



SACKVILLE  
20/20

# Proposal for a Community-Supported Learning Campus in Sackville, NB

BRIEF TO THE MINISTER OF EDUCATION

**January 2020**

We are living through an era of radical change. How do we ensure our children receive a world-class education that prepares them to thrive in the 21<sup>st</sup> century, given Sackville's aging school infrastructure and outdated education policies and practices? The Sackville 20/20 (S20/20) model provides an innovative vision for community-supported education that addresses these challenges. Moreover, it responds to the action items put forth by Minister Dominic Cardy in the recently released "Succeeding at Home: A Green Paper on Education in New Brunswick" by focusing on optimized learning environments, student well-being and lifelong learning, all within a community framework.

With the education sector as the largest economic driver of Sackville, this vision is designed to be the key to the educational, economic and cultural future in our community. The S20/20 model is a bold approach that meets the current and future needs of the classroom and the community. Below is a high level overview of the proposal for Sackville to become the first of many communities in NB to establish an inspiring, community-based approach to education.

The S20/20 model involves the coming together of different ways of doing education that rely on purpose-fit community-supported infrastructure. For the project to move forward, our next steps require:

1. the Province's endorsement of this Green Paper-inspired pilot project, along with
2. the Province committing to leasing space within the proposed Community Learning Campus.

## IMAGINE THE POSSIBILITIES

Imagine a COMMUNITY-SUPPORTED EDUCATION model with modern facilities to suit the specific needs of Sackville. This could include:

- Distinct learning communities with shared facilities (functioning separately and cooperatively as appropriate)
- Expanded trades & internships (making use of community resources)
- Community facilities & meeting spaces (e.g. community kitchen; broadening and deepening community relationships)
- Shared services (eg. public health, integrated libraries and learning commons)
- Recreation and athletic facilities (eg. shared fieldhouse, indoor track, outdoor classrooms)
- Seniors college and pre-K programs (intergenerational learning opportunities)

### Why is Now the Right Time?

- Marshview Middle School is going to close & this is the ideal time to reconfigure school infrastructure in Sackville.
- Collaboration between Town, schools, university, province, & the private sector can achieve much more together than any one on their own, saving the province millions of dollars over the years

### Unique Partnerships are already in place:

- Have attracted multiple sources of funding (including federal)
- Shared facility opportunities
- Shared services, shared expertise, bringing together university & community
- Include granting agency & revenue-generating opportunities

Box 1: The possibilities in Sackville

## BACKGROUND

Since 2015, Sackville 20/20 has been developing an integrated vision for learning and living in the community of Sackville (see Box 1).

**WORKING TOGETHER:** S20/20 is an incorporated not-for-profit composed of students, parents, educators, business leaders, civic and educational officials—a group dedicated to enhancing education in NB. We work with the Premier; Minister and the Department of Education & Early Childhood Development; Town of Sackville; Tantramar family of schools; community partners in Dorchester, Port Elgin and Memramcook; Mount Allison University; educational consultants from near and far; and the local community.

**OUR GOAL:** We are working to establish Sackville as an innovative and integrated learning community. One where students can thrive in an inspiring culture of community-supported teaching and learning. A goal is to establish a learning community with modern, cost-effective, environmentally-friendly educational facilities in a central campus. The S20/20 educational model is grounded in lifelong learning, including students and learners from all backgrounds, from preschool to post-secondary and beyond, with 21<sup>st</sup> Century learning principles at its core.

**MAKING IT HAPPEN:** S20/20's model mobilizes the resources of the five sectors of the community:

1. Civic (governance)
2. Economic (private and social enterprises)
3. Public (libraries, museums, social and health agencies)
4. Education (early learning through post-secondary)
5. Voluntary

Partnerships and collaboration amongst these five sectors are key to the success of the S20/20 model. Furthermore, inspiring, meaningful and engaging community-based learning involves the integration of effective 21<sup>st</sup> Century teaching and learning methods. Place-based learning principles described in educational research over the past decade are core features (C21 Canada, 2015; Dryfoos & Quinn, 2005; McKnight & Block, 2012; OECD, 2001).

**WHY SACKVILLE?** Sackville already has a strong national reputation as a community with a highly informed and leading-edge approach to its major pillar: education. The education sector employs 11% of Sackville residents and increases the population by 40% from September to April, making it the largest economic driver of this small town (Abouleish, 2019). Given its assets, local interest and capacity, Sackville is an ideal community to successfully implement the ideas put forth in the *Green Paper* and help inspire a positive educational shift in NB.

**WHAT ABOUT CURRENT SCHOOLS?** Sackville has 3 old, outdated school buildings—Salem Elementary (1980; as of 2017, a deferred maintenance of \$1,450,000), Marshview Middle (1949; as of 2017, a deferred maintenance of \$2,474,000) and Tantramar Regional High School (1968; as of 2017, a deferred maintenance of \$1,995,000)—all of which are in need of expensive repairs [over \$6M in deferred maintenance (E&Y, 2017)]. In the fall of 2018, the ASD-E DEC followed the Policy 409 process to undertake a Sustainability Study of Marshview Middle. The

DEC made the following recommendation:

*To close Marshview Middle School and ask for a building assessment of Salem Elementary School for a midlife upgrade and to expand the space for a K-8. Should it be determined that Salem Elementary School is not suitable for a midlife upgrade, we request a new K-8 school to replace Marshview Middle School and Salem Elementary School. (ASD-E, DEC minutes, Dec 4, 2018)*

However, according to the E&Y report (2017), Salem Elementary is already undersized by 28% compared to current EECD Planning Guidelines. Furthermore, Salem is “built under older guidelines, and there is pedagogical space that is missing compared to a modern school” (p. 27). The report cites concerns about adding on to Salem to create a K-8 school, stating that “there is little room on the property for an addition without a land purchase (or removing the playfield)” (p.18). Given the shortage of space and appropriate adjacent land, it is highly unlikely that Salem will be found to be suitable to expand into a K-8. In addition, TRHS is in need of an overdue mid-life upgrade that will cost over \$2M. This would fix only basic operations issues at the high school, while not even addressing its archaic design features.

