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## **Accommodation Review Binder**

The Accommodation Review binder contains information pertaining to the accommodation review process, timelines, school information, and meeting operating procedures. The binder information has been packaged to assist in decision making towards creating a final accommodation recommendation to the Board of Trustees.

The binder will be populated with new information as the accommodation review process evolves over the 2013-2014 school year. As the public and working group meetings are completed, agendas, minutes, presentations and handouts will be added to the binder. The binder is broken down into several sections and the table of contents will allow committee members to navigate through the information. All new pages received during working group meetings will be labelled to ensure that the binder is kept as organized as possible to allow members to easily and quickly access information when needed. Typically information will be emailed to committee members 24 hours before the meetings and will be available in hard copy at the meeting to be placed into the binders.

It is strongly recommended that each committee member read through the binder prior to the first working group meeting. As stated, the information will assist towards creating an informed recommendation to the Board of Trustees.





## EXECUTIVE REPORT TO STANDING COMMITTEE

**DATE:** Monday June 10<sup>th</sup>, 2013

**TO:** Standing Committee

**FROM:** John Malloy, Director of Education  
Daniel Del Bianco, Senior Facilities Officer  
Ellen Warling, Manager Planning and Accommodation

**RE:** West Glanbrook Accommodation Review

Action X                      Monitoring

### **Recommended Action:**

That the Board approves the West Glanbrook Elementary Accommodation Review as identified in the 2012 Long Term Facilities Master Plan (LTFMP) schedule (Appendix E). The LTFMP schedule identifies the following schools:

- Bell-Stone (JK-6)
- Mount Hope (JK-8)

An accommodation review committee for the above mentioned schools will be struck in September 2013. The accommodation review committee final report will be submitted to the Director of Education no earlier than Monday January 27<sup>th</sup> 2014 and no later than Monday February 24<sup>th</sup> 2014. The Accommodation Review will adhere to the scope and guiding principles of the Terms of Reference (Appendix A) and Pupil Accommodation Policy (Appendix B). The first public meeting will be Wednesday, October 9<sup>th</sup> 2013, location TBA.

### **Rationale/Benefits:**

To ensure efficient use of space within the 'brick and mortar' of schools to accommodate current and long-term enrolment demands. The goal is to balance enrolment with capacity of permanent space and minimize the use of non-permanent structures such as portables and port-a-paks.

To address the maintenance and capital improvements required for those schools that are to remain open after the accommodation review process is complete. The goal is to ensure long-term facility sustainability while maintaining quality teaching and learning environments. By maintaining and improving learning environments the facilities become more conducive to student learning and program delivery.

To provide equity of access to facilities and programs for all HWDSB students.

## Background:

The West Glanbrook Planning Area as identified by Long Term Facilities Master Plan – 2012 (LTFMP) is located in south-central Hamilton just east of Ancaster. The planning area, school location and boundaries are depicted in Appendix C. There are two schools in the planning area; Bell-Stone and Mount Hope. Bell-Stone is a JK to grade 6 elementary school which graduates students into Mount Hope Elementary School. Mount Hope is a JK to grade 8 elementary school that graduates students into Ancaster High.

School	OTG		2012	2017	2022
Bell-Stone	181	Enrolment	61	62	63
		Utilization	34%	34%	35%
Mount Hope	365	Enrolment	290	316	331
		Utilization	79%	87%	91%
Total	546	Enrolment	351	379	394
		Utilization	64%	69%	72%

Table 1: October Projected Headcount Enrolment and Utilization  
OTG: On-the-Ground Capacity

In the table above is a 10 year enrolment projection, broken down in 5 year increments, for each school. The values represent the total number of students at the school if programming and boundaries are to remain as they are today. The utilization represents how much of the school is being occupied as a percentage of students in relation to the on-the-ground capacity (OTG). A school's OTG is a Ministry formulated capacity.

The West Glanbrook Planning Area has a current total utilization of 64%, meaning there are approximately 190 empty pupil places within the two schools. Bell-Stone currently has a utilization of 34% and the enrolment is projected to remain steady over the next 10 years. Mount Hope currently has a utilization of 72% and is projected to increase over ten years due to residential development in the school's catchment area.

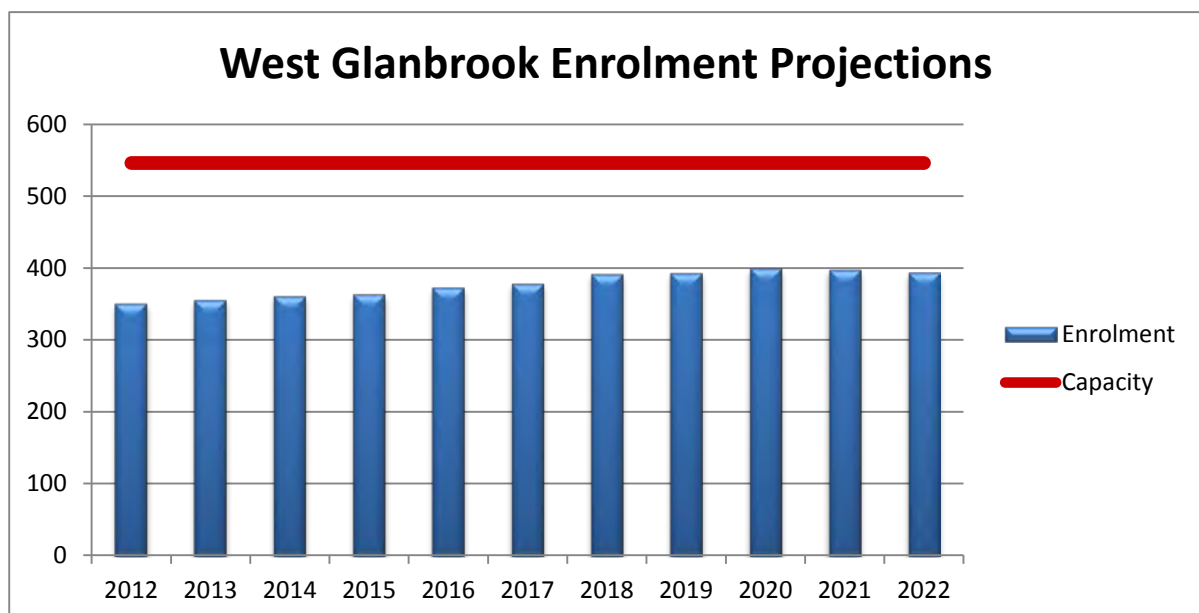


Figure 1: Combined October Projected Enrolments and Capacities



## Background Continued:

Another key reference criterion is the condition of the school facility (Table 2). The current measure of facility condition is the Facility Condition Index (FCI). The FCI is the ratio of estimated deferred maintenance costs to estimated replacement cost of the facility. To calculate the FCI, divide the total estimated cost to complete deferred maintenance by the estimated replacement value. Below are the FCI Levels of each school based from a 5 year renewal needs estimate.

School	FCI Level
Bell-Stone	Average
Mount Hope	Average

Table 2: Impact of Condition Index on Asset Performance

Table 2 indicates an 'FCI Level' descriptor is as per the measurement increments in the Impact on Condition Index on Asset Performance (5 Year FCI) chart in the LTFMP (Appendix D).

- 1) Implementation for ARC Recommendation: Upon Board approval of recommendation/s, implementation is projected to occur no earlier than the commencement of the 2014-15 school year. Estimated implementation would likely occur in the 2015-16 school year contingent on variables such as the scope of implementation (e.g. capital requirements), available funding, or unforeseen logistical challenges.
- 2) Composition of ARC: The ARC Policy in Section 2.3 allows for a modification of the number of voting members. The standard number of voting members per school in the ARC is five (Two parent council reps, one non-parent council rep, one teaching rep, and one non-teaching rep). For this ARC, the number of voting members per school has not been modified.

### HWDSB School Reports

In the next section of the document is a school information report for both elementary schools in the West Glanbrook Accommodation Review. The report includes a variety of information about each school. It includes location information and a detailed map showing each school's property. There is facility information which includes construction year, additions, gross square feet, site size and capacity. Also included are current and projected enrolment, grade information, FDK implementation year and non-permanent accommodation facts.



# HWDSB School Report

May 17, 2013

## Bell- Stone

Address: 6025 White Church and Nebo

Grades: JK-6

City: Mount Hope

Current FI Grades:

Postal Code: L0R 1W0

FDK Implementation Date: 2014-2015

Portables: 0

Portapak: 0

Capacity: 181

2012 Enrolment: 61

Utilization: 34%

Number Of Storeys: 1

Original Construction Year: 1963

2017 Enrolment: 62

Utilization: 34%

Building Addition Years: 1993

Site Acres: 11.25

2022 Enrolment: 63

Building Gross (Ft2): 15,541

Utilization: 35%

Building Gross (M2): 1,444

\*\*All Enrolments are Nominal Counts





# HWDSB School Report

May 17, 2013

## Mount Hope

Address:	9149 Airport Road	Grades:	JK-8
City:	Mount Hope	Current FI Grades:	
Postal Code:	L0R 1W0	FDK Implementation Date:	2011-2012
Portables:	0	Capacity:	365
Portapaks:	0	2012 Enrolment:	290
		Utilization	79%
Number Of Storeys:	2	2017 Enrolment:	316
Original Construction Year:	1952	Utilization:	87%
Building Addition Years:	1956, 1957, 1966	2022 Enrolment:	331
Site Acres:	8.71	Utilization	91%
Building Gross (Ft2):	35,088	**All Enrolments are Nominal Counts	
Building Gross (M2):	3,260		








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## Pupil Accommodation Review Terms of Reference

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The Terms of Reference were developed in accordance with the Ministry's 2009 revised *Pupil Accommodation Review Guidelines*.

### 1.0 Mandate of the Accommodation Review Committee

- 1.1 With school valuation as its focus and the Board's strategy for supporting student achievement, the Accommodation Review Committee is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision.
- 1.2 A separate Accommodation Review Committee shall be established for each group of schools being studied.
- 1.3 This Accommodation Review Committee is charged with the review of the following schools:
  - **Bell-Stone (JK-6)**
  - **Mount Hope (JK-8)**

### 2.0 Membership of the Accommodation Review Committee

- 2.1 The Accommodation Review Committee should consist of the following persons:
  - The Accommodation Review Committee Chair as appointed by Executive Council;
  - Two (2) parent representatives who are members of School Council and/or Home and School Association from each school under review;
  - One (1) parent representative who is not a member of School Council or Home and School Association from each school under review;
    - If only one school is being reviewed then the representatives may be increased to two (2);
  - One (1) teaching representative from each school under review;
  - One (1) non-teaching staff from each school under review;

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- 2.2 The Accommodation Review Committee membership will be deemed to be properly constituted whether or not all of the listed members are able to participate.
- 2.2.1 Written invitation to participate on the Accommodation Review Committee will be issued with a deadline date for acceptance. No response by that date will be considered as non-acceptance.
- 2.3 Accommodation Review Committee membership may be adjusted so that the Committee may function effectively.
- 2.4 All members of the Accommodation Review Committee are voting members with the exception of the Accommodation Review Committee Chair and feeder school representative who are non-voting members.
- 2.4.1 When a vote is called only the voting members present will cast their vote via ballot. A vote shall be passed when fifty percent (50%) plus one of the Accommodation Review Committee members vote in favour of the motion. Should there be a tie vote the motion/recommendation is defeated.
- 2.4.2 Quorum shall be defined as fifty percent (50%) percent plus one of the Accommodation Review Committee members.
- 2.5 Recognizing the value of the Accommodation Review Committee's contribution to the Board's ability to provide quality educational opportunities for its students, Accommodation Review Committee members must be prepared to make a commitment to attend all, or nearly all of the working meetings and public meetings
- 2.6 In the event that an Accommodation Review Committee member is unable to commit to attending all, or nearly all of the meetings, the Accommodation Review Committee Chair has the authority to address the attendance issue and recommend a solution.
- 2.7 The Accommodation Review Committee will have resource support available to provide information when requested or to provide expertise not already within the Accommodation Review Committee. The following people are available resources:
- The Trustee(s) of each school(s) under review;
  - The Trustee(s) of associated schools;
  - The Superintendent(s) of Student Achievement for each school(s) under review;
  - The Principal from each school under review
  - Administrative support for minute taking;
  - Dedicated resources to enable the Accommodation Review Committee to understand the issues that exist and to provide:
    - support to ensure compliance with the Board's policy and procedure;
    - information relevant to the mandate of the Accommodation Review Committee as requested by the Accommodation Review Committee;
    - information relevant to the mandate of the Accommodation Review Committee to support community questions or requests;
- 2.7.1 If the Accommodation Review Committee Chair sees a need for additional expertise or if additional expertise is requested by the Accommodation Review Committee, guest Accommodation Review Committee resources may be invited to attend specified meetings

(i.e. students, HWDSB staff, members of the community or local economy) as approved by the ARC members.

### 3.0 Operation of the Accommodation Review Committee

3.1 Executive Council will be responsible for appointing the Chair of the Accommodation Review Committee.

The Accommodation Review Committee Chair is responsible for:

- Convening and chairing Accommodation Review Committee meetings;
- Managing the development of the process according to the Accommodation Review Committee mandate, the *Terms of Reference* and the supporting School Information Profile (SIP);
- Coordination of the activities of the Accommodation Review Committee, requesting support, resources, and information relevant to the Accommodation Review Committee's mandate from the HWDSB staff;
- Ensuring completion of the *Accommodation Review Committee Accommodation Report*.

3.2 A SIP for each affected school necessary to permit the Accommodation Review Committee to carry out its mandate will be provided at or prior to the Accommodation Review Committee's first working meeting.

3.3 For each affected school the SIP will include the following and will be made available to the public via a posting on the Board's website and in print format at the Education Centre upon request:

- The section of the Board's most recent Long-Term Facilities Master Plan that deals with the municipality or area under review;
- Relevant background information regarding the schools located within the area of the accommodation review.

3.4 The Accommodation Review Committee will meet as often as required to review and analyze all pertinent data and prepare for the mandatory public meetings.

3.5 The Accommodation Review Committee shall determine a schedule of the dates, times and location of meetings. This should be established at the first meeting of the Accommodation Review Committee subject to Section 6.1 of this Policy.

3.6 Working meetings of the Accommodation Review Committee may be held regardless of all voting members being present.

3.7 The Accommodation Review Committee will complete its work within the timelines outlined in this Policy.

3.8 In the event that a member is unable to fulfill his/her duties on the Accommodation Review Committee, the Principal of the affiliated school(s) working with the Chair of the Accommodation Review Committee, may co-opt another representative. If a replacement cannot be found, the Accommodation Review Committee will continue to function.

3.9 The Accommodation Review Committee will provide information to the affected school communities on an ongoing basis.

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- 3.10 Board staff will respond to reasonable requests for additional information that has been approved by the Accommodation Review Committee and will include the response(s) to the question(s), in the Accommodation Review Committee's working binder under the appropriate section, and will post the responses on the Board's website.
- 3.11 Requests for information in keeping with the Accommodation Review Committee's mandate and in keeping with the schools under review, will be provided by Accommodation Review Committee Resource staff in a timely manner for the Accommodation Review Committee's use and if the information is requested from an external party, for the Accommodation Review Committee's approval. It may not always be possible to obtain responses to requests for information in time for the next scheduled meeting. If this occurs, Accommodation Review Committee Resource staff will provide an estimated availability time.
- 3.12 All Accommodation Review Committee meetings will be structured to encourage an open and informed exchange of views.
- 3.13 The Accommodation Review Committee may create alternative accommodation option(s), consistent with the objectives and Reference Criteria outlined above.
- 3.14 Where the Accommodation Review Committee recommends accommodation option(s) that include new capital investment, the Accommodation Review Committee Chair will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, the Accommodation Review Committee, will propose how students would be accommodated if funding does not become available. Accommodation Review Committee Resource staff will provide analysis support for this process.
- 3.15 All accommodation options developed by the Board or by the Accommodation Review Committee are to address, at a minimum, where students would be accommodated; changes that may be required to existing facilities; program availability and transportation.

### 4.0 Reference Criteria

- 4.1 The key criteria that will be used by the Accommodation Review Committee to fulfill its mandate include, but are not limited to, the following:
- a) **Facility Utilization:** Facility Utilization is defined as enrolment as a percentage of "on-the-ground" capacity. The goal is to maximize the use of Board owned facilities over the long-term.
  - b) **Permanent and Non-permanent Accommodation:** Permanent accommodation refers to "bricks and mortar" while non-permanent construction includes structures such as portables and port-a-paks. The goal is to minimize the use of non- permanent accommodation as a long-term strategy while recognizing that it may be a good short- term solution.
  - c) **Program Offerings:** The Accommodation Review Committee must consider program offerings, each with their own specific requirements, at each location.
  - d) **Quality Teaching and Learning Environments:** The Accommodation Review Committee should consider the program environments and how well they are conducive to learning.
  - e) **Transportation:** The Accommodation Review Committee should consider the Board's existing Transportation Policy and how it may be impacted by or limit proposed accommodation recommendations.
  - f) **Partnerships Opportunities:** As a requirement of the Policy and Ministry guidelines, the Accommodation Review Committee should also consider opportunities for partnerships.



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- g) **Equity:** The Accommodation Review Committee should consider the Board's Equity Policy, specifically as it relates to accessibility, both in terms of the physical school access as well as transportation and program environments.

4.2 The Accommodation Review Committee may add additional reference criteria.

### 5.0 Working Meetings

- 5.1 The goal of the working meetings is to ensure that information is prepared for presentation at each of the minimum four (4) public meetings. The materials prepared will support the objectives and the Reference Criteria of this Terms of Reference and will help the Accommodation Review Committee in its development of the Accommodation Review Committee Accommodation Report.
- 5.2 The Accommodation Review Committee Resource staff will work with the Accommodation Review Committee to prepare all working meeting and Public Meeting agendas and materials. Meeting agendas and materials are to be made available by e-mail to the Accommodation Review Committee members and posted on the Board's website when possible at least 24 hours in advance of the scheduled meeting.
- 5.3 Accommodation Review Committee Resource staff will ensure that accurate minutes are recorded. These minutes are to reflect the discussions that take place and decisions that are made at working meetings and at Public Meetings. Accommodation Review Committee meeting minutes will be posted to the Board's website after the minutes have been approved by the Accommodation Review Committee.
- 5.4 All information provided to the Accommodation Review Committee is to be posted on the board's website and made available in hard copy if requested.
- 5.5 Working Meetings of the Accommodation Review Committee shall be open to observation by the public.

### 6.0 Public Meetings

- 6.1 In addition to Accommodation Review Committee working meetings, the Accommodation Review Committee will hold a minimum of four (4) public meetings. Public meetings will occur in one of the affected schools, provided the school is an accessible facility, or at an alternate facility within the local community. These meetings will be organized as follows:
- At the first public meeting, the Accommodation Review Committee will present the Preliminary School Accommodation Review Report prepared by the Director of Education, including the Board/Staff proposed alternative accommodation option(s). As well, the Accommodation Review Committee will describe the Terms of Reference, including its mandate; outline its study process; give the public a briefing on the data and issues to be addressed and receive community input;
  - At the second public meeting, the Accommodation Review Committee will present a completed SIP (refer to Appendix D) for the school(s) under consideration and receive community input;
  - At the third public meeting, the Accommodation Review Committee will present the accommodation option(s) and request community input;
  - At the fourth public meeting, the Accommodation Review Committee will present to the public, the draft Accommodation Review Committee Accommodation Report with its interim accommodation recommendation(s) and receive community input. The Accommodation Review Committee may make changes to the report based upon feedback at this meeting.

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- 6.2 The Accommodation Review Committee Chair will call the first public meeting no earlier than thirty (30) calendar days after the date of its appointment.
- 6.3 Notice of the first public meeting will be provided no less than thirty (30) calendar days in advance of the meeting.
- 6.4 Notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include the date, time, location, purpose, contact name and email address.

## 7.0 Accommodation Review Committee Accommodation Report

- 7.1 The Accommodation Review Committee Accommodation Report, which is a mandatory outcome of the Accommodation Review Committee's work, is to be submitted to the Director of Education, by the Chair of the Accommodation Review Committee. The *Accommodation Review Committee Accommodation Report* is to be drafted in plain language.
- 7.1.1 The Accommodation Review Committee will prepare a report that will make accommodation recommendation(s) consistent with the objectives and *Reference Criteria* outlined in the Terms of Reference.
- 7.1.2 The Accommodation Review Committee should also consider the following issues and try to address these as well as possible in the *Accommodation Review Committee Accommodation Report*:
- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
  - The effects of consolidation, closure or program relocation on the following:
    - The attendance area defined for the school(s)
    - The need and extent of transportation
  - The financial effects of consolidating or not consolidating the school, including any capital implications.
  - Savings expected to be achieved as a result of the consolidation, closure or program relocation:
    - School operations (heating, lighting, cleaning, routine maintenance)
    - Expenditures to address school renewal issues which will no longer be required
  - Revenue implications as a result of the consolidation, closure or program relocation.
  - Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
    - School operations (heating, lighting, cleaning, routine maintenance)
    - School administration
    - School renewal
    - Transportation
- 7.1.3 The Chair of the Accommodation Review Committee will deliver the *Accommodation Report* to the Director of Education not earlier than ninety (90) calendar days and not later than one hundred and twenty (120) calendar days after the beginning of the

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Accommodation Review Committee's first public meeting. The Director of Education will post the *Accommodation Review Committee Accommodation Report* on the Board's website.

7.1.4 The Accommodation Review Committee shall present the *Accommodation Review Committee Accommodation Report* to the Board of Trustees.

7.2 In the event that, in preparing its *Accommodation Report*, the Accommodation Review Committee cannot agree on recommendations regarding the future of the school(s) being considered, then the *Accommodation Report* with no recommendations shall be delivered to the Director of Education and shall be posted to the HWDSB website. The report shall include a statement indicating that the Accommodation Review Committee members were unable to agree upon recommendations to the Board of Trustees.

### 8.0 Capital Planning Objectives and Partnership Opportunities

8.1 The Board is to outline its capital planning objectives for the area under review in order to provide the Accommodation Review Committee with context for the accommodation review processes and decisions.

- The Board is to provide five-year enrolment projections, by grade, for each school included in the review. In addition, if requested by the Accommodation Review Committee, longer-term enrolment projections and/or school-age population data for the subject review area will be provided in order to support effective decision-making by the Accommodation Review Committee.
- These capital planning objectives should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.
- The Board is to inform the Accommodation Review Committee of such known or reasonably anticipated partnership opportunities, or lack thereof, at the beginning of the Accommodation Review Committee process.

### 9.0 Alternative Accommodation Option(s) by the Board

9.1 The Board must present at least one alternative accommodation option at the beginning of the accommodation review process that addresses the objectives and the *Reference Criteria* outlined in the Terms of Reference.

9.2 Where the Board's proposed alternative accommodation option(s) include new capital investment, the Board staff will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, Board staff will propose how students would be accommodated if funding does not become available.

9.3 Accommodation Review Committee resource staff will provide the necessary data to enable the Accommodation Review Committee to examine the options proposed. This analysis is necessary to assist the Accommodation Review Committee in finalizing the Accommodation Review Committee Accommodation Report to the Director of Education.





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## Pupil Accommodation Review Policy

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Date Approved:

Projected Review Date:

### **Purpose:**

School Boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement. The policy also ensures that the decision making process is in accordance with the revised guidelines established by the Ministry of Education. The purpose of this policy is to prescribe how accommodation reviews are undertaken to determine the future of a school or group of schools.

