

Special Committee of the Whole (Public)

Agenda



Special Committee of the Whole Meeting

October 10, 2017 at 6:00pm

Fraserview Learning Centre, 32444 7th Avenue, Mission, BC

1. CALL TO ORDER

The Board Chair will acknowledge that this meeting is being held on Traditional Territory.

2. ADOPTION OF AGENDA

3. DELEGATIONS/ PRESENTATIONS

4. UNFINISHED BUSINESS

5. STAFF REPORTS

6. NEW BUSINESS

7. MINUTES OF PREVIOUS MEETINGS

8. INFORMATION ITEMS

8.1 Special Committee of the Whole Meeting Minutes, June 6, 2017	Information	Pg 1
8.2 Mission & Silverdale Student Catchment Analysis 2016-2017	Information	Pg 6
8.3 Superintendent Stave Falls PowerPoint Presentation	Information	Pg 9
8.4 Article	Information	Pg 28

9. ADJOURNMENT

Committee of the Whole Meeting

June 6, 2017 6:00 pm

Fraserview Learning Centre, 32444 – 7th Avenue, Mission, BC

Members Present:

Chair Tracy Loffler
Trustee Rick McKamey
Trustee Randy Cairns
Trustee Jim Taylor

Staff Present:

Superintendent Angus Wilson
Secretary Treasurer Corien Becker
Assistant Superintendent Larry Jepsen
Assistant Secretary Treasurer Derek Welsh
Executive Assistant Tracy Orobko- Recorder
Executive Assistant Aleksandra Zwierzchowska

Absent: Trustee Shelley Carter

1. CALL TO ORDER

The meeting was called to order at 6:00 pm by the Chairperson. The Chair acknowledged the meeting was being held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

Regrets: Trustee Carter

The Chair highlighted the meeting proceedings and expectations for the meeting. Mention of a sign-in sheet which circulated the room. Presentations from Staff and Stave Falls Community Association will be conducted. The Chair expressed that this is not a decision making meeting, but a Committee of the Whole meeting, and that the intention is for everyone to be heard. The meeting was noted to last approximately two hours adjourning at 8pm.

2. Adoption of Agenda

**MOVED and Seconded that the Agenda be adopted as presented.
CARRIED**

The Chair acknowledged Municipal and Legislative members present.

3. Delegations/Presentations

3.1 District Staff Report on Stave Falls – Superintendent of Schools

The Superintendent provided information about the site and options. Superintendent provided a PowerPoint presentation. Considerations have been made to various communities affected. Stave Falls school site is not a turnkey operation.

Highlights of Options Included:

- Expenditures to re-open and bring the Stave Falls building to code (approx. \$300K) would include; equipment/resources (books, computers, staff);
- Ministry will fund with a ratio of distance from District Office; after first year of operation, the school would receive \$164K/year – if another school is more than 5 kms away from the nearest school;
- Ongoing cost considerations (utilities and staffing);
- Enrolment implications;

- Ministry expectations of facility capacity prior to building a new school (ie: Secondary);
- Enrolment report provided from School District No. 42 (Maple Ridge-Pitt Meadows);
- Reviewed the Silverdale/Stave Falls – School Enrolment Analysis;
- Leases and Hybrids;
- Renting or leasing / shared space / administrative costs;
- Sale of Property - Ministry of Education decides;
- Sale proceeds are returned for capital use (not operational);

Conclusion:

- Not financially advantageous to re-open the school;
- May be other considerations for a ‘win-win’ scenario;
- The needs of Board and students of Mission must be balanced.

3.2 Stave Falls Community Association

Julia Renkema, Treasurer: Read a report.

- Supports reopening Stave Falls school;
- Built in '94; easily expanded and up to earthquake standards;
- Open concept entrance, offices, library, gym with stage, classrooms;
- 9.4 acres of level land on quiet dead end street;
- Declining enrolment – closed in 2008;
- 2016 – Expressions of interest for four properties;
- Fire Hall is the only public building;
- Submitted proposal to Board; proposed a hybrid school/community model;
- Marketed proposal; conducted a survey; potential 734 respondents. Received over 250 completed surveys; #1 – public school desired;
- 150 children 0 – 12 in area; 60 newborns; 91 6-12 yr old.(250 responses)
- Conservatively counted: over 300 school age children;
- Many groups interested in renting space: District of Mission, Mission Parks and Recreation; Stave Falls Community Association; Stave Falls Scottish Dancers; Mission Rod and Gun; Fraser River pollinators and more;
- One resident interested in opening a daycare;
- Kept School Board apprised; indicated desire to keep as school;
- February – School Board was negotiating to lease to an outside party; when asked would not declare who;
- Tax dollars – public school. Issued a press release relating to the issue;
- Nov. 2016 supreme court ruling; more teachers and classroom space;
- Add given the value - \$300K seems minor cost to make the school ready to open;
- 70 elementary students from SF enrolled outside MPSD;
- Report you saw – Mission student analysis: 472 students were lost to other SDs;
- How do we entice students to return?
- Whonnock is overcapacity;
- Letter to DoM planning dept; years of declining enrolment “in past three years, enrolment has increased”. Long range facility plan – may need a site for a third middle school and one or two elementary schools as well as expansion or new secondary;

- District Planning Dept. data. 216 housing units to be built; 560 housing units pending approval. 19 acres to be released from ALR in process;
- Stave Falls is zoned to have multiple housing developments;

Housing developments are on the rise. Potentially 2600 more units. Look to the west side; formally request the SD conduct a registration for Stave falls for 2018 and beyond. Registration should be open to SD 42 and 75.

Formally request SD abandon offers to tie it up in lease agreements and only entertain offers that involve our students.

