



Pupil Accommodation: Public Meeting

— Red Rock Public School —
January 31, 2017

Caring, Fairness, Empathy, Honesty, Responsibility, Resilience, Respect, Perseverance, Innovation

Welcome and Introductions

Facilitator: Colleen Kjellman

Purpose of Meeting:

To review the Modified Pupil Accommodation Process and information relevant to this process, and to provide stakeholders with an opportunity to ask clarifying questions.

Meeting Agenda

1. Overview of Modified Pupil Accommodation Process
2. Initial Staff Report Details
3. School Information Profile
4. Programming Benefits
5. Next Steps
6. Questions for Clarification
7. Adjournment

We are leaders in providing quality learning experiences in our small school communities.

Overview of the Modified Pupil Accommodation Process

Director of Education

David Tamblyn

Core Priorities of the Ministry of Education

The Superior-Greenstone District School Board is committed to the four core priorities of the Ministry of Education;

1. achieving excellence,
2. ensuring equity,
3. promoting well-being and
4. enhancing public confidence.

The *School Board Efficiencies and Modernization Strategy* of the Ministry of Education aims to find new approaches to maintain fiscal responsibility in achieving these core priorities, given the current realities of school boards.

We are leaders in providing quality learning experiences in our small school communities.

Superior-Greenstone District School Board Priorities

In alignment with these core priorities, it is the policy of Superior-Greenstone District School Board to study schools where **opportunities exist to deliver learning to our students in an increasingly effective and efficient manner.**

The social, emotional and academic environment of the school plays a large role in meeting these priorities.

Primary Rationale: Peers are Important to Learning

LEARNING BENEFITS: Learning is a social construct, where peer to peer interactions play a significant role in the acquisition of higher order and critical thinking. When students have an age appropriate peer group, both well-being and achievement are positively impacted.

ENGAGEMENT BENEFITS: *“Peers can influence learning by helping, tutoring, providing friendship, giving feedback, and making class and school a place to which students want to come each day”* (Wilkinson, Parr, Fung, Hattie, & Townsend, 2002, in Hattie, 2012, pg. 78, 2012).

SOCIAL and EMOTIONAL BENEFITS: *“Peers can assist in providing social comparisons, emotional support, social facilitation, cognitive restructuring, and rehearsal or deliberate practice. They can provide caring, support, and help, and can ease conflict resolution, and this can all lead to more learning opportunities, enhancing academic achievement* (Anderman & Anderman, 1999, in Hattie, 2012, pg. 78, 2012).

Caring, Fairness, Empathy, Honesty, Responsibility, Resilience, Respect, Perseverance, Innovation

Board Policy: Accommodation Conditions

A school may be considered for study if certain accommodation conditions apply. At this time, the following conditions apply to Red Rock Public School, including:

- The school is unable to provide a suitable and equitable range of learning opportunities for students;
- The school has experienced an adverse impact on learning opportunities for students due to declining enrolment;
- Reorganization involving the school could enhance programs and learning opportunities for students;
- Under normal staffing practices, it would be necessary to assign three grades to one class in the school
- The consolidation of schools is in the best interest of the overall school system.

Board Policy: Modified Pupil Accommodation Process

Policy 905: Pupil Accommodation, Section 6.0 states that a board may choose to undertake a Modified Pupil Accommodation based upon several factors. Those factors are addressed in Table 1.0.

Table 1.0: Factors Supporting the Implementation of a Modified Pupil Accommodation

Factors	Current Status 2016-2017	Status 2011-2012
Utilization Rate of the Facility	7.1%	15.5%
Enrollment (number of students is ≤75 students)	14 students (October Report) 13 Actual (November Numbers) Year One – 3 Year Two – 1 Grade One – 1 Grade Two – 2 Grade Three – 2 Grade Four – 2	37 Students (March Report)


Conduct A Study: Board of Trustee Motion December 2016

✓ That, the Superior-Greenstone DSB, having received Report No. 05 Pupil Accommodation Review for Red Rock Public School - Initial Staff Report, recommend that Red Rock Public School be studied through a Modified Pupil Accommodation Review.