### **Guiding Principles:**

Accommodation review decisions should take into account the following:

1. The needs of all the students in all of the schools within a family of schools and community input.
2. The Guiding Principles as defined in Hamilton-Wentworth District School Board's (HWDSB's) Long-Term Facilities Master Plan.

### **Intended Outcomes:**

The intended outcome of this policy is to ensure that where the Board of Trustees make a decision regarding the future of a school, that decision is made with involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students. The following criteria will be used to assess the schools.

- The impact of the current and projected enrolment on the operation of the school(s) and on program delivery.
- The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery.
- The impact on the student, Hamilton-Wentworth District School Board, the community and the local economy (in order of importance).

### **Responsibility:**

- Director of Education

**Terminology:**

**Family of Schools:** Group of schools that may be included as part of the accommodation review process based on their ability to address the overall accommodation issues.

**Long-Term Facilities Master Plan:** A comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to enhance student achievement.

**Preliminary School Accommodation Review Report:** Initial report to the Board of Trustees outlining the rationale and scope of a potential accommodation review.

**School Information Profile:** Contains data to help the Accommodation Review Committee (ARC) and the community understand how well the school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference.

**Terms of Reference:** Outlines the mandate, scope, reference criteria, operating procedure and structure of the ARC.

**Action Required:**

This policy will be supported through the development and implementation of a Policy Directive that outlines:

- How a Pupil Accommodation Review is initiated
- The decision to establish the ARC
- What information is provided to the ARC
- The final ARC report
- The Director's report to the Board of Trustees
- The Board of Trustees Meeting for public input
- The Board of Trustees Meeting to decide on School Accommodation Review
- The Administrative Review of the Accommodation Review Process
- Timelines

In order to further support this policy, a *Terms of Reference* (Appendix A), will be developed and implemented to guide the Accommodation Review Committees. The *Terms of Reference* will outline:

- Mandate of the ARC
- Membership of the ARC
- Operation of the ARC
- Reference criteria
- Working meetings
- Public meetings
- Accommodation Review Committee Accommodation Report
- Capital Planning objectives and partnership opportunities
- Alternative Accommodation Option(s) by the Board of Trustees

**Timelines:**

Action	Timeline	Section
School Accommodation Utilization Review (Long-Term Facilities Master Plan Update)	Annually	
Presentation of the Preliminary School Accommodation Review Report to Board	As a result of the School Accommodation Utilization Review	
Decision to establish an ARC	As a result of the Preliminary School Accommodation Review Report	
Notice of Board decision to establish an ARC	Within seven (7) days of decision*	
Establishment of the membership of the ARC	Following the decision to establish an ARC	
Delivery of School Information Profile (SIP) package to the ARC	Prior to or at the first Working Group Meeting	
Notice of first Public Meeting	There will be at least 30 day's notice prior to public meeting*	
First Public Meeting	As scheduled by HWDSB Senior Administration	
Second Public Meeting	As scheduled by the ARC	
Third Public Meeting	As scheduled by the ARC	
Fourth Public Meeting	As scheduled by the ARC	
Delivery of the final ARC report	Not earlier than ninety (90) days and not later than one hundred and twenty (120) days after the ARC's first Public Meeting*	
Presentation of the Director's Report and the ARC Accommodation Report	Not less than thirty (30) days after the final ARC report was delivered to the Director of Education*	
Committee of the Whole Meeting (regular or special) for Public Input	As scheduled by Trustees within sixty (60) days prior to making their final decision *	
Committee of the Whole Meeting (regular or special) to decide on School Accommodation Review	As scheduled by Trustees no earlier than sixty (60) days from when the Director's Report is officially received by Trustees*	
Notice of decision on School Accommodation Review	Within fourteen (14) days of decision*	

\* Calendar days excluding school holidays such as summer vacation, Christmas and Spring Break (including adjacent weekends).

**Progress Indicators:**

Intended Outcome	Measurements
<ul style="list-style-type: none"> <li>The impact of the current and projected enrolment on the operation of the school(s) and on program delivery</li> </ul>	<ul style="list-style-type: none"> <li>Preliminary School Accommodation Review Report to the Board of Trustees</li> </ul>
<ul style="list-style-type: none"> <li>The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery</li> </ul>	<ul style="list-style-type: none"> <li>School Accommodation Review Report</li> </ul>

**References:****Government Documents**

- Pupil Accommodation Review Guidelines, Ministry of Education (Revised June 2009)
- Administrative Review of Accommodation Review Process, Ministry of Education

**HWDSB Strategic Directions**

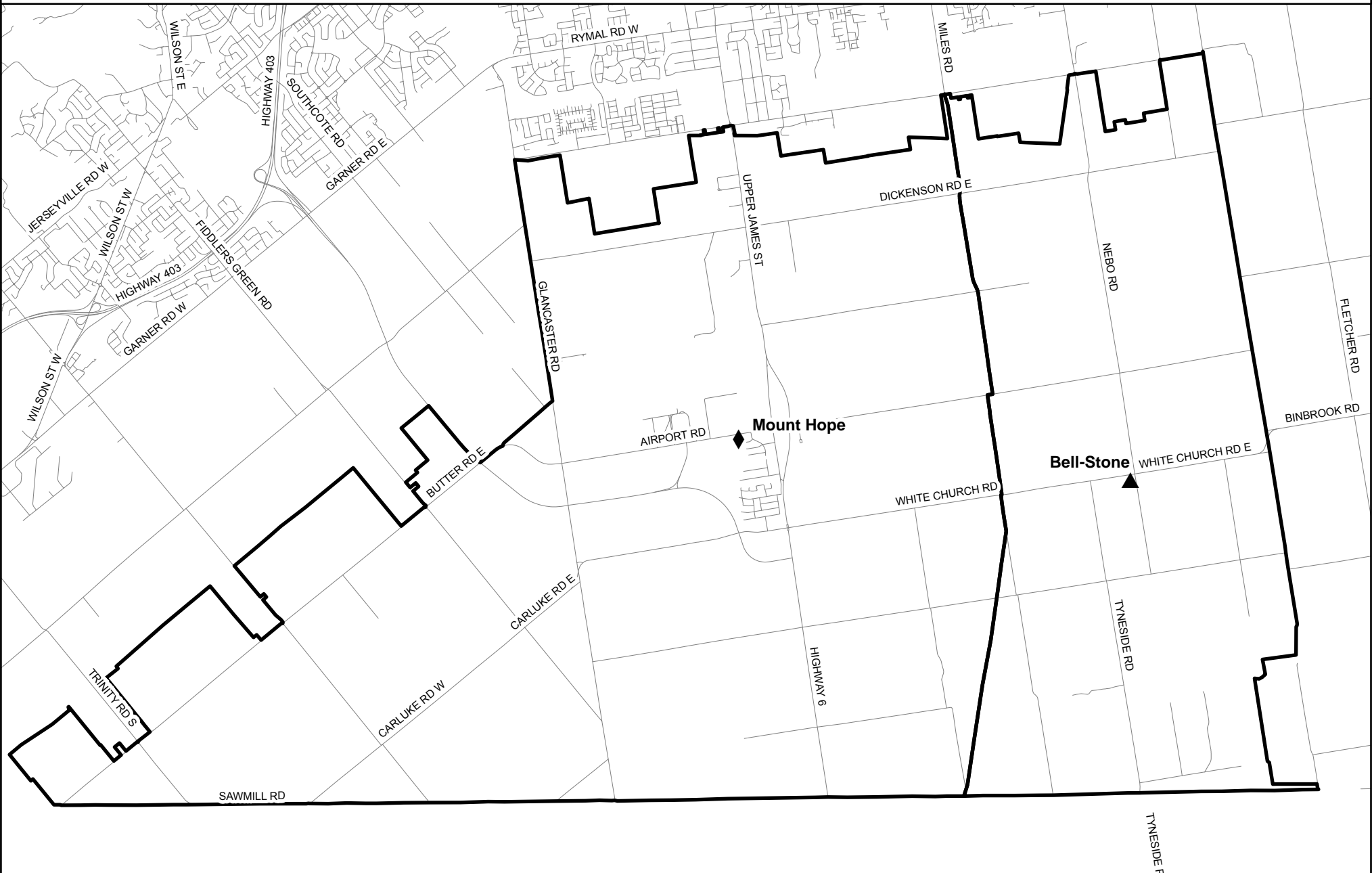
- Achievement Matters
- Engagement Matters
- Equity Matters

**HWDSB Documents**

- Long-Term Facilities Master Plan



# West Glanbrook Accommodation Review



◆ Elementary	● Middle School	□ Current Boundary
▲ Jr Elem	■ Secondary	


  
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**Planning & Accommodation**  
 May 9th, 2013  
 Planning and Accommodation

<b>Impact of Condition Index on Asset Performance (5 Year FCI)</b>				
<b>FCI Levels</b>	<b>HWDSB Schools</b>	<b>Facilities</b>	<b>Learning</b>	<b>Staff and Budgets</b>
<b>Good</b> 0-20%	<ul style="list-style-type: none"> <li>-A.M. Cunningham</li> <li>-A.A. Greenleaf</li> <li>-Ancaster Meadow</li> <li>-Balaclava</li> <li>-Bellmoore</li> <li>-Cathy Weaver</li> <li>-Chedoke</li> <li>-Dr. Davey</li> <li>-Gatestone</li> <li>-Guy Brown</li> <li>-Hillcrest</li> <li>-Janet Lee</li> <li>-Lawfield</li> <li>-Prince of Wales</li> <li>-Queen Victoria</li> <li>-Ray Lewis</li> <li>-Saltfleet</li> <li>-Sir Wilfred Laurier</li> <li>-Sir William Osler</li> <li>-Templemead</li> <li>-Waterdown DHS</li> <li>-Winona</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look clean and functional</li> <li>-Limited and manageable component and equipment failure may occur</li> <li>-Facilities will compete well for enrollment</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement will be optimized by high quality facility conditions</li> <li>-Student and staff morale will be positive and evident</li> </ul>	<ul style="list-style-type: none"> <li>-Maintenance and operations staff time will be devoted to regular scheduled maintenance</li> </ul>
<b>Average</b> 21-40%	<ul style="list-style-type: none"> <li>-Bell-Stone</li> <li>-Bennetto</li> <li>-C. B. Stirling</li> <li>-Central</li> <li>-Dr. J. Seaton</li> <li>-Earl Kitchener</li> <li>-Eastmount Park</li> <li>-Franklin Road</li> <li>-G.R. Allan</li> <li>-Glendale</li> <li>-Glen Echo</li> <li>-Billy Green</li> <li>-Gordon Price</li> <li>-Helen Detwiler</li> <li>-Hill Park</li> <li>-Holbrook</li> <li>-Lake Avenue</li> <li>-Lincoln Alexander</li> <li>-Lisgar</li> <li>-Memorial (Ham)</li> <li>-Millgrove</li> <li>-Mountain View</li> <li>-Mount Hope</li> <li>-Mountview</li> <li>-Norwood Park</li> <li>-Orchard Park</li> <li>-Parkview</li> <li>-Pauline Johnson</li> <li>-Queen Mary</li> <li>-Queen's Rangers</li> <li>-R.L. Hyslop</li> <li>-Ridgemount</li> <li>-Roxborough Park</li> <li>-Ryerson</li> <li>-Sir Allan MacNab</li> <li>-Strathcona</li> <li>-Taplestown</li> <li>-Westwood</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities are beginning to show signs of wear</li> <li>-More frequent component and equipment failure will occur</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement is unlikely to be at risk from facility conditions</li> <li>-Student and staff morale may be affected</li> </ul>	<ul style="list-style-type: none"> <li>-Maintenance and operations staff time may be diverted from regular scheduled maintenance</li> <li>-May be some variability in operational costs</li> </ul>

<p style="text-align: center;"><b>Fair</b> 41-64%</p>	<ul style="list-style-type: none"> <li>-Adelaide Hoodless</li> <li>-Ancaster H &amp; VS</li> <li>-Barton</li> <li>-Beverly Central</li> <li>-Buchanan Park</li> <li>-Cardinal Heights</li> <li>-Collegiate Ave</li> <li>-Delta</li> <li>-Dundana</li> <li>-Dundas Central</li> <li>-Eastdale</li> <li>-Ecole Elementaire</li> <li>Michaëlle Jean</li> <li>-Fessenden</li> <li>-Flamborough Centre</li> <li>-G.L. Armstrong</li> <li>-Glen Brae</li> <li>-Glenwood</li> <li>-Green Acres</li> <li>-Hess Street</li> <li>-Highland</li> <li>-Huntington Park</li> <li>-James MacDonald</li> <li>-Mary Hopkins</li> <li>-Memorial (SC)</li> <li>-Mountain S.S.</li> <li>-Parkside</li> <li>-Prince Philip</li> <li>-Queensdale</li> <li>-R.A. Riddell</li> <li>-Richard Beasley</li> <li>-Rosedale</li> <li>-Rousseau</li> <li>-Sir Isaac Brock</li> <li>-Sir John A. MacDonald</li> <li>-Sir Winston Churchill</li> <li>-Spencer Valley</li> <li>-Viscount</li> <li>Montgomery</li> <li>-W.H. Ballard</li> <li>-Westdale</li> <li>-Westview</li> <li>-Yorkview</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look worn with apparent and increasing deterioration</li> <li>-Frequent component and equipment failure may occur. Occasional building shut down might occur</li> <li>-The facility will be at a competitive disadvantage and enrollment could be impacted</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement will be at risk of deterioration (5%-10%)</li> <li>-Symptoms will become apparent in:               <ul style="list-style-type: none"> <li>• Attendance issues</li> <li>• Student and staff wellness</li> <li>• Disciplinary incidents</li> <li>• Staff turnover</li> </ul> </li> <li>-Concern about negative morale with student s and staff will be raised and become evident</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency repairs and maintenance costs can impact budgets</li> <li>-Maintenance and operations staff time will likely be diverted from regular scheduled maintenance and forced to “reactive” mode which increases costs</li> </ul>
<p style="text-align: center;"><b>Poor</b> over 65%</p>	<ul style="list-style-type: none"> <li>-Ancaster Senior</li> <li>-C.H. Bray</li> <li>-Dalewood</li> <li>-Elizabeth Bagshaw</li> <li>-Greensville</li> <li>-Highview</li> <li>-Linden Park</li> <li>-Mount Albion</li> <li>-Parkdale</li> <li>-Sherwood</li> <li>-Westmount</li> <li>-Woodward</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look worn with obvious deterioration</li> <li>-Equipment failure in critical items more frequent. Occasional building shut down could occur. Management risk is high</li> <li>-The facility will be at a competitive disadvantage and will be at a high risk of enrollment shortfalls</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement could be impacted</li> <li>-Growing organizational stress will also become apparent to:               <ul style="list-style-type: none"> <li>• Attendance issues</li> <li>• Student and staff wellness</li> <li>• Staff turnover</li> </ul> </li> <li>-Lack of maintenance will affect the attitudes and morale of students and staff</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency repairs and maintenance costs can consume budgets</li> <li>-Maintenance and operations staff will not be able to provide regular scheduled maintenance due to high level of “reactive” calls which increases costs</li> </ul>

**Figure 7: Impact of Condition Index on Asset Performance**



### Section 11: Accommodation Strategy Schedule

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>1 Westdale</b>								
Dalewood								
GR Allan			FDK					
Glenwood								
Prince Philip				Closed				
<b>2 Flamborough</b>			LP					
Allan Greenleaf		BR	FDK				ARC	
Balaclava	FDK	BR					ARC	
Flamborough Centre			FDK				ARC	
Guy Brown		BR					ARC	
Mary Hopkins			FDK				ARC	
Millgrove		BR	FDK					
<b>3 Central Mountain</b>								
Cardinal Heights		GR	ARC					
Eastmount Park			ARC	FDK				
Franklin Road			ARC/FDK					
GL Armstrong			ARC/FDK					
Linden Park		GR	ARC	FDK				
Norwood Park								
Pauline Johnson			ARC					
Queensdale			ARC	FDK				
Ridgemount		GR	ARC					
<b>4 East Hamilton City 1</b>								
Hillcrest			ARC	FDK				
Parkdale			ARC					
Rosedale			ARC	FDK				
Roxborough Park			ARC					
Viscount Montgomery			ARC	FDK				
WH Ballard			ARC	FDK				
Woodward			ARC	FDK				

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK : FDK Implementation  
ARC : ARC  
GR : Grade Reorganization

BR : Boundary Review  
Closed : Closed  
LP : Land Purchase



Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>5 West Hamilton City</b>								
Bennetto				ARC				
Cathy Wever				ARC				
Central			FDK	ARC				
Dr. Davey				ARC				
Earl Kitchener				ARC/FDK				
Hess Street			FDK	ARC				
Queen Victoria	FDK			ARC				
Ryerson				ARC				
Strathcona			FDK	ARC				
<b>6 West Glanbrook</b>								
Bell-Stone			ARC/FDK					
Mount Hope			ARC					
<b>7 East Mountain</b>								
CB Stirling	FDK					ARC		
Helen Detwiler	FDK							
Highview	FDK							
Huntington Park			FDK					
Lawfield				ARC/FDK				
Lincoln Alexander	FDK					ARC		
Lisgar				ARC				
Ray Lewis			FDK					
Richard Beasley				ARC				
Templemead			FDK			ARC		
<b>8 Lower Stoney Creek</b>								
Collegiate Avenue			FDK	ARC				
Eastdale	FDK			ARC				
Green Acres				ARC/FDK				
Memorial (Stoney Creek)			FDK	ARC				
Mountain View	FDK			ARC				
RL Hyslop			FDK	ARC				
Winona	FDK							

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
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GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>9 West Hamilton Mountain</b>								
Buchanan Park	FDK				ARC			
Chedoke	FDK				ARC			
Gordon Price	FDK				ARC			
Holbrook			FDK		ARC			
James Macdonald			FDK		ARC			
Mountview				FDK	ARC			
RA Riddell			FDK		ARC			
Westview					ARC			
Westwood					ARC			
<b>10 Ancaster</b>								
Ancaster Meadow			LP	FDK	ARC			
Ancaster Senior					ARC			
CH Bray				FDK	ARC			
Fessenden				FDK	ARC			
Queen's Rangers	FDK				ARC			
Rousseau	FDK				ARC			
<b>11 East Hamilton City 2</b>								
Elizabeth Bagshaw			FDK		ARC			
Glen Brae					ARC			
Glen Echo				FDK	ARC			
Lake Avenue	FDK							
Sir Isaac Brock					ARC			
Sir Wilfrid Laurier			FDK		ARC			

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>12 Central Hamilton City</b>								
AM Cunningham				FDK		ARC		
Adelaide Hoodless	FDK					ARC		
Memorial (Hamilton)	FDK					ARC		
Prince of Wales						ARC		
Queen Mary						ARC		
<b>13 Dundas and West Flamborough</b>								
Beverly Central	FDK		ARC					
Dr. Seaton	FDK		ARC					
Greensville	FDK		ARC					
Spencer Valley		BR	ARC					
Dundana				FDK		ARC		
Dundas Central			FDK			ARC		
Sir William Osler			FDK			ARC		
Yorkview						ARC		
<b>14 East Glanbrook and Upper Stoney Creek</b>								
Bellmoore	FDK		LP					
Billy Green	FDK							
Gatestone		BR		FDK				
Janet Lee	FDK							
Michaëlle Jean								
Mount Albion	FDK	BR						
Tapleystown	FDK							

## Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase





## Section 5: LTFMP Guiding Principles

In order to ensure that Hamilton-Wentworth District School Board (HWDSB) provides equitable, affordable and sustainable learning facilities, the following LTFMP Guiding Principles have been created. These principles guide and assist in creating the framework for determining the viability of our schools, which is a key component in the development and implementation of the Long Term Facilities Master Plan.

The following guiding principles are consistent with the commitment to provide quality teaching and learning environments that are driven by the needs of students and programs:

1. HWDSB is committed to providing and maintaining quality learning and teaching environments that support student achievement (*HWDSB Strategic Directions, Annual Operating Plan 2011-12*)
2. Optimal utilization rates of school facilities is in the range of 90- 110%
3. Facilities reflect the program strategy that all students need personalized learning, pathways, schools with specialization and cluster and community support (*Learning for All: HWDSB Program Strategy*)
4. Transportation to school locations will not normally exceed 60 minutes one way (*Transportation Policy, 2011*)
5. School facilities meet the needs of each of our students in the 21st century (*Education in HWDSB, 2011*)
6. Accessibility will be considered in facility planning and accommodation (*Accessibility (Barrier-Free)“Pathways” Policy, 1999*)
7. School facilities provide neighbourhood and community access that supports the well-being of students and their families (*A Guide to Educational Partnerships, 2009*)
8. School facilities have flexible learning environments including adaptive and flexible use of spaces; student voice is reflected in where, when and how learning occurs (*Education in HWDSB, 2012*)
9. Specific principles related to elementary and secondary panels:

### Elementary

- a. *School Capacity* - optimal school capacity would be 500 to 600 students, which creates two to three classes for each grade
- b. *School Grade/Organization* –Kindergarten to-Grade 8 facilities
- c. *School Site Size* - optimal elementary school site size would be approximately 6 acres
- d. *French Immersion* - In dual track schools a balance between French Immersion and English track students is ideal for balanced program delivery

### Secondary

- a. *School Capacity* - optimal school capacity would be 1000 to 1250 students
- b. *School Site Size* - ideal secondary school site size would be approximately 15 acres, including a field, parking lot and building

**(NOTE: Not meeting the aspects of the program specific principles above (#9), does not preclude that a school has been pre-determined for automatic closure or other accommodation strategies. The principles are intended to be guides).**





**MINISTRY OF EDUCATION**  
**PUPIL ACCOMMODATION REVIEW GUIDELINE**  
(Revised June 2009)

**PURPOSE**

The purpose of the *Pupil Accommodation Review Guideline* (previously referred to as school closure guidelines) is to provide direction to school boards regarding public accommodation reviews undertaken to determine the future of a school or group of schools.

The *Guideline* ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the full involvement of an informed local community and it is based on a broad range of criteria regarding the quality of the learning experience for students.

In recognition of the important role schools play in strengthening rural and urban communities and the importance of healthy communities for student success, it is also expected that decisions consider the value of the school to the community, taking into account other government initiatives aimed at strengthening communities.

School boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement.

Under paragraph 26, subsection 8 (1) of the *Education Act*, the Minister of Education may issue guidelines with respect to school boards' school closure policies. The *Guideline* is effective upon release.

**SCHOOL BOARD ACCOMMODATION REVIEW POLICIES**

School boards are responsible for establishing and following their own accommodation review policies. At a minimum, boards' accommodation review policies are to reflect the requirements of the *Pupil Accommodation Review Guideline* set out below.

A copy of the school board's accommodation review policy, the government's *Pupil Accommodation Review Guideline* and the *Administrative Review of Accommodation Review Process* documents are to be available at the school board's office and posted on the school board's website.

School boards are expected to undertake long-term enrolment and capital planning that will provide the context for accommodation review processes and decisions. This planning should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.

The *Guideline* recognizes that, wherever possible, accommodation reviews should focus on a group of schools within a school board's planning area rather than examine a single school. These schools would be reviewed together because they are located close enough to the other schools within a planning area to facilitate the development of viable and practical solutions for student accommodation.