Paula Blamey, Director

Read a personal statement. Spoke to growing community of Stave Falls. Lack of options for schooling; majority either home school or drive to Maple Ridge district. Continue to have children attend Webster's Corners. Had option to bus within SD75. SFCA intention was to create awareness of equal opportunity just as the east parts of Mission do.

Would help restore provincial funding; \$640K injected into the school if children returned from SD42. Participated in parental campaign supporting rural communities. Stave Falls – local place children can learn and grow in. SF school could be sustainable. Defined “community”. Ask the SD to have intent to enroll for this September to determine exact numbers.

Courtney Cardy, Director

Thanked School Board for open discussion. Growing community; deserve equal treatment. No school, no usable centre/community hall. Asking you open a registration for Stave Falls. This should be wide open for all students. Options beneficial: choice (outdoor, Montessori); hybrid (community/school) K-12 or K-9. Parents are waiting for a less crowded option. Quoted a statement of Superintendent Wilson. Believes Baragar are inaccurate. Open a registration process this September for 18/19 school year.

4. Unfinished Business

5. Staff Reports

Committee chair opened the floor and asked for any additional information. A reminder was made for a two minute speaking recommendation per speaker; not a forum for debate. Also noted that this meeting is a gathering process and would like to allow an opportunity for everyone to speak at least once before taking comments for others who have already shared.

Anna Murray (Stave Falls). Reading an email from another Alicia Harper. Forced to homeschool as they were forced out of a MR school as they could not manage their five-year-old son's diabetes.

Jana Schultz (Stave Falls). Do we have a commitment from the SD to do an enrolment for 2018/19. Was referred to committee. Question: Is there a timeline? Response: At this time, we are inundated with Budget; Supreme Court decisions. Item will need to be added to a future COTW meeting; possibly for discussion in September.

Roberta Lindsay (Stave Falls). No Children; was a teacher at Thomas Haney.. Here in support of the SFCA. Would love to see more families move in. You build it they'll come. Leap of faith. Not looking at bean counting a regular school.

Amber Chung MTU President – Question: “Would it cost \$300K to make the school leasable? Would this be the same as re-opening as a school?” Reponse: Not quite the same; you wouldn't have to

restock the library, etc. There is the possibility of opening one room which is different than opening the whole school. Once grounds are available, they're currently not safe.

Secretary Treasurer. Septic need upgrading; heating upgrades; building needs to meet current building codes. Ballpark of \$300k may be on the light side; lots of repairs are required.

Councilor Jim Hinds: When a building has been closed and unoccupied, specific codes apply

Ms. Chung. If leased, those costs would still exist. No matter which way you go, there will be costs to bring it up to opening stage. Potential income generating is the attraction of re-opening. Cannot say balancing one over the other is not a good comparison. ST Response: Our business is in education.

Ms. Cardy. Because student enrolment is a factor vs. leasing for \$150K – realistically, you would be getting more than if leasing. Response: When you open as a school, you pay for operational costs.

Pam Alexis, Councilor. What is the average number of children per household? Response: Staff does not currently have the numbers but could look into this.

Liza Morse (Stave Falls). Moved to the area in 2006 however, the school closed shortly after she moved here; is a Librarian with FVRL; Outdoor school visits library. People are chomping at the bit to have an outdoor education facility; alternative or traditional school.

Phil Cooper (Stave Falls). Everyone's leaving. We do not have that type of school in Mission, we could attract Maple Ridge students to an outdoor school.

Kerri Booth (Stave Falls). Children attend Maple Ridge schools. Silverdale is a huge school however, it's 'falling apart'. Stave West community – bringing new people into the area.

Trustee Jim Taylor (Stave Falls). Conflict in common. Probably consider ourselves as an afterthought with Mission. Should be asking: how can we best service that community? We are bound by rules set by the province. Stave River would be the geographical boundaries. Maple Ridge needs the space. They're not interested in Stave Falls site. Province could dictate public boundaries. Don't care who we belong to – just concerned about the services provided. Assuming province doesn't change the boundaries; a chance to lobby regardless of government. Early fall – we need numbers. Agreed he would like to open up registration. We have a remarkable staff, however, it would take some sort of hybrid.

Trustee Cairns. Need numbers and no problem with having a hard registration in the Fall.

Phil Cooper. Has spoken with Mike Murray, SD42 Chairperson. Read a statement from an email from Mr. Murray. Mr. Cooper handed Chair Loffler a copy of the email.

Chair McKamey (Deroche). Spoke to the importance of small communities.

Phil Cooper. Reminded the important part that the District of Mission plays.

Trustee Jim Taylor. Committee of the Whole meetings are open to the public.

Question: What sort of numbers do we need to feasibly open a school? Response: Depends – broadly speaking when a school hits around 75 – you ask why it's there. Around the Province, there are small schools in unique situations. It might be useful to think that each classroom, viably to run, 25 – 28 students. Building itself is designed for 200. Board's decision balances the needs of students for all of the schools in the district.

How many classrooms are in the school? Approximately eight.

Minutes



Larry Jepsen. Determining registration would define feasibility. Current class size / composition rules and new contract negotiations in 2019 will possibly impact.

Question: Did we take into account Valley Christian as well as others? Response: it was specified under "private school".

The Committee Chair thanked everyone for their presentations and notes their support for pre-registration process.

- 6. **New Business**
- 7. **Minutes of Previous Meetings**
- 8. **Information Items**
- 9. **Adjournment**

**Moved and Seconded to adjourn the meeting.
CARRIED**

The meeting adjourned at 7:47 pm.

