

Report To Board

FROM: Gayle Stucke, Director of Education

DATE: April 27, 2010

SUBJECT: Administration's Response to the Reports Submitted by the Petrolia Area of Schools Accommodation Review Committee, the Ridgetown Area of Schools Accommodation Review Committee and the Dresden Area of Schools Accommodation Review Committee

"It is the policy of the Lambton Kent District School Board to operate and maintain its schools as effectively and efficiently as possible to support student achievement while exploring all opportunities to enhance the learning environment." –P-AD-106-09.

The Mission and Belief Statements of the Board focus on student achievement and well being. It is the responsibility of the Lambton Kent District School Board to provide quality education equitably across the district in as cost effective a way as possible. The optimal use of all available resources is intended to achieve these goals.

The purpose of the April Pupil Accommodation Report is to review the Accommodation Review process initiated by the October 2009 Report, to summarize all available information and to make Recommendations regarding changes in pupil accommodation status, including the timelines for implementation, for Board decision on June 22, 2010.

At the October 13, 2009 Board Meeting, Trustees approved the following recommendation: "That the Board approve the commencement of an Accommodation Review Process and the establishment of an Accommodation Review Committee" for the following Areas of Schools:

Petrolia Area of Schools, including Hillcrest Public School, Queen Elizabeth II Public School, Lambton Centennial Public School and Lambton Central Collegiate Vocational Institute;

Dresden Area of Schools, including Lambton Kent Composite School, Dresden Area Central School, Dawn-Euphemia School, Thamesville Area Central School and Zone Township Central School;

Ridgetown Family of Schools, including Ridgetown District High School, Ridgetown Public School and Ridgeview Moravian Elementary School.

In accordance with Regulation No.:R-AD-106-09-Pupil Accommodation/School Closure the following Accommodation Review Committee Meetings were held in a public forum in schools within each study area:

Petrolia Area of Schools – 4 Meetings held on November 12, 2009; January 7, 2010; February 4, 2010; March 4, 2010

Dresden Area of Schools – 5 Meetings held on November 16, 2009; January 27, 2010; February 17, 2010 (rescheduled from February 10); March 3, 2010; March 31, 2010

Ridgetown Area of Schools – 4 Meetings held on November 23, 2009; January 25, 2010; February 24, 2010 (rescheduled from February 22); March 29, 2010

Accommodation Review Committee Reports for each of the study areas were presented by parent members at the April 13, 2010 Regular Board Meeting. Trustees received the written Reports in advance of the meeting and had an opportunity to ask questions for clarification.

Members of the public have the opportunity to request a ten minute delegation at Board Meetings on May 11, May 25, June 8 and June 22 prior to the final recommendations of the Director of Education being presented for Board decision at the June 22 Board Meeting.

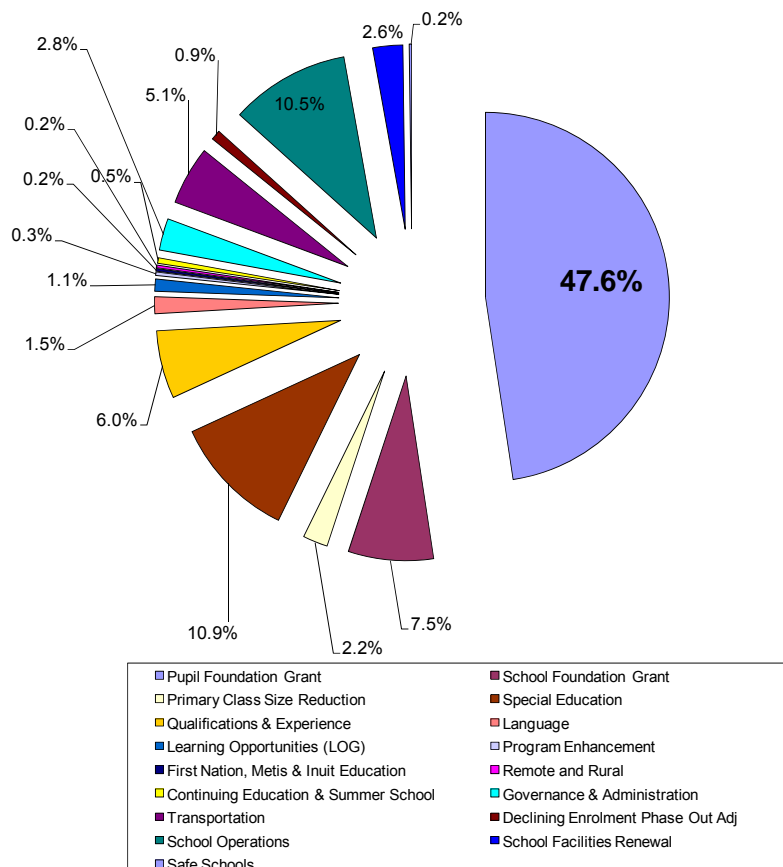
FINANCIAL:

Education Funding Background:

School Boards are funded through the Ministry of Education - Grants for Student Needs (GSN) Funding Model. A school board's revenue is dependent on student enrolment, benchmark parameters, and in some of the grants a base level of funding is provided that may also be supplemented with an enrolment component.

The grants in the education funding formula fall into three broad categories - Foundation Grants, Special Purpose Grants and the Pupil Accommodation Grant.

For the 2009-10 school year, the contribution of each grant allocation for the Lambton Kent District School Board budget is illustrated in the following pie chart.



The Pupil Foundation Grant is a per-pupil allocation that supports the components of a classroom education including teachers and classroom resources. The School Foundation Grant has both school site and per-pupil parts to fund in-school administration.

The Pupil Accommodation Grant is comprised of the school operations and facilities renewal components, which provide funding to operate and maintain schools.

The remaining thirteen special purpose grants noted in the above pie chart, provide funding to support specialized programs & services ranging from special education needs to student transportation.

Declining Enrolment Funding Impact:

For as long as declining enrolment in Lambton Kent continues at a significant rate, areas where financial challenges are created from this enrolment pressure will need to be addressed. The strategies to address any loss of funding must include:

- seeking efficiencies in board operations and,
- changes in school accommodation that ensures the board provides the best possible programs for its students in a fiscally responsible manner.

The Ministry provides to Boards in declining enrolment, a "Declining Enrolment Adjustment grant". The Declining Enrolment adjustment grant phases out funding support by providing boards with a 3 year time period to adjust their cost structures in response to declines in enrolment.

In the future, the extent of financial support from this grant is likely to be changed. The Ministry Declining Enrolment Report of February 2009, recommends that this funding be adjusted to reinforce its purpose as short-term transitional funding, by providing most of the support over a shorter period so that school boards have a stronger incentive to make adjustments. If this recommendation is implemented, a board's ability to maintain status quo would be restricted.

