Current Situation

Current Attendance Areas and Utilization Rates – Foxboro PS, Frankford PS, and Harmony PS



Source: Elementary October 31, 2022 Enrolments by Grade - OnSIS draft as of 2022 Dec 20

7

1. Harmony PS/Foxboro PS Boundary Changes

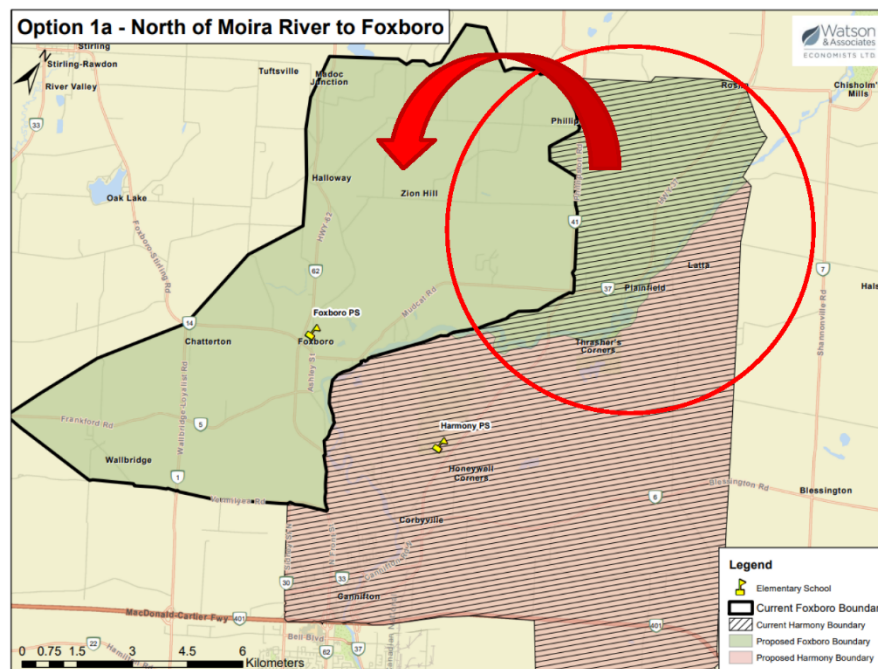
Option Area 1 - North of Moira River to Foxboro



- Contains 48 Students (K-6)
- Current grade 7-8 students to have the option to complete elementary grades at existing school.

School Name	OTG	2022 Enrolment	2022 Utilization
Foxboro PS	435	411	94%
Harmony PS	695	778	112%

School Name	OTG	With Area 1 Change	With Area 1 Change - Utilization
Foxboro PS	435	459	106%
Harmony PS	695	730	105%



8

2a. Harmony PS/Susanna Moodie ES Boundary Change

Option Area 2 - West of Front St (HWY 62)



Phase 1:

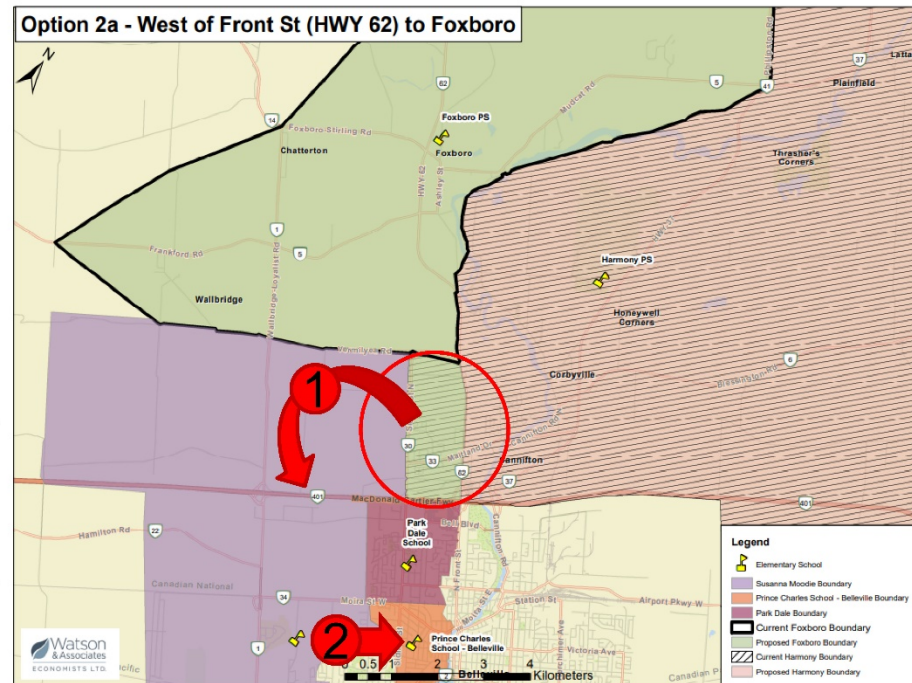
- Contains 117 Students (K-6)
- Current grade 7-8 students to have the option to complete elementary grades at existing school.
- Can Park Dale School accommodate an addition/portables?