Clearly, the opportunity exists to construct not only new K-8 infrastructure, but to replace all 3 of Sackville’s outdated schools with a modern, central set of buildings (see below for details on our exciting Community Learning Campus vision). This will **save over \$300K annually on operational costs** (excluding staffing and energy savings; p.28) and help propel education in Sackville to new inspiring heights that better meet the needs of students, educators and the community.

### KEYS FOR SUCCESSFUL COMMUNITY-SUPPORTED EDUCATION:

- Mapping connections, both formal and informal: Individuals and groups that engage in community learning activities will be involved in varying capacities to enhance learning.
- Lifelong learning: Students of all ages and at all stages of life, from preschool to post-secondary and beyond, will have access to learning and teaching opportunities. Community members can register to contribute or receive learning resources.
- Community resource pool: Creation of a community learning resource database will assist in sharing resources and identifying gaps. These resources would then be available to support community learning activities and enhance educational experiences.
- Sharing facilities with the community: Implementation of a ‘communities in schools’ and ‘education in the community’ policy (Government of New Brunswick). This invites citizens’ support of and use of our local public school facilities, community colleges and universities in building a learning community.
- Real-life skills & meaningful learning: Integrating 21<sup>st</sup> Century learning skills and principles for education will be key for ensuring that education meets the needs of today’s youth.

## THE OPPORTUNITY

On a practical level, Sackville’s elementary, middle and secondary schools, as well as the publicly-funded Mount Allison University, were not designed to collaborate in their educational offerings. As discussed above, each

have rapidly aging buildings and infrastructure, and none is located centrally. Furthermore, there is a disconnect between these types of outdated learning institutions and systems, and what is required for effective modern education. In contrast, the S20/20 model responds to the *Green Paper's* call for the community to use local resources and learning opportunities, moving us towards meaningful community-supported education. This collaborative, place-based approach will ensure local excitement, pride and a sense of ownership with regards to the learning that happens in Sackville. It will also serve to connect learning to the real-world issues, challenges and realities of living in a small New Brunswick community.

Through the process of developing a local plan based on the S20/20 model, various challenges and ideas presented in the *Green Paper* would be addressed:

- The S20/20 model will create a shift from an old-fashioned, hierarchical, policy-driven and disconnected system of education to a **community-based** network of integrated, responsive educational organizations. Within this new system, educators at all levels will be able to collaborate continuously, and share knowledge both horizontally and vertically.
- Given that it is place-specific, there is significant **local autonomy** for educators under the S20/20 model. This will ensure meaningful professional development, resource sharing and facility integration. Such a concept can certainly be scaled-up across other NB communities, yet each would be designed and built around the unique features and potential in those communities. For example, we have consulted with Miramichi, where the NB Community College campus will act as a partner; in Florenceville-Bristol, McCain Foods wishes to play an active role and be a potential partner in education; and Saint John is currently working with architects and community development groups to design and build their own model of a community-based school in the inner city.
- Rather than being textbook driven, outdated or fragmented, the S20/20 model will allow for an **interdisciplinary curriculum** that is experiential, inspiring and evolving.
  - Skills, content and retention of information will not be taught as an end in themselves, but knowledge will be created and shared through research and application amongst all members of the community. Learning will be connected to previous experiences, emerging interests, and community-based resources.
  - The curriculum across all levels will incorporate higher order thinking skills, multiple intelligences, technology and multimedia, global competencies and the multiple literacies of education for the 21<sup>st</sup> Century. There will be a central role for experiential learning, outdoor and environmental education, and integrated communications technologies.
- There will be a marked change from the top-down, group-think and centrally-driven model outlined in the *Green Paper*, to a local one focusing on diversity, creativity and empathy. Considerations about the **purpose of education** and students' and teachers' needs will drive decisions.
  - Students and teachers are the core of the teaching and learning process. Learning will be meaningful and relevant to engage and inspire.
  - Students can learn about the community in which they live and tackle real-life problems with useful solutions. This will also help students become more connected with local opportunities for employment in the future.

We envision a centralized **Community Learning Campus** (see Box 2 and Figure 1). Here, the classroom is expanded to include the greater community, but also includes a new, integrated approach to the educational facilities where the learning actually happens. This will require a major change to school infrastructure in Sackville. A new learning campus will be developed and constructed within the heart of the community, while old school buildings are re-purposed. Such changes will serve to integrate teaching and learning infrastructure together with existing and enhanced facilities. See Appendix B for desired Sackville-specific design features.

**Experiential learning:** Mount Allison University will be a major feature in the Community Learning Campus, with new teaching, research, and experiential learning opportunities developed in partnership with K-12 learners—a clear goal of NB’s 10-Year Education Plan. The university is already heavily involved in the K-12 system in Sackville, and this partnership will be consolidated and enhanced in this vision.

**Shared facilities:** Local facilities, such as the Sackville and Mount Allison libraries, outdoor fields and recreation facilities/parks, as well as shared athletics facilities would make Sackville the only community in Canada with integrated educational and community infrastructure. Being in the centre of the community will make these facilities highly walkable and accessible. See Appendix C for an infrastructure user grid possibility.

**Adaptability and flexibility are critical to effective learning environments.** As outlined in the Green Paper, we can speculate endlessly about the future of education. However, one absolute is that educational facilities and policies must be designed to adapt to inevitable changes at minimum expense and little disruption to the educational process. The S20/20 model allows for many progressive strategies, including:

- a variety of learning spaces that meet individual and group needs;
- multi-use teaching areas;
- purposeful technology programs;
- flexible, modular classroom designs;
- sustainable, intentional design properties; and accessible and safe community-use facilities, securable from a distance on a 24/7 basis. Local management of scheduling will facilitate the efficient use of all facilities, both indoors and outdoors.