## **ACCOMMODATION REVIEW TERMS OF REFERENCE**

The review of a particular school or schools is to be led by an Accommodation Review Committee (ARC) appointed by the board. The ARC assumes an advisory role and will provide recommendations that will inform the final decision made by the Board of Trustees.

Each ARC must include membership drawn from the community. It is recommended that the committee include parents, educators, board officials, and community members. Trustees are not required to serve on ARCs.

School boards will provide the ARC with a Terms of Reference that describes the ARC's mandate. The mandate will refer to the board's educational and accommodation objectives in undertaking the ARC and reflect the board's strategy for supporting student achievement. The Terms of Reference will contain Reference Criteria that frame the parameters of ARC discussion. The Reference Criteria include the educational and accommodation criteria for examining schools under review and accommodation options. Examples may include grade configuration, school utilization, and program offerings.

The Terms of Reference will identify ARC membership and the role of voting and non-voting members, including board and school administration. The Terms of Reference will also describe the procedures for the ARC, including meetings; material, support, and analysis to be provided by board administration; and the material to be produced by the ARC.

School boards will inform the ARC at the beginning of the process about partnership opportunities, or lack thereof, as identified as part of boards' long-term planning process.

## **SCHOOL INFORMATION PROFILE**

School boards are required to develop a School Information Profile to help the ARC and the community understand how well school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference. The School

Information Profile includes data for each of the following four considerations about the school(s):

- Value to the student
- Value to the school board
- Value to the community
- Value to the local economy

It is recognized that the school's value to the student takes priority over other considerations about the school. A School Information Profile will be completed by board administration for each of the schools under review. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The completed School Information Profile(s) will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize.

The following are examples of factors that may be considered under each of the four considerations. Boards and ARCs may introduce other factors that could be used to reflect local circumstances and priorities, which may help to further understand the school(s).

### **Value to the Student**

- the learning environment at the school;
- student outcomes at the school;
- course and program offerings;
- extracurricular activities and extent of student participation;
- the ability of the school's physical space to support student learning;
- the ability of the school's grounds to support healthy physical activity and extracurricular activities;
- accessibility of the school for students with disabilities;
- safety of the school;
- proximity of the school to students/length of bus ride to school.

### **Value to the School Board**

- student outcomes at the school;
- course and program offerings;
- availability of specialized teaching spaces;
- condition and location of school;
- value of the school if it is the only school within the community;
- fiscal and operational factors (e.g., enrolment vs. available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives).

### **Value to the Community**

- facility for community use;

- program offerings at the school that serve both students and community members (e.g., adult ESL);
- school grounds as green space and/or available for recreational use;
- school as a partner in other government initiatives in the community;
- value of the school if it is the only school within the community.

### **Value to the Local Economy**

- school as a local employer;
- availability of cooperative education;
- availability of training opportunities or partnerships with business;
- attracts or retains families in the community;
- value of the school if it is the only school within the community.

### **ACCOMMODATION REVIEW PROCESS**

As indicated above, the public review of each school or group of schools is to be led by a local Accommodation Review Committee appointed by the board.

School boards must present to the ARC at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.

The Ministry recommends that, wherever possible, schools should only be subject to an accommodation review once in a five-year period, unless there are exceptional circumstances.

### ***School Information Profile***

The ARC will discuss and consult about the School Information Profile(s) prepared by board administration for the school(s) under review and modify the Profile(s) where appropriate. This discussion is intended to familiarize the ARC members and the community with the school(s) in light of the objectives and Reference Criteria outlined in the Terms of Reference. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

### ***Public Information and Access***

School boards and ARCs are to ensure that all information relevant to the accommodation review, as defined by the ARC, is made public by posting it in a prominent location on the school board's website or making it available in print upon request. Where relevant information is technical in nature, it is to be explained in plain language.

### ***Accommodation Options***

The ARC may also create alternative accommodation options, which should be consistent with the objectives and Reference Criteria outlined in the Terms of Reference. Board administration will provide necessary data to enable the ARC to examine options. This analysis will assist the ARC in finalizing the Accommodation Report to the board.

ARCs may recommend accommodation options that include new capital investment. In such a case, board administration will advise on the availability of funding. Where no funding exists, the ARC with the support of board administration will propose how students would be accommodated if funding does not become available.

As the ARC considers the accommodation options, the needs of all students in schools of the ARC are to be considered objectively and fairly, based on the School Information Profile and the objectives and Reference Criteria outlined in the Terms of Reference.

### ***Community Consultation and Public Meetings***

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups is invited to participate in the consultation. These groups may include the school(s)' councils, parents, guardians, students, school staff, the local community, and other interested parties.

As indicated above, the ARC will consult about the customized School Information Profile prepared by board administration and may make changes as a result of the consultation. The ARC will also seek input and feedback about the accommodation options and the ARC's Accommodation Report to the board. Discussions will be based on the School Information Profile(s) and the ARC's Terms of Reference.

Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views. All relevant information developed to support the discussions at the consultation is to be made available in advance.

At a minimum, ARCs are required to hold four public meetings to consult about the School Information Profile, the accommodation options, and the ARC Accommodation Report.

Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available. ARCs and board administration are to respond to questions they consider relevant to the ARC and its analysis, at

meetings or in writing appended to the minutes of the meeting and made available on the board's website.

### ***ARC Accommodation Report to the Board***

The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference. It will deliver its Accommodation Report to the board's Director of Education, who will have the Accommodation Report posted on the board's website. The ARC will present its Accommodation Report to the Board of Trustees. Board administration will examine the ARC Accommodation Report and present the administration analysis and recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s). If the Board of Trustees votes to close a school or schools, the board must outline clear timelines around when the school(s) will close.

### **TIMELINES FOR AN ACCOMMODATION REVIEW PROCESS**

After the intention to conduct an accommodation review of a school or schools has been announced by the school board, there must be no less than 30 calendar days notice prior to the first of a minimum of four public meetings.

Beginning with the first public meeting, the public consultation period must be no less than 90 calendar days.

After the ARC completes its Accommodation Report it is to make the document publicly available and submit the document to the school board administration. After the submission of the Accommodation Report, there must be no less than 60 calendar days notice prior to the meeting where the Board of Trustees will vote on the recommendations.

Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered part of the 30, 60 or 90 calendar day periods. For schools with a year-round calendar, any holiday that is nine calendar days or longer, including weekends, should not be considered part of the 30, 60 or 90 calendar day periods.

### **APPLICATION OF ACCOMMODATION REVIEW GUIDELINES**

The *Guideline* applies to schools offering elementary or secondary regular day-school programs. The following outlines circumstances where school boards are not obligated to undertake an accommodation review in accordance with this *Pupil Accommodation Review Guideline*. In these circumstances, a board is expected to consult with local communities about proposed accommodation options for students in advance of any decision by the board.

- Where a replacement school is to be rebuilt by the board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board's existing policies;



- When a lease is terminated;
- When a board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school; this calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years;
- When a board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations
- Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair.





## MINISTRY OF EDUCATION ADMINISTRATIVE REVIEW OF ACCOMMODATION REVIEW PROCESS

A review of a school board's accommodation review process may be sought if the following conditions are met.

### **An individual or individuals must:**

- Submit a copy of the board's accommodation review policy highlighting how the accommodation review process was not compliant with the school board's accommodation review policy.
- Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school's student headcount (e.g., if the headcount is 150, then 45 signatures would be required). Parents/guardians of students and/or other individuals that participated in the accommodation review process are eligible to sign the petition<sup>1</sup>
  - The petition should clearly provide a space for individuals to print and sign their name; address (street name and postal code); and to indicate whether they are a parent/guardian of a student attending the school subject to the accommodation review, or an individual who has participated in the review process.
- Submit the petition and justification to the school board and the Minister of Education within thirty (30) days of the board's closure resolution.

### **The school board would be required to:**

- Confirm to the Minister of Education that the names on the petition are parents/guardians of students enrolled at the affected school and/or individuals who participated in the review process.
- Prepare a response to the individual's or individuals' submission regarding the process and forward the board's response to the Minister of Education within thirty (30) days of receiving the petition.

### **If the conditions set out above have been met, the Ministry would be required to:**

- Undertake a review by appointing a facilitator to determine whether the school board accommodation review process was undertaken in a manner consistent with the board's accommodation review policy within thirty (30) days of receiving the school board's response.

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<sup>1</sup> Information contained in the petition is subject to the *Freedom of Information and Protection of Privacy Act, 1990*.






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## Pupil Accommodation Review Policy

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Date Approved:

Projected Review Date:

### **Purpose:**

School Boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement. The policy also ensures that the decision making process is in accordance with the revised guidelines established by the Ministry of Education. The purpose of this policy is to prescribe how accommodation reviews are undertaken to determine the future of a school or group of schools.

### **Guiding Principles:**

Accommodation review decisions should take into account the following:

1. The needs of all the students in all of the schools within a family of schools and community input.
2. The Guiding Principles as defined in Hamilton-Wentworth District School Board's (HWDSB's) Long-Term Facilities Master Plan.

### **Intended Outcomes:**

The intended outcome of this policy is to ensure that where the Board of Trustees make a decision regarding the future of a school, that decision is made with involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students. The following criteria will be used to assess the schools.

- The impact of the current and projected enrolment on the operation of the school(s) and on program delivery.
- The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery.
- The impact on the student, Hamilton-Wentworth District School Board, the community and the local economy (in order of importance).

### **Responsibility:**

- Director of Education

### **Terminology:**

**Family of Schools:** Group of schools that may be included as part of the accommodation review process based on their ability to address the overall accommodation issues.

**Long-Term Facilities Master Plan:** A comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to enhance student achievement.

**Preliminary School Accommodation Review Report:** Initial report to the Board of Trustees outlining the rationale and scope of a potential accommodation review.

**School Information Profile:** Contains data to help the Accommodation Review Committee (ARC) and the community understand how well the school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference.

**Terms of Reference:** Outlines the mandate, scope, reference criteria, operating procedure and structure of the ARC.

### **Action Required:**

This policy will be supported through the development and implementation of a Policy Directive that outlines:

- How a Pupil Accommodation Review is initiated
- The decision to establish the ARC
- What information is provided to the ARC
- The final ARC report
- The Director's report to the Board of Trustees
- The Board of Trustees Meeting for public input
- The Board of Trustees Meeting to decide on School Accommodation Review
- The Administrative Review of the Accommodation Review Process
- Timelines

In order to further support this policy, a *Terms of Reference* (Appendix A), will be developed and implemented to guide the Accommodation Review Committees. The *Terms of Reference* will outline:

- Mandate of the ARC
- Membership of the ARC
- Operation of the ARC
- Reference criteria
- Working meetings
- Public meetings
- Accommodation Review Committee Accommodation Report
- Capital Planning objectives and partnership opportunities
- Alternative Accommodation Option(s) by the Board of Trustees

**Timelines:**

Action	Timeline	Section
School Accommodation Utilization Review (Long-Term Facilities Master Plan Update)	Annually	
Presentation of the Preliminary School Accommodation Review Report to Board	As a result of the School Accommodation Utilization Review	
Decision to establish an ARC	As a result of the Preliminary School Accommodation Review Report	
Notice of Board decision to establish an ARC	Within seven (7) days of decision*	
Establishment of the membership of the ARC	Following the decision to establish an ARC	
Delivery of School Information Profile (SIP) package to the ARC	Prior to or at the first Working Group Meeting	
Notice of first Public Meeting	There will be at least 30 day's notice prior to public meeting*	
First Public Meeting	As scheduled by HWDSB Senior Administration	
Second Public Meeting	As scheduled by the ARC	
Third Public Meeting	As scheduled by the ARC	
Fourth Public Meeting	As scheduled by the ARC	
Delivery of the final ARC report	Not earlier than ninety (90) days and not later than one hundred and twenty (120) days after the ARC's first Public Meeting*	
Presentation of the Director's Report and the ARC Accommodation Report	Not less than thirty (30) days after the final ARC report was delivered to the Director of Education*	
Committee of the Whole Meeting (regular or special) for Public Input	As scheduled by Trustees within sixty (60) days prior to making their final decision *	
Committee of the Whole Meeting (regular or special) to decide on School Accommodation Review	As scheduled by Trustees no earlier than sixty (60) days from when the Director's Report is officially received by Trustees*	
Notice of decision on School Accommodation Review	Within fourteen (14) days of decision*	

\* Calendar days excluding school holidays such as summer vacation, Christmas and Spring Break (including adjacent weekends).

**Progress Indicators:**

Intended Outcome	Measurements
<ul style="list-style-type: none"> <li>The impact of the current and projected enrolment on the operation of the school(s) and on program delivery</li> </ul>	<ul style="list-style-type: none"> <li>Preliminary School Accommodation Review Report to the Board of Trustees</li> </ul>
<ul style="list-style-type: none"> <li>The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery</li> </ul>	<ul style="list-style-type: none"> <li>School Accommodation Review Report</li> </ul>

**References:****Government Documents**

- Pupil Accommodation Review Guidelines, Ministry of Education (Revised June 2009)
- Administrative Review of Accommodation Review Process, Ministry of Education

**HWDSB Strategic Directions**

- Achievement Matters
- Engagement Matters
- Equity Matters

**HWDSB Documents**

- Long-Term Facilities Master Plan






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## Pupil Accommodation Review Terms of Reference

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The Terms of Reference were developed in accordance with the Ministry's 2009 revised *Pupil Accommodation Review Guidelines*.

### 1.0 Mandate of the Accommodation Review Committee

- 1.1 With school valuation as its focus and the Board's strategy for supporting student achievement, the Accommodation Review Committee is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision.
- 1.2 A separate Accommodation Review Committee shall be established for each group of schools being studied.
- 1.3 This Accommodation Review Committee is charged with the review of the following schools:

**[Insert List of School(s)]**

### 2.0 Membership of the Accommodation Review Committee

- 2.1 The Accommodation Review Committee should consist of the following persons:
  - The Accommodation Review Committee Chair as appointed by Executive Council;
  - Two (2) parent representatives who are members of School Council and/or Home and School Association from each school under review;
  - One (1) parent representative who is not a member of School Council or Home and School Association from each school under review;
    - If only one school is being reviewed then the representatives may be increased to two (2);
  - One (1) teaching representative from each school under review;
  - One (1) non-teaching staff from each school under review;
  - One (1) student leader from each school under review (only applicable to secondary accommodation reviews);
  - One (1) parent representative who is a member of School Council or Home and School Association for each feeder school(s) under review (where applicable);

## APPENDIX A

- 2.2 The Accommodation Review Committee membership will be deemed to be properly constituted whether or not all of the listed members are able to participate.
- 2.2.1 Written invitation to participate on the Accommodation Review Committee will be issued with a deadline date for acceptance. No response by that date will be considered as non-acceptance.
- 2.3 Accommodation Review Committee membership may be adjusted so that the Committee may function effectively.
- 2.4 All members of the Accommodation Review Committee are voting members with the exception of the Accommodation Review Committee Chair, feeder school representative and student leader who are non-voting members.
- 2.4.1 When a vote is called only the voting members present will cast their vote via ballot. A vote shall be passed when fifty percent (50%) plus one of the Accommodation Review Committee members vote in favour of the motion. Should there be a tie vote the motion/recommendation is defeated.
- 2.4.2 Quorum shall be defined as fifty percent (50%) plus one of the Accommodation Review Committee members.
- 2.5 Recognizing the value of the Accommodation Review Committee's contribution to the Board's ability to provide quality educational opportunities for its students, Accommodation Review Committee members must be prepared to make a commitment to attend all, or nearly all of the working meetings and public meetings
- 2.6 In the event that an Accommodation Review Committee member is unable to commit to attending all, or nearly all of the meetings, the Accommodation Review Committee Chair has the authority to address the attendance issue and recommend a solution.
- 2.7 The Accommodation Review Committee will have resource support available to provide information when requested or to provide expertise not already within the Accommodation Review Committee. The following people are available resources:
- The Trustee(s) of each school(s) under review;
  - The Trustee(s) of associated schools;
  - The Superintendent(s) of Student Achievement for each school(s) under review;
  - The Principal from each school under review
  - Administrative support for minute taking;
  - Dedicated resources to enable the Accommodation Review Committee to understand the issues that exist and to provide:
    - support to ensure compliance with the Board's policy and procedure;
    - information relevant to the mandate of the Accommodation Review Committee as requested by the Accommodation Review Committee;
    - information relevant to the mandate of the Accommodation Review Committee to support community questions or requests;
- 2.7.1 If the Accommodation Review Committee Chair sees a need for additional expertise or if additional expertise is requested by the Accommodation Review Committee, guest Accommodation Review Committee resources may be invited to attend specified meetings

(i.e. students, HWDSB staff, members of the community or local economy) as approved by the ARC members.

### 3.0 Operation of the Accommodation Review Committee

3.1 Executive Council will be responsible for appointing the Chair of the Accommodation Review Committee.

The Accommodation Review Committee Chair is responsible for:

- Convening and chairing Accommodation Review Committee meetings;
- Managing the development of the process according to the Accommodation Review Committee mandate, the *Terms of Reference* and the supporting School Information Profile (SIP);
- Coordination of the activities of the Accommodation Review Committee, requesting support, resources, and information relevant to the Accommodation Review Committee's mandate from the HWDSB staff;
- Ensuring completion of the *Accommodation Review Committee Accommodation Report*.

3.2 A SIP for each affected school necessary to permit the Accommodation Review Committee to carry out its mandate will be provided at or prior to the Accommodation Review Committee's first working meeting.

3.3 For each affected school the SIP will include the following and will be made available to the public via a posting on the Board's website and in print format at the Education Centre upon request:

- The section of the Board's most recent Long-Term Facilities Master Plan that deals with the municipality or area under review;
- Relevant background information regarding the schools located within the area of the accommodation review.

3.4 The Accommodation Review Committee will meet as often as required to review and analyze all pertinent data and prepare for the mandatory public meetings.

3.5 The Accommodation Review Committee shall determine a schedule of the dates, times and location of meetings. This should be established at the first meeting of the Accommodation Review Committee subject to Section 6.1 of this Policy.

3.6 Working meetings of the Accommodation Review Committee may be held regardless of all voting members being present.

3.7 The Accommodation Review Committee will complete its work within the timelines outlined in this Policy.

3.8 In the event that a member is unable to fulfill his/her duties on the Accommodation Review Committee, the Principal of the affiliated school(s) working with the Chair of the Accommodation Review Committee, may co-opt another representative. If a replacement cannot be found, the Accommodation Review Committee will continue to function.

3.9 The Accommodation Review Committee will provide information to the affected school communities on an ongoing basis.

## APPENDIX A

- 3.10 Board staff will respond to reasonable requests for additional information that has been approved by the Accommodation Review Committee and will include the response(s) to the question(s), in the Accommodation Review Committee's working binder under the appropriate section, and will post the responses on the Board's website.
- 3.11 Requests for information in keeping with the Accommodation Review Committee's mandate and in keeping with the schools under review, will be provided by Accommodation Review Committee Resource staff in a timely manner for the Accommodation Review Committee's use and if the information is requested from an external party, for the Accommodation Review Committee's approval. It may not always be possible to obtain responses to requests for information in time for the next scheduled meeting. If this occurs, Accommodation Review Committee Resource staff will provide an estimated availability time.
- 3.12 All Accommodation Review Committee meetings will be structured to encourage an open and informed exchange of views.
- 3.13 The Accommodation Review Committee may create alternative accommodation option(s), consistent with the objectives and Reference Criteria outlined above.
- 3.14 Where the Accommodation Review Committee recommends accommodation option(s) that include new capital investment, the Accommodation Review Committee Chair will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, the Accommodation Review Committee, will propose how students would be accommodated if funding does not become available. Accommodation Review Committee Resource staff will provide analysis support for this process.
- 3.15 All accommodation options developed by the Board or by the Accommodation Review Committee are to address, at a minimum, where students would be accommodated; changes that may be required to existing facilities; program availability and transportation.

#### 4.0 Reference Criteria

- 4.1 The key criteria that will be used by the Accommodation Review Committee to fulfill its mandate include, but are not limited to, the following:
- a) **Facility Utilization:** Facility Utilization is defined as enrolment as a percentage of "on-the-ground" capacity. The goal is to maximize the use of Board owned facilities over the long-term.
  - b) **Permanent and Non-permanent Accommodation:** Permanent accommodation refers to "bricks and mortar" while non-permanent construction includes structures such as portables and port-a-paks. The goal is to minimize the use of non- permanent accommodation as a long-term strategy while recognizing that it may be a good short- term solution.
  - c) **Program Offerings:** The Accommodation Review Committee must consider program offerings, each with their own specific requirements, at each location.
  - d) **Quality Teaching and Learning Environments:** The Accommodation Review Committee should consider the program environments and how well they are conducive to learning.
  - e) **Transportation:** The Accommodation Review Committee should consider the Board's existing Transportation Policy and how it may be impacted by or limit proposed accommodation recommendations.
  - f) **Partnerships Opportunities:** As a requirement of the Policy and Ministry guidelines, the Accommodation Review Committee should also consider opportunities for partnerships.

- g) **Equity:** The Accommodation Review Committee should consider the Board's Equity Policy, specifically as it relates to accessibility, both in terms of the physical school access as well as transportation and program environments.

4.2 The Accommodation Review Committee may add additional reference criteria.

## 5.0 Working Meetings

- 5.1 The goal of the working meetings is to ensure that information is prepared for presentation at each of the minimum four (4) public meetings. The materials prepared will support the objectives and the Reference Criteria of this Terms of Reference and will help the Accommodation Review Committee in its development of the Accommodation Review Committee Accommodation Report.
- 5.2 The Accommodation Review Committee Resource staff will work with the Accommodation Review Committee to prepare all working meeting and Public Meeting agendas and materials. Meeting agendas and materials are to be made available by e-mail to the Accommodation Review Committee members and posted on the Board's website when possible at least 24 hours in advance of the scheduled meeting.
- 5.3 Accommodation Review Committee Resource staff will ensure that accurate minutes are recorded. These minutes are to reflect the discussions that take place and decisions that are made at working meetings and at Public Meetings. Accommodation Review Committee meeting minutes will be posted to the Board's website after the minutes have been approved by the Accommodation Review Committee.
- 5.4 All information provided to the Accommodation Review Committee is to be posted on the board's website and made available in hard copy if requested.
- 5.5 Working Meetings of the Accommodation Review Committee shall be open to observation by the public.

## 6.0 Public Meetings

- 6.1 In addition to Accommodation Review Committee working meetings, the Accommodation Review Committee will hold a minimum of four (4) public meetings. Public meetings will occur in one of the affected schools, provided the school is an accessible facility, or at an alternate facility within the local community. These meetings will be organized as follows:
- At the first public meeting, the Accommodation Review Committee will present the Preliminary School Accommodation Review Report prepared by the Director of Education, including the Board/Staff proposed alternative accommodation option(s). As well, the Accommodation Review Committee will describe the Terms of Reference, including its mandate; outline its study process; give the public a briefing on the data and issues to be addressed and receive community input;
  - At the second public meeting, the Accommodation Review Committee will present a completed SIP (refer to Appendix D) for the school(s) under consideration and receive community input;
  - At the third public meeting, the Accommodation Review Committee will present the accommodation option(s) and request community input;
  - At the fourth public meeting, the Accommodation Review Committee will present to the public, the draft Accommodation Review Committee Accommodation Report with its interim accommodation recommendation(s) and receive community input. The Accommodation Review Committee may make changes to the report based upon feedback at this meeting.