Modified Pupil Accommodation Process: Timelines

Date	Task
January 31, 2017	Public Meeting of Stakeholders Held in Red Rock
February 27, 2017	Final Report to Board Meeting
February 28, 2017	Final Staff Report Posted on the Board website
March 22, 2017	Public Delegations to the Board of Trustees in Red Rock
April 24, 2017	Presentation of Final Decision of the Board of Trustees
April 25, 2017	Final Decision of the Board of Trustees posted on the Board Website and communicated to stakeholders.

Full Reports Available at www.sgdsb.on.ca



The screenshot shows the homepage of the Superior-Greenstone District School Board website. The browser address bar displays "www.sgdsb.on.ca". The website features a navigation menu with links: About Us, Our Schools, Education & Resources, The Board, Departments, Students, and Parents. A large banner image shows a brick wall with the phrase "IT'S OK 2 BE DIFFERENT" painted on it. Below the banner, the text "Welcome to Superior-Greenstone District School Board" is visible. A red arrow points from the left towards the "Quick Links" section on the left side of the page.

Quick Links

- Red Rock Accommodation Review
- Caramat Accommodation Review
- Manitouwadge Accommodation Rev
- 2017-2018 School Year Calendar
- Community Use of Schools Prgm
- E-learning
- Job Postings
- RSS feeds
- Director's Newsletter
- IT Work Orders (Internal)

Information

OUR VALUES

"Caring, Fairness, Empathy, honesty, Responsibility, Resiliency, Respect, Perseverance, Innovation"

Small Schools Make a Difference
at Superior-Greenstone District School Board.

Initial Staff Report

Nicole Morden Cormier Superintendent of Education

**Cathy Tsubouchi Superintendent of Business
and Human Resources**

RRPS History: Grades 7-12 Study

March 2012

Grade 7-12 Advisory Committee formed in the 2011-2012 School Year to discuss possibilities for the future of the regional schools, including GOPS, DPS, RRPS and NRRDHS.

Although a number of positive benefits of the K-12 model were identified, based upon the correspondence from parents and several students, as well as the feedback received at public meetings, there was a clear **lack of support around the 7-12 model.**

There were a number of **repeated concerns involving high school student influences on younger students, supervision and loss of leadership opportunities.**

Current Situation: Kindergarten to Grade 4 Facility

In 2014, to support the **learning and social experiences of students** in the very small intermediate classrooms (grades 7 and 8), the Red Rock Public School became a facility educating students in Kindergarten to Grade Four.

Four families with children in grade eight (there were no students in grades 5, 6 or 7) from Red Rock Public School were given the option to transfer to the George O'Neill Public School in Nipigon.

Although in 2014, no families made the decision to enrol at George O'Neill Public School, there are currently 5 students (3 families) who ride the bus to George O'Neill Public School daily.

Current Bussing Situation: Red Rock To Nipigon

Red Rock (in Town) - 3 students are currently riding the bus to GOPS

Highway West of Red Rock - 2 students are riding the bus to GOPS

Highway Between Nipigon and Red Rock - 4 students are riding the bus to GOPS

Current “Boundaries” for Transportation:

East side of Black Sturgeon bus runs to GOPS

West side of Black Sturgeon bus runs to DPS

Current Situation: Staffing

- 2 full time educators,
- 0.31 Teaching Vice-Principal, 0.69 On-Site Vice Principal (with two System Responsibilities)
- 1 Lunchroom Supervisor (1 hour per day),
- 0.2 Library Tech (total of 1 day per week),
- 1.0 Secretary,
- 1.0 Head Custodian
- Off-Site Principal (Nipigon-Red Rock District High School)

Itinerant Staff: Computer Technician, Maintenance Working Foreman, Mental Health Nurse

Current Situation: Specialized Programs/Services

Specialized Services: Mental Health Nurse

Number of self-identified First Nation Students: 8 students

Percentage of students accessing special education services: 27%

Current extra-curricular activities: No programs run currently as no volunteers and limited students.