## DEFINITION OF A COMMUNITY LEARNING CAMPUS

The **Community Learning Campus** will be an intentionally-designed public gathering place that is conveniently located in the centre of town. It will be valued by the local community as an access point for a wide range of community activities, programs, services and events. The campus will act as a multi-purpose centre and will include specific public services such as a library, parks, schools, health care and social support programs. While specific to Sackville, this model is scalable to other communities. Each campus “hub” is unique to the surrounding community and yet three objectives are common:

- **Service coordination and delivery:** Collaboration between different organisations is encouraged in an effort to better serve community needs. The shared common facilities are an efficient use of local resources in a central location, thereby reducing travel and providing easy access for individuals.
- **Place making:** Thoughtful design helps to reinforce a place’s identity and make it a more attractive location for people to gather and interact with each other and reducing the disconnect between the community and the schools, as well as between the educational facilities themselves.
- **Community building:** A common meeting place and resource centre increases social interconnectivity and encourages projects that enhance community development and social capacity. It becomes a community centre that has a range of facilities and opportunities, including, but not limited to, educational opportunities.

Box 2: What is a Community Learning Campus?

It is widely acknowledged that establishing and maintaining strategic partnerships and integrated services provides improved results for a community. Central, accessible and flexible learning spaces mimic the character of Sackville as a small rural community where there are already many opportunities for learning to coexist within a relatively small geographical footprint. **One advantage of a centralised Community Learning Campus is that learning can be tailored more specifically to the needs of the individual.** For example, a student can be integrated into the traditional K-12 system, while also pursuing a trades related program of study with local businesses. Indeed, within this model, students will have enormous scope to pursue a learning program that is thoroughly integrated into the life of the community. In another scenario, a student may take some classes with their peers while taking university classes at a higher level, depending on ability and interest. Moreover, Mount Allison students can undertake university course work while embedded within the K-12 system, gaining invaluable practical experience alongside academic credits. A community-based, integrated model opens up many possibilities (see Appendix C for shared spaces potential)!



Figure 1: The Sackville 20/20 Community Learning Campus vision



## THE S20/20 MODEL MAKES ECONOMIC SENSE

As discussed, Sackville's current schools have deferred maintenance costs that are staggering. The 3 buildings are in need of over \$6M in repairs (E&Y 2017), which will simply fix structural and operations-related problems. These repairs would not address the outdated design features that stand in the way of progressive, innovative educational practices. In contrast, by building an efficient, modern, eco-friendly campus that encompasses all grades, and shares facilities with pre-K and post-secondary, there will be substantial yearly cost savings of over \$300K (p.26), which doesn't include energy savings. In addition, S20/20 has done the groundwork to ensure that the Community Learning Campus be funded in a way that requires the NB government to simply lease space for public school, with private investment helping fund the development of the facility(ies).

### THE WAY FORWARD IS P4

Implementing the S20/20 model will provide for a multitude of beneficial efficiencies and cost savings for NB, a province with financial challenges. Operating Sackville's educational facilities as one unified campus will be much more cost-effective than having three separate and aging schools. Integrating new facilities with existing structures at Mount Allison and the larger community (parks, libraries, museums, town hall, etc.) is practical and a collaborative approach will save money now and into the future.

To achieve this exciting scenario, **we propose the implementation of unique public-private-public partnership agreements (P4)** to develop and construct the Community Learning Campus (see Box 3). Federal, provincial and local partners will be key collaborators. Building on existing federal support from

## A COMMUNITY CENTRE WITH A SCHOOL WITHIN: A P4 MODEL

**OVERVIEW:** The S20/20 model envisions a state-of-the-art central Community Learning Centre (CLC) that houses the local schools and has a cutting-edge approach to financing and management. This proposal has many economic, social, cultural and environmental benefits.

**A P4 FUNDING MODEL:** A new way to fund a large project like the S20/20 CLC is through a P4 approach: **PUBLIC-PRIVATE-PUBLIC PARTNERSHIP**. This fresh idea describes a model wherein our local, non-profit community group works directly with Ashford Developments, who act as financial and construction partners. Ashford has many years of experience in creating community schools throughout the Maritimes. In addition, there will be funding support from federal sources for community development projects, as well as public financing through long-term rental/leasehold of space within the CLC (see below).

**DEVELOPER:** Ashford Development has committed to developing the CLC by providing the financing to make it happen, on time and on budget. Ashford has a deep and lasting relationship with Sackville and NB, with major economic investments in this province. Ashford executives are committed to the P4 approach, where they wish to work within a non-profit model.

**MANAGEMENT:** Using successful NB-based examples, such as Carrefour Beausoleil, as inspiration, the CLC will be managed by the S20/20 non-profit Board of Directors. In addition, a variety of jobs will be created as the CLC vision becomes a reality. The model is based on current employment contracts and we envisage employment increases associated with the project.

### CLC TENANTS & PARTNERS (see Appendix C):

- Department of Education; K-12 educational space leased through the Minister of Education (as in several NB locations)
- Health (e.g. Horizon Health) and social development services
- Tantramar Seniors' College
- Mount Allison University: e.g. shared heating plant (making use of excess heat production) and facilities
- Local preschool provider(s)
- Athletics/recreation program providers
- NB Provincial Library
- Technology service providers
- Community kitchen and related skills providers (apprenticeships, food systems, etc.)
- Work skills training and community trade providers (apprenticeships, etc)
- Municipal creative/artistic program providers

Box 3: A P4 approach to funding the Community Learning Campus



ACOA, as well as federal funding that would be earmarked for this project, our unique community-based model allows for a wide range of financial partnerships and investment. On a provincial level, we will work with the Department of Education and Early Childhood Development (EECD), Post-secondary Education, Training and Labour (PETL), as well as Ashford Development Group—a NB-based developer with many years of experience in educational design and community development—who is excited to invest in this project, in cooperation with our non-profit Sackville 20/20 group. On a local level, S20/20 will continue to foster partnerships with the Town of Sackville (support for S20/20 is written into the Town's 2017-2022 Strategic Plan), Mount Allison University, and other interested groups, such as preschools, forest schools and seniors' groups. Education will be the central social and economic force within the community economic development strategy for Sackville, which can be scaled to communities across NB. A 2019 study of the annual economic impact of education on Sackville is estimated to be in excess of \$130 - \$152 Million (Abouleish, 2019).