Other Ministry of Education School Facility Initiatives:

- a. Best Start Daycare Facilities - The communities of Chatham-Kent and Lambton were a demonstration pilot project that resulted in about \$6.7M Dollars invested in constructing full day care hub facilities or before/after school programs at 20 elementary school sites.
- b. Primary Class Size - In the 2007-08 school year the Ministry program to lower JK to Gr. 3 class sizes to a maximum cap of 20 students was fully implemented. During the 4 year phased-in implementation, \$4.2M in operational funding and \$4M in capital project funding has been provided.
- c. Good Places to Learn - The Ministry of Education provided 4 stages of this funding to be used to repair school buildings, totaling \$30M. No further stages or commitment of this funding have been announced.

- d. Prohibitive to Repair - \$8.8M dollars, provided for the consolidation and replacement of the two oldest elementary schools in the City of Sarnia.
- e. Energy Efficient Schools Funding - \$5.8M dollars, to reduce energy consumption.
- f. Full Day Early Learning Program - \$1.7M dollars. In the fall of 2009 the Ministry of Education provided the first phase of funding approval to support the implementation of Full Day 4&5 year old learners.
- g. Ontario Disabilities Act - No funding currently provided, board allocates \$50,000/year from existing funds.

DEMOGRAPHICS OF THE LAMBTON KENT DISTRICT SCHOOL BOARD:

Summary of Enrolment Decline from October 31, 2008 to October 31, 2009:

	October 31, 2008 Actuals		October 31, 2009 Actuals		Enrolment Decline	
	F.T.E.	Total Students	F.T.E.	Total Students	F.T.E.	Total Students
Elementary	14,267.00	15,679	14,044.50	15,469	222.50	210
Secondary	9,574.17	9,632	9,261.25	9,305	312.92	327

Note: October 31, 2009 enrolment numbers will be averaged with March 31, 2010 enrolment numbers to determine the Average Daily Enrolment (A.D.E.). Grants are calculated on the Average Daily Enrolment for the full school year.

In September 2009, enrolment in ten of our elementary schools within the LKDSB had dropped below 175.0 F.T.E. and three of our secondary schools had enrolment below 375.0 F.T.E.

Birth Rate Trends:

The birth rate in Chatham-Kent and Sarnia-Lambton is showing more stability than in years past, when decline was evident each year. In 2008, there were 118 more births than in 2007. Identifying trends in the number of births in each of our school attendance areas provides us with indicators of long-term changes to the population distribution for our schools. The number of births will be used as a basis for projecting future enrolment trends. The number of births this year indicates the number of JK/SK children that will be eligible to enrol in our schools in 4 or 5 years.

Change in 3 Year Average of Births			Actual Number of Births by Year					
Change in 3 Year Avg.	Recent 3 Yr. Avg. 2006-2008	Earlier 3 Yr. Avg. 2003-2005	2008	2007	2006	2005	2004	2003
Increase of 100 Births 4% Increase	2,332	2,232	2,400	2,282	2,315	2,239	2,275	2,182

Change in School Aged Population Each Year:

Each year, the age distribution of school-aged children within the Lambton Kent District School Board changes. Children are born, children move in and out of the area, and children graduate from the school system. The importance of identifying changes in age distribution is to determine the degree to which a change in population will influence current and future enrolment projections. Although the birth rate in 2008 increased, the overall school-aged population has declined by 2.0%.

Population Change Since Last Year in Chatham-Kent and Sarnia-Lambton				
Age 1 to 4	Age 5 to 8	Age 9 to 12	Age 13 to 16	Total Population Change (%)
-0.4%	-0.9%	-2.9%	-3.3%	-2.0%

Full Day Learning:

The implementation of full day learning in September 2010 will have an impact on the capacity and spaces available in our elementary schools. In September 2010, the Lambton Kent District School Board will have 17 classes offering full day learning in eight school sites. Each year, additional full day learning classes will be added, with full implementation planned for 2015. The full day learning will mean our junior and senior kindergarten students will be attending on a daily basis, doubling the number of classrooms required to offer program to our 4 and 5 years old. This also will increase their FTE from .50 to 1.00 for grant purposes.

Accommodation Review Committee #1

Petrolia Area of Schools, including Hillcrest Public School, Queen Elizabeth II Public School, Lambton Centennial Public School and Lambton Central Collegiate Vocational Institute

ENROLMENT HISTORY AND PROJECTIONS - HILLCREST PUBLIC SCHOOL											
HILLCREST/QUEEN E				HILLCREST PUBLIC SCHOOL							
Capacity 213	Oct. 2004	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009	Proj. 2010	Proj. 2011	Proj. 2012	Proj. 2013	Proj. 2014
JK	47	46	46	56	64	62	63	71	67	69	75
SK	60	53	46	50	56	68	65	65	73	69	70
GR.1	63	59	60	49	48	65	68	65	65	73	69
GR.2	52	60	59	58	52	52	65	67	65	65	73
GR.3	44	51	61	42	58	50	52	65	67	65	65
GR.4	43	47	57								
GR.5	52	46	45								
GR.6	63	52	47								
GR.7	51	60	52								
GR.8	59	55	59								
Totals	534	529	532	255	278	297	313	333	337	341	352
F.T.E.	480.50	479.50	486.00	202.00	218.00	232.00	249.00	265.00	267.00	272.00	279.50
%Full	98.46%	98.26%	99.59%	94.84%	102.35%	108.92%	116.90%	124.41%	125.35%	127.70%	131.22%

ENROLMENT HISTORY AND PROJECTIONS - QUEEN ELIZABETH II											
HILLCREST/QUEEN E				QUEEN ELIZABETH II - PETROLIA							
Capacity 253	Oct. 2004	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009	Proj. 2010	Proj. 2011	Proj. 2012	Proj. 2013	Proj. 2014
JK	47	46	46								
SK	60	53	46								
GR.1	63	59	60								
GR.2	52	60	59								
GR.3	44	51	61	13							
GR.4	43	47	57	63	55	57	51	49	65	63	68
GR.5	52	46	45	62	60	56	57	51	50	65	63
GR.6	63	52	47	47	60	60	56	57	51	50	60
GR.7	51	60	52	52	48	56	60	55	58	51	51
GR.8	59	55	59	52	51	53	55	60	54	58	51
Totals	534	529	532	289	274	282	279	272	278	287	293
F.T.E.	480.50	479.50	486.00	289.00	274.00	282.00	279.00	272.00	278.00	287.00	293.00
%Full	98.46%	98.26%	99.59%	114.23%	108.30%	111.46%	110.28%	107.51%	109.88%	113.44%	115.81%