- 6.2 The Accommodation Review Committee Chair will call the first public meeting no earlier than thirty (30) calendar days after the date of its appointment.
- 6.3 Notice of the first public meeting will be provided no less than thirty (30) calendar days in advance of the meeting.
- 6.4 Notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include the date, time, location, purpose, contact name and email address.

## 7.0 Accommodation Review Committee Accommodation Report

- 7.1 The Accommodation Review Committee Accommodation Report, which is a mandatory outcome of the Accommodation Review Committee's work, is to be submitted to the Director of Education, by the Chair of the Accommodation Review Committee. The *Accommodation Review Committee Accommodation Report* is to be drafted in plain language.
- 7.1.1 The Accommodation Review Committee will prepare a report that will make accommodation recommendation(s) consistent with the objectives and *Reference Criteria* outlined in the Terms of Reference.
- 7.1.2 The Accommodation Review Committee should also consider the following issues and try to address these as well as possible in the *Accommodation Review Committee Accommodation Report*:
- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
  - The effects of consolidation, closure or program relocation on the following:
    - The attendance area defined for the school(s)
    - The need and extent of transportation
  - The financial effects of consolidating or not consolidating the school, including any capital implications.
  - Savings expected to be achieved as a result of the consolidation, closure or program relocation:
    - School operations (heating, lighting, cleaning, routine maintenance)
    - Expenditures to address school renewal issues which will no longer be required
  - Revenue implications as a result of the consolidation, closure or program relocation.
  - Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
    - School operations (heating, lighting, cleaning, routine maintenance)
    - School administration
    - School renewal
    - Transportation
- 7.1.3 The Chair of the Accommodation Review Committee will deliver the *Accommodation Report* to the Director of Education not earlier than ninety (90) calendar days and not later than one hundred and twenty (120) calendar days after the beginning of the

Accommodation Review Committee's first public meeting. The Director of Education will post the *Accommodation Review Committee Accommodation Report* on the Board's website.

7.1.4 The Accommodation Review Committee shall present the *Accommodation Review Committee Accommodation Report* to the Board of Trustees.

7.2 In the event that, in preparing its *Accommodation Report*, the Accommodation Review Committee cannot agree on recommendations regarding the future of the school(s) being considered, then the *Accommodation Report* with no recommendations shall be delivered to the Director of Education and shall be posted to the HWDSB website. The report shall include a statement indicating that the Accommodation Review Committee members were unable to agree upon recommendations to the Board of Trustees.

## 8.0 Capital Planning Objectives and Partnership Opportunities

8.1 The Board is to outline its capital planning objectives for the area under review in order to provide the Accommodation Review Committee with context for the accommodation review processes and decisions.

- The Board is to provide five-year enrolment projections, by grade, for each school included in the review. In addition, if requested by the Accommodation Review Committee, longer-term enrolment projections and/or school-age population data for the subject review area will be provided in order to support effective decision-making by the Accommodation Review Committee.
- These capital planning objectives should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.
- The Board is to inform the Accommodation Review Committee of such known or reasonably anticipated partnership opportunities, or lack thereof, at the beginning of the Accommodation Review Committee process.

## 9.0 Alternative Accommodation Option(s) by the Board

9.1 The Board must present at least one alternative accommodation option at the beginning of the accommodation review process that addresses the objectives and the *Reference Criteria* outlined in the Terms of Reference.

9.2 Where the Board's proposed alternative accommodation option(s) include new capital investment, the Board staff will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, Board staff will propose how students would be accommodated if funding does not become available.

9.3 Accommodation Review Committee resource staff will provide the necessary data to enable the Accommodation Review Committee to examine the options proposed. This analysis is necessary to assist the Accommodation Review Committee in finalizing the Accommodation Review Committee Accommodation Report to the Director of Education.







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## Pupil Accommodation Review Policy Directive

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### **Rationale:**

The Ministry of Education's *Pupil Accommodation Review Guidelines* state that, "wherever possible, accommodation reviews should focus on a group of schools within a board's planning area rather than examine a single school". Hamilton-Wentworth District School Board's elementary schools are generally organized in groups, and linked to a secondary school, referred to as a Family of Schools. The goal of providing a suitable and equitable range of learning opportunities in a school or a group of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure, or major program relocation should take into account the needs of all the students in all of the schools in a particular group. There may, however, be circumstances in which a single school should be studied for closure.

The *Pupil Accommodation Review Guidelines* also require that, "school boards are expected to undertake long-term enrolment and capital planning that will provide the context for accommodation review processes and decisions" and that "this planning should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the Board". Any decisions under this policy should therefore take into account the Board's Long-Term Facilities Master Plan.

The following are not actions to which the Pupil Accommodation Review Policy applies:

- Where a replacement school is to be rebuilt by the Board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the Board's existing policies;
- When a lease is terminated;
- When the Board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school; this calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years;
- When the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair.

## **Terminology:**

**Family of Schools:** Group of schools that may be included as part of the accommodation review process.

**Long-Term Facilities Master Plan:** A comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to enhance student achievement.

**Preliminary School Accommodation Review Report:** Initial report to the Board of Trustees outlining the rationale and scope of a potential accommodation review.

**School Information Profile:** Contains data to help the Accommodation Review Committee and the community understand how well the school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference.

**Terms of Reference:** Outlines the mandate, scope, reference criteria, operating procedure and structure of the Accommodation Review Committee.

## **Procedures:**

### **1.0 Initiation of a Pupil Accommodation Review**

1.1 The process for determining whether a school accommodation review should be initiated will begin with a review of the utilization of the Board's existing accommodations. This initial review should be undertaken by the Associate Director in collaboration with Executive Council, the Senior Facilities Officer, and the Manager of Accommodation and Planning in accordance with the Board's most recent Long-Term Facilities Master Plan.

The review is to consider, at a minimum:

- The impact of the current and projected enrolment on the operation of the school(s) and on program delivery;
- The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery.

1.2 In the event that the school accommodation utilization review indicates a school consolidation may be required, a *Preliminary School Accommodation Review Report* shall be brought forward to the Board of Trustees.

1.3 In the *Preliminary School Accommodation Review Report*, to be presented to the Board of Trustees, the Director of Education may recommend the review of school(s) for potential consolidation.

### **2.0 Decision to Establish the Accommodation Review Committee**

2.1 After reviewing the *Preliminary School Accommodation Review Report*, the Board of Trustees may direct the formation of an Accommodation Review Committee for a single school or group of schools.

2.2 Parent(s)/guardian(s), staff, School Council and Home and School Association members of the affected school(s) will be informed in writing within seven (7) days of the Board's decision to form an Accommodation Review Committee and the decision will be posted on the Board's website.

- 2.3 After the decision has been made to establish the Accommodation Review Committee, written invitation will be forwarded to potential Accommodation Review Committee members as identified in Appendix C – *Accommodation Review Committee Terms of Reference*.

### 3.0 Information to the Accommodation Review Committee

- 3.1 In accordance with the *Pupil Accommodation Review Guidelines*, the Board shall provide the Accommodation Review Committee with a copy of this policy. The *Terms of Reference* for the Accommodation Review Committee which describes its mandate are attached as Appendix - C.
- 3.1.1 Prior to the commencement of any Accommodation Review Committee, Board staff may revise the *Terms of Reference* if such revisions are warranted.
- 3.2 In accordance with the *Pupil Accommodation Review Guidelines*, a *School Information Profile* will be prepared by Board staff for each of the school(s) under review (refer to Appendix - D). The *School Information Profile* will include data that addresses the following considerations, in order of importance, for each of the schools:
- Value to the Student
  - Value to the School Board
  - Value to the Community
  - Value to the Local Economy
- 3.2.1 The completed *School Information Profile(s)* will be provided to the Accommodation Review Committee prior to or at its first working meeting.
- The *School Information Profile* will also include in the following:
- The section of the Board's most recent Long-Term Facilities Master Plan that deals with the area under review;
  - Relevant background information regarding the school(s) located within the area of the accommodation review.
- 3.2.2 The Accommodation Review Committee will review the completed *School Information Profile(s)* and have the opportunity to discuss, consult on, modify based on new or improved information and finalize the *School Information Profile(s)*. If there are multiple schools under review, the framework of the *School Information Profile* must be the same for each school under review.
- 3.2.3 The Accommodation Review Committee is to recognize that the school's value to the student takes priority over other considerations regarding the school.
- 3.2.4 Prior to the commencement of an Accommodation Review Committee, Board staff may revise the questions contained in the *School Information Profile* if such revisions are warranted.
- 3.1 In accordance with the *Pupil Accommodation Review Guidelines*, the Board must present at least one alternative accommodation option at the beginning of the accommodation review process that addresses the objectives and the *Reference Criteria* outlined in the Terms of Reference.
- 3.4 In accordance with the *Pupil Accommodation Review Guidelines*, the Board will inform the Accommodation Review Committee at the beginning of the process about known or reasonably anticipated partnership opportunities, or lack thereof, as identified as part of the Board's long-term planning process.

#### 4.0 Final Accommodation Review Committee Report

- 4.1 Through a series of working meetings and a minimum of four (4) public meetings, the Accommodation Review Committee will in accordance with the *Pupil Accommodation Review Guidelines*, author an *Accommodation Report* that will make accommodation recommendation(s) consistent with the objectives and *Reference Criteria* outlined in the *Terms of Reference* attached to this policy as Appendix- C. The Accommodation Review Committee will deliver its Accommodation Report to the Director of Education no earlier than ninety (90) days and not later than one hundred and twenty (120) days after the Accommodation Review Committee's first Public Meeting. The Director of Education will have the *Accommodation Review Committee Accommodation Report* posted on the Board's website. The Accommodation Review Committee will present its Accommodation Report to the Board of Trustees.
- 4.2 In the event that, in preparing its *Accommodation Report*, the Accommodation Review Committee cannot agree on recommendations regarding the future of the school(s) being considered, then the *Accommodation Report* with no recommendations shall be delivered to the Director of Education and shall be posted to the HWDSB website. The report shall include a statement indicating that the Accommodation Review Committee members were unable to agree upon recommendations to the Board of Trustees.

#### 5.0 Director's Report

- 5.1 Executive Council will review the recommendation(s) contained in the *Accommodation Review Committee Accommodation Report*, and Board staff will prepare the *Director's Report* which will be presented to the Board of Trustees in public session at a regularly scheduled meeting or a special meeting.
- The *Director's Report* will include the *Accommodation Review Committee Accommodation Report* as an appendix.
- 5.2 The *Director's Report* and recommendation(s) shall be made public prior to the Board Meeting.
- 5.3 The *Director's Report* and recommendation(s), as well as the *Accommodation Review Committee Accommodation Report* will be presented to the Board of Trustees in public session at a regularly scheduled meeting or a special meeting not less than thirty (30) calendar days after the *Accommodation Review Committee Accommodation Report* has been delivered to the Director.

#### 6.0 Committee of the Whole Meeting for Public Input

- 6.1 In addition to the public input sought through the work of the Accommodation Review Committee, the Committee of the Whole will hold a Meeting for Public Input no sooner than thirty (30) calendar days after the Committee of the Whole Meeting at which the *Director's Report* is formally received by Trustees. This is to provide an opportunity for the public to make delegations to the Committee of the Whole concerning the *Director's Report* and the *Accommodation Review Committee Accommodation Report*. The Meeting for Public Input may be scheduled as part of the Committee of the Whole's regularly scheduled meeting or a special meeting.
- 6.2 Notice of the Committee of the Whole Meeting for Public Input shall be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers and shall include the date, time, location, purpose, contact name and email address.

## 7.0 Board Meeting to decide on School Accommodation Review

- 7.1 Public notice of the meeting, at which the Board of Trustees will make its decision regarding the school accommodation review, will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and shall include the date, time, location, purpose, contact name and email address, at least thirty (30) calendar days prior to the date of the Board meeting.
- 7.2 The Board of Trustees will make its decision regarding the school accommodation recommendation(s) addressed in the Accommodation Review Committee Report and the *Director's Report* to the Board at a regularly scheduled Board meeting or special meeting. This meeting will not occur sooner than sixty (60) calendar days after the Board Meeting at which the *Director's Report* is formally received by Trustees.
- 7.3 The Board of Trustees may make any accommodation decision that it deems advisable in relation to the school(s) under review by an Accommodation Review Committee regardless of an Accommodation Review Committee's recommendation(s).
- 7.4 If the Board of Trustees' decision is consolidation, closure or major program relocation, the following school year will be used to plan for and implement the Board's decision, except where the Board in consultation with the affected community, decides that earlier action is required. The Board decision will set clear timelines regarding consolidation, closure, or major program relocation.
- 7.5 Within fourteen (14) calendar days of the Board of Trustees' decision, Parent(s)/Guardian(s), Staff, School Council and Home and School Association members of the potentially affected school(s) will be informed in writing, by the Board of its decision regarding the school consolidation, through their respective school(s), via school newsletters, letters to the school community, and the Board's website.

## 8.0 Administrative Review of the Accommodation Review Process

- 8.1 An individual or group may seek a review of the Board's accommodation review process in accordance with the Ministry's document entitled "*Administrative Review of Accommodation Review Process*" which is appended to this Policy as Appendix - B and posted on the Board's website and available at the Education Centre upon request.
- 8.2 In accordance with the *Administrative Review of Accommodation Review Process*, an individual or group seeking a review of the Board's accommodation review process is required to demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affect school's student headcount (e.g., If the headcount is 150, then 45 signatures would be required). Parents/Guardians of students and/or other individuals that participated in the accommodation review process are eligible to sign the petition.

## 9.0 Timelines

- 9.1 Following the establishment of the Accommodation Review Committee to conduct an accommodation review, there must be no less than thirty (30) days notice before the first public meeting of the Accommodation Review Committee.
- 9.2 Beginning with the first public meeting, the public consultation period must be no less than ninety (90) days and no longer than one hundred and twenty (120) days.
- 9.3 After receipt of the *Director's Report* by the Board of Trustees, there must be no less than sixty (60) days prior to the meeting where the trustees will vote on the recommendations.

- 9.4 All notice periods within the Accommodation Review Committee's schedule are based on calendar days. Summer vacation, Christmas break and Spring break, including adjacent weekends are not considered in the required 30, 60 or 90 calendar day periods set out in the *Pupil Accommodation Review Guidelines*.



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## Pupil Accommodation Review Terms of Reference

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The Terms of Reference were developed in accordance with the Ministry's 2009 revised *Pupil Accommodation Review Guidelines*.

### 1.0 Mandate of the Accommodation Review Committee

- 1.1 With school valuation as its focus and the Board's strategy for supporting student achievement, the Accommodation Review Committee is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision.
- 1.2 A separate Accommodation Review Committee shall be established for each group of schools being studied.
- 1.3 This Accommodation Review Committee is charged with the review of the following schools:
  - **Bell-Stone (JK-6)**
  - **Mount Hope (JK-8)**

### 2.0 Membership of the Accommodation Review Committee

- 2.1 The Accommodation Review Committee should consist of the following persons:
  - The Accommodation Review Committee Chair as appointed by Executive Council;
  - Two (2) parent representatives who are members of School Council and/or Home and School Association from each school under review;
  - One (1) parent representative who is not a member of School Council or Home and School Association from each school under review;
    - If only one school is being reviewed then the representatives may be increased to two (2);
  - One (1) teaching representative from each school under review;
  - One (1) non-teaching staff from each school under review;

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- 2.2 The Accommodation Review Committee membership will be deemed to be properly constituted whether or not all of the listed members are able to participate.
- 2.2.1 Written invitation to participate on the Accommodation Review Committee will be issued with a deadline date for acceptance. No response by that date will be considered as non-acceptance.
- 2.3 Accommodation Review Committee membership may be adjusted so that the Committee may function effectively.
- 2.4 All members of the Accommodation Review Committee are voting members with the exception of the Accommodation Review Committee Chair, feeder school representative and student leader who and are non-voting members.
- 2.4.1 When a vote is called only the voting members present will cast their vote via ballot. A vote shall be passed when fifty percent (50%) plus one of the Accommodation Review Committee members vote in favour of the motion. Should there be a tie vote the motion/recommendation is defeated.
- 2.4.2 Quorum shall be defined as fifty percent (50%) percent plus one of the Accommodation Review Committee members.
- 2.5 Recognizing the value of the Accommodation Review Committee's contribution to the Board's ability to provide quality educational opportunities for its students, Accommodation Review Committee members must be prepared to make a commitment to attend all, or nearly all of the working meetings and public meetings
- 2.6 In the event that an Accommodation Review Committee member is unable to commit to attending all, or nearly all of the meetings, the Accommodation Review Committee Chair has the authority to address the attendance issue and recommend a solution.
- 2.7 The Accommodation Review Committee will have resource support available to provide information when requested or to provide expertise not already within the Accommodation Review Committee. The following people are available resources:
- The Trustee(s) of each school(s) under review;
  - The Trustee(s) of associated schools;
  - The Superintendent(s) of Student Achievement for each school(s) under review;
  - The Principal from each school under review
  - Administrative support for minute taking;
  - Dedicated resources to enable the Accommodation Review Committee to understand the issues that exist and to provide:
    - support to ensure compliance with the Board's policy and procedure;
    - information relevant to the mandate of the Accommodation Review Committee as requested by the Accommodation Review Committee;
    - information relevant to the mandate of the Accommodation Review Committee to support community questions or requests;
- 2.7.1 If the Accommodation Review Committee Chair sees a need for additional expertise or if additional expertise is requested by the Accommodation Review Committee, guest Accommodation Review Committee resources may be invited to attend specified meetings



(i.e. students, HWDSB staff, members of the community or local economy) as approved by the ARC members.

### 3.0 Operation of the Accommodation Review Committee

3.1 Executive Council will be responsible for appointing the Chair of the Accommodation Review Committee.

The Accommodation Review Committee Chair is responsible for:

- Convening and chairing Accommodation Review Committee meetings;
- Managing the development of the process according to the Accommodation Review Committee mandate, the *Terms of Reference* and the supporting School Information Profile (SIP);
- Coordination of the activities of the Accommodation Review Committee, requesting support, resources, and information relevant to the Accommodation Review Committee's mandate from the HWDSB staff;
- Ensuring completion of the *Accommodation Review Committee Accommodation Report*.

3.2 A SIP for each affected school necessary to permit the Accommodation Review Committee to carry out its mandate will be provided at or prior to the Accommodation Review Committee's first working meeting.

3.3 For each affected school the SIP will include the following and will be made available to the public via a posting on the Board's website and in print format at the Education Centre upon request:

- The section of the Board's most recent Long-Term Facilities Master Plan that deals with the municipality or area under review;
- Relevant background information regarding the schools located within the area of the accommodation review.

3.4 The Accommodation Review Committee will meet as often as required to review and analyze all pertinent data and prepare for the mandatory public meetings.

3.5 The Accommodation Review Committee shall determine a schedule of the dates, times and location of meetings. This should be established at the first meeting of the Accommodation Review Committee subject to Section 6.1 of this Policy.

3.6 Working meetings of the Accommodation Review Committee may be held regardless of all voting members being present.

3.7 The Accommodation Review Committee will complete its work within the timelines outlined in this Policy.

3.8 In the event that a member is unable to fulfill his/her duties on the Accommodation Review Committee, the Principal of the affiliated school(s) working with the Chair of the Accommodation Review Committee, may co-opt another representative. If a replacement cannot be found, the Accommodation Review Committee will continue to function.

3.9 The Accommodation Review Committee will provide information to the affected school communities on an ongoing basis.

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- 3.10 Board staff will respond to reasonable requests for additional information that has been approved by the Accommodation Review Committee and will include the response(s) to the question(s), in the Accommodation Review Committee's working binder under the appropriate section, and will post the responses on the Board's website.
- 3.11 Requests for information in keeping with the Accommodation Review Committee's mandate and in keeping with the schools under review, will be provided by Accommodation Review Committee Resource staff in a timely manner for the Accommodation Review Committee's use and if the information is requested from an external party, for the Accommodation Review Committee's approval. It may not always be possible to obtain responses to requests for information in time for the next scheduled meeting. If this occurs, Accommodation Review Committee Resource staff will provide an estimated availability time.
- 3.12 All Accommodation Review Committee meetings will be structured to encourage an open and informed exchange of views.
- 3.13 The Accommodation Review Committee may create alternative accommodation option(s), consistent with the objectives and Reference Criteria outlined above.
- 3.14 Where the Accommodation Review Committee recommends accommodation option(s) that include new capital investment, the Accommodation Review Committee Chair will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, the Accommodation Review Committee, will propose how students would be accommodated if funding does not become available. Accommodation Review Committee Resource staff will provide analysis support for this process.
- 3.15 All accommodation options developed by the Board or by the Accommodation Review Committee are to address, at a minimum, where students would be accommodated; changes that may be required to existing facilities; program availability and transportation.

#### 4.0 Reference Criteria

- 4.1 The key criteria that will be used by the Accommodation Review Committee to fulfill its mandate include, but are not limited to, the following:
- a) **Facility Utilization:** Facility Utilization is defined as enrolment as a percentage of "on-the-ground" capacity. The goal is to maximize the use of Board owned facilities over the long-term.
  - b) **Permanent and Non-permanent Accommodation:** Permanent accommodation refers to "bricks and mortar" while non-permanent construction includes structures such as portables and port-a-paks. The goal is to minimize the use of non- permanent accommodation as a long-term strategy while recognizing that it may be a good short- term solution.
  - c) **Program Offerings:** The Accommodation Review Committee must consider program offerings, each with their own specific requirements, at each location.
  - d) **Quality Teaching and Learning Environments:** The Accommodation Review Committee should consider the program environments and how well they are conducive to learning.
  - e) **Transportation:** The Accommodation Review Committee should consider the Board's existing Transportation Policy and how it may be impacted by or limit proposed accommodation recommendations.
  - f) **Partnerships Opportunities:** As a requirement of the Policy and Ministry guidelines, the Accommodation Review Committee should also consider opportunities for partnerships.

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- g) **Equity:** The Accommodation Review Committee should consider the Board's Equity Policy, specifically as it relates to accessibility, both in terms of the physical school access as well as transportation and program environments.

4.2 The Accommodation Review Committee may add additional reference criteria.

**5.0 Working Meetings**

- 5.1 The goal of the working meetings is to ensure that information is prepared for presentation at each of the minimum four (4) public meetings. The materials prepared will support the objectives and the Reference Criteria of this Terms of Reference and will help the Accommodation Review Committee in its development of the Accommodation Review Committee Accommodation Report.
- 5.2 The Accommodation Review Committee Resource staff will work with the Accommodation Review Committee to prepare all working meeting and Public Meeting agendas and materials. Meeting agendas and materials are to be made available by e-mail to the Accommodation Review Committee members and posted on the Board's website when possible at least 24 hours in advance of the scheduled meeting.
- 5.3 Accommodation Review Committee Resource staff will ensure that accurate minutes are recorded. These minutes are to reflect the discussions that take place and decisions that are made at working meetings and at Public Meetings. Accommodation Review Committee meeting minutes will be posted to the Board's website after the minutes have been approved by the Accommodation Review Committee.
- 5.4 All information provided to the Accommodation Review Committee is to be posted on the board's website and made available in hard copy if requested.
- 5.5 Working Meetings of the Accommodation Review Committee shall be open to observation by the public.