Certified Correct:

Original Signed by Rick Mckamey

Chair, Board of Education

Original Signed by Corien Becker

Secretary Treasurer

September 12, 2017

Date

September 12, 2017

Date

School Name	Catchment Area Population	Less: Attending Elsewhere in the District	Less: Attending Out of the District	In Catchment Capture #	% In Catchment Capture	% out of District	Plus: Internat.	Plus Cross Boundary	Total District Students	Plus: Out of District	Total Enrolment
Albert McMahon Elementary	740	340	84	316	42.7%	11.4%	3	73	392	0	392
Cherry Hill Elementary	475	226	54	195	41.1%	11.4%	3	46	244	2	246
Christine Morrison Elementary	305	82	25	198	64.9%	8.2%	1	237	436	2	438
Deroche Elementary	115	31	7	77	67.0%	6.1%		0	77	0	77
Dewdney Elementary	95	23	18	54	56.8%	18.9%		75	129	2	131
Ecole Heritage Park Middle	680	83	92	505	74.3%	13.5%	3	135	643	2	645
Edwin S. Richards Elementary								382	382	0	382
Fraserview Learning Centre								95	95	5	100
Hatzic Elementary	355	89	20	246	69.3%	5.6%	1	44	291	1	292
Hatzic Middle	875	160	149	566	64.7%	17.0%	16	69	651	7	658
Hillside Traditional Academy								354	354	8	362
Mission Central Elementary	310	116	58	136	43.9%	18.7%		91	227	1	228
Mission Senior Secondary	1,551	297	83	1,171	75.5%	5.4%	109	0	1,280	16	1296
Riverside College								89	89	27	116
Silverdale Elementary	280	71	119	90	32.1%	42.5%		17	107	0	107
Summit								198	198	60	258
West Heights Elementary	395	141	56	198	50.1%	14.2%		25	223	1	224
Windebank Elementary	700	350	118	232	33.1%	16.9%	2	79	313	1	314
TOTAL	6876	2009	883	3984	57.9%	14.6%	138	2009	6131	135	6266

Primary Out of Catchment
ESR
CM/ESR/Hillside
Hillside/AM
Dewdney
Hatzic/ESR
Dewdney/ESR/Hillside
CM/WB/ESR/Hillside
FV/RS/Summit
CM/ESR/Hillside
CM/ESR/Hillside
ESR/Hillside

average

Out of District	To	From	Gain / -loss
Agassiz/Harrison		3	
Abbotsford	218	60	-158
Burnaby		2	
Chilliwack		6	
Coquitlam		6	
Langley		5	
Maple Ridge/Pitt Meadows	148	30	-118
North Vancouver		1	
Richmond		1	
Surrey		3	
Vancouver		3	
Summit		15	
Private Schools	675	0	-675
	<u>1041</u>	<u>135</u>	<u>-951</u>

Students attending Maple Ridge Schools

	Wonnock	Other E	Secondary
K - 3	23	13	
4 - 6	30	10	
7-12	9	3	60
	<u>62</u>	<u>26</u>	<u>60</u>

Assumed recovery if Stave falls opened:

K - 3	19
4 - 6	25
	<u>44</u>

Student Data Numbers

MPSD Silverdale Students Summary

	K	1	2	3	K-3	4-6	K-6	7-9	10-12	Total
Silverdale Proper	4	4	4	9	21	22	43	39	45	127
Stave Falls	4	2	5	4	15	14	29	17	24	70
West Mission	4	3	2	2	11	7	18	18	20	56
Cross Boundary	4	3	1	3	11	6	17			17
Total	16	12	12	18	58	49	107	74	89	270

Silverdale Proper	K	1	2	3	K-3	4-6	K-6
Silverdale	4	4	4	9	21	22	43
ECM	1	0	2	3	6	2	8
ESR	0	3	2	0	5	2	7
Hillside	1	0	1	2	4	1	5
Westheights					0	2	2
Cherryhill				0	0	1	1
Hatzik E					0	1	1
Summit				1	1	0	1
Windebank					0	1	1
Total	6	7	9	15	37	32	69

Capture Rate of Silverdale MPSD captured students attending Silverdale 62.32%

Stave Falls	K	1	2	3	K-3	4-6	K-6
Silverdale	4	2	5	4	15	14	29
ECM		1	0	1	2	1	3
ESR					0	1	1
Hatzik E	1				1	0	1
Summit					0	1	1
Windebank					0	1	1
Total	5	3	5	5	18	18	36

Capture Rate of Stave Falls captured students attending Silverdale 80.56%

West Mission	K	1	2	3	K-3	4-6	K-6
Silverdale	4	3	2	2	11	7	18
ECM		4	2	3	9	7	16
ESR	1	2	2	2	7	3	10
Hillside	2	0	0	1	3	2	5
AM					0	2	2
Dewdney				1	1	1	2
Hatzik E					0	1	1
Summit					0	1	1
Windebank					0	1	1
Total	7	9	6	9	31	25	56

Capture Rate of West Mission MPSD captured students attending Silverdale 32.14%

SteelHead	K	1	2	3	K-3	4-6	K-6
Albert McMahon	3	2	1	2	8	3	11
ESR	0	0	2	0	2	7	9
Total	3	2	3	2	10	10	20

Capture Rate of Steelhead MPSD captured students attending Albert McMaho 55.00%

Silverdale / Stave Falls - School Enrolment Analysis

#1 Stave Falls		Students from Silverdale and recovered from Maple Ridge						
Primary Only		K	1	2	3	K-3	4-6	K-6
Stave Falls		4	2	5	4	15		15
Recover from MR*		4	4	7	4	19		19
		8	6	12	8	34		34
Silverdale		12	10	7	14	43	49	92
		20	16	19	22	77	49	126

Full School		K	1	2	3	K-3	4-6	K-6
Stave Falls		4	2	5	4	15	14	29
Recover from MR *		4	4	7	4	19	25	44
		8	6	12	8	34	39	73
Silverdale		12	11	9	11	43	35	78
		20	17	21	19	77	74	151