ENROLMENT HISTORY AND PROJECTIONS - LAMBTON CENTENNIAL											
Capacity 340	Oct. 2004	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009	Proj. 2010	Proj. 2011	Proj. 2012	Proj. 2013	Proj. 2014
JK	22	29	17	31	19	21	21	26	26	25	26
SK	25	24	30	19	30	20	24	23	27	27	26
GR.1	29	26	26	29	24	31	24	24	24	30	29
GR.2	32	29	27	28	29	23	31	24	25	25	30
GR.3	30	33	27	25	27	30	23	33	24	25	24
GR.4	36	31	34	25	27	29	29	24	32	24	25
GR.5	43	36	31	34	26	27	28	31	24	32	24
GR.6	33	41	38	32	34	26	27	30	31	23	31
GR.7	43	33	41	37	34	34	26	27	30	32	24
GR.8	49	41	32	42	37	35	34	26	27	29	31
Totals	342	323	303	302	287	276	267	268	270	272	270
F.T.E.	318.50	296.50	279.50	277.00	262.50	255.50	244.50	243.50	243.50	246.00	244.00
%Full	85.27%	79.38%	74.83%	81.47%	77.21%	75.15%	71.91%	71.62%	71.62%	72.35%	71.76%

ENROLMENT HISTORY AND PROJECTIONS - LAMBTON CENTRAL C.V.I.											
Capacity 1218	Oct. 2004	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009	Proj. 2010	Proj. 2011	Proj. 2012	Proj. 2013	Proj. 2014
Gr. 9	250	266	258	249	248	224	222	228	217	216	213
Gr. 10	290	256	263	260	251	249	231	224	230	219	219
Gr. 11	282	297	260	266	253	255	247	230	224	230	219
Gr. 12	373	367	379	358	332	324	320	317	300	294	300
SPEC.	17	18	17	18	18	21	20	20	20	20	20
Totals	1212	1204	1177	1151	1102	1073	1040	1019	991	979	971
F.T.E.	1210.00	1203.00	1174.50	1147.00	1099.50	1073.00	1040.00	1019.00	991.00	979.00	971.00
%Full	99.34%	98.77%	96.43%	94.17%	90.27%	88.10%	85.39%	83.66%	81.36%	80.38%	79.72%

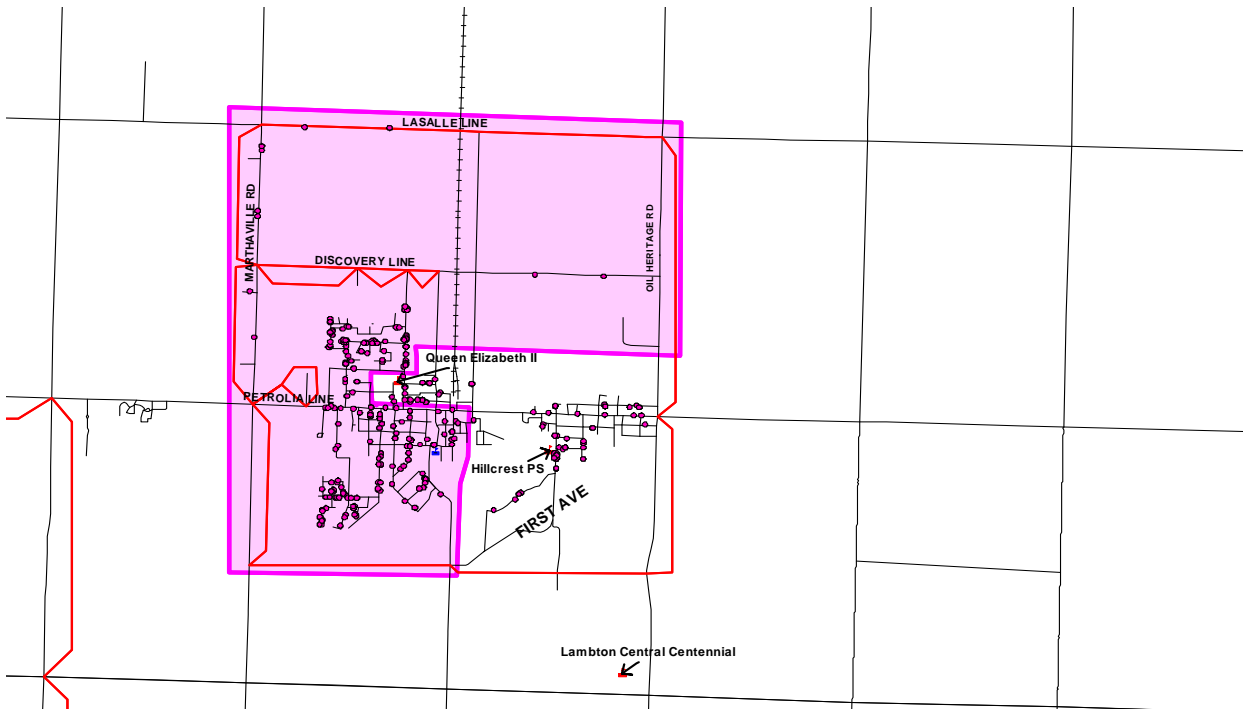
Change in 3 Year Average of Births in the Petrolia Area ARC Elementary Schools	Change in 3 Yr. Average	Recent 3 Yr. Avg.	Earlier 3 Yr. Avg.	2008	2007	2006	2005	2004	2003
				Births	Births	Births	Births	Births	Births
Hillcrest Public School (JK-3)	9%	58	53	63	65	46	53	50	55
Queen Elizabeth II (Petrolia) (Gr 4-8)	9%	58	53	63	65	46	53	50	55
Lambton Centennial Public School	-5%	36	38	38	40	30	39	34	41

The challenge of this study area has been to find an accommodation resolution to the increase in student enrolment over the past 4 years at the Hillcrest JK-3 school resulting in the need for 3 portable classrooms this school year. The over capacity issue will also impact Queen Elizabeth II as primary students move into grade 4 and through grade 8. Projections indicate continued increase in the number of primary students over the next 5 years. At the same time there are 3 empty classrooms at Lambton Centennial just 4 km from Petrolia. Another 20 km south on highway 21, Dawn-Euphemia School is at 54% of Ministry Rated Capacity.

This study is complicated by the fact that the elementary schools in Petrolia are organized with Hillcrest School housing JK-3 and Queen Elizabeth II School grades 4-8. It is further impacted by French Immersion programs in both of these schools and uncertainty of parent program selection year to year. There are French Immersion Reviews ongoing at both provincial and board levels.

A boundary study was one of the first options reviewed. Hillcrest School enrolment would have to be reduced by 124 regular program students in order to accommodate its 2012 projected enrolment. Although the number of students would exceed Lambton Centennial's capacity, it was suggested by Dawn-Euphemia School parents and that school's members of the Dresden Area ARC that students in the Oil Springs area could then be moved from Lambton Centennial School to Dawn-Euphemia School to help with its declining enrolment issue. With data available through the Baragar demographic program it was possible to plot the location of students who could be moved to Lambton Centennial. The maps below indicate the extent to which families in neighbourhoods throughout the town of Petrolia would be impacted and the transportation required. This boundary change was determined to be an unrealistic option.

PETROLIA ARC – Boundary Change
Relocate 124 JK-3 Regular Program Students from Hillcrest to Lambton Centennial



The scenario of grade 7 and 8 students moving to the high school was considered but determined not to be viable at this time due to insufficient classroom space at the high school. This may be revisited in the future in schools throughout the district as secondary school enrolments will face significant decline over the next 5 years at the same time as elementary schools will require additional classrooms to accommodate the implementation of the early learning program. With the Ministry's student success focus on grades 7 to 10 there are also program advantages to this model.