The S20/20 model will be the first pre-K to post-secondary integrated community learning campus in Canada. We see it as the first major initiative in NB to take up the Minister's challenge to create a world-class education system.

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**IDEA: How does the school system rapidly respond to emerging trends that are proven to support students? How can the business community, non-profit groups, and people with contributions to offer, such as retirees, be engaged in our school system?**

**Consistent with the Education Plan, all students must be offered the opportunity to explore various careers in a variety of fields, including those related to the trades. This has to include industry and post-secondary partners. Schools alone cannot meet the needs of industry nor match the pace of growth and change. Simply adding and installing infrastructure in schools will not respond to this need.**

—Green Paper, Page 12

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## BUILDING A BUSINESS CASE

As mentioned above, the 2017 Ernst & Young report commissioned by ASD-E provides an overview of the “aging school infrastructure located within the Tantramar Community” (p.3). It provides useful information that supports the value of the S20/20 model for Sackville and NB.

## ENROLLMENT & POPULATION

The E&Y report suggests that enrolment numbers will be gradually declining in Tantramar schools over the years. However, it is very likely that a new innovative, community-based K-12 school network, combined with a thriving community centre would be an attractive option for families considering a move to southeastern NB. It will attract millennials of child-rearing age who are looking for a small, vibrant, rural community with an inspiring approach to education. In fact, we know of families that have moved to Sackville because of the appeal of the S20/20 vision. Among the top considerations families have when choosing a location when moving is the school system (Move, Inc.)—imagine the allure of an innovative system and its potential for economic gains in this rural area.

## ASSET CONDITION & OPERATIONAL COSTS

According to the E&Y review, the Facility Condition Index (FCI) gave the schools in Sackville an overall “**Poor**” rating. The total deferred maintenance cost (not all inclusive) for these 3 schools was identified as \$6M in the EECD School Physical Plant Status Report. As noted above, the report cites a savings of well over \$300K annually on operational costs (excluding staffing and energy savings) (p.26) for a new build that replaces the old buildings. A downtown location for the Community Learning Campus would have many benefits when it comes to operational costs. For example, a downtown location would provide the opportunity to partner with MTA, tying infrastructure into the MTA heating plant, which is currently operating well under capacity. Thus, in addition to the energy efficiency benefits of a new build, the new campus would also have very efficient, cost-effective heating.

## TRANSPORTATION SAVINGS

A centrally-located campus will allow more children to walk to school, saving thousands of dollars a year in bussing costs. If located in downtown Sackville, as envisioned, the campus will be walkable by students living in most of the Upper Sackville area. This would reduce the number of school buses needed by at least 1 if not more. School buses currently cost over \$800/student/year [\$64 Million in NB in 2019 according to the Canadian Fact Book (2019)], so we could see a savings of nearly \$50,000 per bus/year for each one not needed. This corresponds to a reduction of an average 4,500 litres of fuel per bus/year. A litre of diesel produces 2.6391 kg of CO<sub>2</sub>, so the reductions in school transportation costs for this proposal would be significant, both in terms of financial savings and greenhouse gas emissions. Removing just 2 buses for 10 years would save the Province of New Brunswick over \$1 Million.

Moreover, currently students must travel by bus when going to the high school from Salem or Marshview. If all school facilities were within a short walk of one another, trips from one school to another would be greatly simplified and at no cost. This not only benefits students by making peer learning opportunities more possible, but enhances collaborative potential for teachers. Furthermore, all students would be a short walk from all centrally-located Town businesses, the university, and a range of community partners. This would ensure that a wide range of community assets and resources are a short walk away and much more accessible.

## WHY IS COMMUNITY VOICE SO IMPORTANT IN EDUCATION IN NB?

At present, there is room for improvement when considering the following NB stats and trends:

- Low student engagement, especially in secondary levels, in our current education system.
- High rates of poverty (perhaps as high as 40%) with low educational attainment levels.
- Low demographic growth and high out-migration levels.
- Conference Board of Canada rated NB a 'D' in creativity and productivity.
- Large disconnect exists between public K-12 education, communities, universities and businesses.
- Need for equity, social justice and responsive solutions to major societal and environmental problems.

NB has been deemed Canada's poorest province (CBC, Dec 2019). It is therefore important to attract businesses

and families and support the economy by creating new systems that are world-class. There is a real opportunity with the S20/20 model: it has already attracted international attention for its innovative approach to education and it is a cost-efficient yet effective vision for community-based education. Sackville presents a unique opportunity to build a thriving economy focused on knowledge and related services in a small rural NB town. The minister's *Green Paper* indicates that it is time for a change in NB's education system, and S20/20 is ready to take the lead and provide a model that will inspire the rest of the province with what is possible.

## TRADES

The S20/20 model provides many opportunities to develop integrated and immersive trades programs for students beginning in middle school and continuing through high school. A Community Learning Campus could, for example, have a commercial community kitchen that serves the schools and the rest of the community. A woodworking shop could train apprentices while also providing work space and classes for a range of community members. Moreover, such facilities would generate revenue for the community in supporting education. Carrefour Beausoleil provides a wonderful NB-based example of this. Our vision proposes that there are many different educational pathways through the K-12 system. Utilizing the community as the primary learning context provides a rich and engaging environment that can be readily tailored to suit the needs of learners of all kinds. With centrally located facilities and infrastructure, we see no reason why students could not find points of engagement within traditional structures and simultaneously with community programs and mentors, as appropriate.