#2 Stave Falls		Students from Silverdale and Steelhead, and recovered from Maple Ridge						
Primary Only		K	1	2	3	K-3	4-6	K-6
Stave Falls		4	2	5	4	15		15
SteelHead		3	2	1	2	8		8
Recover from MR*		4	4	7	4	19		19
		11	8	13	10	42		42
Silverdale		12	10	7	14	43	52	95
		23	18	20	24	85	52	137

Full School		K	1	2	3	K-3	4-6	K-6
Stave Falls		4	2	5	4	15	14	29
SteelHead		3	2	1	2	8	3	11
Recover from MR *		4	4	7	4	19	25	44
		11	8	13	10	42	42	84
Silverdale		12	11	9	11	43	35	78
		23	19	22	21	85	77	162

#3 Stave Falls		Students from Silverdale, and recovered from Maple Ridge. West Mission students out of Silverdale catchment						
Primary Only		K	1	2	3	K-3	4-6	K-6
Stave Falls		4	2	5	4	15		15
Recover from MR*		4	4	7	4	19		19
		8	6	12	8	34		34
Silverdale		8	7	5	12	32	42	74
		16	13	17	20	66	42	108

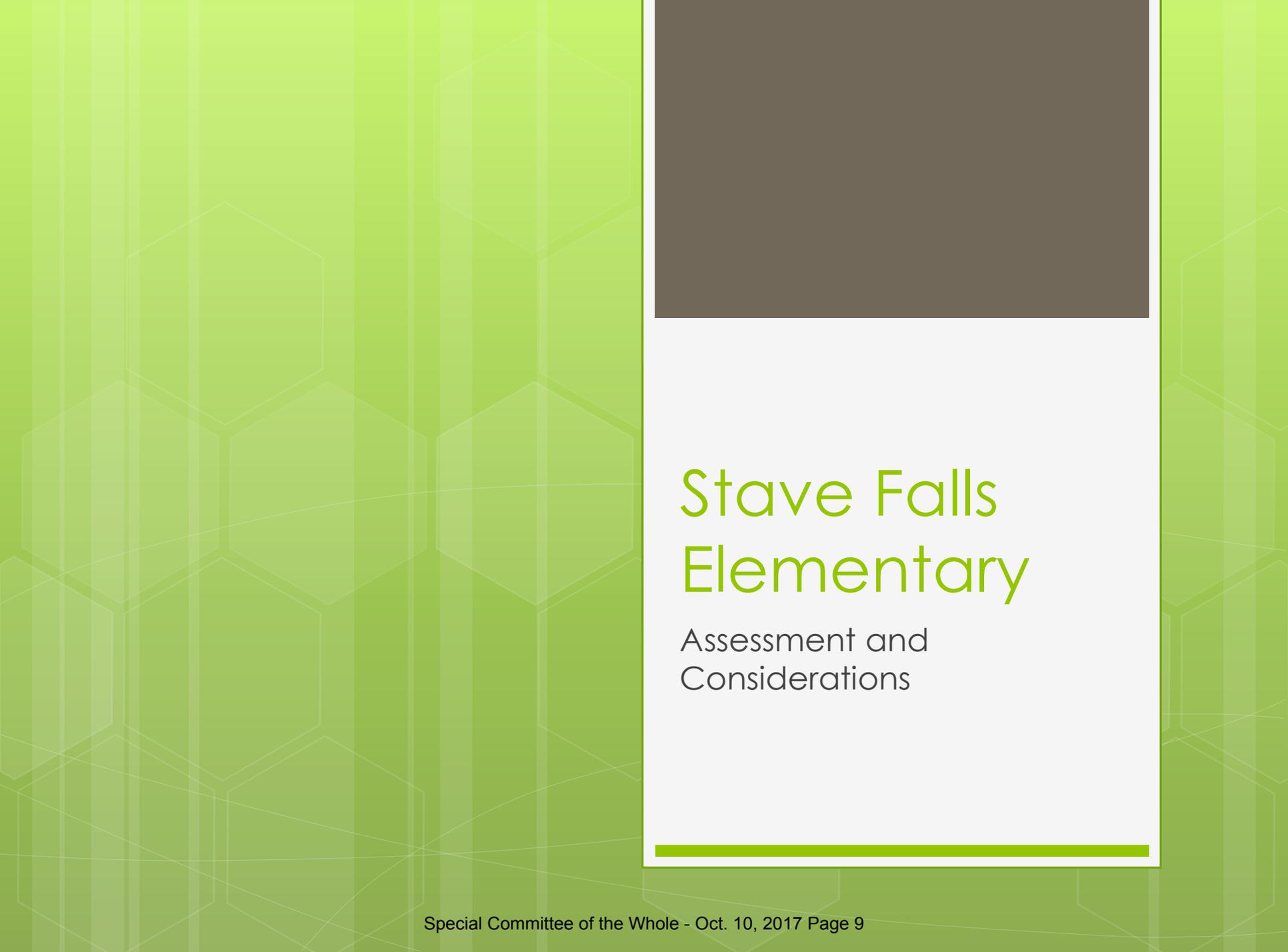
Full School		K	1	2	3	K-3	4-6	K-6
Stave Falls		4	2	5	4	15	14	29
Recover from MR *		4	4	7	4	19	25	44
		8	6	12	8	34	39	73
Silverdale		8	7	5	12	32	28	60
		16	13	17	20	66	67	133

#4 Stave Falls		Students from Silverdale and Steelhead, and recovered from Maple Ridge. West Mission students out of Silverdale catchment						
Primary Only		K	1	2	3	K-3	4-6	K-6
Stave Falls		4	2	5	4	15		15
SteelHead		3	2	1	2	8		8
Recover from MR*		4	4	7	4	19		19
		11	8	13	10	42	0	42
Silverdale		8	7	5	12	32	42	74
		19	15	18	22	74	42	116