Phase 2:

- With significant residential growth expected within Susanna Moodie ES, option to make additional boundary change between Susanna Moodie Elementary School and Prince Charles School (Belleville) if required.

School Name	OTG	2022 Enrolment	2022 Utilization
Susanna Moodie ES	416	276	66%
Harmony PS	695	778	112%
Prince Charles PS (Belleville)	400	290	73%

School Name	OTG	With Area 2 Change	With Area 2 Change - Utilization
Susanna Moodie ES	416	393	94%
Harmony PS	695	661	95%
Prince Charles PS (Belleville)	400	290	73%



9

2a. Harmony PS/Park Dale Boundary Change

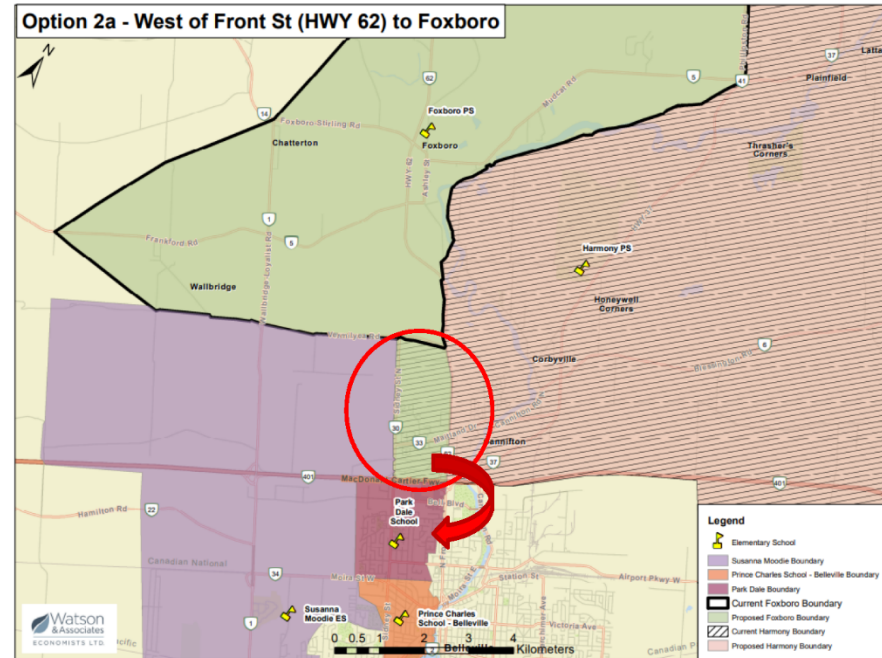
Option Area 2 - West of Front St (HWY 62)



- Contains 117 Students (K-6)
- Current grade 7-8 students to have the option to complete elementary grades at existing school.
- Can Park Dale School accommodate an addition/portables?