The Town of Petrolia Municipal Council had requested the Board build a new school to consolidate the students of the two existing elementary schools into one new facility. Administration acknowledges advantages to this option, including the program preference of having consistency in curriculum practices between primary and junior divisions that would be facilitated by having those classrooms in the same school. The combined enrolment is projected to be 615 students in 2012-13, but as large as 687, which would allow for a larger staff and overall efficiencies in resources. Based on calculations of the classroom space required, a minimum cost of \$12.5 million is estimated to build a new school. Any possibility of gaining government approval and funding for building a new school would require the Board and the community presenting a strong case. It could take a number of years to get an answer and there is little confidence that the government would see such a proposal in a favourable light when all surrounding rural schools have excess capacity.

Serious consideration has been given to options involving French Immersion program. Relocation of the French Immersion program (224 students) to Lambton Centennial School would put that school 154 students over ministry capacity. To accommodate these French Immersion students would require an addition of 6 classrooms and washrooms with the preliminary estimated cost being \$2.8 million. A future boundary change between Lambton Centennial School and Dawn-Euphemia School could consider the relocation of 81 students from the Oil Springs area to Dawn-Euphemia reducing the Lambton Centennial over capacity to 73 students. This would require a 3 room addition at about half the cost. To build an addition on a school with declining enrolment would be difficult to rationalize. Another factor in ruling out that option was the uncertainty regarding the number of families who might "opt out" of French Immersion in order to stay in their current schools in Petrolia. If even a small number chose to leave French Immersion and move into the regular program, Hillcrest would remain overcrowded.

Many Boards across the province have French Immersion programs in schools designated solely to that program. These are called single track schools. There are arguments supporting that model as well as reasons why our current dual track program is preferred. The Program Department has done preliminary research that suggests there are significant advantages to a single track French Immersion organization both from a language acquisition and learning point of view.

There are also important accommodation reasons for consolidation of French Immersion sites, particularly in areas where these programs have low enrolment. If there were to be a consolidation of French Immersion programs into fewer sites, greater supports could be provided in terms of resources, including staff, special education and libraries. In a single track school, the students would continue to have the same division of French and English instruction as mandated by the Ministry of Education. This option is one likely to be considered by the French Immersion Review Committee as it looks at program and accommodation issues throughout the district, particularly in Sarnia Lambton where there are currently 6 schools offering French Immersion in spite of very low numbers in intermediate classes.

Hillcrest Public School could accommodate the 224 JK-8 French Immersion students with the addition of 1 classroom. If Queen Elizabeth II School became a JK-8 school for regular program, it would have an enrolment of 391 students. This would require an addition of 6 classrooms, including a new gymnasium which is currently identified in the Board's Capital Plan. The preliminary cost estimate is \$5 million. There was little parental input supporting the single track model during its brief consideration by the Petrolia Area ARC. It would mean a change from the familiar school organization including the "primary school" experience that families currently appreciate.

To expand the capacity of each of the elementary schools in Petrolia to accommodate enrolment projections would be considerably less expensive than building a new school and would be the option causing the least disruption to students and their families. This option was recommended unanimously by the Accommodation Review Committee representing 4 schools in the Petrolia Area study. Based on projections for 2012-13, Hillcrest would require a 6 room addition for its 337 students (FI and regular program) without portable classrooms at an estimated cost of \$2.8 million. The 278 students projected for 2012-13 at Queen Elizabeth II (FI and regular program) would require 2 additional classrooms which combined with the construction of a new gymnasium, would have an estimated cost of \$3.4 million. However, as primary students move through Queen Elizabeth, its enrolment could reach 350 students within the next ten years. The total cost of additions at both schools would be approximately \$6.2 million, about half of the cost of a new school.

Project Funding - Ministry Approval Process

Currently the Board does not have a specific capital funding source to build major new building additions or new school construction projects. All school boards are provided with a Pupil Accommodation grant that funds the daily costs of operating a school and this grant contains a school renewal component directed to fund replacing or rebuilding worn out building components.

To fund the types of capital addition projects recommended in the Petrolia study will require submitting proposals to the Ministry of Education for assessment and seeking favourable project and funding approval. In 2006 the Ministry implemented new accountability and approval measures for planning capital building projects. These measures were developed to ensure boards capital project plans are consistent with Ministry approved building programs and within the financial abilities of the board.

The Board has received funding approvals for a number of building projects in our priority capital projects plan. These projects were supported with funding from the 2008 Ontario Budget that provided \$750M in capital for Ontario school boards.

In the 2010 Provincial Budget, the government has provided for about \$245M in capital funding targeted to specific programs. This capital funding is being provided over the next 2 years to address capital needs related to the Early Learning Program and a part of the allocation will be used to support the most urgent and pressing capital needs in the sector.

Project Funding - Pursuing the Options

The preliminary budget estimate for the additions to both the Queen Elizabeth II and Hillcrest schools has been projected at \$6.2M dollars. This budget estimate would be updated when schematic plans outlining the scope of the proposed additions are developed.

It is anticipated that a combination of the various funding options may be needed to put together a financially acceptable plan.

The following table outlines the various funding options and combinations the Board may pursue:

<u>Possible Funding Sources</u>	Plan A	Plan B	Plan C
1. Ministry provides specific Capital Funding Approval for this project.	■		
2. LKDSB Capital Priority Allocation (See Note 1.)		■	
3. LKDSB Reserves (Requires Ministry Approval)		■	■
4. LKDSB School Renewal Grant (See Note 2.)		■	■
5. Implementation of the Ministry's Early Learning Program - Capital Funding JK/SK Classrooms (2012/13)	■	■	■

Note 1: A new gym addition at Queen Elizabeth II in Petrolia has been on the Board's Capital project priority submission made to the Ministry, currently ranked as priority #16. Consideration may be given to moving up the priority ranking.

Note 2: The Board may propose to allocate a part of its annual school renewal funding to finance a long term loan to provide part of the proposed project financing needs.

In the event that the approved funding is insufficient to build the entire additions being proposed, the Board may need to consider using a blend of portable classroom units and permanent construction.

Environmental Considerations

At the existing Hillcrest Public School Site an extensive subsurface and air quality investigation study was conducted during 2007 and 2008. This study was undertaken due to the repeated presence of an intermittent odour within the Hillcrest Public School building.

During the course of this study an oil well that was discovered in the parking lot of the Hillcrest School was plugged and decommissioned.

However due to the historical presence of numerous oil wells throughout the Petrolia area and the odour events at the Hillcrest Public School, both of the Petrolia school properties will need to have the appropriate Environmental Site Assessment studies undertaken before new construction plans proceed.

The following recommendations will be presented for approval at the June 22, 2010 Regular Board Meeting. It should be recognized that new information provided by the public or Board staff could cause modifications to these recommendations.