Full School		K	1	2	3	K-3	4-6	K-6
Stave Falls		4	2	5	4	15	14	29
SteelHead		3	2	1	2	8	3	11
Recover from MR *		4	4	7	4	19	25	44
		11	8	13	10	42	42	84
Silverdale		8	7	5	12	32	28	60
		19	15	18	22	74	70	144

#5 Silverdale		No West Mission students, and no Stave Falls School						
		K	1	2	3	K-3	4-6	K-6
Silverdale		12	9	10	16	47	42	89

* Students projected to be recovered from the Maple Ridge Public School System



Stave Falls Elementary

Assessment and
Considerations

Purpose of this Presentation

- To discuss the current state of the building
- To cover background on funding
- To consider alternatives for the building's future

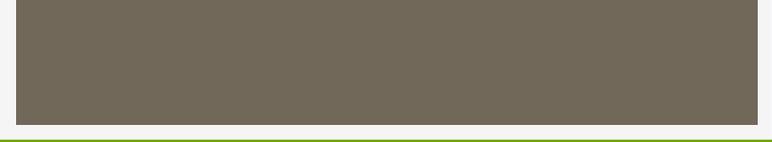
Alternative Possibilities

- Re-open full school
- Re-open a small school (eg Primary)
- Lease to another party
- Re-open and lease/share
- Sell property outright

Stave Falls







To turn Stave Falls back 'on'

- Building will be required to meet new building code requirements
- General entropy of building – leaking skylights, missing paint, etc
- Equipment – SF has no books, computers, etc
- Estimated cost: \$300 000

Support for opening school

- The Ministry will support schools down to 8 students
- The Ministry does fund schools with a ratio of distance from District Office; Stave Falls may be eligible for up to \$164000/year after its first year. (Requires no other school within 5km; Whonnock is 6.4km, Silverdale 10km)
- Possibility of leasing part of the building to another party
- Building currently costs \$11000 to heat and maintain at a minimal level
- School in community

Ongoing Cost Considerations

- Utilities for building \$23000 (2008 had about \$15000 in additional maintenance)
- Each Teacher is \$100 000
- Each Support Staff is \$40 000 (minimum a clerical worker and BSW)
- Each student generates \$7300; a classroom 'breaks even' somewhere between 15 and 25 students, depending on other factors
- 2008 total cost of the building was \$782 411

Other Implications

- A fundamental issue for consideration is that the students that could potentially attend Stave Falls are currently attending Silverdale Elementary.
- Silverdale would lose 20 or more students if Stave Falls re-opened; this would make it a likely candidate for closure
- Students from the SF area are attending Maple Ridge for Secondary School – we would not regain these students.

Other Implications cont'd

- While Stave Falls could be used as an 'overflow' school, it may not make financial sense.
- The added costs of a bus are a consideration, at \$25 000 or \$50 000 depending on how bussing is run
- The distance and time are at least as far as to other schools that have space (eg Silverdale, Dewdney, and Deroche) and are open
- Opening Stave Falls can impact overall ability of the District to get permission to build schools in areas of growth

Demographics

- Baragar Data indicates the number of children in the area is largely unchanged over the last decade. Roughly speaking, there are 120 school aged children in the area, of which 70 attend MPSD schools. (SFCA indicates about 200 children 0-18 in the area)
- About 60 are in the K-6 age group. However, those in older grades are also less likely to move schools. Also, as indicated elsewhere, many would be leaving another SD75 school
- 60 Mission students attend Whonnock.

Students from Mission attending Maple Ridge Schools in 2016/17

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
Albion Elementary					1			1						2
Alexander Robinson Elementary		1						1						2
Alouette Elementary		1						1						2
Connected Learning Community													1	1
Connex Program												2		2
Continuing Education													4	4
Environmental School Project						1								1
Eric Langton Elementary	1	1			1									3
Garibaldi Secondary									6	3	4	6	4	23
Glenwood Elementary						1								1
Highland Park Elementary					1									1
Kanaka Creek Elementary		1		1										2
Laity View Elementary	2		1	1	2		1							7
Maple Ridge Secondary									1	1	1	3		6
Outreach Alternate Secondary													1	1
Samuel Robertson Technical Secondary									1	1	1	2	3	8
Thomas Haney Secondary										5	3	3	4	15
Webster`s Corners Elementary	1			1		1								3
Whonnock Elementary	5	5	8	5	12	10	8	9						62
Yennadon Elementary			1		1									2
Grand Total	9	9	10	8	18	13	9	12	8	10	9	16	17	148

School Name	Catchment Area Population	Less: Attending Elsewhere in the District	Less: Attending Out of the District	In Catchment Capture #	% In Catchment Capture	% out of District	Plus: Internat.	Plus Cross Boundary	Total District Students	Plus: Out of District	Total Enrolment	Primary Out of Catchment
Albert McMahon Elementary	740	340	84	316	42.7%	11.4%	3	73	392	0	392	ESR
Cherry Hill Elementary	475	228	54	195	41.1%	11.4%	3	48	244	2	246	CM/ESR/Hillside
Christine Morrison Elementary	305	82	25	198	64.9%	8.2%	1	237	436	2	438	Hillside/AM
Deroche Elementary	115	31	7	77	67.0%	6.1%		0	77	0	77	Dewdney
Dewdney Elementary	95	23	18	54	56.8%	18.9%		75	129	2	131	Hatzic/ESR
Ecole Heritage Park Middle	680	83	92	505	74.3%	13.5%	3	135	643	2	645	
Edwin S. Richards Elementary								382	382	0	382	
Fraserview Learning Centre								95	95	5	100	
Hatzic Elementary	355	89	20	246	69.3%	5.6%	1	44	291	1	292	Dewdney/ESR/Hillside
Hatzic Middle	875	180	149	566	64.7%	17.0%	18	69	651	7	658	
Hillside Traditional Academy								354	354	8	362	
Mission Central Elementary	310	116	58	136	43.9%	18.7%		91	227	1	228	CM/WB/ESR/Hillside
Mission Senior Secondary	1,551	297	83	1,171	75.5%	5.4%	109	0	1,280	16	1296	FV/RS/Summit
Riverside College								89	89	27	116	
Silverdale Elementary	280	71	119	90	32.1%	42.5%		17	107	0	107	CM/ESR/Hillside
Summit								198	198	60	258	
West Heights Elementary	395	141	56	198	50.1%	14.2%		25	223	1	224	CM/ESR/Hillside
Windebank Elementary	700	350	118	232	33.1%	16.9%	2	79	313	1	314	ESR/Hillside
TOTAL	6876	2009	883	3984	57.9%	14.6%	138	2009	6131	135	6266	