**6.0 Public Meetings**

- 6.1 In addition to Accommodation Review Committee working meetings, the Accommodation Review Committee will hold a minimum of four (4) public meetings. Public meetings will occur in one of the affected schools, provided the school is an accessible facility, or at an alternate facility within the local community. These meetings will be organized as follows:
- At the first public meeting, the Accommodation Review Committee will present the Preliminary School Accommodation Review Report prepared by the Director of Education, including the Board/Staff proposed alternative accommodation option(s). As well, the Accommodation Review Committee will describe the Terms of Reference, including its mandate; outline its study process; give the public a briefing on the data and issues to be addressed and receive community input;
  - At the second public meeting, the Accommodation Review Committee will present a completed SIP (refer to Appendix D) for the school(s) under consideration and receive community input;
  - At the third public meeting, the Accommodation Review Committee will present the accommodation option(s) and request community input;
  - At the fourth public meeting, the Accommodation Review Committee will present to the public, the draft Accommodation Review Committee Accommodation Report with its interim accommodation recommendation(s) and receive community input. The Accommodation Review Committee may make changes to the report based upon feedback at this meeting.

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- 6.2 The Accommodation Review Committee Chair will call the first public meeting no earlier than thirty (30) calendar days after the date of its appointment.
- 6.3 Notice of the first public meeting will be provided no less than thirty (30) calendar days in advance of the meeting.
- 6.4 Notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include the date, time, location, purpose, contact name and email address.

## 7.0 Accommodation Review Committee Accommodation Report

7.1 The Accommodation Review Committee Accommodation Report, which is a mandatory outcome of the Accommodation Review Committee's work, is to be submitted to the Director of Education, by the Chair of the Accommodation Review Committee. The *Accommodation Review Committee Accommodation Report* is to be drafted in plain language.

7.1.1 The Accommodation Review Committee will prepare a report that will make accommodation recommendation(s) consistent with the objectives and *Reference Criteria* outlined in the Terms of Reference.

7.1.2 The Accommodation Review Committee should also consider the following issues and try to address these as well as possible in the *Accommodation Review Committee Accommodation Report*:

- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
- The effects of consolidation, closure or program relocation on the following:
  - The attendance area defined for the school(s)
  - The need and extent of transportation
- The financial effects of consolidating or not consolidating the school, including any capital implications.
- Savings expected to be achieved as a result of the consolidation, closure or program relocation:
  - School operations (heating, lighting, cleaning, routine maintenance)
  - Expenditures to address school renewal issues which will no longer be required
- Revenue implications as a result of the consolidation, closure or program relocation.
- Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
  - School operations (heating, lighting, cleaning, routine maintenance)
  - School administration
  - School renewal
  - Transportation

7.1.3 The Chair of the Accommodation Review Committee will deliver the *Accommodation Report* to the Director of Education not earlier than ninety (90) calendar days and not later than one hundred and twenty (120) calendar days after the beginning of the

## APPENDIX A

Accommodation Review Committee's first public meeting. The Director of Education will post the *Accommodation Review Committee Accommodation Report* on the Board's website.

7.1.4 The Accommodation Review Committee shall present the *Accommodation Review Committee Accommodation Report* to the Board of Trustees.

7.2 In the event that, in preparing its *Accommodation Report*, the Accommodation Review Committee cannot agree on recommendations regarding the future of the school(s) being considered, then the *Accommodation Report* with no recommendations shall be delivered to the Director of Education and shall be posted to the HWDSB website. The report shall include a statement indicating that the Accommodation Review Committee members were unable to agree upon recommendations to the Board of Trustees.

## 8.0 Capital Planning Objectives and Partnership Opportunities

8.1 The Board is to outline its capital planning objectives for the area under review in order to provide the Accommodation Review Committee with context for the accommodation review processes and decisions.

- The Board is to provide five-year enrolment projections, by grade, for each school included in the review. In addition, if requested by the Accommodation Review Committee, longer-term enrolment projections and/or school-age population data for the subject review area will be provided in order to support effective decision-making by the Accommodation Review Committee.
- These capital planning objectives should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.
- The Board is to inform the Accommodation Review Committee of such known or reasonably anticipated partnership opportunities, or lack thereof, at the beginning of the Accommodation Review Committee process.

## 9.0 Alternative Accommodation Option(s) by the Board

9.1 The Board must present at least one alternative accommodation option at the beginning of the accommodation review process that addresses the objectives and the *Reference Criteria* outlined in the Terms of Reference.

9.2 Where the Board's proposed alternative accommodation option(s) include new capital investment, the Board staff will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, Board staff will propose how students would be accommodated if funding does not become available.

9.3 Accommodation Review Committee resource staff will provide the necessary data to enable the Accommodation Review Committee to examine the options proposed. This analysis is necessary to assist the Accommodation Review Committee in finalizing the Accommodation Review Committee Accommodation Report to the Director of Education.



*Elementary*

# ACCOMMODATION Review Committee



## Committee Norms

- A member shall promote a positive environment in which individual contributions are encouraged and valued
- A member shall treat all other members and guests with respect and allow for diverse opinions to be shared without interruption
- A member shall recognize and respect the personal integrity of each member of the committee, and of all persons in attendance at the meetings
- A member shall acknowledge democratic principles and accept the consensus and votes of the committee
- A member shall use established communication channels when questions or concerns arise
- A member speaks for him/ herself not for the committee
- A member shall promote high standards of ethical practice at all times







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# ACCOMMODATION Review Committee



## Accommodation Review Committee- West Glanbrook Committee Members

Position	Name
Accommodation Review Committee Chair (Acting)	Sue Dunlop
Accommodation Review Committee Chair	Krys Croxall
Voting Members	
Bell-Stone parent representative from School Council/Home and School	Amie Vandevrie
Bell-Stone parent representative from School Council/Home and School	Theresa Weylie
Bell-Stone parent representative <u>not</u> from School Council/Home and School	Steve Paul
Bell-Stone teaching or non-teaching staff	Janet Lewis
Mount Hope parent representative from School Council/Home and School	Alyson Brave
Mount Hope parent representative from School Council/Home and School	Melanie Holjak
Mount Hope parent representative <u>not</u> from School Council/Home and School	Trisha Woehrle
Mount Hope Teaching or non-teaching staff	Karen Stewart

Non- Voting Representatives	
Area Trustee	Alex Johnstone
Bell-Stone Principal	Rob Maudsley
Mount Hope Principal	Rob Maudsley
Planning and Accommodation Resource Staff	Ian Hopkins
Facilities Management Resource Staff	Daniel Del Bianco
Administrative Support Staff	Colleen Pyke



# Elementary Accommodation Review Committee

## Schedule and Timelines



### West Glanbrook Mountain Accommodation

MEETING TYPE	OBJECTIVE	MEETING DATE	MEETING LOCATION
Working Group Meeting #1	<ul style="list-style-type: none"> <li>Outline the Review process</li> <li>Accommodation Review Mandate</li> <li>Review Terms of Reference (TOR)</li> <li>Review Committee Norms</li> <li>Introduction to Binder</li> <li>Presentation of administration staff option</li> </ul>	Wednesday October 2 <sup>nd</sup> , 2013	Mount Hope
<b>Public Meeting #1</b>	<ul style="list-style-type: none"> <li>Review TOR</li> <li>Accommodation Review Mandate</li> <li>Outline the Review process</li> <li>Present data and background information</li> <li>Receive community input</li> <li>Presentation of administration staff option</li> </ul>	Wednesday October 9 <sup>th</sup> , 2013	Mount Hope
Working Group Meeting #2	<ul style="list-style-type: none"> <li>Approve the School Information Profiles (SIPs)</li> <li>Development of Accommodation Option(s)</li> </ul>	Wednesday October 16 <sup>th</sup> , 2013	Mount Hope
Working Group Meeting #3	<ul style="list-style-type: none"> <li>Development of Accommodation Option(s)</li> </ul>	Wednesday October 30 <sup>th</sup> , 2013	Mount Hope
<b>Public Meeting #2</b>	<ul style="list-style-type: none"> <li>Review TOR, Mandate</li> <li>Outline Review process</li> <li>Review School Information Profile</li> <li>Receive community input</li> </ul>	Wednesday November 6 <sup>th</sup> , 2013	Bell-Stone
Working Group Meeting #4	<ul style="list-style-type: none"> <li>Development of Accommodation Option(s)</li> </ul>	Wednesday November 13 <sup>th</sup> , 2013	Bell-Stone
Working Group Meeting #5	<ul style="list-style-type: none"> <li>Development of Accommodation Option(s)</li> </ul>	Wednesday November 27 <sup>th</sup> , 2013	Bell-Stone
<b>Public Meeting #3</b>	<ul style="list-style-type: none"> <li>Review TOR, Mandate</li> <li>Outline Review process</li> <li>Review the Accommodation Review Committee Accommodation Options</li> <li>Receive Community Input</li> </ul>	Wednesday December 4 <sup>th</sup> , 2013	Mount Hope
Working Group Meeting #6	<ul style="list-style-type: none"> <li>Development of Accommodation Review Committee Accommodation Report</li> </ul>	Wednesday December 11 <sup>th</sup> , 2013	Mount Hope
Working Group Meeting #7	<ul style="list-style-type: none"> <li>Finalize Accommodation Review Committee Report</li> </ul>	Wednesday January 15 <sup>th</sup> , 2014	Bell-Stone
<b>Public Meeting #4</b>	<ul style="list-style-type: none"> <li>Review TOR, Mandate</li> <li>Outline Review process</li> <li>Present Draft Accommodation Review Committee Report – Accommodation Option(s)</li> <li>Receive Community Input</li> </ul>	Wednesday January 22 <sup>nd</sup> , 2014	Bell-Stone
Working Group Meeting #8	<ul style="list-style-type: none"> <li>Finalize Accommodation Review Committee Report</li> </ul>	Wednesday January 29 <sup>th</sup> , 2014	Bell-Stone

Updated October 4<sup>th</sup>, 2013



# PUBLIC MEETINGS



Public consultation is at the heart of the accommodation review process. Each Accommodation Review Committee (ARC) will hold a minimum of four public meetings, in addition to several additional working meetings. The goal is to engage a wide range of school and community groups in the consultation before the committee makes recommendations to the trustees.

Public meetings are structured to encourage an open and informed dialogue between the ARC and the community. We want each participant to feel respected and encouraged to share their views. Here are some guidelines we hope to see followed.

Each Participant will:

- An individual shall promote a positive environment in which contributions are encouraged and valued.
- An individual shall treat all members and guests with respect and allow for diverse opinions to be shared without interruption.
- An individual shall recognize and respect the personal integrity of each member of the committee, and all persons at the meetings.
- An individual should use established communication channels when questions or concerns arise.

The purpose of the public meetings is to ensure that the ARC members hear the voices of their community as they work towards preparing their recommendations to the Board of Trustees. All speakers are asked to use the following protocol as a guide:

- State your name and school affiliation (some may not have a school affiliation)
- Limit yourself to one question at a time. This will allow many people to have the same opportunity.
- Priority will be given to first- time speakers.
- A question should be limited to 2-3 minutes.

Staff will answer any questions raised at the public ARC meetings and will take away those questions that require additional review. Requests for additional information will be considered at the ARC's next working meeting.

## PUBLIC MEETING DATES:

### WEST GLANBROOK REVIEW AREA

Wednesday October 9 <sup>th</sup> , 2013	Location: Mount Hope	Time: 6:00 pm – 9:00 pm
Wednesday November 6 <sup>th</sup> , 2013	Location: Bell-Stone	Time: 6:00 pm – 9:00 pm
Wednesday December 4 <sup>th</sup> , 2013	Location: Mount Hope	Time: 6:00 pm – 9:00 pm
Wednesday January 22 <sup>nd</sup> , 2014	Location: Bell-Stone	Time: 6:00 pm – 9:00 pm



## Section 11: Accommodation Strategy Schedule

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>1 Westdale</b>								
Dalewood								
GR Allan			FDK					
Glenwood								
Prince Philip				Closed				
<b>2 Flamborough</b>			LP					
Allan Greenleaf		BR	FDK				ARC	
Balaclava	FDK	BR					ARC	
Flamborough Centre			FDK				ARC	
Guy Brown		BR					ARC	
Mary Hopkins			FDK				ARC	
Millgrove		BR	ARC/FDK					
<b>3 Central Mountain</b>								
Cardinal Heights		GR	ARC					
Eastmount Park			ARC	FDK				
Franklin Road			ARC/FDK					
GL Armstrong			ARC/FDK					
Linden Park		GR	ARC	FDK				
Norwood Park								
Pauline Johnson			ARC					
Queensdale			ARC	FDK				
Ridgemount		GR	ARC					
<b>4 East Hamilton City 1</b>								
Hillcrest			ARC	FDK				
Parkdale			ARC					
Rosedale			ARC	FDK				
Roxborough Park			ARC					
Viscount Montgomery			ARC	FDK				
WH Ballard			ARC	FDK				
Woodward			ARC	FDK				

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>5 West Hamilton City</b>								
Bennetto				ARC				
Cathy Wever				ARC				
Central			FDK	ARC				
Dr. Davey				ARC				
Earl Kitchener				ARC/FDK				
Hess Street			FDK	ARC				
Queen Victoria	FDK			ARC				
Ryerson				ARC				
Strathcona			FDK	ARC				
<b>6 West Glanbrook</b>								
Bell-Stone			ARC	FDK				
Mount Hope			ARC					
<b>7 East Mountain</b>								
CB Stirling	FDK					ARC		
Helen Detwiler	FDK							
Highview	FDK							
Huntington Park			FDK					
Lawfield				ARC/FDK				
Lincoln Alexander	FDK					ARC		
Lisgar				ARC				
Ray Lewis			FDK					
Richard Beasley				ARC				
Templemead			FDK			ARC		
<b>8 Lower Stoney Creek</b>								
Collegiate Avenue			FDK	ARC				
Eastdale	FDK			ARC				
Green Acres				ARC/FDK				
Memorial (Stoney Creek)			FDK	ARC				
Mountain View	FDK			ARC				
RL Hyslop			FDK	ARC				
Winona	FDK							

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Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>9 West Hamilton Mountain</b>								
Buchanan Park	FDK				ARC			
Chedoke	FDK				ARC			
Gordon Price	FDK				ARC			
Holbrook			FDK		ARC			
James Macdonald			FDK		ARC			
Mountview				FDK	ARC			
RA Riddell			FDK		ARC			
Westview					ARC			
Westwood					ARC			
<b>10 Ancaster</b>								
Ancaster Meadow			LP	FDK	ARC			
Ancaster Senior					ARC			
CH Bray				FDK	ARC			
Fessenden				FDK	ARC			
Queen's Rangers	FDK				ARC			
Rousseau	FDK				ARC			
<b>11 East Hamilton City 2</b>								
Elizabeth Bagshaw			FDK		ARC			
Glen Brae					ARC			
Glen Echo				FDK	ARC			
Lake Avenue	FDK							
Sir Isaac Brock					ARC			
Sir Wilfrid Laurier			FDK		ARC			

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Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>12 Central Hamilton City</b>								
AM Cunningham				FDK		ARC		
Adelaide Hoodless	FDK					ARC		
Memorial (Hamilton)	FDK					ARC		
Prince of Wales						ARC		
Queen Mary						ARC		
<b>13 Dundas and West Flamborough</b>								
Beverly Central	FDK		ARC					
Dr. Seaton	FDK		ARC					
Greensville	FDK		ARC					
Spencer Valley		BR	ARC					
Dundana				FDK		ARC		
Dundas Central			FDK			ARC		
Sir William Osler			FDK			ARC		
Yorkview						ARC		
<b>14 East Glanbrook and Upper Stoney Creek</b>								
Bellmoore	FDK		LP					
Billy Green	FDK							
Gatestone		BR		FDK				
Janet Lee	FDK							
Michaelle Jean								
Mount Albion	FDK	BR						
Taplestown	FDK							

## Note:

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- Subject to Board approval and terms of reference

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# Hamilton-Wentworth District School Board

## School Information Profile



1. Enrolment vs. Available Space		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Current Enrolment	61	290	351.0
2	Projected Enrolment in 5 years	62	316	378.5
3	Projected Enrolment in 10 years	63	331	394.1
4	On-The-Ground (OTG) Capacity	181	365	546.0
5	Number of Portables on Site	0	0	0.0
6	Current Utilization Rate	34%	79%	57%
7	Projected Utilization Rate in 5 years	34%	87%	61%
8	Projected Utilization Rate in 10 years	35%	91%	63%
9	Current Space Surplus / Shortage (Pupil Places)	120	75	195.0
10	Projected Space Surplus / Shortage (Pupil Places) in 5 years	119	49	167.5
11	Projected Space Surplus / Shortage (Pupil Places) in 10 years	118	34	151.9

2. Administrative and Operational Costs Associated with Schools		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Expenditures on School Administration at School	\$179,769	\$182,049	\$361,818
2	Expenditures on School Operations at School	\$160,292	\$247,642	\$407,934
3	Administrative Costs per m <sup>2</sup>	\$124.49	\$55.84	\$180
4	Administrative Costs per Student	\$2,947.03	\$627.76	\$3,575
5	Operational Costs per m <sup>2</sup>	\$111.01	\$75.96	\$187
6	Operational Costs per Student	\$2,572.91	\$783.18	\$3,356

3. Condition of School		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	What is the replacement value of the School?	\$4,638,168.64	\$7,363,885	\$12,002,054
2	Current Facilities Condition Index (FCI) for the School?	38.48%	16.56%	
3	Expected Facilities Condition Index (FCI) for the School in 10 years	49.83%	23.27%	

4. School's Physical Space to Support Student Learning and Child Care Services		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Does the School have a Library/Resource Centre?	Yes	Yes	
2	Does the School have at least one dedicated Science Room?	No	Yes	
3	Number of Science Rooms in School	0	1	
4	Does the School have a Gymnasium/ General Purpose Room?	Yes	Yes	
5	Is there a stage in the Gymnasium	Yes	Yes	
6	Does the school have a Computer Lab?	Yes	No	
7	Does the school have a dedicated Learning Resource Room?	Yes	Yes	
8	Is there a childcare centre located on site	No	No	
9	Is there a Before & After school program	No	Yes	
10	Is there a Breakfast / Nutrition program available for students at the school?	Yes- Nutrition	Yes- Nutrition	
11	Other			

## Hamilton-Wentworth District School Board School Information Profile



5. Range of Program Offerings (and extent of student participation)		Bell-Stone	Mount Hope	Total
#	Data to be Provided to the ARC			
1	Projected FTE English-as-a-Second-Language (ESL) Staff for 2013-13?	0	0	
2	Does the School offer a French Immersion program?	No	No	
3	Other	-	-	

6. Range of Extracurricular Activities		Bell-Stone	Mount Hope	Total
#	Data to be Provided to the ARC			
1	List of Extracurricular Activities at each school	BellStone: Track, Cross Country, Librarry helpers,bus patrol, PA Announcers, Kindergarten assistants, Playground monitors (Kindergarten), School Store helpers, Milk Moovers,Mad Science, After School scholars,Boys book club, checkers,dance club,Student Safe-school Team	Mount Hope: Lunch helpers,Animal Awareness Club,Newspaper Club,Silver Birch Reading, Red Maple Reading, Bus Monitors,Mad Science, Highland Dancing,Floor Hockey, Go Girls, Sister Act, Swimming, Recycling,3 Pitch, Basketball, Volleyball, Choir,Cross Country, Zumba, Yearbook,Talent Show, PA Announcers, School Store helpers,After School scholars, Soccer,Art Club	

7. Adequacy of the School's Grounds for Healthy Physical Activity and Extracurricular Activity		Bell-Stone	Mount Hope	Total
#	Data to be Provided to the ARC			
1	Does the School have hard surfaced outdoor play area(s)?	Yes	Yes	
2	Does the School have a Playing Field?	Yes	Yes	
3	List types of playing fields available (e.g. baseball, football, soccer, track etc.)	-	-	

8. Accessibility of the School for Students with Disabilities		Bell-Stone	Mount Hope	Total
#	Data to be Provided to the ARC			
1	Does the school have at least one barrier-free entrance?	Yes	No	
2	Are all levels of the school wheelchair accessible?	Yes	No	
3	Does the school have appropriate communication systems for the visually impaired?	No	No	
4	Does the school have appropriate communication systems for the hearing impaired?	No	No	
5	Do students have access to barrier free washrooms?	No	No	

## Hamilton-Wentworth District School Board School Information Profile



9. Location of School		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	What percentage of the students are provided transportation services to and from school?	66%	74%	
2	Longest bus ride to school (minutes)	49.0	41.0	
3	Shortest bus ride to school (minutes)	18.0	27.0	
4	Average bus ride to school (minutes)	38.3	32.0	
5	What percentage of the students live outside the school's catchment area?	31.1%	6.9%	
6	Is the school within 500m of a municipal bus route?	No	Yes	
10. Provincial Assessment		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	EQAO Test Results -- Grade 3 (Reading) - <i>if applicable</i>	-	60	
2	EQAO Test Results -- Grade 3 (Writing) - <i>if applicable</i>	-	70	
3	EQAO Test Results -- Grade 3 (Mathematics) - <i>if applicable</i>	-	57	
4	EQAO Test Results -- Grade 6 (Reading) - <i>if applicable</i>	-	83	
5	EQAO Test Results -- Grade 6 (Writing) - <i>if applicable</i>	-	83	
6	EQAO Test Results -- Grade 6 (Mathematics) - <i>if applicable</i>	-	57	
11. Location of the School (within community)		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	How far is the school from its nearest HWDSB school (distance/name)?	Bellmoore/4.7 km	Bell-Stone/6.5 km	
12. Facility for Community Use		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	List of co-curricular or extracurricular activities in which community members actively participate on a regular basis	All School use	House League Practice, Gymnastics	
2	Average Number of Hours per Week that School Grounds are scheduled for use by Community Groups	NA	0.0	
3	Average Number of Hours per Week that School Building is scheduled for use by Community Groups	0	9	
13. School as Local Employer		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Does the School have a Full-time Principal?	0.00	1.00	1.0
2	Number of Vice-Principals at the School (FTE)	0.50	0.00	0.5
3	Number of Office Administrators at the School (FTE)	1.00	1.00	2.0
4	Number of Teachers at the School (FTE)	5.00	16.50	21.5
5	Number of Education Assistants at the School (FTE)	0.00	2.00	2.0
6	Number of Caretaking Staff at the School (FTE)	1.50	2.25	3.8
7	Number of designated Early Childhood Educators	0.00	2.00	2.0
14. Community Partnerships		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	List of partnerships that currently exist at the school	-	-	
15. Additional Information		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Number of Parking Spaces	21 + 1 Handicap**	36 + 1 Handicap	

\*\* Bell-Stone also has a gravel parking lot that can hold an additional 15-20 cars



**Elementary Planning Area 6- West Glanbrook**

School	Grades	FI Grades	Portables
Bell-Stone	JK- 6		0
Mount Hope	JK- 8		0

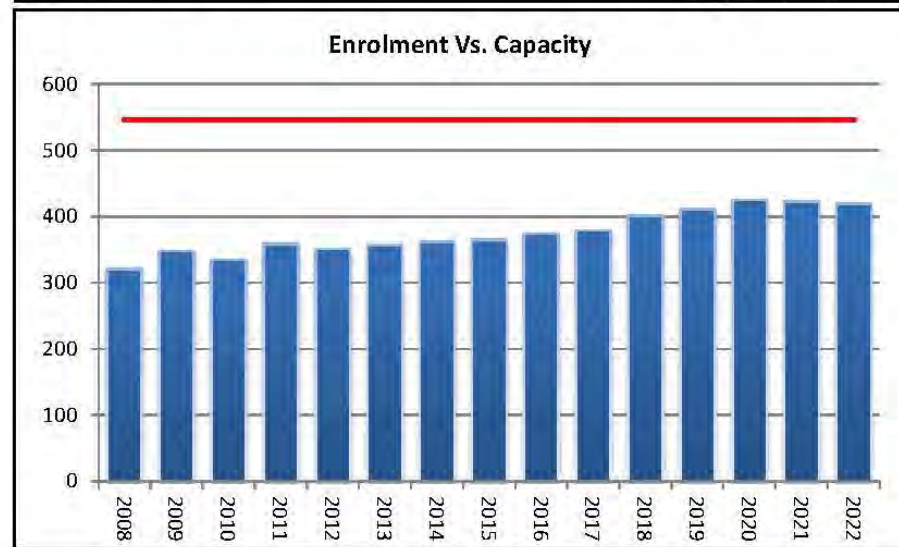
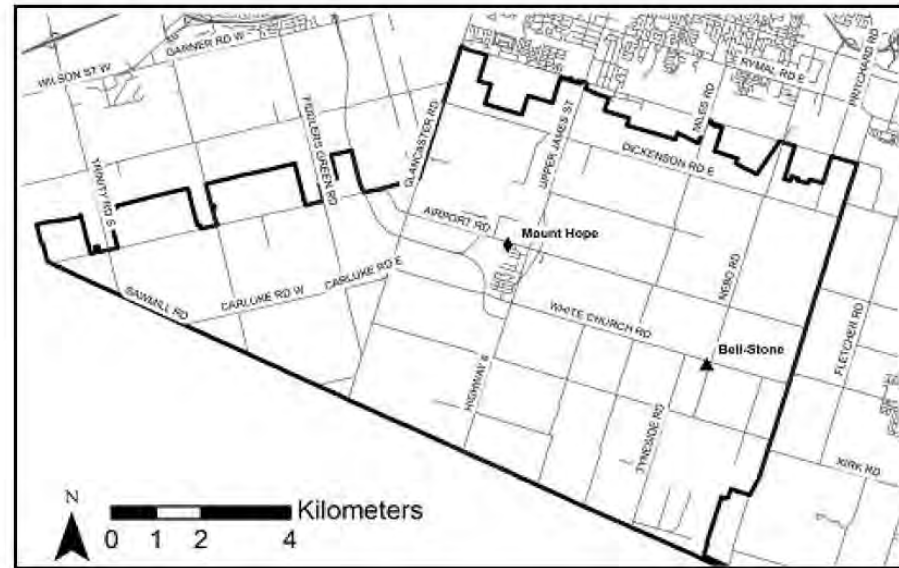
School	Capacity	Enrolment	Utilization
Bell-Stone	181	61	34%
Mount Hope	365	290	79%

**Observations**

- ❖ Total capacity of planning area is 546.
- ❖ In 2012 the two schools have a total population of 351 students.
- ❖ Projection indicates a slight increase enrolment in West Glanbrook planning area due to development.