Current Situation: Grade Configuration and Enrolment

Classroom:	Year One (Junior Kindergarten) to Grade 1	5 students
Classroom:	Grade 2 to Grade 4	6 students

Enrolment Information

Year One – 3 students

Year Two – 1 student

Grade One – 1 student

Grade Two – 2 students

Grade Three – 2 students

Grade Four – 2 students

October 2016 Enrolment:	14 students
November 2016 Enrolment:	13 students

Total Current Enrolment:
11 students

Enrolment: 5-Year Historic

5-Year Historic Enrolment by Program and Summed to The School Level

Program	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Regular	14	18	20	27	29.5
Total Enrolment (A)	14	18	20	27	29.5
OTG (B)	196	196	190	190	190
Utilization (A/B)	7.1%	9.2%	10.5%	14.2%	15.5%

OTG - On the Ground Capacity

Enrolment: 10 Year Projections

Enrolment in 2015/16 was 14.0 ADE (average daily enrolment). While we had projected that 2016/17 enrolment would also be 14.0 ADE, current information indicates that projected enrolment for 2016/17 will be 12.5 ADE by the end of the school year. This is a 10.7% decline from initial projections. If this trend continues, enrolment is expected to be 7.0 ADE in 5 years and 4.0 ADE in 10 years.

Actual enrolment for current year and projected enrolment (10 years) by program and summed to the school level

Program	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Regular	14	11	10	9	8	7	6.5	6	5	4.5	4
Total Enrolment (A)	14	11	10	9	8	7	6.5	6	5	4.5	4
OTG (B)	196	196	196	196	196	196	196	196	196	196	196
Utilization (A/B)	7.1%	5.6%	5.1%	4.6%	4.1%	3.6%	3.3%	3.1%	2.6%	2.3%	2.0%

OTG – On the Ground Capacity;

Funding: Impact of New Funding Model

Even if we were to maintain current enrolment levels, we are losing funding at Red Rock Public School due to the changes in funding model from the *School Board Efficiencies and Modernization Strategy* of the Ministry of Education.

	Old Funding Model	New Funding Model
School Foundation grant	118,337	27,197
School Operations Top Up grant	156,550	0
School Renewal Top Up grant	18,409	0
Total	293,296	27,197
Lost grants under new model		(266,099)

School Information Profile

Wayne Chiupka, Manager of Plant Services

Shared Space

OTHER SCHOOL USE PROFILE	
Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.	3 classrooms are being used for Board staff/Leads.
Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.	Ontario Early Years Center – Drop in Program: \$7,261 revenue for 2015/16 based on cost recovery
Community use of school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.	There is very little community use in this school and no revenues.
Availability of before and after school programs or services (e.g. child care) as well any revenue from the before and after school programs and whether or not it is at full cost recovery.	Before and After School Care has been deemed not viability due to lack of students.

Current Facility Condition: FCI Index

FCI means Facility Condition Index and is a calculated number that refers to the condition of the building according to the Ministry of Education. The factors used in the formula for FCI calculation are known renewal needs for the next 5 years from site inspections carried out by consultants engaged by the Ministry of Education, and contained in the Ministry online program VFA. VFA Facility is a Web-based Capital Planning and Management Software (CPMS™) system that empowers an organization with a central, accessible source of information about facility assets.

Red Rock PS has an FCI rating of 0.48 and under the rating scale shows to be in poor condition.

FCI = (Deferred Maintenance Costs) divided by (Current Replacement Value), with the following chart outlining what the number means with regard to the rated condition of the building:

GOOD:	0.0 to 0.1
FAIR:	0.1 to 0.3
POOR:	0.3 to 0.65
CRITICAL:	0.65 to 1.0

5Year Facility Renewal Needs

<i>Facility Improvement</i>	<i>Year</i>	<i>Cost</i>
Roof replacement – phase1	2016/17	\$250,000
Roof replacement – phase2	2017/18	\$250,000
Electrical upgrade	2018/19	\$20,000
Flooring replacement	2018/19	\$20,000
Block patch and paint – phase1	2018/19	\$20,000
Block patch and paint – phase2	2019/20	\$20,000
Domestic water pipe replacement – phase1	2019/20	\$30,000
Domestic water pipe replacement - phase2	2020/21	\$30,000
Exterior brick	2020/21	\$35,000