average

Out of District	To	From	Gain / -loss
Agassiz/Harrison		3	
Abbotsford	218	60	-158
Burnaby		2	
Chilliwack		6	
Coquitlam		6	
Langley		5	
Maple Ridge/Pitt Meadows	148	30	-118
North Vancouver		1	
Richmond		1	
Surrey		3	
Vancouver		3	
Summit		15	
Private Schools	675	0	-675
	1041	135	-906

Students attending Maple Ridge Schools

	Wonnock	Other E	Secondary
K - 3	23	13	
4 - 6	30	10	
7-12	9	3	60
	62	26	60

Assumed recovery if Stave falls opened:

K - 3	19
4 - 6	25
	44

Student Data Numbers

MPSD Silverdale Students Summary										
	K	1	2	3	K-3	4-6	K-6	7-9	10-12	Total
Silverdale Proper	4	4	4	9	21	22	43	39	45	127
Stave Falls	4	2	5	4	15	14	29	17	24	70
West Mission	4	3	2	2	11	7	18	18	20	56
Cross Boundary	4	3	1	3	11	6	17			17
Total	16	12	12	18	58	49	107	74	89	270

Silverdale Proper	K	1	2	3	K-3	4-6	K-6
Silverdale	4	4	4	9	21	22	43
ECM	1	0	2	3	6	2	8
ESR	0	3	2	0	5	2	7
Hillside	1	0	1	2	4	1	5
Westheights					0	2	2
Cherryhill				0	0	1	1
Hatzik E					0	1	1
Summit				1	1	0	1
Windebank					0	1	1
Total	6	7	9	15	37	32	69

Capture Rate of Silverdale MPSD captured students attending Silverdale 62.32%

Stave Falls	K	1	2	3	K-3	4-6	K-6
Silverdale	4	2	5	4	15	14	29
ECM		1	0	1	2	1	3
ESR					0	1	1
Hatzik E	1				1	0	1
Summit					0	1	1
Windebank					0	1	1
Total	5	3	5	5	18	18	36

Capture Rate of Stave Falls captured students attending Silverdale 80.56%

West Mission	K	1	2	3	K-3	4-6	K-6
Silverdale	4	3	2	2	11	7	18
ECM		4	2	3	9	7	16
ESR	1	2	2	2	7	3	10
Hillside	2	0	0	1	3	2	5
AM					0	2	2
Dewdney				1	1	1	2
Hatzik E					0	1	1
Summit					0	1	1
Windebank					0	1	1
Total	7	9	6	9	31	25	56

Capture Rate of West Mission MPSD captured students attending Silverdale 32.14%

Steelhead	K	1	2	3	K-3	4-6	K-6
Albert McMahon	3	2	1	2	8	3	11
ESR	0	0	2	0	2	7	9
Total	3	2	3	2	10	10	20

Capture Rate of Steelhead MPSD captured students attending Albert McMaho 55.00%

Silverdale / Stave Falls - School Enrolment Analysis

#1 Stave Falls	Students from Silverdale and recovered from Maple Ridge						
Primary Only	K	1	2	3	K-3	4-6	K-6
Stave Falls	4	2	5	4	15	15	19
Recover from MR*	4	4	7	4	19	19	19
	8	6	12	8	34	34	
Silverdale	12	10	7	14	43	49	92
	20	16	19	22	77	49	126

Full School	K	1	2	3	K-3	4-6	K-6
Stave Falls	4	2	5	4	15	14	29
Recover from MR *	4	4	6	4	18	25	43
	8	6	11	8	33	39	72
Silverdale	12	11	9	11	43	35	78
	20	17	20	19	76	74	150

#2 Stave Falls	Students from Silverdale and Steelhead, and recovered from Maple Ridge						
Primary Only	K	1	2	3	K-3	4-6	K-6
Stave Falls	4	2	5	4	15	15	19
Steelhead	3	2	1	2	8	8	8
Recover from MR*	4	4	7	4	19	19	19
	11	8	13	10	42	42	
Silverdale	12	10	7	14	43	52	95
	23	18	20	24	85	92	137

Full School	K	1	2	3	K-3	4-6	K-6
Stave Falls	4	2	5	4	15	14	29
Steelhead	3	2	1	2	8	3	11
Recover from MR *	4	4	6	4	18	25	43
	11	8	12	10	41	42	83
Silverdale	12	11	9	11	43	35	78
	23	19	21	21	84	77	161

#3 Stave Falls	Students from Silverdale, and recovered from Maple Ridge. West Mission students out of Silverdale catchment						
Primary Only	K	1	2	3	K-3	4-6	K-6
Stave Falls	4	2	5	4	15	15	19
Recover from MR*	4	4	7	4	19	19	19
	8	6	12	8	34	34	
Silverdale	8	7	5	12	32	42	74
	16	13	17	20	66	42	108