School Name	OTG	2022 Enrolment	2022 Utilization
Park Dale School	409	350	86%
Harmony PS	695	778	112%

School Name	OTG	With Area 2 Change	With Area 2 Change - Utilization
Park Dale School	409	467	114%
Harmony PS	695	661	95%



10

3. Harmony PS/Foxboro PS Boundary Changes

Option Area 1 + 2

Contains 165 Students (K-6)

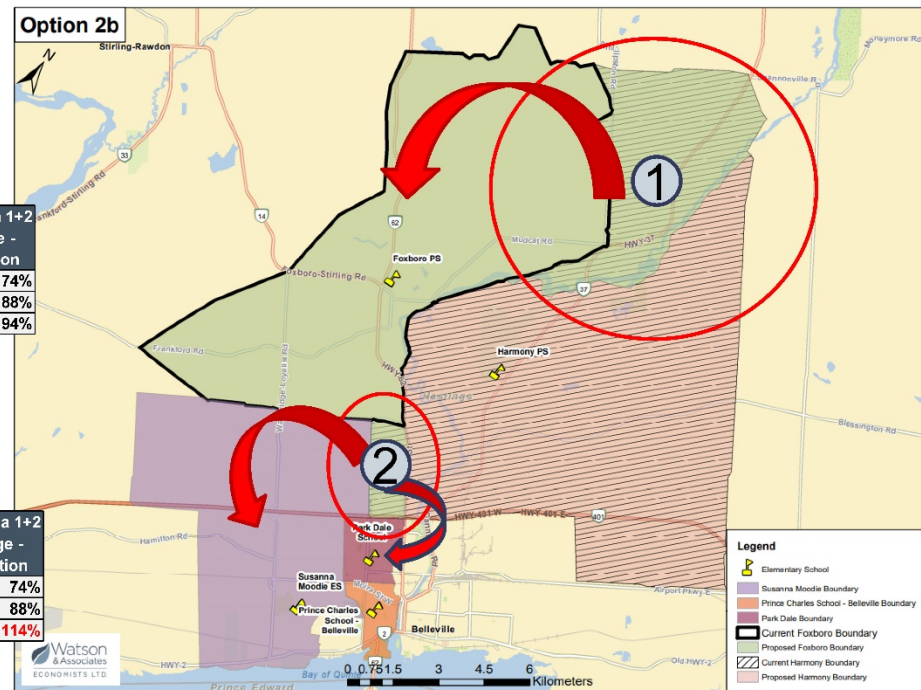
- Boundary changes with Foxboro PS (Area 1) & Susanna Moodie ES (Area 2)

School Name	OTG	2022 Enrolment	2022 Utilization	With Area 1+2 Change	With Area 1+2 Change - Utilization
Foxboro PS	435	276	63%	324	74%
Harmony PS	695	778	112%	613	88%
Susanna Moodie ES	416	276	66%	393	94%

OR

- Boundary changes with Foxboro PS (Area 1) & Park Dale S (Area 2)

School Name	OTG	2022 Enrolment	2022 Utilization	With Area 1+2 Change	With Area 1+2 Change - Utilization
Foxboro PS	435	276	63%	324	74%
Harmony PS	695	778	112%	613	88%
Park Dale School	409	350	86%	467	114%