## UNIVERSITY

University programs for certification and professional development provide ways of scaling up the S20/20 vision and adapting it to other communities in NB and beyond. Sackville, through its integrated education approach, will provide a unique environment for students to explore community engaged learning in ways that develop the competencies and skills that are immediately translatable to the workplace. As part of the S20/20 vision, the schools will partner with the university to create a rich suite of programs that will serve to extend and expand the Sackville experience to other regions. Formal programming might include the following:

- Community Engaged Learning program and certification by the province of NB.
- Professional development programs in community engaged learning practices for educators and business leaders.
- Research and community-based internships, educational assistance and mentorship.
- After-school, weekend and summer youth programs (Summer Camps, etc.).
- Applied and Action research programs that are community-based.
- Virtual mentorships and research in partnership with communities across the province.

## FOSTERING WELL-BEING

According to new research from the Conference Board of Canada (2019), it is not ideal to focus on the unwell state of the world in which we live. Nor should we concentrate all efforts on managing the numerous physical and mental health problems that characterise it. Rather, communities need to work together in developing a

model that focuses on defining indicators of well-being through a community design lens, drawing attention to these opportunities and motivating proactive thinking. The S20/20 model focuses on creating the conditions that promote desirable lifestyle behaviours and foster healthy community living through design features. Viewing the design of where people live, work, learn, and play through a community well-being lens also points to the economic benefit opportunities of creating the conditions that promote and sustain positive social, environmental, economic, cultural, and political experiences. These experiences contribute to outcomes that affect population health, productivity, and the broader economy. From an economic standpoint, healthy and happy citizens contribute to a prosperous society. Community-supported education is key to this prosperity.

## INCLUSION & ACCESSIBILITY

Students as individuals have vastly different needs. One real advantage of having a community-based model for teaching and learning is that the “system” can be adapted to meet the needs of students with a whole range of abilities and needs. A “one-size-fits-all” mentality is outdated and ineffective. Professor A. Wayne MacKay, principal author of the MacKay Report on Inclusion in New Brunswick Schools (2006) has been an advisor on the S20/20 vision and is highly supportive of this approach.

Learning embedded in the community might resemble a “road map” of different intersecting programs and learning plans supported and additionally resourced by the community. For example, students could have real-world language and cultural immersion opportunities with local community groups (indeed, we have a MOA with Carrefour Beausoleil with exciting French cultural exchange opportunities, and a robust Modern Languages program at Mount Allison University); for students who are not thriving in the traditional system, trades programs could begin in the Middle School with community placements and apprenticeships, with potential results being that students could graduate High School with Red Seal accreditation. Indeed, we have heard from numerous community members and groups about the need for these differentiated programs (e.g., the RCMP Community Liaison Officer).

## WORLD-CLASS PARTNERSHIPS

In direct response to the *Green Paper* idea referenced above, S20/20 understands the value of working with others with a similar vision for education. Sharing resources and combining efforts, where possible, means greater efficiency and a higher chance of success. S20/20 currently has a number of exciting partnerships in place, including with ACOA (Atlantic Canada Opportunities Agency), iHub Learning Inc., R-PEACE (Mount Allison’s Research Partnerships in Education and Community Engagement), Eco360 (Southeast Regional Service Commission), C21 (Canadians for 21<sup>st</sup> Century Learning and Innovation), Fielding Nair International, Transitions Canada, RCE-Tantrammar (Regional Centre of Expertise for Education for Sustainable Development), Ashford Development, Carrefour Beausoleil and Harvard Re-Design Lab, to name just a few.

## CARREFOUR BEAUSOLEIL

S20/20 has been collaborating with, and learning from, Carrefour Beausoleil, an inspiring Francophone school in Miramichi:

- Existing community-based model with a K-12 school as one of many tenants

- Anglophone system can learn from Francophone system
- Cultural partnership between Miramichi Francophone and Sackville Anglophone systems
- Student and educator exchanges and professional learning opportunities (preschool to post-secondary)

This successful “school within a community centre” is excited to partner with S20/20 to enhance learning and teaching in both locales.

## HARVARD RE-DESIGN LAB & MAYORAL LEADERSHIP IN SACKVILLE

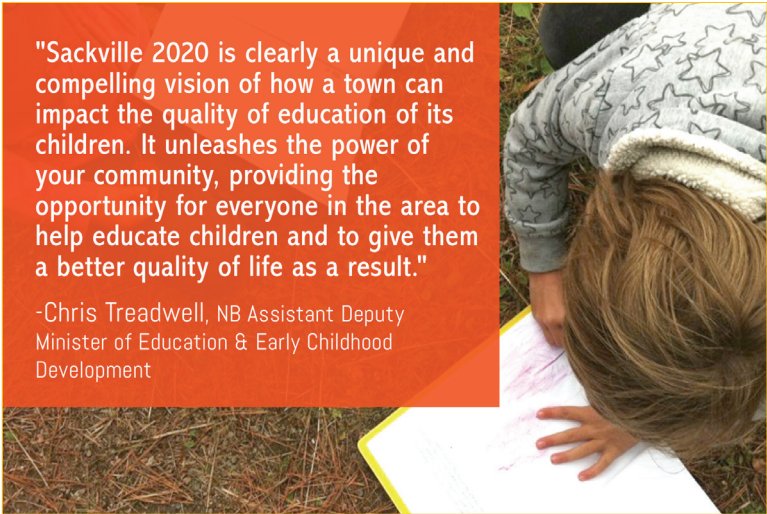
S20/20 has partnered with Harvard University Graduate School of Education Redesign Lab through the By All Means project. The Re-Design lab has acknowledged Sackville Mayor, John Higham, for his leadership through S20/20. They share enthusiasm in the potential of the S20/20 model for its many expected outcomes, including:

- Community-supported education and an integrated campus infrastructure to provide anchor facilities such as a community centre, a youth centre, library/learning commons, recreation facilities, and formal and informal education spaces
- Will play a key role by serving as a centre for families to access a range of services such as health, counselling, community policing, seniors' college
- Partner and integrate early childhood education facilities and programs

## READY TO INSPIRE

The S20/20 model outlined in this proposal is based upon extensive research and consultation. At its core, the model is about doing what is best for our children; about providing them with an opportunity to reach their full potential through inspiring educational experiences. Although change in the education system can be difficult, we all know the importance of meaningful, engaging, inspiring education and the *Green Paper* presents many exciting ideas that align with those entrenched in the S20/20 model. The enthusiasm in Sackville for community-supported education is strong, and the partnerships are in place to make it happen.