Full School	K	1	2	3	K-3	4-6	K-6
Stave Falls	4	2	5	4	15	14	29
Recover from MR *	4	4	6	4	18	25	43
	8	6	11	8	33	39	72
Silverdale	8	7	5	12	32	28	60
	16	13	16	20	65	67	132

#4 Stave Falls	Students from Silverdale and Steelhead, and recovered from Maple Ridge. West Mission students out of Silverdale catchment						
Primary Only	K	1	2	3	K-3	4-6	K-6
Stave Falls	4	2	5	4	15	15	19
Steelhead	3	2	1	2	8	8	8
Recover from MR*	4	4	7	4	19	19	19
	11	8	13	10	42	0	42
Silverdale	8	7	5	12	32	42	74
	19	15	18	22	74	42	116

Full School	K	1	2	3	K-3	4-6	K-6
Stave Falls	4	2	5	4	15	14	29
Steelhead	3	2	1	2	8	3	11
Recover from MR *	4	4	6	4	18	25	43
	11	8	12	10	41	42	83
Silverdale	8	7	5	12	32	28	60
	19	15	17	22	73	70	143

#5 Silverdale	No West Mission students, and no Stave Falls School						
	K	1	2	3	K-3	4-6	K-6
Silverdale	12	9	10	16	47	42	89

* Students projected to be recovered from the Maple Ridge Public School System

Leases and Hybrids

- The building could be leased for approximately \$150 000, but much of the costs outlined before would need to be undertaken
- Potential lessors would be required to be admitted by the Ministry of Education
- A smaller lease could be initiated, in which a school shares space with other users

Other implications

- A full lease would net the district perhaps \$100 000 after initial start up
- More attractive the longer the lease is, but this removes the school expanding or opening into it
- Shared space hassles/admin costs
- A hybrid relies on other users being sustainable, with ongoing funding and resources

Sale of Property

- The property is assessed at over \$3.2 M; offers could be considerably higher (or lower) than that
- Requires approval of the MoE
- No need to do upgrades, repairs, etc
- Loss of potential school for future

Conclusions

- On the balance, it is not financially advantageous to re-open the school
- There may be other considerations that can create a 'win-win'
- Long term best interests of the Board and the students of Mission need to be balanced in any decision

CAN COMMUNITY HUBS FILL THE VOIDS LEFT BY CLOSED PUBLIC SCHOOLS?

FOUR RECOMMENDATIONS FOR ONTARIO

SUMMARY

Public schools across Ontario are being permanently closed at unprecedented rates. While the impacts of school closures on communities have not been comprehensively studied in Canada, the loss of a public school undoubtedly leaves a void in the community left behind. Co-locating schools with community hubs is a novel strategy for helping school boards overcome the costs of their 'surplus space', whilst ensuring that these assets stay in the public domain. For such a strategy to be viable however, greater support is needed from the provincial government. We offer four recommendations for supporting the creation of community hubs in Ontario.

RÉSUMÉ

La fermeture définitive d'écoles publiques de l'Ontario se produit à un rythme sans précédent. Même si les répercussions des fermetures d'écoles sur les collectivités n'ont pas fait l'objet d'une étude complète au Canada, la perte d'une école publique laisse sans aucun doute un vide dans la collectivité touchée. Faire cohabiter les écoles et les carrefours communautaires constitue une stratégie inédite pour aider les conseils scolaires à surmonter les coûts de leur « surplus d'espace », tout en garantissant que ces biens demeurent dans le domaine public. Cependant, pour qu'une telle stratégie soit viable, il est nécessaire que le gouvernement provincial fournisse un soutien plus important. Nous proposons quatre recommandations pour appuyer la création de carrefours communautaires en Ontario.

In this paper, we explore the issue of school closures, an issue that is "high profile, high impact, contentious and increasingly common in Ontario's communities" (Irwin & Seasons, 2012, p.46). While this paper is scoped to the Ontario school closure context, closures are evident throughout Canada. Between 2009 and 2012, 172 elementary and secondary schools in Ontario were closed (P4E, 2009). Between 2012 and 2015, 125 were slated for closure, with a further 142 under review (P4E, 2012). In British Columbia, 249 elementary and secondary schools have closed since 2002 (BCTF, 2016).

School closures are typically triggered by under-enrolment, which is caused by demographic changes as well as migration to urban and suburban areas (P4E, 2009; P4E, 2008). According to Statistics Canada, the number of students in Canada's elementary and secondary schools will have declined by as much as 500,000 between 2008 and 2023 (P4E, 2008). In Ontario, the restrictive per-pupil funding model (Irwin, 2012) as well as dramatic cuts in provincial funding for education (P4E, 2012) has left boards with no options for subsidizing schools that are smaller, in more remote areas, and/or not operating at full capacity. Coupled with rising operating and maintenance costs of aging school infrastructure, school boards are often left with no other option but to close a school.

While the short- and long-term impacts of public school closures on neighbourhoods have evaded scrutiny in Canada, education and planning scholars and practitioners have long argued that schools are key public assets that build community cohesion (Perry, 1929; Valencia, 1984; Seaman, 2015). As such, it is reasonable to expect, and a handful of studies have demonstrated (Kearns et al., 2009; Witten et al., 2001; Autti & Hyry-Beihammer, 2014), that permanent closures of these institutions can undermine community cohesion, which could trigger and/or accelerate neighbourhood decline and disinvestment. These threats are particularly worrisome,

given that closures are more common in small towns and rural communities in which the school was the anchor (Oncescu & Giles, 2012), and in inner-city communities that have often endured other forms of state withdrawal and disinvestment in the preceding years (Basu, 2004; Irwin & Seasons, 2012).