Option for Continued Public Education

George O'Neill Public School

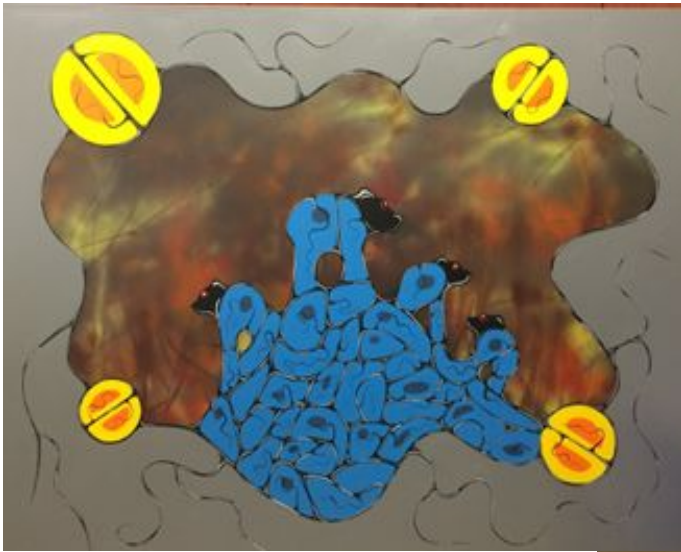
Principal Kellie Wrigley

Transition to George O'Neill Public School

The preferred option, after a thorough investigation of other possible options, in the best interests of student learning, is to continue to provide transportation for all current students and all future students to George O'Neill Public School in Nipigon.

This is the preferred option as it reflects the belief that the students need to be in an increasingly social environment that includes similar aged peers with programs and services to optimize learning.

Timelines for Implementation: This option would be implemented beginning in September, 2017.



GEORGE O'NEILL

is a safe, caring, and
respectful community
where we all AIM high,
LEARN together and
strive to ACHIEVE our
personal best.

***We take care of
each other!***
*Socially,
emotionally,
academically*



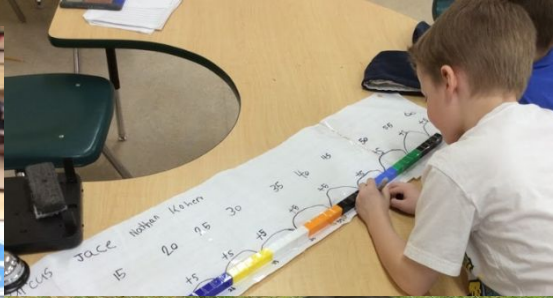
Current and Projected School Organization at GOPS

2016-2017		2017-2018 Projected	
Kindergarten	21	Kindergarten	17
Grade 1	14	Grade 1	15
Grade $\frac{2}{3}$	17	Grade $\frac{2}{3}$	22
Grade $\frac{3}{4}$	19	Grade 4	17
Grade $\frac{5}{6}$	18	Grade $\frac{5}{6}$	22
Grade $\frac{7}{8}$	15	Grade 7/8	15

School Day: Bus picks up at 8:10
 Arrive at GOPS: 8:30 (Breakfast Program)
 Depart GOPS: 3:05-3:10
 Arrive in Red Rock: 3:35-3:40

Additional Staffing	
French Teacher	Gr. 3-8
Native Language	Gr. 3-8
Special Education - LLI	1.0
Creative scheduling allows us to provide intervention in mathematics.	

ACADEMIC: High expectations and Authentic Learning



SOCIAL: Learning Together

Meeting the needs of all learners together!

Collaborative Approach



EMOTIONAL: Responding to Student Interests



Supporting Each Other as a Community of Learners



Next Steps

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An Opportunity to Ask Clarifying Questions

— Colleen Kjellman as Facilitator —

Email questions to: boardoffice@sgdsb.on.ca