Recommendation #1:

"That the Board approve the building of a 6 classroom addition at Hillcrest Public School to accommodate existing student enrolment and projected future growth; this would be contingent upon the Ministry of Education approving a funding plan for the estimated cost of \$2.8 million."

Recommendation #2:

"That the Board approve the building of a 4 classroom addition, including a new gymnasium at Queen Elizabeth II Public School (Petrolia) to accommodate existing student enrolment and projected future growth; this would be contingent upon the Ministry of Education approving a funding plan for the estimated cost of \$3.4 million."

Accommodation Review Committee #2

Dresden Area of Schools, including Dresden Area Central School, Thamesville Area Central School, Dawn-Euphemia Public School, Zone Township Central School and Lambton Kent Composite School

ENROLMENT HISTORY AND PROJECTIONS - DAWN EUPHEMIA											
Capacity 225	Oct. 2004	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009	Proj. 2010	Proj. 2011	Proj. 2012	Proj. 2013	Proj. 2014
JK	10	15	8	13	13	10	14	13	14	14	14
SK	11	14	12	8	13	12	10	14	13	14	14
GR.1	16	10	14	11	7	14	12	11	14	12	14
GR.2	16	15	11	16	13	7	14	12	11	14	12
GR.3	17	13	15	13	13	12	8	15	13	10	14
GR.4	20	20	8	16	16	14	13	8	14	13	10
GR.5	36	17	18	10	17	14	14	13	8	14	12
GR.6	25	33	18	18	11	18	15	14	13	8	14
GR.7	25	24	30	20	17	15	20	16	14	13	8
GR.8	27	24	27	32	18	16	14	20	15	14	13
SPEC.											
Totals	203	185	161	157	138	132	134	136	129	126	125
F.T.E.	192.50	170.50	151.00	146.50	125.00	121.00	122.00	122.50	115.50	112.00	111.00
%Full	75.20%	66.60%	58.98%	65.11%	55.56%	53.78%	54.22%	54.44%	51.33%	49.78%	49.33%

ENROLMENT HISTORY AND PROJECTIONS - DRESDEN AREA CENTRAL											
Capacity 532	Oct. 2004	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009	Proj. 2010	Proj. 2011	Proj. 2012	Proj. 2013	Proj. 2014
JK	33	29	35	22	31	29	29	34	29	29	29
SK	27	32	33	33	28	33	32	32	36	31	31
GR.1	40	39	41	31	32	28	34	33	31	39	31
GR.2	38	39	33	40	30	34	27	33	33	31	38
GR.3	36	40	35	33	40	34	34	27	35	32	31
GR.4	34	41	39	33	29	42	34	33	28	35	31
GR.5	35	33	40	38	32	32	43	32	33	28	35
GR.6	40	40	32	38	36	33	31	43	32	33	28
GR.7	37	46	37	31	40	33	32	31	41	32	33
GR.8	52	36	47	39	35	36	33	32	31	42	32
SPEC.											
Totals	372	375	372	338	333	334	329	330	329	332	319
F.T.E.	342.00	344.50	338.00	310.50	303.50	303.00	298.50	297.00	296.50	302.00	289.00
%Full	59.69%	60.12%	58.99%	58.36%	57.05%	56.95%	56.11%	55.83%	55.73%	56.77%	54.32%

ENROLMENT HISTORY AND PROJECTIONS - THAMESVILLE AREA CENTRAL											
Capacity 193	Oct. 2004	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009	Proj. 2010	Proj. 2011	Proj. 2012	Proj. 2013	Proj. 2014
JK	15	20	13	14	15	13	19	13	15	15	15
SK	15	18	21	18	15	19	16	22	14	17	16
GR.1	27	16	22	21	18	15	19	17	21	16	17
GR.2	25	21	16	16	22	17	14	19	17	21	16
GR.3	22	21	23	14	17	20	17	14	19	17	21
GR.4	25	21	24	24	12	15	22	18	14	19	16
GR.5	25	27	22	21	24	12	16	22	18	14	19
GR.6	33	22	28	22	22	21	12	17	23	18	14
GR.7	17	25	20	27	18	21	20	13	17	23	17
GR.8	27	16	26	20	24	19	21	20	13	16	23
SPEC.			1								
Totals	231	207	216	197	187	172	176	175	171	176	174
F.T.E.	216.00	188.00	199.00	181.00	172.00	156.00	158.50	157.50	156.50	160.00	158.50
%Full	96.64%	84.12%	89.04%	93.78%	89.12%	80.83%	82.12%	81.61%	81.09%	82.90%	82.12%

ENROLMENT HISTORY AND PROJECTIONS - ZONE TOWNSHIP CENTRAL											
Capacity 213	Oct. 2004	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009	Proj. 2010	Proj. 2011	Proj. 2012	Proj. 2013	Proj. 2014
JK	16	21	13	12	15	10	15	15	16	17	15
SK	13	19	22	14	14	16	11	17	17	17	18
GR.1	12	24	20	25	15	14	17	13	18	17	17
GR.2	16	16	23	21	22	16	14	17	12	18	17
GR.3	22	23	16	26	21	22	17	14	17	12	18
GR.4	15	27	23	15	25	22	22	16	14	16	12
GR.5	18	22	29	23	18	24	21	22	16	14	15
GR.6	18	25	21	29	21	19	23	21	22	15	14
GR.7	20	23	23	17	32	22	20	23	21	22	16
GR.8	15	23	22	23	18	31	22	20	23	21	22
SPEC.											
Totals	165	223	212	205	201	196	182	178	176	169	164
F.T.E.	150.50	203.00	194.50	192.00	186.50	183.00	169.00	162.00	159.50	152.00	147.50
%Full	68.25%	92.06%	88.21%	90.14%	87.56%	85.92%	79.34%	76.06%	74.88%	71.36%	69.25%

ENROLMENT HISTORY AND PROJECTIONS - LAMBTON-KENT COMPOSITE											
Capacity 714	Oct. 2004	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009	Proj. 2010	Proj. 2011	Proj. 2012	Proj. 2013	Proj. 2014
Gr. 9	109	105	89	111	97	79	95	88	92	84	95
Gr. 10	103	105	97	89	102	94	76	95	88	90	81
Gr. 11	103	97	103	86	88	98	90	74	91	84	86
Gr. 12	149	129	127	128	100	103	108	102	88	101	95
SPEC.											
Totals	464	436	416	414	387	374	369	359	359	359	357
F.T.E.	458.02	426.31	411.25	412.50	386.14	373.00	367.00	357.50	359.00	358.00	357.00
%Full	64.15%	59.71%	57.60%	57.77%	54.08%	52.24%	51.40%	50.07%	50.28%	50.14%	50.00%

Change in 3 Year Average of Births in the Dresden Area ARC Elementary Schools	Change in 3 Yr. Average	Recent 3 Yr. Avg.	Earlier 3 Yr. Avg.	2008 Births	2007 Births	2006 Births	2005 Births	2004 Births	2003 Births
Dawn Euphemia Public School	-9%	10	11	13	9	9	13	12	8
Dresden Area Central School	15%	62	54	69	57	60	51	70	40
Thamesville Area Public School	19%	32	27	38	24	33	26	23	31
Zone Township Central School	-4%	22	23	17	22	26	21	26	23

This large study area included Lambton Kent Composite School and its four feeder schools located in the communities of Dresden, Thamesville, Bothwell and Dawn-Euphemia. It was recognized that Dawn-Euphemia families are split in their connections to Dresden and Petrolia communities and secondary schools.