In March 2015, the Province of Ontario published the *Community Hubs Strategic Framework* (Government of Ontario, 2015), which is intended to adapt existing public properties to become community hubs. Community hubs are designed to function as a central access point for a range of needed health and social services, and as gathering places to facilitate community growth. No two hubs are alike, as each provides a variety of services, programs and activities reflecting the needs of the immediate community. The goal of the *Framework* is to identify barriers to the implementation of hubs in Ontario, so that greater coordination can be achieved across government bodies and programs. Additionally, the *Framework* works towards providing community-focused service delivery in places such as closed schools (Government of Ontario, 2015).

In 2016, we explored the potential of Ontario's community hub initiative to address the threats to neighbourhood livability that are posed by the permanent closure of public schools (Cranston, 2017). To that end, we conducted key informant interviews with employees at existing community hubs in Ontario, and with members of the Premier's Advisory Group on community hubs. We also reviewed the Ministry of Education's *Accommodation Review Guidelines* (MoE, 2006) and *Community Planning and Partnerships Guidelines* (MoE, 2015), and *Ontario Regulation 444/98 of the Education Act* (Government of Ontario, 2010). Through this research, we discovered that one viable method to address the impacts of school closures, while enabling more coordinated service delivery, is to co-locate schools and hubs within the same building. A co-location model would take the onus of building operation and maintenance off of school boards, and would allow more

small schools in Ontario to remain open. Furthermore, reimagining community hubs to include operational schools would make the publically owned infrastructure inclusive and beneficial for all members of a community, rather than just for students. At this time, however, a lack of coordinated planning and policy makes the creation of hubs a difficult and timely process, and prevents closed or threatened schools from transforming efficiently into hubs. Until other frameworks or more concrete policy exists to support the conversion of school buildings into hubs, saving publically owned assets for conversion into hubs remains a complex and challenging issue. Based on our analysis, we offer four recommendations to guide the creation of community hubs to address the threats posed by school closures in Ontario.

RECOMMENDATION 1:

Create a provincial lead for community hubs
The siloed, fragmented nature of the provincial planning system is a major barrier to the creation of more community hubs in Ontario. As stated in the *Framework* (Government of Ontario, 2015), there needs to be a provincial lead for community hubs to be successful. The lead would sit above and work across ministries, to make planning for hubs more cohesive and less complicated. Structural realignment of resources and accountabilities would be required across ministries to ensure effectiveness of the role (Government of Ontario, 2015). Knowing that ministries cannot act alone on the issue of community hubs, a provincial leadership role, and a full review of ministries' accountability and fiscal plans, are required immediately to facilitate the introduction of more hubs (Government of Ontario, 2015).

RECOMMENDATION 2:

Move towards municipal ownership of school buildings
Under the current funding model, surplus space is a liability for school boards. In some cases, Ontario municipalities could assume ownership of schools that provide considerable value to the neighbourhoods in which they are situated, but are too expensive to be maintained by the local board. Debt finance acquisition would allow municipalities to begin to take ownership of local school buildings. Lease rates for space inside the hub would be determined through the municipality's asset management plan. In this instance, the

“ IT IS REASONABLE TO EXPECT THAT THE LOSS OF A PUBLIC SCHOOL, HOWEVER UNDER-ENROLLED, LEAVES A VOID IN THE COMMUNITY LEFT BEHIND.

municipality would lease the space necessary for education delivery to the local school board, and the 'surplus space' to other community partners. With time, the revenue generated from leasing agreements would allow the building to become fiscally self-sufficient, with the municipality incurring general maintenance and operation costs. This model makes efficient use of space that was once surplus and underutilized, and saves important publically owned infrastructure for community benefit. Furthermore, this model takes the onus of building operation off of school boards, and better connects municipalities to their infrastructure and community needs.

RECOMMENDATION 3:

Create a framework to measure the socioeconomic benefit of a school
Currently, there exists no framework to measure the socioeconomic benefit of schools for a local community. Such a framework is necessary to recognize schools as unique elements of public infrastructure; a place that facilitates the delivery of education but also determines the quality of the local community. To ensure processes and planning are more reflective of the value of public properties to communities, there needs to be greater communication of existing properties that are underutilized or no longer needed for their original use (Government of Ontario, 2015). A framework that measures socioeconomic benefit could help decide when sale of a school at fair market value may not align best with public interests, and whether the economic and community benefits warrant an investment on the part of the government for property acquisition (Government of Ontario, 2015).

RECOMMENDATION 4:

Retrofit existing schools to protect student safety
A major barrier for the co-location of education and community hub services is student safety. The intermittent nature of service delivery makes it challenging to

know who is in a building at any given time, which directly challenges school boards' responsibility to protect student safety. Furthermore, the *Community Planning and Partnership Guideline* (MoE, 2015) implies that co-location of education and other services should take place in newly constructed facilities that separate the uses. If the Province wants to maintain and upgrade their existing public infrastructure, attention and funding must be prioritized to upgrade existing schools with greater student safety measures (should the school and hub be co-locating in the same building). The Province, local municipalities and school boards should re-evaluate their accountability and fiscal plans to provide funding to assist with retrofits, so existing building stock can be repurposed and maintained for community benefit. Student safety is a primary reason why school boards guard their territory defensively; if the Province desires the co-location of hub and education services, it is important that the provincial government budget for such retrofits.

In conclusion, public schools across Ontario are being permanently closed at unprecedented rates. While the impacts of school closures on communities have not been comprehensively studied in Canada, it is reasonable to expect that the loss of a public school, however under-enrolled, leaves a void in the community left behind. Co-locating schools with community hubs is a novel strategy for helping school boards overcome the costs of their 'surplus space', while ensuring that these assets stay in the public domain. For such a strategy to be viable however, greater support is needed from the provincial government in Ontario, and we offer four recommendations accordingly. The time is now for more creative thinking and greater flexibility in planning, before these valuable community assets are gone forever.

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