The S20/20 model will lead the way for other NB communities and inspire a world-class movement of educational innovation in this province. It will also save the province millions of dollars by moving away from building schools that are isolated from the real world, and will allow local, non-profit development and management of a whole-community resource. As acknowledged in the *Green Paper*, the current education system focuses on only 20 percent of a child's life, with mixed results. We look forward to being the pilot project that puts the *Green Paper* into action on a community level, bringing our youth into the other 80 percent of community life.



"Sackville 2020 is clearly a unique and compelling vision of how a town can impact the quality of education of its children. It unleashes the power of your community, providing the opportunity for everyone in the area to help educate children and to give them a better quality of life as a result."

-Chris Treadwell, NB Assistant Deputy Minister of Education & Early Childhood Development



There is no doubt that S20/20 has an exciting model that will help bring about valuable changes on a local and provincial level. It is now time for the government to make a commitment to seeing this model move forward as a pilot project. Given the economic and social benefits, there are only gains ahead.

## NEXT STEPS FROM EECD

To make our proposal of a **Green Paper-inspired pilot project** a reality, we have a number of proposed steps forward that the Minister and the Department can take right now:

1. **Green light:** in order for other stakeholders to engage fully, the Department needs to endorse this community-supported education project for Sackville.
  - Following endorsement of our proposal by the government of NB, we will begin a formal consultation with our partners and the community. This process will be headed by Saint John community innovation consultant, Stuart Baker's, Discovery Program (a twelve week intensive community stakeholder engagement program; Stuart has been an advisor to Sackville 20/20 for the past 5 years).
  - The results of this Discovery Program consultation will position Sackville to move ahead with Ashford Development to meet our goals.
2. **School rental agreement:** private funding is contingent on an arrangement with the Province to rent space within the community learning campus going forward.
  - This commitment is a crucial part of realising the S20/20 vision and aligns with the Green Paper's suggestion that community-based and private sector developments can be a valuable way forward (e.g. consider an unsolicited proposal from Ashford Development).





## APPENDIX A: SELECTED REFERENCES

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## APPENDIX B: DESIGN FEATURES FOR A NEW, INTEGRATED COMMUNITY LEARNING FACILITY

After four years of collecting community input from students, parents, educators, as well as many tours and consultations with developers and educational facilities and architects, we are pleased to report on some of the common themes that have emerged for a new facility:

- Recognize the strong community attachment to each of the existing schools (Salem Elementary, Marshview Middle and Tantramar Regional High, so creating “learning communities” within the overall structure, where each has an identity, separate entrance and appropriate facility design features unique to the age and socialization features of each community. Perhaps three separate wings or pods for each school within a school.
- Ideally, this facility would be developed to make education the core of the community, in terms of function and location. This project would be a provincial and national model of an integrated community school and a major economic and physical downtown revitalization effort.
- A design that is purposeful in recognizing indigenous influences, using appropriate consultation with local elders and design/architectural firms with such expertise
- A K-12 school with three learning units (elementary/middle/high) will share a central facility that makes up the larger community learning centre, including athletics and community recreation facilities, as well as acting as the center for community engaged learning/experiential learning and an easy transition between school and community.
- Ideally, the community learning centre can be designed with partnership opportunities with Mount Allison University, the town and other groups aligned with education, such as daycare facilities, the seniors college, the Sackville Commons co-working space, Daybreak Centre, health & social services, counselling, sports therapy, etc.
- Our ideal facility would include enough gym space to share as the athletics facility for all of the schools, the community and the university (perhaps a triple gym or a combination of regulation gyms and smaller recreation space, dance studio, exercise rooms, etc.)
- An indoor field house space with soccer field and practice area for all levels, perhaps with a walking or running track around the perimeter. This would offer year-round athletics possibilities for the entire community, as well as the university and the schools.
- An indoor swimming pool (to replace old MTA facility)
- Windows and natural light everywhere – windows that open are critical to this facility
- Proper HVAC/air conditioning – quality air flow; adjustable temperature controls in each room/area
- Outdoor space – outdoor classroom space; places to ‘hang out’ with tables/shaded space, greenhouse/gardens, green roof, raised gardens, etc. Our town and region are particularly well known for “wetlands education”, so this should be part of the overall facility design.

- School learning space that allows easy access to the outdoors... perhaps through various classroom spaces directly, rather than through long corridors. Perhaps a focus on elementary ages with direct access to the outdoors.
- Learning commons/maker-spaces/community access/collaborative spaces where people can eat and talk - provincial library or learning commons that combines the three schools, as well as replacing the current town facility (provincial partnership). Ideally, partnering with Mount Allison to replace its aging library with one overall community facility/learning commons (smaller version of Halifax library?) with lots of natural light
- Music, studio and arts program and performance spaces – general programming for everyone, including community use in the evening and on week-ends
- A smaller performance space/auditorium/gallery space for at least one school to be accommodated at a time (300 – 400 seats) and offering performance space for the larger community and the university (ideal scenario)
- Shops/tech rooms/maker-spaces/culinary – for general programming and skills, in partnership with local restaurants, garages, technology experts.
- Cafeteria space that is open and flexible space, yet not a combined “cafetorium”
- Class learning space and furniture that is designed for 21st Century teaching and learning, with flexible spaces, break-out spaces and unique reading and discussion areas, rather than rectangular cinder block construction with long, blank walls. Glass interior walls, movable walls, open community gathering spaces/interior courtyard, etc.
- Technology – 21st Century technology with high end WiFi in partnership with MTA and the town, projectors and sound in all areas of the facility. Assumption that students will bring their own devices and the facility will have a cloud-based platform, such as Google Schools. Evergreen program for technology, as part of the overall provision of services in the facility.
- A LEED certified building and environmental design standard, including outdoor gardens, recycling, etc. Building design should be a part of student learning on sustainability and science, technology, engineering, arts, and mathematics through hands-on activities and design features (e.g. working fish habitat/aquariums, food growing, soils and geology, etc.)