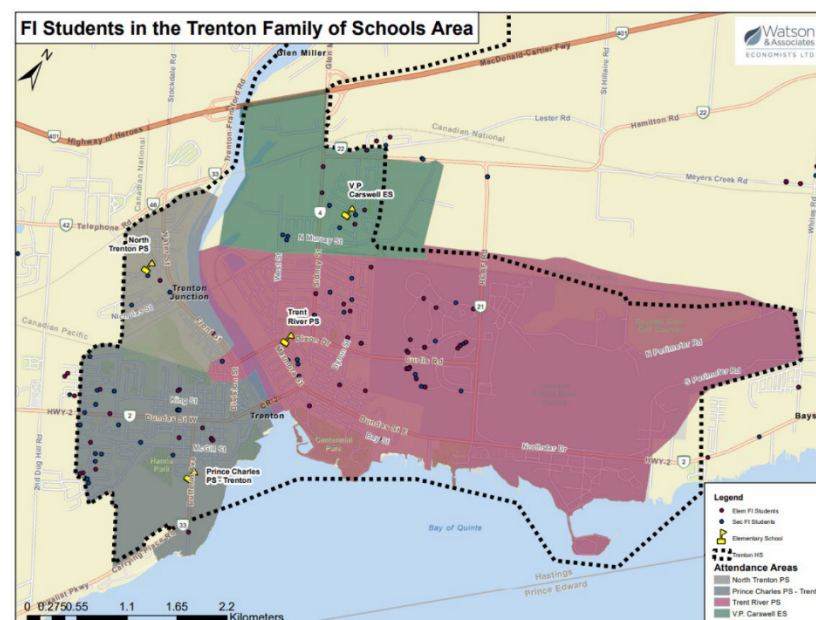
11

4. Move French Immersion from BSS to Trenton area site(s)



- Currently ~280 Elementary FI Students (4-8)
 - 4-6 attend Bayside PS
 - 7-8 attend Bayside SS (Elem)
- 1. a) All Bayside FI moves to Trenton Area Schools.
- 2. 9-12 FI Students to Trenton HS (~380)

School	OTG	Eng 2022	FI 2022	Total Enrolment	Surplus Space
Bayside PS	421	244	130	374	-47
North Trenton PS	164	87	0	87	-77
Prince Charles PS - Trenton	444	238	19	257	-187
Trent River PS	609	438	0	438	-171
VP Carswell ES	190	157	0	157	-33
Bayside SS	208	66	130	196	-12
Trenton HS	274	231	0	231	-43
Total Elementary	2,310	1,461	279	1,740	-570
Bayside SS	810	524	383	907	97
Trenton SS	849	503	0	503	-346
Total Secondary	1,659	1,027	383	1,410	-249



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4. Move French Immersion from BSS to Trenton area site(s)



Status Quo			
School	OTG	2022 Enrolment	2022 Utilization
Bayside PS	421	374	89%
North Trenton PS	164	87	53%
Prince Charles PS - Trenton	444	257	58%
Trent River PS	609	438	72%
V P Carswell ES	190	157	83%
Bayside SS	208	196	94%
Trenton HS	274	231	84%
Total Elementary	2,310	1,740	75%
Bayside SS	810	907	112%
Trenton SS	849	503	59%
Total Secondary	1,659	1,410	85%

FI to Trenton Area			
School	OTG	2022 Enrolment	2022 Utilization
Bayside PS	421	244	58%
North Trenton PS	164	87	53%
Prince Charles PS - Trenton	444	387	87%
Trent River PS	609	438	72%
V P Carswell ES	190	157	83%
Bayside SS	208	66	32%
Trenton HS	274	361	132%
Total Elementary	2,310	1,740	75%
Bayside SS	810	524	65%
Trenton SS	849	886	104%
Total Secondary	1,659	1,410	85%

FI To Trenton Area

- 4-6 FI to Prince Charles PS (Trenton)
- 7-12 FI to Trenton SS
 - Provides opportunity to consolidate Bayside PS at Bayside SS

For Consideration:

- Should the FI program be K-8?
- Should FI be separate in Trenton and Bayside? Or Should there be a local Trenton area FI program and Bayside area FI program?

FI at Bayside PS/SS and Prince Charles PS/Trenton HS			
School	OTG	2022 Enrolment	2022 Utilization
Bayside PS	421	367	87%
North Trenton PS	164	87	53%
Prince Charles PS - Trenton	444	264	59%
Trent River PS	609	438	72%
V P Carswell ES	190	157	83%
Bayside SS	208	169	81%
Trenton HS	274	258	94%
Total Elementary	2,310	1,740	75%
Bayside SS	810	844	104%
Trenton SS	849	566	67%
Total Secondary	1,659	1,410	85%

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