**Next Steps**

- ❖ The planning area's capacity could be reduced by 200 pupil places to obtain better utilization.
- ❖ Accommodation review suggested to occur in 2013/2014.

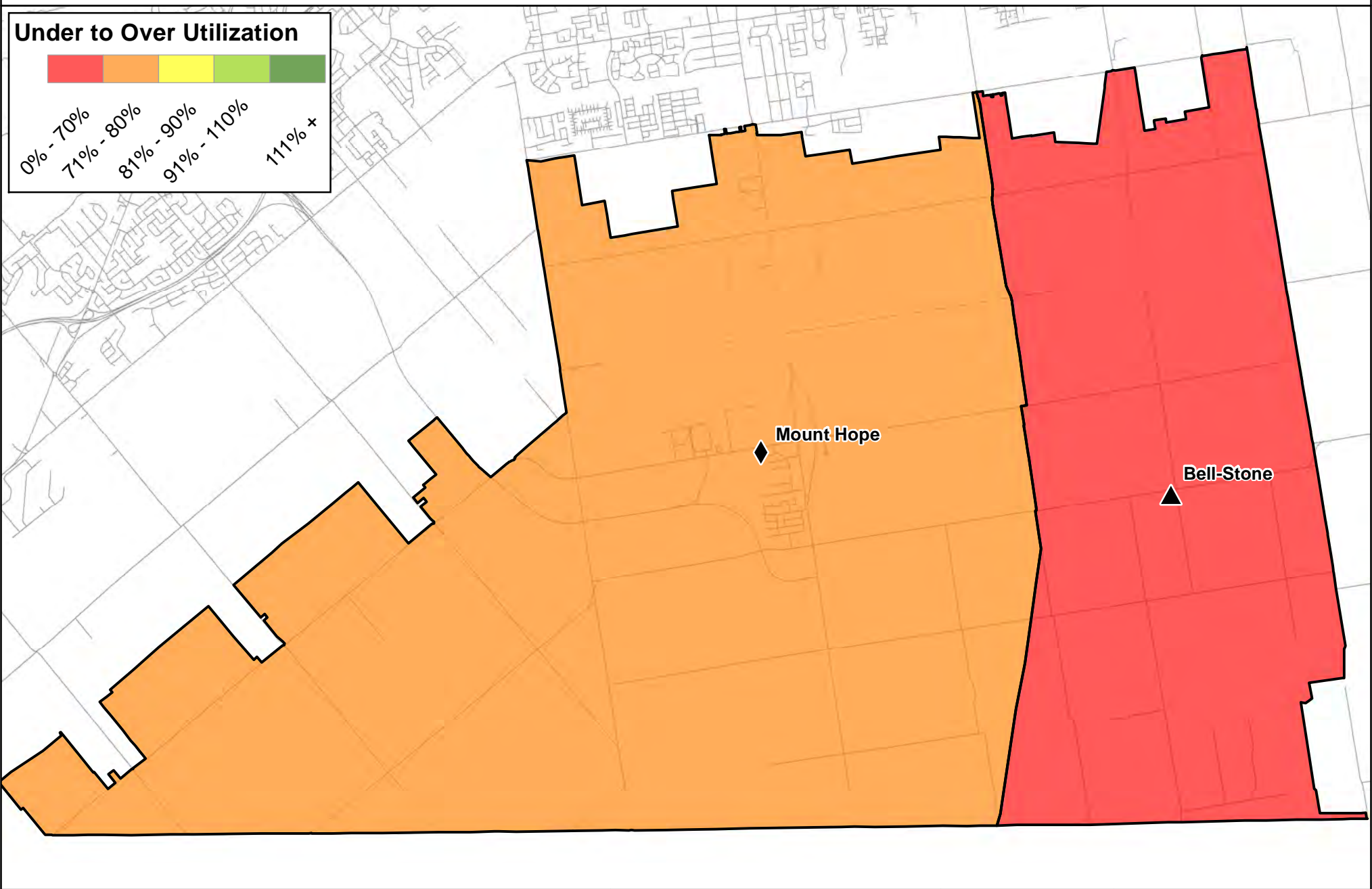
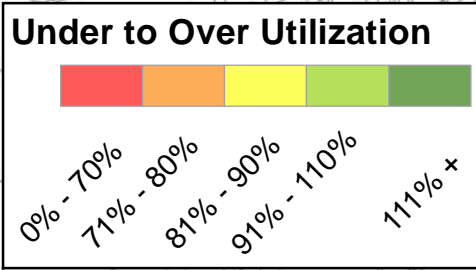


\*Enrolment and Capacity Data Based on October 2012 Data

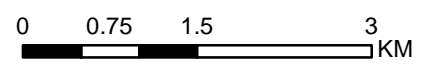




# West Glanbrook Accommodation Review: School Utilization Rates 2012



- ▲ Jr Elementary School    □ Elementary School Boundary
- ◆ K- 8 School
- Middle School

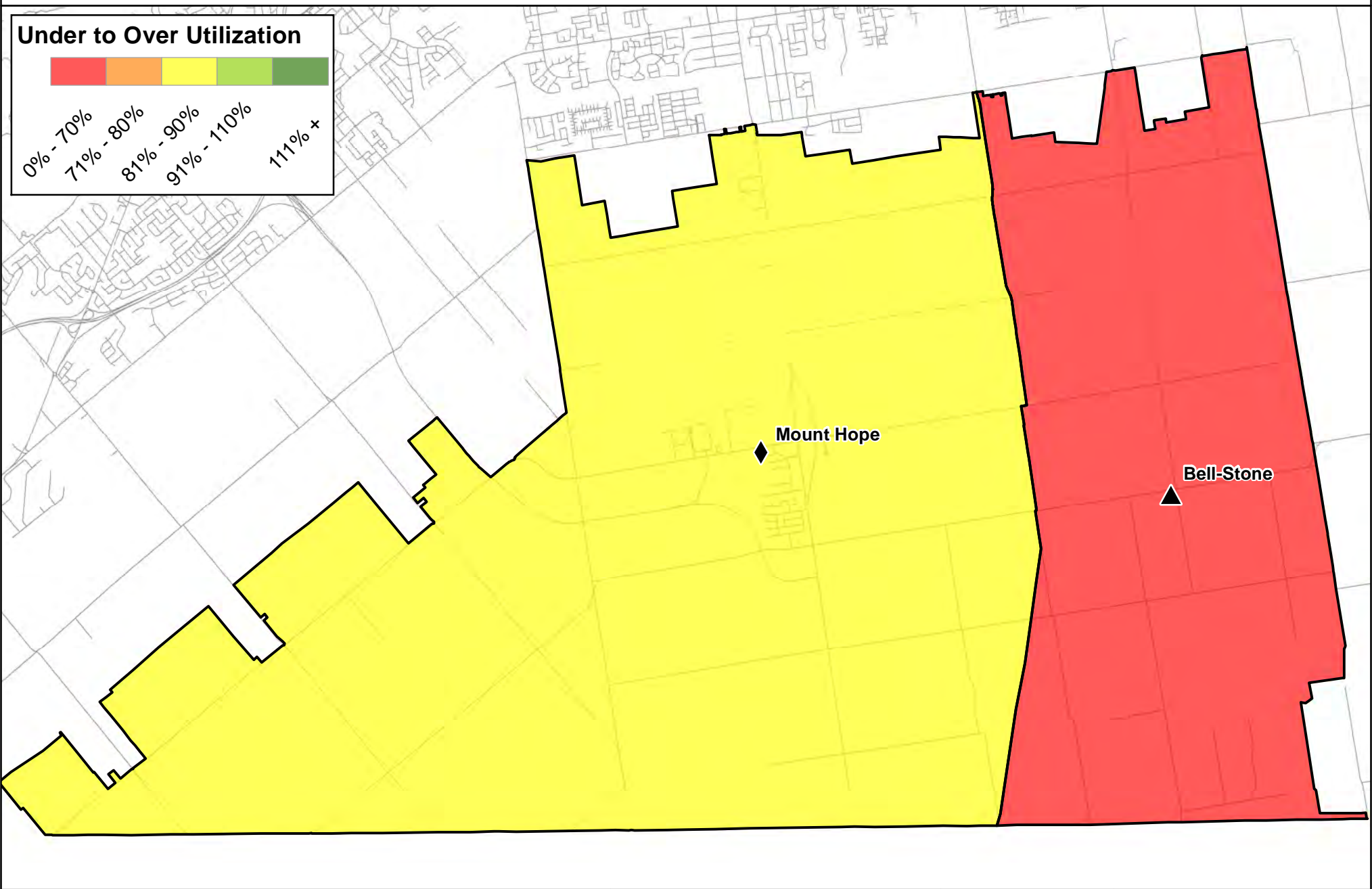
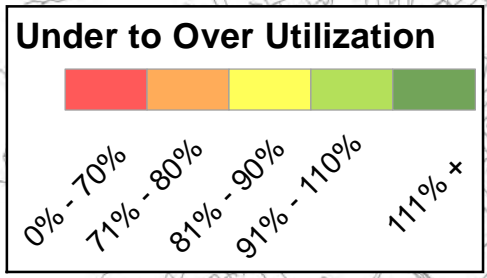


**Planning & Accommodation**

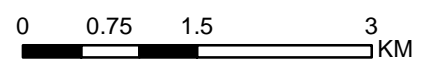
July 2013

Planning and Accommodation

# West Glanbrook Accommodation Review: School Utilization Rates 2017



- ▲ Jr Elementary School
- ◆ K- 8 School
- Middle School
- Elementary School Boundary

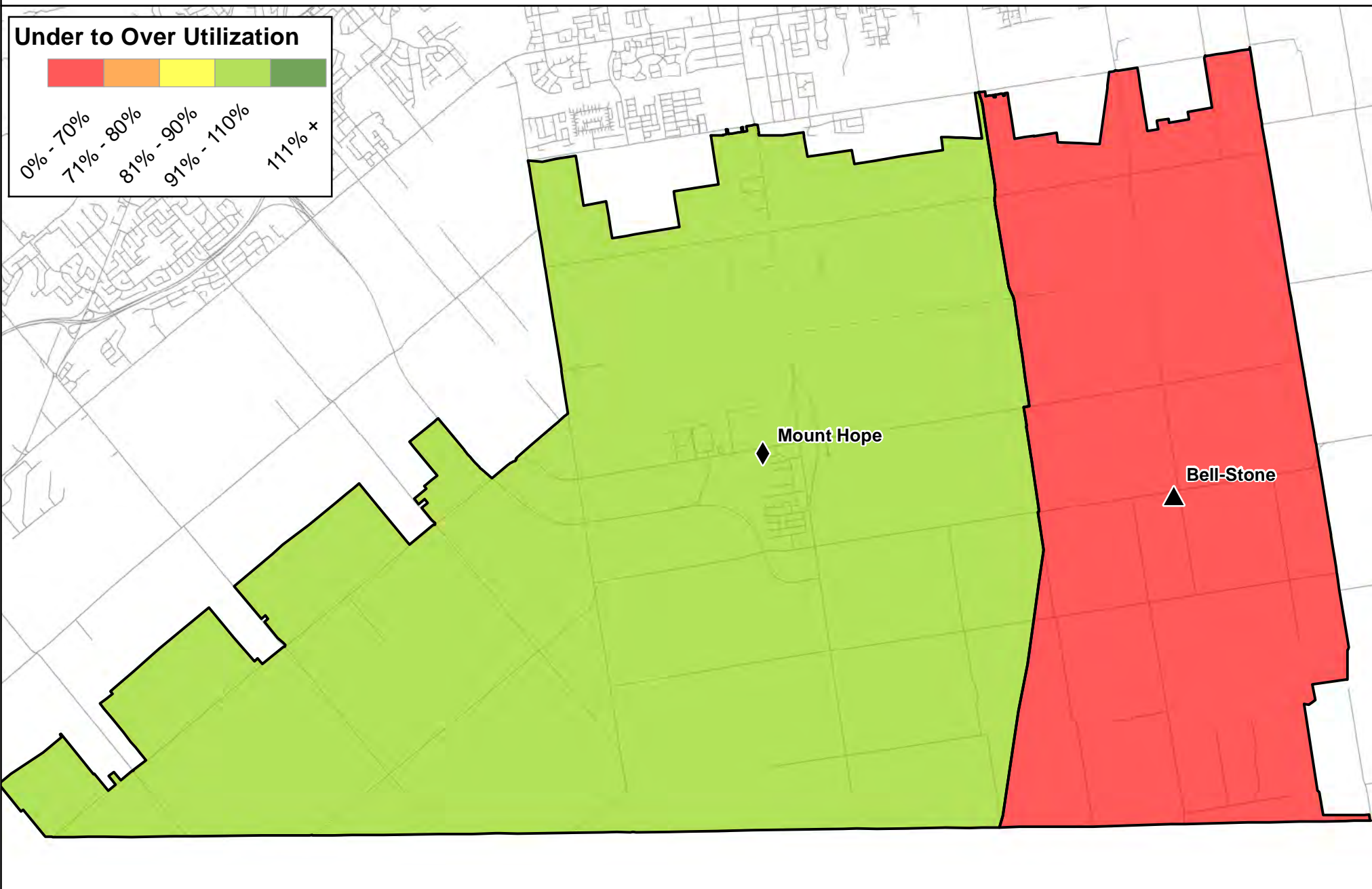
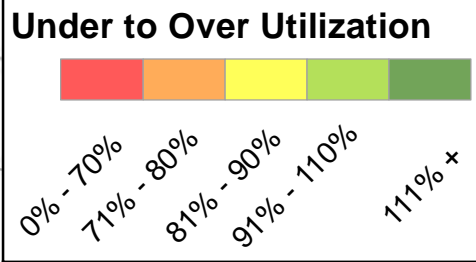


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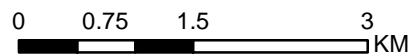
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# West Glanbrook Accommodation Review: School Utilization Rates 2022



- ▲ Jr Elementary School    □ Elementary School Boundary
- ◆ K- 8 School
- Middle School



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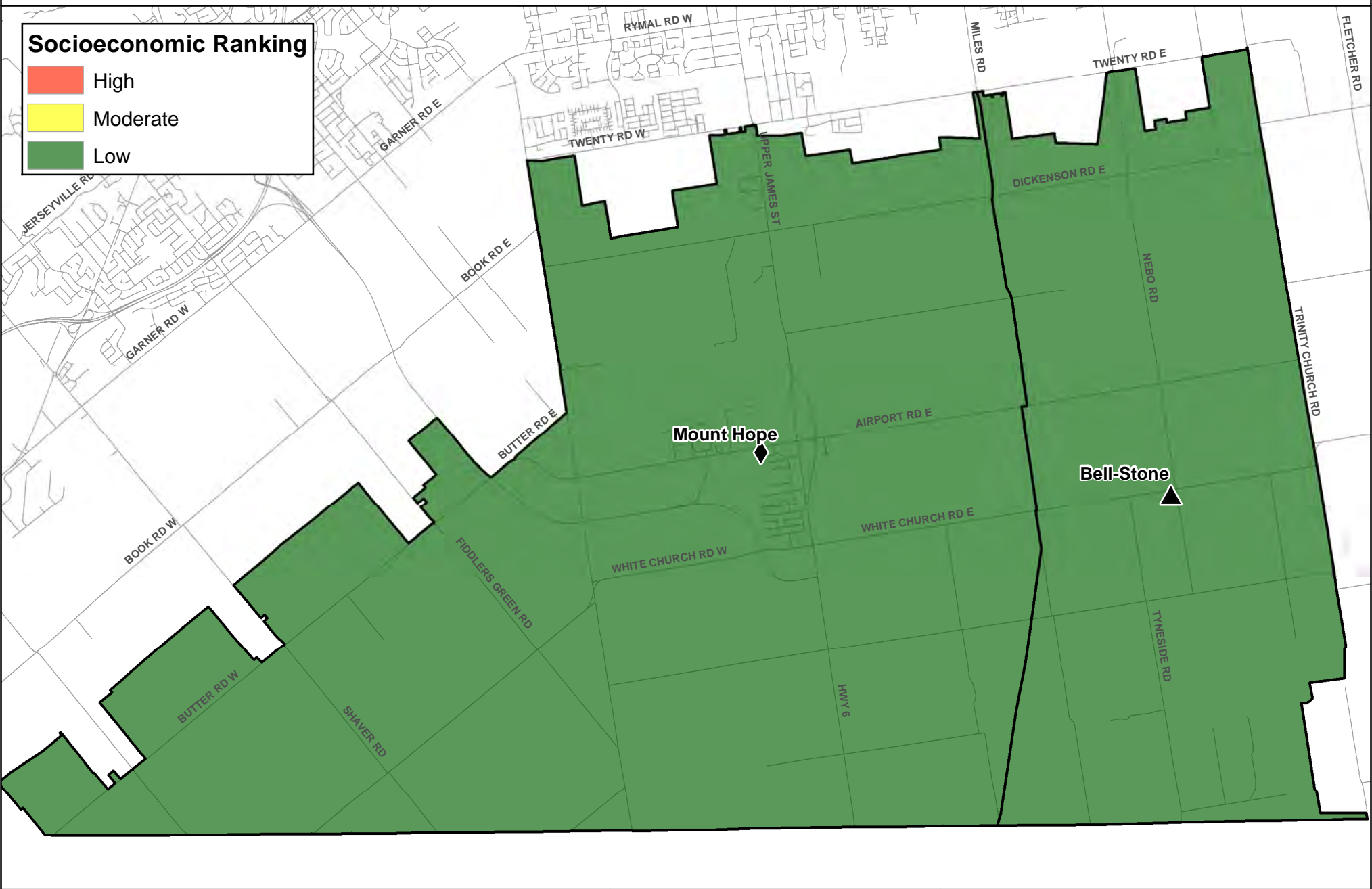
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# West Glanbrook Accommodation Review: School Socioeconomic Ranking

**Socioeconomic Ranking**

- High
- Moderate
- Low



- Jr Elementary School
- Elementary School Boundary
- K- 8 School
- Middle School



0 0.75 1.5 3 KM

Socioeconomic Ranking based on 2006 Census Data- Statistics Canada



**Planning & Accommodation**

July 2013

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# HWDSB School Report

August 9, 2013

## Bell- Stone

Address: 6025 White Church and Nebo

Grades: JK-6

City: Mount Hope

Current FI Grades:

Postal Code: L0R 1W0

FDK Implementation Date: 2014-2015

Portables: 0

Capacity: 181

Portapaks: 0

2012 Enrolment: 61

Utilization 34%

Number Of Storeys: 1

2017 Enrolment: 62

Utilization: 34%

Original Construction Year: 1963

Building Addition Years: 1993

Site Acres: 11.25

2022 Enrolment: 63

Utilization 35%

Building Gross (Ft2): 15,541

Building Gross (M2): 1,444

\*\*All Enrolments are Nominal Counts

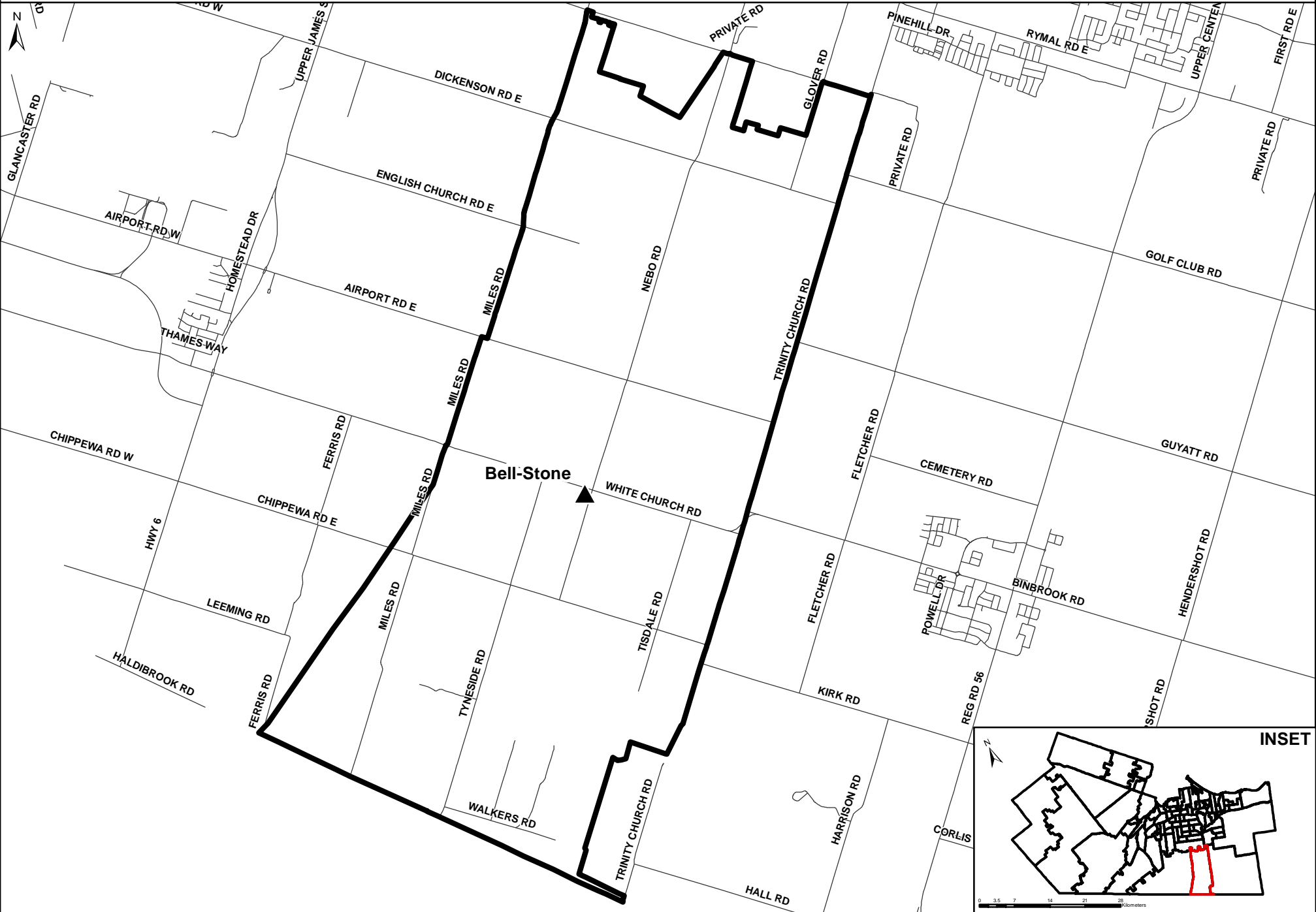




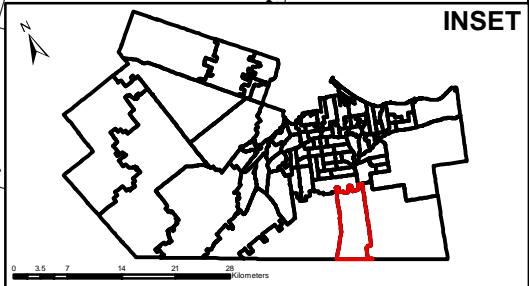
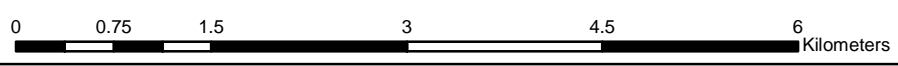
# Bell- Stone Boundary 2013/2014

Grades JK to 6

Planning & Accommodation



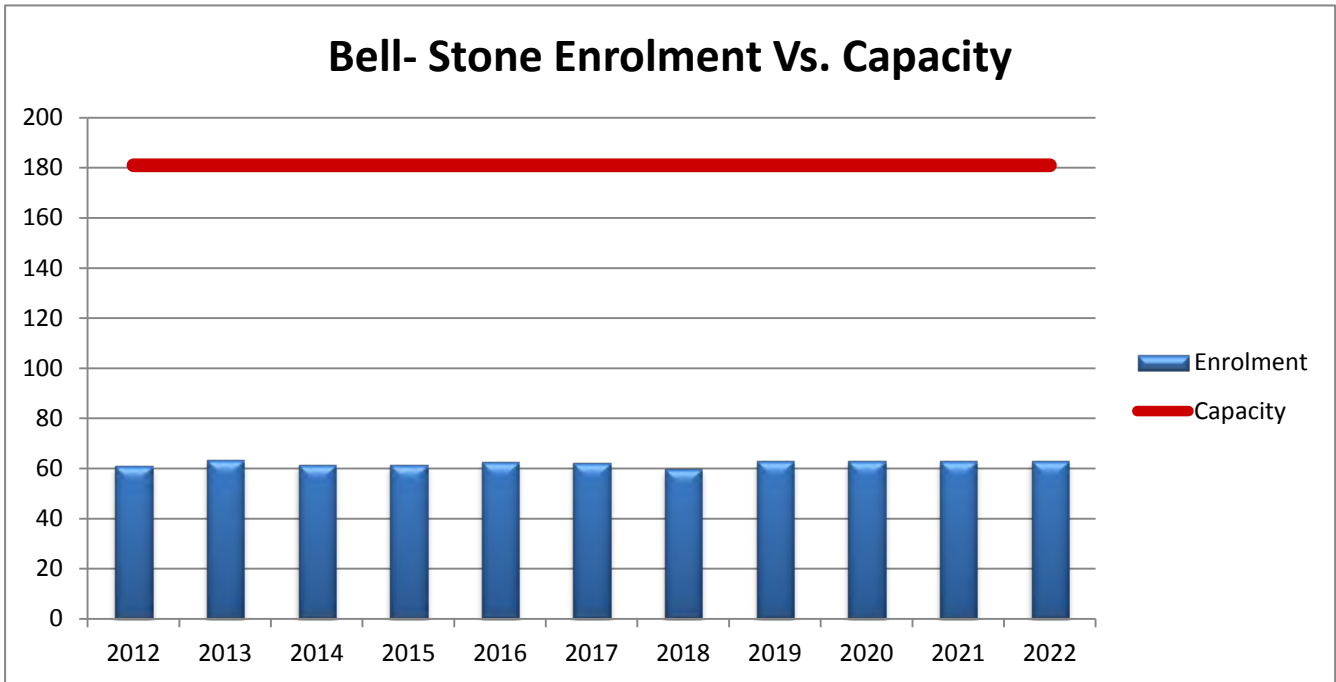
▲ Junior Elementary School



Hamilton- Wentworth District School Board  
Planning and Accommodation 2013

### Bell- Stone Enrolment By Grade

Bell-Stone	OTG: 181												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	11	4	12	8	6	7	8	5	0	0	0	61	34%
2013	11	10	4	12	7	5	7	7	0	0	0	63	35%
2014	11	10	8	4	11	7	5	6	0	0	0	62	34%
2015	11	10	8	8	3	10	7	5	0	0	0	61	34%
2016	11	10	8	8	7	3	10	6	0	0	0	63	35%
2017	11	10	8	8	7	7	3	9	0	0	0	62	34%
2018	11	10	8	8	7	7	7	3	0	0	0	60	33%
2019	11	10	8	8	7	7	7	6	0	0	0	63	35%
2020	11	10	8	8	7	7	7	6	0	0	0	63	35%
2021	11	10	8	8	7	7	7	6	0	0	0	63	35%
2022	11	10	8	8	7	7	7	6	0	0	0	63	35%



October 2012

Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
<b>English</b>															
		11	4	0	0	0	0	0	0	0	0	0	0	15	7.50
		0	0	0	12	8	0	0	0	0	0	0	0	20	20.00
		0	0	0	0	0	6	7	0	0	0	0	0	13	13.00
		0	0	0	0	0	0	0	8	5	0	0	0	13	13.00
Subtotal		11	4	0	12	8	6	7	8	5	0	0	0	61	53.50
<b>Grand Total</b>		11	4	0	12	8	6	7	8	5	0	0	0	61	53.50

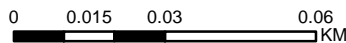


# Bell- Stone Site Plan



School Property Line

Site Acres: 11.25

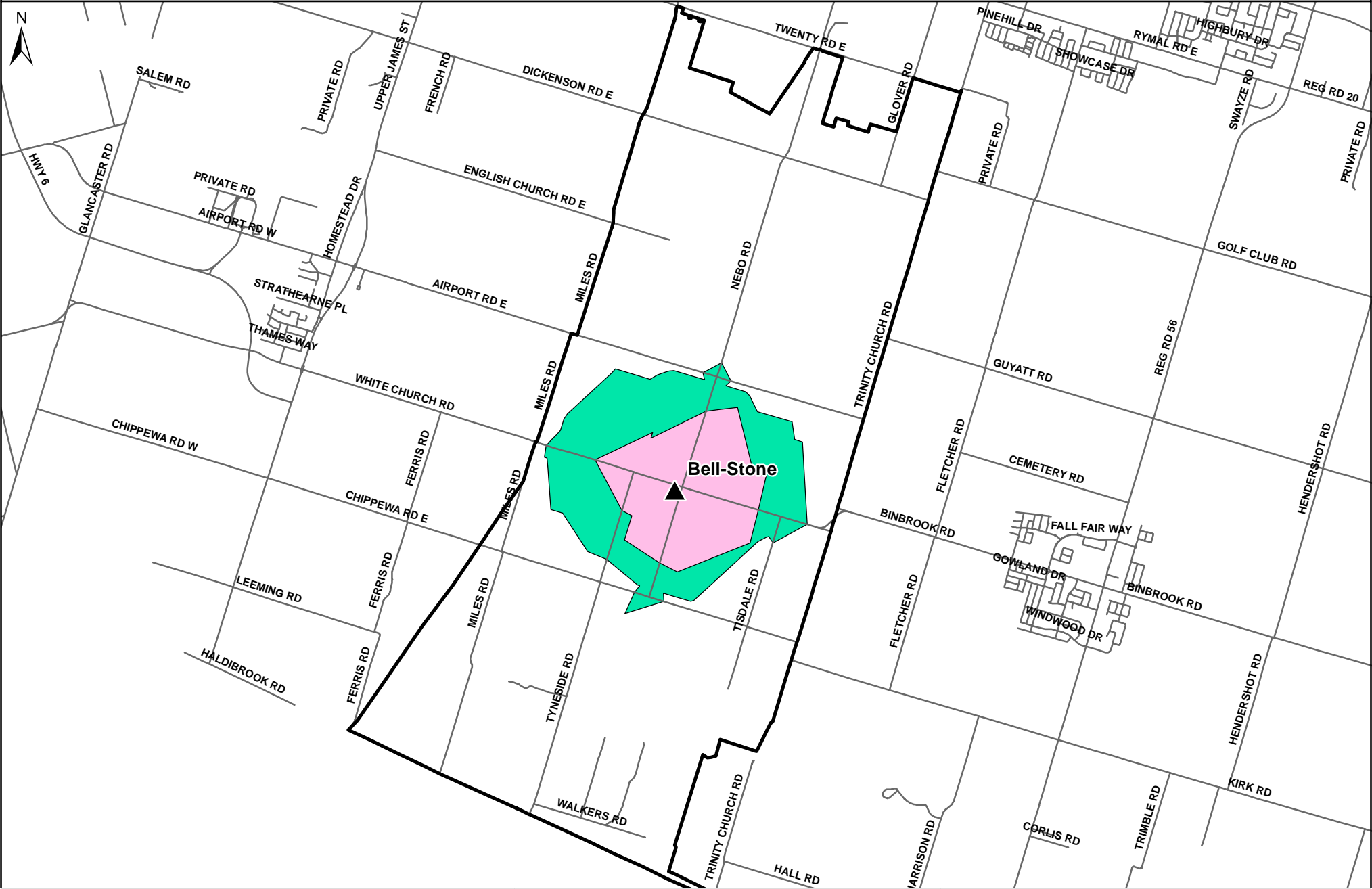






Planning & Accommodation

August 2013

Planning and Accommodation

# Walking Distance Boundary- Bell- Stone



	Junior Elementary School		JK- SK Walking Distance- 1 Km
	Elementary School Boundary		Gr. 1- 6 Walking Distance- 1.6 Km

0 1 2 4 KM

*Note: Walking Distance shown is approximate, to determine exact eligibility for bussing please contact Transportation Services*

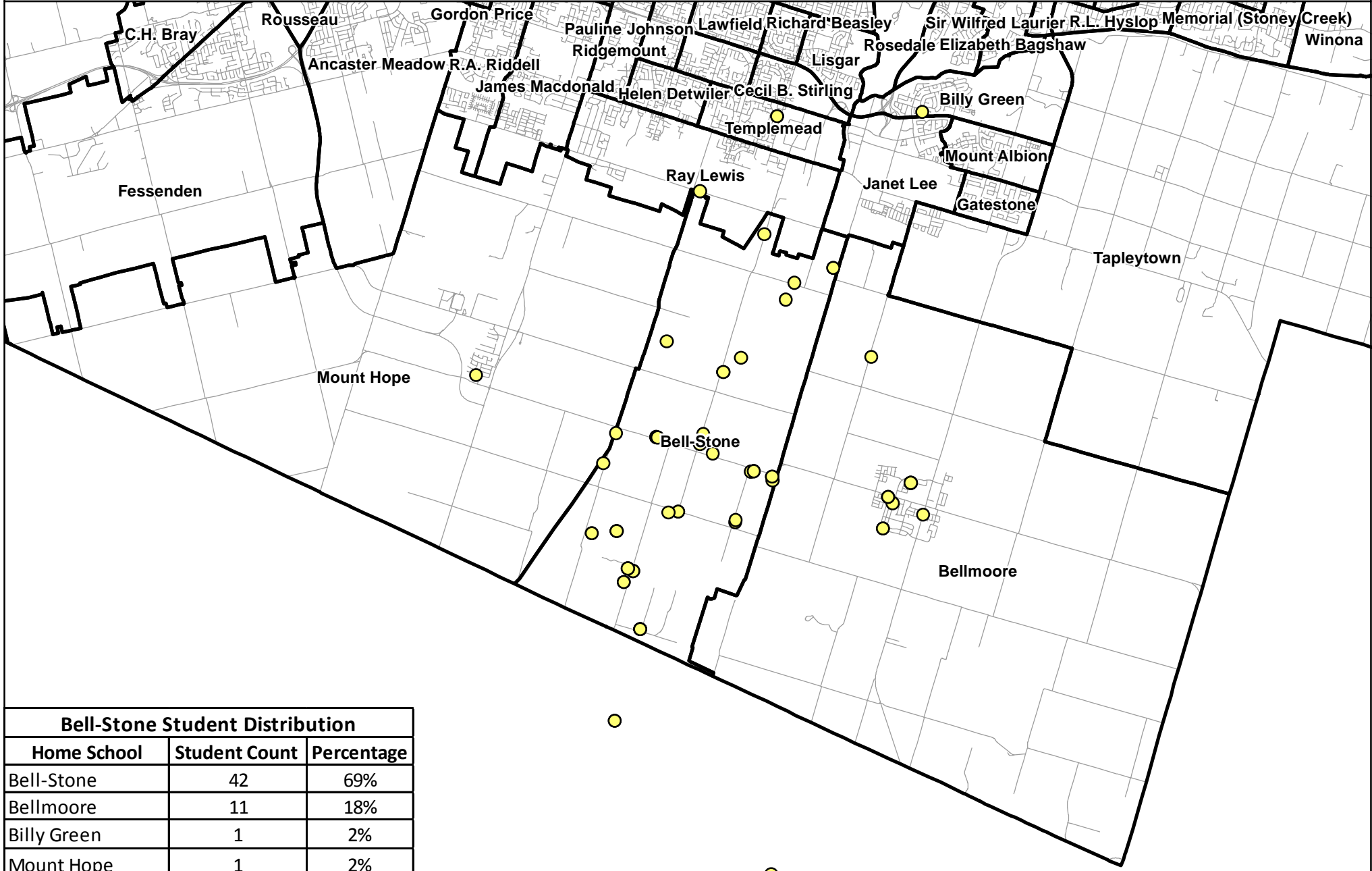


**Planning & Accommodation**

July 2013

Planning and Accommodation

# Bell- Stone 2012/ 2013 Student Distribution



Bell-Stone Student Distribution		
Home School	Student Count	Percentage
Bell-Stone	42	69%
Bellmoore	11	18%
Billy Green	1	2%
Mount Hope	1	2%
Ray Lewis	1	2%
Templemead	2	3%
Outside City	3	5%
<b>Total</b>	<b>61</b>	<b>100%</b>

● Bell- Stone Students

□ Elementary School Boundary



**Planning & Accommodation**

July 2013

Planning and Accommodation



# School Board Report



## Assessments of Reading, Writing and Mathematics

### Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2010–2011

### Board: Hamilton-Wentworth DSB (66141)

On behalf of EQAO, I am pleased to provide you with this report on the results of the 2010–2011 Assessments of Reading, Writing and Mathematics for the primary and junior divisions. Enclosed you will find student results for both the 2010–2011 school year and previous years, so that you can gauge progress over time. You will also find demographic and attitudinal information about the student population assessed, which will support deeper analysis and provide an important context for these results.

Since the creation of this agency, EQAO data have been a catalyst for improving student learning and achievement at all levels of the education system. From Ontario’s classrooms and staff rooms to its school boards and Ministry, educators and education professionals from across the province have become increasingly sophisticated at using EQAO data as an integral part of their continuous improvement efforts.

Within schools, EQAO data are used regularly to guide school improvement initiatives by helping to identify areas of strength and areas needing improvement and by helping to support changes in instructional practices that may be required. The provincial test results can also help schools engage in meaningful discussions about student achievement with their parent community. We all know that parents can and do exert a powerful influence on their children’s work habits, behaviour, attitudes toward school and, ultimately, learning and achievement. EQAO is pleased to help strengthen the partnership between home and school by offering a series of resources for parents and educators, available on the agency’s Web site, to help school communities engage in the kind of meaningful, data-based dialogue that supports student success.

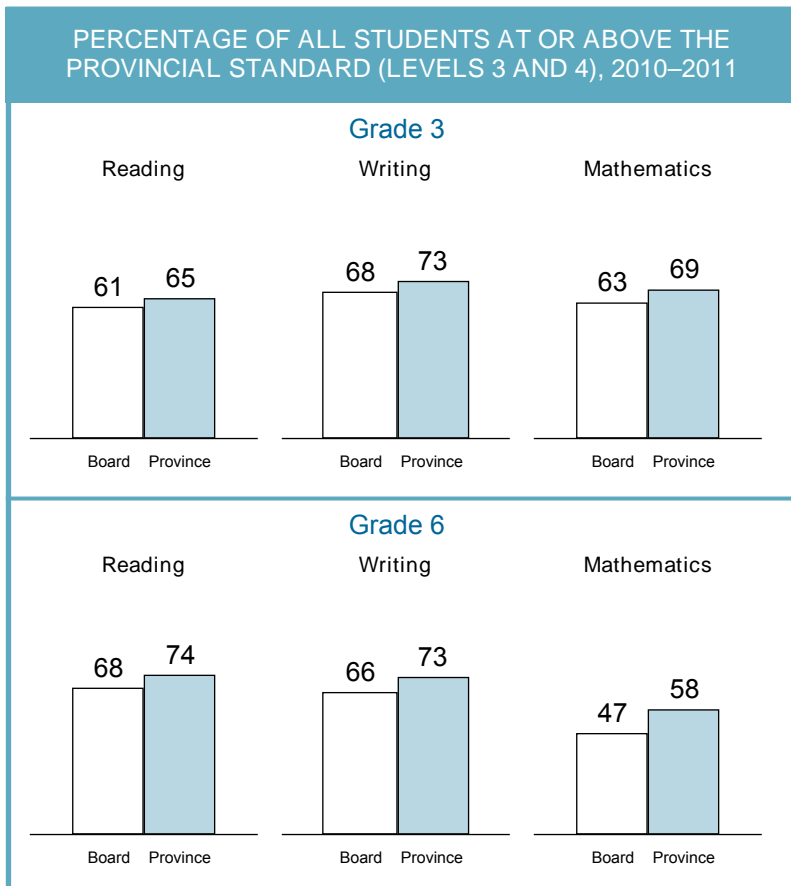
Of course, EQAO data are only one of the sources of information that should be used to assess student achievement. Provincial testing results should always be considered alongside other school and school board-based information.

At EQAO, we are proud to deliver powerful information that supports Ontario’s parents, educators and administrators in their efforts to improve student achievement. I trust that this report will provide you with a valuable set of tools to further support the drive toward excellence in your school community. I am confident that the information in the report will contribute to our shared commitment and purposeful actions toward helping each student reach his or her highest potential.