## APPENDIX C: COMMUNITY LEARNING CAMPUS INFRASTRUCTURE USAGE GRID

	K-12	Town	Mount Allison University	Community Groups	Seniors	Youth	Arts	Rental*
<b>Library/Learning Commons</b>	X	X	X	X	X	X	X	
<b>Gymnasiums/ Dance/Fitness</b>	X	X	X	X	X	X	X	X
<b>Field House/ Walking track</b>	X	X	X	X	X	X		X
<b>Commercial Kitchen &amp; Cafeteria/Café space</b>	X	X	X	X	X	X	X	X
<b>Theatre/ Performance</b>	X	X	X	X	X	X	X	X
<b>Classrooms/ Learning Area</b>	X	X	X	X	X	X	X	X
<b>Indoor swimming pool</b>	X	X	X		X	X		X
<b>Outdoor classrooms/play</b>	X	X	X	X	X	X		
<b>Shops/Trades/ Maker Space</b>	X	X	X	X	X	X	X	X
<b>Evergreen Technologies</b>	X	X	X	X	X	X	X	X
<b>Art Galleries and Arts Space</b>	X	X	X	X	X	X	X	X
<b>School/Arts/ Bookstore</b>	X	X	X	X	X	X	X	

\* Rental Partnership Possibilities:

- Sackville Commons Co-Working Space
- Food Bank/ Commercial Kitchen Facility
- Daybreak
- Health Centre/Counselling/Mental Health
- Sports Therapy
- Arts Group Offices and Administration
- Community Experiential Learning Offices
- Shared University-Community Offices and Services

## APPENDIX D: LETTERS OF SUPPORT

JOHN HIGHAM, MAYOR, TOWN OF SACKVILLE

JEAN-PAUL BOUDREAU, PRESIDENT & VICE-CHANCELLOR, MOUNT ALLISON UNIVERSITY

THE HONOURABLE DOMINIC LEBLANC, MP FOR BEAUSEJOUR

November 23, 2018

Mr. Harry Doyle, Chair  
District Education Council  
Anglophone East School District  
Moncton, NB

VIA email to [harry.doyle@nbed.nb.ca](mailto:harry.doyle@nbed.nb.ca)  
& communications officer [Stephanie.Patterson@nbed.nb.ca](mailto:Stephanie.Patterson@nbed.nb.ca)

Dear Chairman Doyle and Members of the District Education Council (DEC):

I regret that I am unable to attend the November 27<sup>th</sup> meeting of the DEC here in Sackville, but I wish to ensure that DEC representatives are aware of my view on matters relating to your mandate on schools within the Town of Sackville. I believe there is a solid community consensus that the teachers, students, support staff, and their families are the true heart and soul of Marshview middle school. But the structure itself has outlived its ability to serve this community, so most would support a decision to close the building. As you contemplate future alternatives, I also urge that you look beyond a simple physical replacement and consider a recommendation for a new, community-led process for creating an education facility that can be actively enhanced by sharing community resources in and around it.

In the past two and a half years as Mayor I have sought to ready Sackville for a very different future. While we have had some success in attracting new industry and businesses, and creating products for both regional and export use, the underlying lesson is that the nature of work, jobs, careers, investments and economies are all changing very quickly. All of these sectors of society and the economy are moving swiftly toward requiring knowledge, skills, and abilities significantly different from the needs of the past. The belief of most monitoring such things indicates that the emerging profile of successful labour, entrepreneurs and even whole communities and provinces-- will have little resemblance to those of the past. Education is the key to our future, both socially and economically. In my role as Mayor of Sackville, and looking across our region and province, I believe that, to thrive in this transition and into the future, the preparation of our youth will need to change. The ways in which we educate our youth and create civic engagement and community vitality all need to change. Our community is well positioned to take the lead on these changes.

Sackville Town Council has adopted a Strategic Plan that includes the value of education and knowledge and the social and economic value this asset can bring to the Town. This vision of Sackville as a knowledge centre, underlies our tagline—a different kind of small town- and is



reflected in multiple innovative social enterprises, a business start-up network, and increasing partnerships between Mount Allison faculty and staff and local interests. All of these also underlie the Town's pursuit of a new business development strategy – where we integrate the key partnerships and see all sectors rise through shared resources.

My view is that *Sackville Schools 2020* is discussing the leading edge of real education reform in this country. For the province to thrive in the coming economic environment—NB education must be there first. For NB education to reach that goal it must demonstrate pedagogical changes to better meet the new outcomes and competencies that our children need to possess. Much of the literature suggests a move is needed toward experiential learning, personalized learning, working across sectors, openness to innovation and to technology, and great communications skills. All of these are being demonstrated in our Sackville schools now, but they must become common across all grades and grow within the solid base of public equity, inclusion and bilingual features of our education system. With the lead of our local educators on these changes alongside a community-supported model and pilot project, our community is set to become the leader for our province, and truly change education for the next generation.

Sackville is readying for a new knowledge-based economy, and is supportive of local education leadership as it moves toward the future while maintaining the core principles of public education and civic engagement. The community-supported schools model that I see being proposed will provide far better access to a range of community assets—people, resources, facilities, businesses, academics, facilities, and resources-- that can inspire all residents, young and old in life-long learning and in supporting it.