The uniqueness of each of the schools and communities was recognized in the development of School Profiles. Trustees have been provided with a copy of the School Profiles and they are available on the Board's website www.lkdsb.net An important commonality is the ongoing decline in enrolment in each of the schools. In each of these rural communities, there is pride and satisfaction in its school, staff and students.

The scenario of grade 7 and 8 students moving into Lambton-Kent Composite School and the elementary becoming JK-6 schools was investigated with significant interest as demonstrated by two bus trips of parents, staff, students and community members travelling to Goderich to visit schools that have introduced that model. They spoke to parents, students, teachers and administrators of JK-6 students who had been consolidated into one school and similar representatives for grades 7 and 8 in a separate wing of the secondary school. The conclusion of the participants was that it was a positive model but not a good fit within this study area. There was concern that removing grades 7 and 8 from the elementary schools could result in the elementary school becoming unviable. Administration supports the JK-6 and 7 and 8 within the secondary school organization of schools after reviewing its curriculum and accommodation advantages evident in a growing number of Boards throughout the province; however, rules it out as a solution in the Dresden Area of Schools at this time. The impact of full time learning in all elementary schools by 2015, the effect of potential further enrolment decline and the possibility of changes in government funding could be cause to revisit this option in the future.

Dawn-Euphemia School is the smallest school in this study, and with its current 132 students, has the lowest enrolment in the Board. The potential of its closure was studied closely from every aspect. The question of a school's viability involves both its ability to offer quality program to students and its financial feasibility. Student achievement includes academic, emotional and social wellness, involvement in many aspects of school life, provincial testing results and successful transition to high school, post graduate studies and the world of work. All indicators suggest that students, current and past graduates score well in each of these areas.

Business Aspects of the Dresden ARC Recommendations

The primary cost elements of operating these schools are as follows:

- Administration staff - Principal & Secretarial
- Teachers, Resource staff & Educational Assistants
- Classroom teaching materials & furnishings
- Custodial staff
- Utilities - Gas, Electricity, Water, Communications
- Grounds keeping - garbage collection, grass cutting & yard maintenance, snow removal
- Custodial & Housekeeping supplies
- Maintenance supplies & services
- Capital Building Upgrade and Improvement projects

Financial Assessment of Dawn-Euphemia Public School

While the ARC study committee found the academic environment of the Dawn-Euphemia School favourable, an assessment of the current business environment of the school was also undertaken.

As noted earlier in this Report, the education grants provide school board funding in large part based on the overall student enrolment of the board. Therefore, the enrolment based funding is not dependent on the number of school sites operated by the board.

The school administration funding has both a base amount tied to the school site and an enrolment component. If Dawn-Euphemia School were to close, the estimated savings for the province is about \$118,000. per year on school administration costs.

The overall pupil accommodation grants the board receives to operate and maintain a school is based on enrolment with a top-up component. For schools with enrolment below capacity, there is a base top-up grant allocation for up to 20% and since these are rural designated schools, there is a rural top-up grant that provides full capacity funding. If Dawn-Euphemia School were to close, the estimated savings for the province is about \$180,000. per year in total top-up funding allocations.

On the capital side the Dawn-Euphemia School will require a partial roof replacement and some hard surface upgrades at an estimated cost of \$285,000. The heating plant is a hot water system in good condition. No other major improvements, upgrades plans or similar large capital commitments to upgrade this school, have been provided for in the Board's capital priority plan.

The impact on the cost of student transportation was examined with Dawn-Euphemia School closed and the students bussed to either Lambton Centennial or Dresden Area Schools. It was estimated that the annual savings for this model would be \$71,000. However it is recognized the students would likely choose to attend more than 2 other schools in the area and then it is felt there would be little impact on transportation costs.

Based on the above financial information, at the present time, the Ministry of Education funding allocations for the school administration costs along with the total top-up funding, provides for the daily costs of operating the school. At this time a proposed closure of the Dawn-Euphemia school would not financially benefit the board; however, as described above, the closure would financially benefit the province and ultimately the tax payer.

Since the implementation of the current Education Funding Model (GSN = Grants for Student Needs), there have been many revisions and changes over the past 10 years. The Ministry of Education has committed to another review of the GSN's that will be taking place soon. The top-up rural school funding provisions were latter additions to the funding model and the long term status of this funding is unknown as the Ministry is beginning to implement changes in this area.

Due to the relatively low enrolment in several of the schools in this study area and the potential for consolidations, changes to the Board's funding or ability to maintain these schools may require that another accommodation review in this area be undertaken by the Board. Changes in the funding formulas, the impact of declining enrolment on the Board's revenues, and the future needs of capital improvements on the aging school facilities are some examples of only the financial pressures that may arise. In addition there will also be the ongoing challenges and pressure to organize classrooms sizes at the funding model benchmarks.

Boundaries for Petrolia, Lambton Centennial, Dawn-Euphemia and Dresden Schools have been a focus of study for many years. Information provided earlier in this Report identifies the complexities of moving sufficient students out of Petrolia to solve the current over capacity problem at Hillcrest School and future increases in enrolment at Queen Elizabeth II School. With that option eliminated by

Administration, the Oil Springs area between Dawn-Euphemia School and Lambton Centennial School was reviewed. The map below indicates the area for which a future boundary study could consider 81 students be relocated from Lambton Centennial School to Dawn-Euphemia School. With both schools under capacity this is not a recommended direction.

Boundary Study – Dawn-Euphemia and Lambton Centennial – Oil Springs Area



Principals in all of our schools are committed to enhancing programs to attract students in many ways. Web sites, newsletters, school signs and positive media coverage promote the good things happening throughout the district. It is particularly important that school and board staff and trustees promote public education in every way possible. A modest budget and staff creativity have created a professional Board web site and publications such as Learning Matters that highlight good things happening within our schools. It is important to look for every opportunity to bring students into our schools.

The newly developed Community Use of Schools Policy and accompanying Ministry Grant allowed for the hiring of staff to promote and facilitate greater community use of our schools. www.communityuseofschools.com. The Board's Community Partnerships Officer works with hundreds of community groups every year to identify possible partnerships of mutual benefit. The Continuing Education staff reaches out to students and adults who wish to continue their education through part time, correspondence and on-line courses. The Board has positive partnerships with Lambton College, St. Clair College and University of Guelph. We will continue to explore every possibility of working with other educational organizations and municipal groups to maximize the capacity of underutilized schools. Specifically, an approach will be made to the leadership of the Mennonite community.

School Councils are active in each of the schools and welcome new members as a means of receiving parent and community input. However, Administration supports the Dresden Area Accommodation Review Committee's proposal of developing Community/School Committees in each

of its communities. If independent committees were to be developed at "arms length" from the Board, staff would be willing to support wherever possible. Adult courses, such as English Second Language, could be offered to determine the level of interest.

The pressure of declining enrolment on human resources has been long identified by administrations and was acknowledged by members of both Dresden and Ridgeway Accommodation Review Committees. Our number of schools is increasingly disproportionate to our number of students. There have been reductions in numbers of support staff, such as Psychometrists and Information Technology Technicians, yet they are required to cover the same large geographic area to serve the Board's 67 schools. Fewer students result in fewer staff from which to draw Principals and other system leaders. In the past, the "Twinning of Schools" had very small schools sharing a Principal and a Vice Principal assigned to the second location. This practice would allow for a better distribution of qualified and experienced Principals while providing important leadership experiences for Vice Principals in preparation for an appointment to the role of Principal.

The following recommendations will be presented for approval at the June 22, 2010 Regular Board Meeting. It should be recognized that new information provided by the public or Board staff could cause modifications to these recommendations.

Recommendation #1:

"That the Board, at this time, continue to support the viability of all of the schools within the Dresden Area Accommodation Review, including Dresden Area Central School, Thamesville Area Central School, Dawn-Euphemia School, Zone Township Central School and Lambton-Kent Composite School."

Recommendation #2:

"That the Board support the development of School/Community Committees where initiated by community members."

Recommendation #3:

"That the Board welcome viable education, municipal and business partnerships."

Recommendation #4:

"That the Board offer adult courses in rural schools where the number of participants supports the identified need."

Recommendation #5:

"That the Board consider the Twinning of Schools where student enrolment drops below 150."

Accommodation Review Committee #3

Ridgetown Family of Schools, including Ridgetown District High School, Ridgetown Public School and Ridgeview Moravian Elementary School

ENROLMENT HISTORY AND PROJECTIONS - RIDGETOWN PUBLIC											
Capacity 256	Oct. 2004	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009	Proj. 2010	Proj. 2011	Proj. 2012	Proj. 2013	Proj. 2014
JK	20	20	13	18	16	11	16	12	14	13	14
SK	16	24	22	15	17	16	11	18	13	16	15
GR.1	19	16	20	25	12	15	17	13	18	14	16
GR.2	29	18	14	24	31	11	14	18	13	18	14
GR.3	18	32	16	13	17	29	11	13	18	13	18
GR.4	12	19	34	18	13	13	29	10	13	17	13
GR.5	34	12	19	32	18	13	13	29	10	13	17
GR.6	21	36	14	21	32	16	12	12	29	11	13
GR.7	25	21	35	15	18	28	16	13	12	29	11
GR.8	31	24	23	34	17	19	28	16	13	12	28
SPEC.	0	0	0	0	0	0	0	0	0	0	0
Totals	225	222	210	215	191	171	167	154	153	156	159
F.T.E.	207.00	200.00	192.50	198.50	174.50	157.50	153.50	139.00	139.50	141.50	144.50
%Full	77.38%	74.77%	71.96%	74.21%	68.16%	61.52%	59.96%	54.30%	54.49%	55.27%	56.45%

ENROLMENT HISTORY AND PROJECTIONS - RIDGEVIEW MORAVIAN E.S.											
Capacity 363	Oct. 2004	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009	Proj. 2010	Proj. 2011	Proj. 2012	Proj. 2013	Proj. 2013
JK	18	18	18	13	17	8	18	15	15	16	16
SK	26	21	26	19	14	16	10	19	16	17	19
GR.1	27	41	32	35	29	19	25	18	29	24	27
GR.2	34	23	37	32	28	28	18	25	18	29	24
GR.3	42	35	22	35	36	25	29	19	25	17	29
GR.4	33	38	36	22	32	35	25	29	19	25	17
GR.5	34	38	38	36	21	32	35	26	29	19	25
GR.6	32	33	35	33	30	21	33	35	27	29	19
GR.7	44	31	36	35	31	31	21	32	34	27	28
GR.8	46	47	38	32	34	31	30	20	32	34	27
SPEC.	9	10	11	11	7	5	6	6	5	5	5
Totals	345	335	329	303	279	251	250	244	249	242	236
F.T.E.	323.00	315.50	307.00	287.00	263.50	239.00	236.00	227.00	233.50	225.50	218.50
%Full	81.36%	79.47%	77.33%	79.06%	72.59%	65.84%	65.01%	62.53%	64.33%	62.12%	60.19%

ENROLMENT HISTORY AND PROJECTIONS - RIDGETOWN D.H.S.											
Capacity 609	Oct. 2004	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009	Proj. 2010	Proj. 2011	Proj. 2012	Proj. 2013	Proj. 2014
Gr. 9	70	88	69	70	79	50	60	70	56	48	57
Gr. 10	57	76	87	75	72	77	53	62	73	58	48
Gr. 11	69	56	73	80	73	70	76	51	60	70	56
Gr. 12	87	93	77	81	100	99	91	96	68	77	87
SPEC.	0	0	0	0	0	0	0	0	0	0	0
Totals	283	313	306	306	324	296	280	279	257	253	248
F.T.E.	280.25	304.25	291.75	302.89	319.03	296.00	278.50	278.00	257.00	252.50	248.00
%Full	46.02%	49.96%	47.91%	49.74%	52.39%	48.60%	45.73%	45.65%	42.20%	41.46%	40.72%

Three options were studied by administration for consolidation of schools in the town of Ridgetown. Combining the two elementary schools and the secondary school into a JK-12 school at the RDHS site would result in an enrolment of 677 students. Although the Ministry indicates a capacity of 609, that does not account for extra space required for kindergarten classes, greenhouse, fitness room, self contained special education classroom or the Native Second Language program. Neither would there be space for daycare which is currently offered and valued in the two elementary schools. Washrooms would have to be retrofitted for primary children. If an addition were built on the 7.5 acre property, it would compromise the potential for playground area necessary for young children and the opportunity for athletic field improvements currently under design as a community partnership. Research indicates a positive learning environment and improved achievement results in schools organized JK-12, making it a school configuration to be considered in the future in other parts of the district. However, it is not deemed a viable option for the Ridgetown scenario.

The option of consolidating the two elementary schools at the Ridgeview Moravian Elementary School site would result in an elementary school with an optimal size of 398 students. However, without an addition, there would be no space available for the special programs and community day care partnerships described above. The gym and washrooms would be inadequate for the increased enrolment. It would not be likely the Ministry would approve the financing of an addition with over 300 extra pupil places just blocks away at the secondary school.