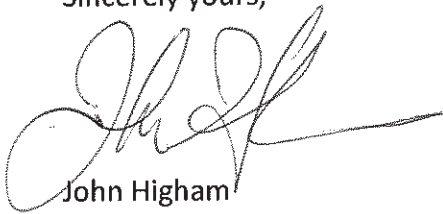
We understand that education reform is no easy task, nor is your task with reviewing schools within limited legislated scope and budgets. However, the task is an urgent one. Leaving the start line to others means either you have to catch-up or fall behind. Sackville is the perfect ecosystem for a community-based model of defining education function and form. I urge you to consider the merits of this type of future as part of your mandate.

I am confident that our community has leaders in all sectors that can take on this challenge with academic, business, political, and community interest and commitment to invest in its overall success. That means that once educators define their future needs, facilities can be created to enable the implementation of that new pedagogical direction. With community visioning and strong local input, the addition of shared public space, facilities, and supports around the new facilities or campus, will enhance both education and community life. It promises to, once again, place education and civic engagement at the centre of our community's life.

It is in this optimistic vein that I am writing you today to urge that you look at educational reform more broadly, review the other educational facilities, and to recommend a new model. One that supports a community-based process for creating a new approach that can show the way for others across the province.

I see a community that has already built a broad range of support and partners for change and now is the time to move toward it. We remain optimistic that a new model will be recommended and our community leaders welcome the opportunity to work with you and the province to enable the implementation of a leading-edge education system in our part of the province.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'John Higham', with a long horizontal flourish extending to the right.

John Higham  
Mayor  
Town of Sackville

November 27, 2018

Via email: [harry.doyle@nbed.nb.ca](mailto:harry.doyle@nbed.nb.ca)

Mr. Harry Doyle, Chair  
District Education Council  
Anglophone East School District  
Moncton, NB

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Dear Mr. Doyle:

During my time here at Mount Allison it has been my pleasure to learn about the many wonderful initiatives underway, not only at the University but within the wider Sackville community as well. The work of the Sackville Schools 2020 Committee is one such example, and their efforts towards re-envisioning the future of K-12 education in our community are admirable.

Many connections already exist between Mount Allison and our local schools — connections that provide extended and exciting learning opportunities for the younger students and valuable community service and hands-on learning for Mount Allison students. Our community as a whole is so much richer for these connections — it is part of what makes Sackville such a vibrant and welcoming community, and one in which our university students, who come here from across the country and around the world, grow and thrive.

Over the years, the number of opportunities for Mount Allison students to connect with elementary and secondary school students in the community has grown and expanded and we see so much potential to create new connections that will benefit everyone. For Mount Allison students, the opportunity to engage with elementary and high school students in the community through extra-curricular activities is as important for their own learning and development as it is for the younger students.

Over the past several years the University has begun to put even greater emphasis on providing experiential or hands-on learning opportunities for our students. Building connections with the Town of Sackville and with local schools is a key part of this. The work Sackville Schools 2020 has been doing embraces a very similar approach to learning and opens the door for educators at all levels to learn from one another.

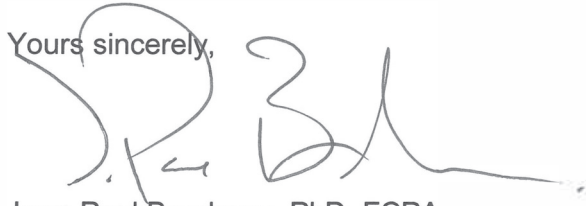
The Town of Sackville has identified education as an important pillar in its recent Strategic Plan. Mount Allison University is committed to supporting the Town's strategic directions for innovative experiential-based learning in K-12. Sackville Schools 2020 has taken a proactive approach towards community-based K-12 education in our community and presents bold ideas for consideration—a vision designed to benefit young students and indeed the entire community.

I know that a number of faculty, staff, students, and local alumni have been involved, informally or actively, in discussing the future of the K-12 schools in Sackville. Mount Allison's Vice-President, International and Student Affairs Kim Meade has been a point of contact between the University and Sackville Schools 2020, and I am pleased that Kim will be in attendance at the District Education Council meeting on November 27<sup>th</sup>.

Mr. Harry Doyle  
November 27, 2018  
Page 2

I wish you all the best of luck with the community and next steps.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'J.P. Boudreau', written over the closing 'Yours sincerely,'.

Jean-Paul Boudreau, PhD, FCPA  
President and Vice-Chancellor

cc. Michael Fox, Chair, Sackville Schools 2020 Committee  
Kim Meade, Vice-President International and Student Affairs, Mount Allison University



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L'honorable                      The Honourable  
Dominic LeBlanc, c.p., député P.C., M.P.  
Beauséjour

November 21, 2018

Dr. Michael Fox  
Professor, Mount Allison University  
Sackville, New Brunswick  
E4L 1E4

*Dear Michael,*

**Re: Sackville Schools 2020 Initiative**

Over the last two years, I have been proud to work and meet with your group to offer guidance and support through the development of this worthwhile initiative. The positive impact of the Sackville Schools 2020 project is undeniable. By working in collaboration with the local schools, Mount Allison, and community organizations you are blazing a trail for a new outlook on education in New Brunswick.

The Federal Government supports and encourages communities to be innovative in improving the lives of our citizens. This project will not only benefit the youth of our region but will prioritize lifelong learning, place-based learning and lead to better social and economic outcomes for our province. Although education is a provincial jurisdiction, I will continue to work with the province to ensure that innovative approaches to education are examined thoroughly and given due consideration.

I want to commend the Sackville Schools 2020 team for your work in engaging the community on what the future of education could look like in Sackville. I look forward to following the development of this project.

Sincerely,

*Dominic*

The Honourable Dominic LeBlanc, P.C, Q.C., M.P.  
Beauséjour

CC: Hon. Dominic Cardy, Minister of Education and Early Childhood Development  
Mr. Harry Doyle, Chair-Anglophone East District Education Council