DATA BASED ON 2011-12 ENROLMENT PROJECTIONS

Consolidation of Schools JK-Grade 8

GRADE	RPS	RMES	TOTAL
JK	12	15	27
SK	18	19	37
GR.1	13	18	31
GR.2	18	25	43
GR.3	13	19	32
GR.4	10	29	39
GR.5	29	26	55
GR.6	12	35	47
GR.7	13	32	45
GR.8	16	20	36
SP.ED.	0	6	6
TOTALS	154	244	398

Ridgetown DHS remains status quo

Consolidation of Schools JK-Grade 6

GRADE	RPS	RMES	TOTAL
JK	12	15	27
SK	18	19	37
GR.1	13	18	31
GR.2	18	25	43
GR.3	13	19	32
GR.4	10	29	39
GR.5	29	26	55
GR.6	12	35	47
SP.ED.	0	6	6
TOTALS	125	192	317

81 Gr. 7 and 8 students relocated to RDHS

For the past seven years, there has been discussion about the advantages of reorganization of the schools in Ridgetown into a JK-6 and 7-12 model. Several public boards have had success with this grade configuration since the early years of amalgamations and today we have many more boards throughout Ontario introducing the model. Ottawa Catholic School Board has organized its schools JK-6 and 7-12 for more than a decade, and the Ottawa-Carlton District School Board has recently determined that all schools in its jurisdiction will move to that model beginning with a number of schools currently under construction.

There are obvious accommodation reasons to consolidate elementary schools and maximize the capacity of the well equipped high schools. Secondary school enrolment increased in many cases as students out of boundary and from coterminous boards selected the program deemed to be superior to the traditional school organization. There were students who opted to attend another school, but significantly more students were gained than lost.

Business Aspects of the Ridgetown ARC Recommendations

The primary cost elements of operating these schools are as follows:

- Administration staff - Principal & Secretarial
- Teachers, Resource staff & Educational Assistants
- Classroom teaching materials & furnishings
- Custodial staff
- Utilities - Gas, Electricity, Water, Communications
- Grounds keeping - garbage collection, grass cutting & yard maintenance, snow removal
- Custodial & Housekeeping supplies
- Maintenance supplies & services
- Capital Building Upgrade and Improvement projects

Financial Impact of the Consolidation

As noted in the earlier general section of the Report, the education grant model provides board funding in large part based on the overall student enrolment of the board. Therefore the enrolment based funding is not dependent on the number of school sites operated by the board.

The school administration funding has both a base amount tied to the school site and an enrolment component. The closure of Ridgetown Public School is estimated to save the province about \$118,000. per year as the net result of saving on school administration costs.

The overall pupil accommodation grants the Board receives to operate and maintain a school is based on enrolment with a top-up component. For schools with enrolment below capacity, there is a base top-up grant allocation for up to 20% and since these are rural designated schools, there is a rural top-up grant that provides full capacity funding. The closure of Ridgetown Public School is estimated to save the province about \$204,000. per year in total top-up funding costs. Both of the remaining 2 Ridgetown schools (Ridgetown District High School and Ridgeview Moravian Elementary School) would receive full school operating grants that includes rural top-up funding for these school sites.

Consolidation of the existing 3 schools into 2 school sites will result in an improvement in the board's financial ability to maintain the remaining 2 schools sites. The Ridgetown PS is currently one of the few remaining schools at the board still heated by a steam boiler plant. In addition to the heating plant, a section of the school roof will need to be replaced and hard surface areas require replacement. The estimated capital savings to the Board total \$1.5 Million dollars.

The science lab facilities at the Ridgetown District High School have been included as a high priority in the Board's capital plan for upgrading (\$1.2M estimate). It is recommended this project be selected next for inclusion in the 2010-11 board capital budget. It is also recommended that an asphalt surface area be installed at the high school to create an outdoor basketball area for the grade 7 and 8 students at an estimated cost of \$75,000.

The Board can proceed with the sale of the Ridgetown Public School property after the school has been closed. The proceeds of the sale will be placed in a board reserve account designated to fund future capital upgrade projects. At the Ridgeview Moravian Elementary School, one future capital project need that has been noted in the board's capital forecast is the addition of a larger gymnasium space.

The estimated annual increased cost to bus the students to the consolidated school sites is \$49,500.

More important than the accommodation or financial reasons, however, is the impact such a re-organization has on a student's achievement and well being. Research from western provinces is highly supportive of JK-12 schools and secondary schools starting at grade 7 or 8. In an Ontario study, interviews with staff in 5 Ontario Boards indicate program, attendance and student participation gains. While there is no definitive evidence as to which school organization produces the best graduates, it is clear that the fewer transitions a student makes the better chance for success. Graduation rates are proven to be higher the earlier students enter high school.

Anecdotal data has been available from Avon Maitland District School Board's experience for the past 6 years with results from two schools in Stratford all supporting the model. Elementary schools in Goderich consolidated into one JK-6 campus with the grade 7 and 8 students moving into their own wing of the District High School in September 2009. A visit to those schools was described in the Dresden and Area section of this Report and it was clear that parents, students and staff who hosted the day all believed the advantages significantly outweighed any disadvantages. There were clear gains for students and benefits for staff in both schools, and initial growing pains were minimal. Initial parent concerns regarding their young adolescents entering a high school environment were proven to be unfounded in the Goderich situation as well as in other schools studied. The facility and student timetable is set up to be a "school within a school". Parents were pleased to see that rather than leadership opportunities of the intermediate students being lost, the involvement in extra-curricular activities was increased. Grade 6 students were proud to have become the leaders in their elementary school. Attendance was improved and behavior problems, measured by number of suspensions for the grade 7 and 8 students, were reduced.

The transition period for any consolidation is important and even more imperative when a new model of school organization is introduced. Information sessions for parents and opportunities for staff, School Councils and Delaware Nation representatives to plan together would need to be facilitated. A School Naming committee would be formed for the consolidated elementary school. Students moving into a new building, elementary or secondary facility would be provided opportunities to get to know other students and staff well before the start of the new school year. Relationships with parents and community members fostered through the Accommodation Review process would be the basis for continued consultation and decision making. Safety issues, such as, crossing guards, bus loading zones and sidewalks would be addressed with community partners during the transition period.

The following recommendations will be presented for approval at the June 22, 2010 Regular Board Meeting. It should be recognized that new information provided by the public or Board staff could cause modifications to these recommendations.

Recommendation #1:

"That the Board close Ridgetown Public School in June 2011 and consolidate students with Ridgeview Moravian Elementary School and to re-organize the two remaining schools into a JK-6 school at the current Ridgeview Moravian Elementary School site and a Grade 7 and 8 school within the Ridgetown District High School."

Recommendation #2

"That the Board renovate science labs at Ridgetown District High School and install an outdoor asphalt "play area" for grade 7 and 8 students."

Recommendation #3

"That the Board commit proceeds from the sale of Ridgetown Public School to the addition of a new gym at the JK-6 school."

Recommendation:

"That the Board receive Administration's response to the reports submitted by the Petrolia Area of Schools Accommodation Review Committee, the Ridgetown Area of Schools Accommodation Review Committee and the Dresden Area of Schools Accommodation Review Committee ."

Note:

Trustees have been provided with copies of the School Profiles for all the schools involved in the ARCs as well as copies of the Records of Action from all the Meetings.

Members of the Public can find this information on the Board's website www.lkdsb.net.