Sincerely,

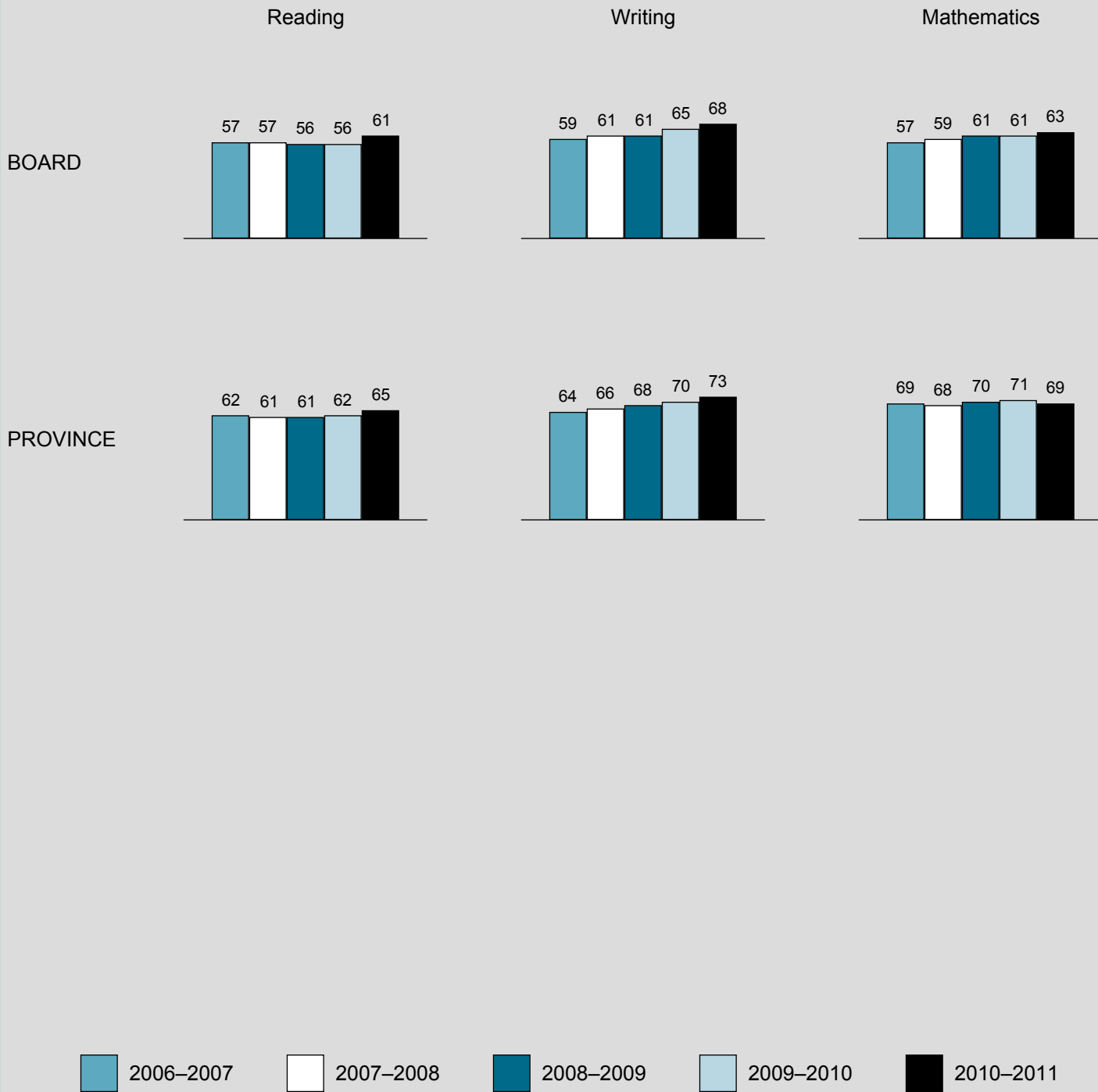
*Marguerite Jackson*  
Chief Executive Officer  
Education Quality and Accountability Office

WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2010–2011 .....	1	1
• Over time .....	2	3
Tips for using this report .....	4	4
Contextual information: 2010–2011 .....	5	9
Results for groups of students: 2010–2011		
• All students .....	6	10
• Participating students .....	7	11
• Students by gender.....	8	12
Contextual information: Over time .....	13	17
Results for all students: Over time .....	14–16	18–20
Results for all students: Over time by gender.....	21	22
Student questionnaire results .....	23–29	30–36
Explanation of terms .....	37	37



RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

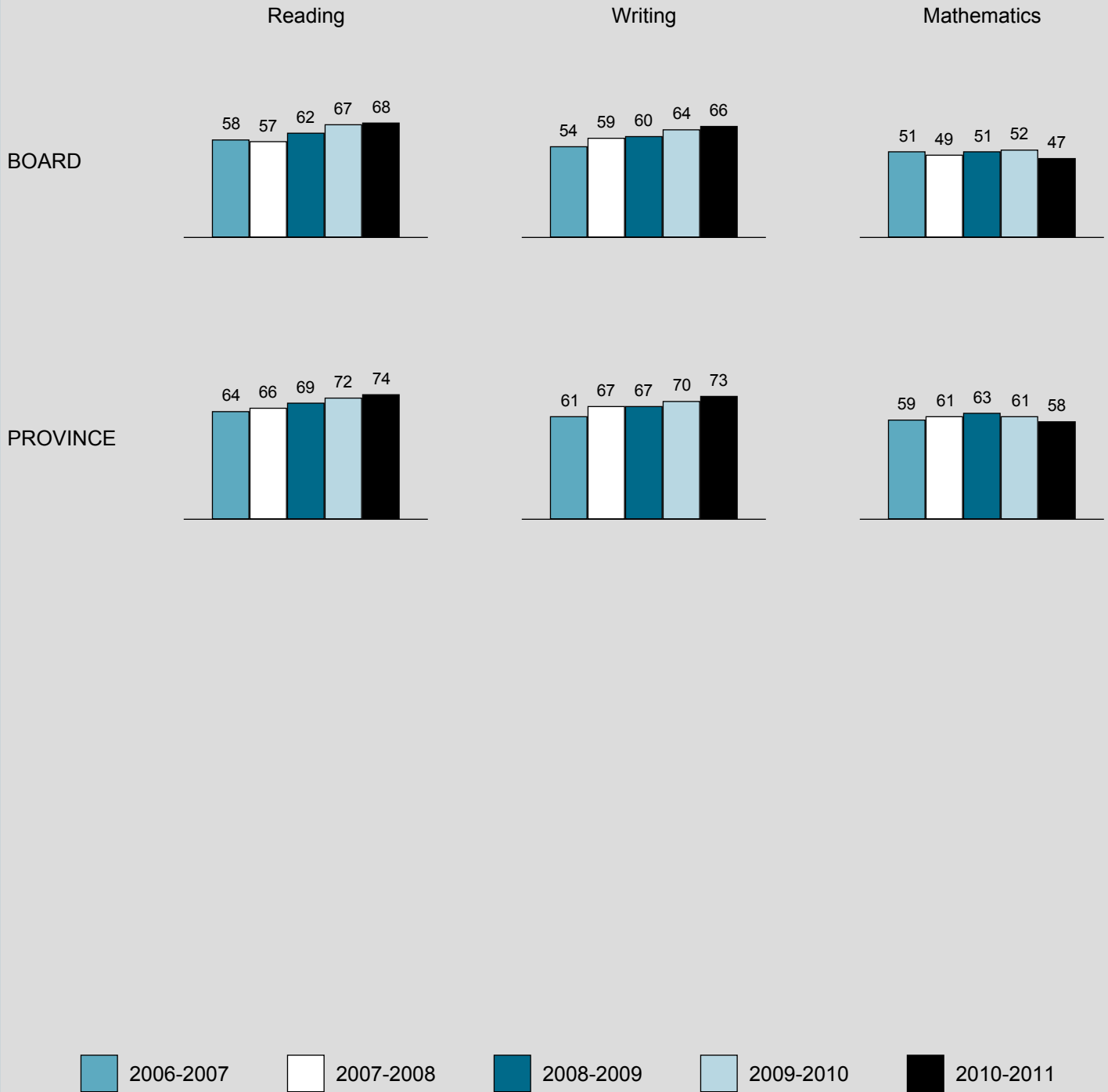
Percentage of Students: Grade 3



Total Number of Grade 3 Students					
	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
Board	3 686	3 499	3 369	3 475	3 281
Province	131 012	128 660	125 481	127 789	124 117

RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

Percentage of Students: Grade 6



Total Number of Grade 6 Students					
	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
Board	3 875	3 806	3 690	3 745	3 559
Province	145 901	140 420	136 076	134 294	132 308



# HWDSB School Report

September 6, 2013

## Mount Hope

Address:	9149 Airport Road	Grades:	JK-8
City:	Mount Hope	Current FI Grades:	No FI
Postal Code:	L0R 1W0	FDK Implementation Date:	2011-2012
Portables:	0	Capacity:	365
Portapaks:	0	2012 Enrolment:	290
		Utilization	79%
Number Of Storeys:	2	2017 Enrolment:	316
Original Construction Year:	1952	Utilization:	87%
Building Addition Years:	1956, 1957, 1966	2022 Enrolment:	331
Site Acres:	8.71	Utilization	91%
Building Gross (Ft2):	35,088	**All Enrolments are Nominal Counts	
Building Gross (M2):	3,260		

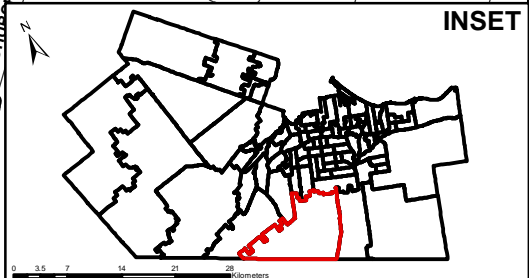
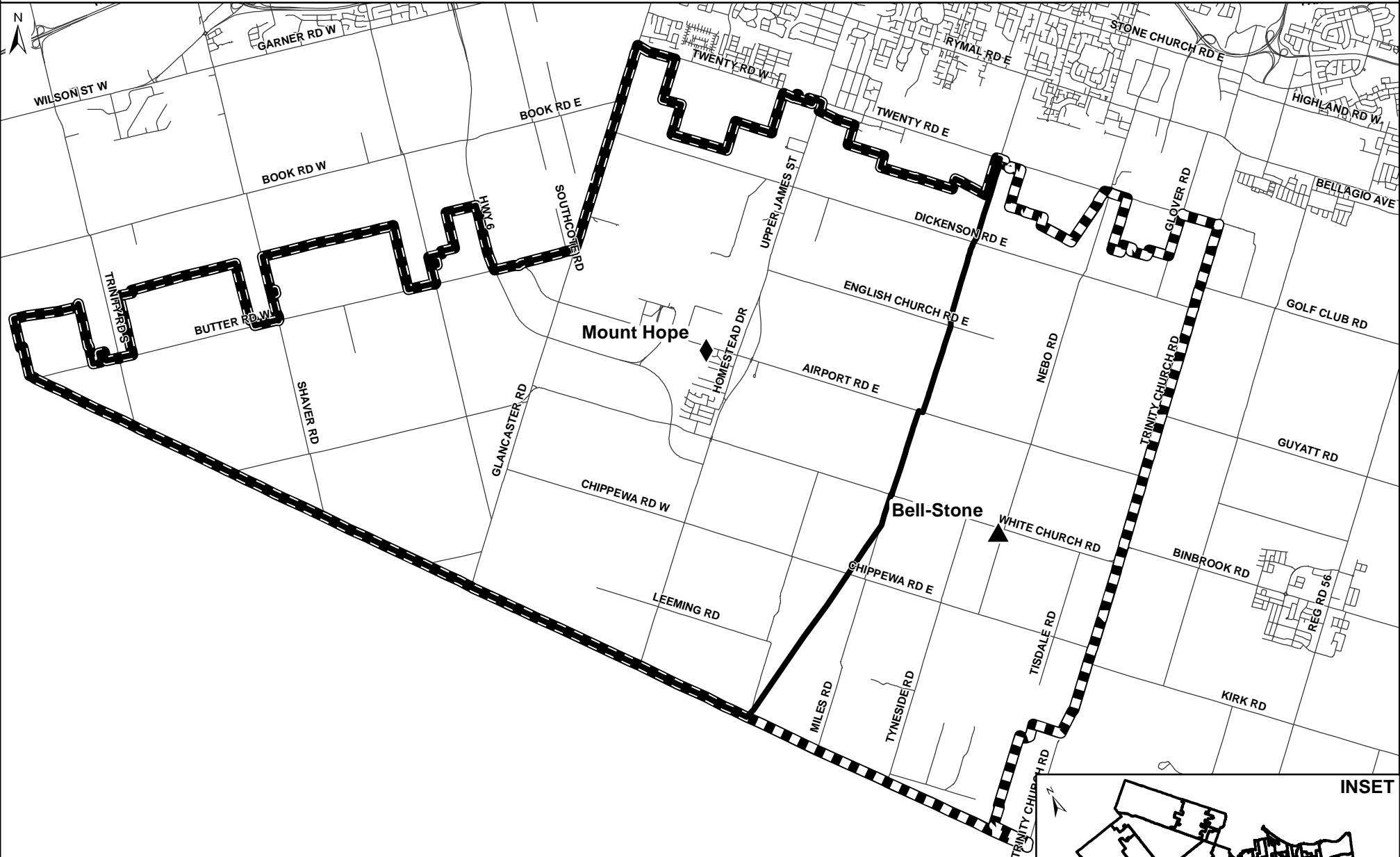








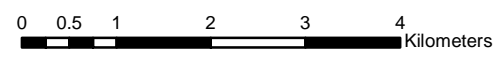
# Mount Hope Boundary 2013/2014

Grades JK to 8

Planning & Accommodation



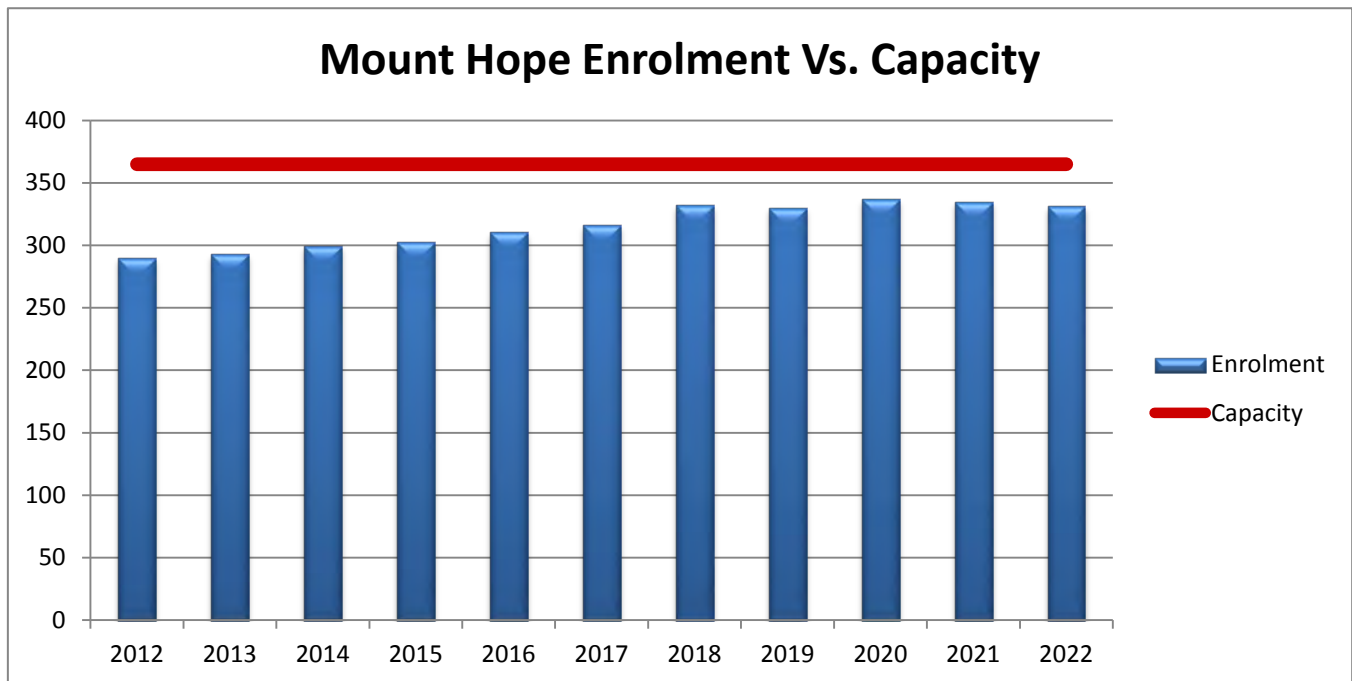
 Junior Elementary School	 JK- 6 Boundary
 Elementary School	 7- 8 Boundary





## Mount Hope Enrolment By Grade

Mount Hope	OTG: 365												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	31	36	23	33	23	29	24	25	30	36	0	290	79%
2013	31	31	36	23	33	23	29	24	30	30	0	293	80%
2014	32	32	26	38	24	34	24	30	32	31	0	300	82%
2015	32	32	26	27	38	24	34	24	36	32	0	303	83%
2016	30	33	27	27	28	40	25	35	30	37	0	311	85%
2017	31	31	28	28	28	30	41	26	42	31	0	316	87%
2018	32	32	27	30	30	30	31	42	36	43	0	332	91%
2019	33	33	28	28	31	31	31	32	46	37	0	330	90%
2020	34	34	29	29	29	32	32	32	39	47	0	337	92%
2021	35	35	30	30	30	30	33	33	39	40	0	335	92%
2022	35	35	30	30	30	30	30	33	39	39	0	331	91%



Mount Hope Grade Organization


G.4

October 2012

Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
<b>Early Learning Programme</b>															
(ELPJS1)		13	14	0	0	0	0	0	0	0	0	0	0	27	13.50
(ELPJS2)		12	14	0	0	0	0	0	0	0	0	0	0	26	13.00
(ELPJS3)		6	8	0	0	0	0	0	0	0	0	0	0	14	7.00
Subtotal		31	36	0	0	0	0	0	0	0	0	0	0	67	33.50
<b>English</b>															
(106)		0	0	0	17	0	0	0	0	0	0	0	0	17	17.00
(1208)		0	0	0	6	13	0	0	0	0	0	0	0	19	19.00
(2309)		0	0	0	0	20	0	0	0	0	0	0	0	20	20.00
(303)		0	0	0	0	0	23	0	0	0	0	0	0	23	23.00
(4011)		0	0	0	0	0	0	29	0	0	0	0	0	29	29.00
(4512)		0	0	0	0	0	0	0	24	0	0	0	0	24	24.00
(6023)		0	0	0	0	0	0	0	0	25	0	0	0	25	25.00
(7025)		0	0	0	0	0	0	0	0	0	22	0	0	22	22.00
(7821)		0	0	0	0	0	0	0	0	0	8	13	0	21	21.00
(8026)		0	0	0	0	0	0	0	0	0	0	23	0	23	23.00
Subtotal		0	0	0	23	33	23	29	24	25	30	36	0	223	223.00
<b>Grand Total</b>		31	36	0	23	33	23	29	24	25	30	36	0	290	256.50

# Mount Hope Site Plan



 School Property Line

Site Acres: 8.71



0 0.0125 0.025 0.05 KM



Planning & Accommodation

August 2013

Planning and Accommodation

# Walking Distance Boundary- Mount Hope



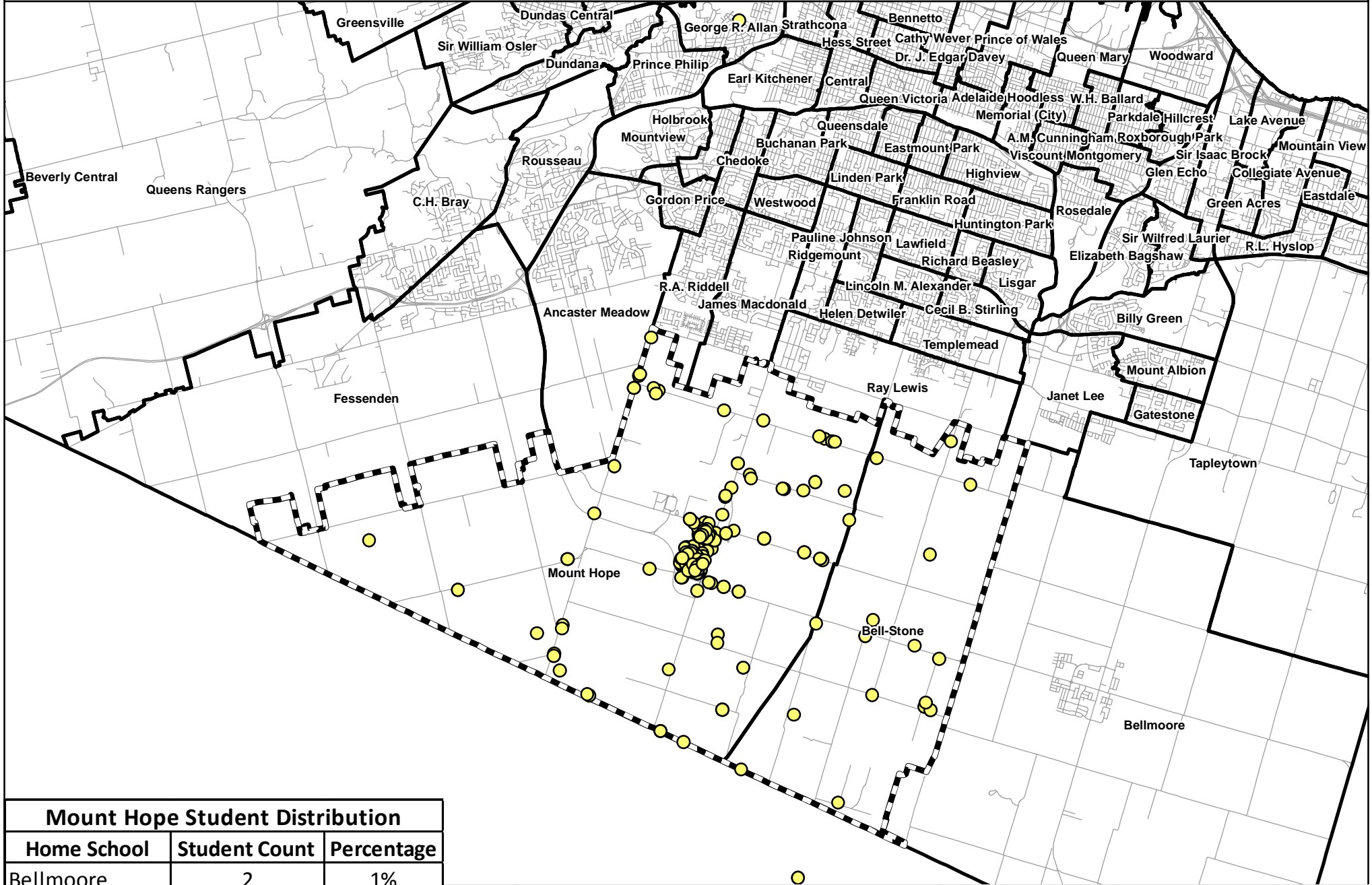
- JK- 8 School
- JK- SK Walking Distance- 1 Km
- JK- 6 Boundary
- Gr. 1- 8 Walking Distance- 1.6 Km
- 7- 8 Boundary

0 1.25 2.5 5 KM


*Note: Walking Distance shown is approximate, to determine exact eligibility for bussing please contact Transportation Services*

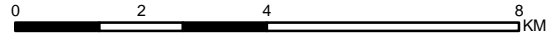


# Mount Hope 2012/ 2013 Student Distribution



Mount Hope Student Distribution		
Home School	Student Count	Percentage
Bellmoore	2	1%
G.R. Allan	1	0%
Mount Hope	287	99%
<b>Total</b>	<b>290</b>	<b>100%</b>





● Mount Hope Students

▭ JK- 6 Boundary

▭ Gr 7- 8 Boundary



**Planning & Accommodation**

July 2013

Planning and Accommodation



# School Report



## Assessments of Reading, Writing and Mathematics

Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2011–2012

**School: Mount Hope PS (376299)**  
**Board: Hamilton-Wentworth DSB (66141)**

EQAO is pleased to provide you with the results of the 2011–2012 Assessments of Reading, Writing and Mathematics for the primary division (Grades 1–3) and junior division (Grades 4–6). This report contains student results for the current year and previous years to help you track the progress of your student population over time. It also includes contextual and attitudinal information that can help you conduct in-depth analyses of student achievement.

By assessing all students in our education system at key stages in their education, EQAO’s provincial testing program has been providing objective and reliable data that are an independent gauge of student learning. These data are used as a catalyst for improvement at the individual student level through to the school, school-board and ministry levels. They provide a clearer picture of student progress and a solid foundation upon which parents, policymakers, school and school-board staff can base their strategies to support students in their learning.

EQAO data help school teams identify areas of student strength, target areas requiring support and plan for improvement. They also provide additional evidence that helps teachers and parents engage in meaningful conversations about individual students’ achievement. At the school-board level, EQAO data are used by directors of education as a key source of student-achievement information to create annual school-board reports and by trustees to establish multi-year school-board plans. Since 2009, school boards have also been required by legislation to consult with school councils on policies and guidelines related to student achievement, and EQAO data support these conversations as well.

Of course, it should be remembered that EQAO data are just one part of the picture. Provincial test results are a valuable indicator of student achievement and should always be examined together with other achievement information—such as report card grades and classroom assessment results—in order to get a complete picture of student skills, abilities and knowledge.

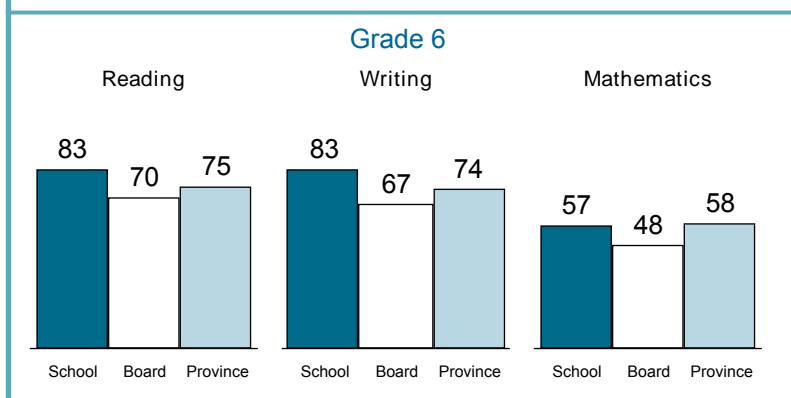
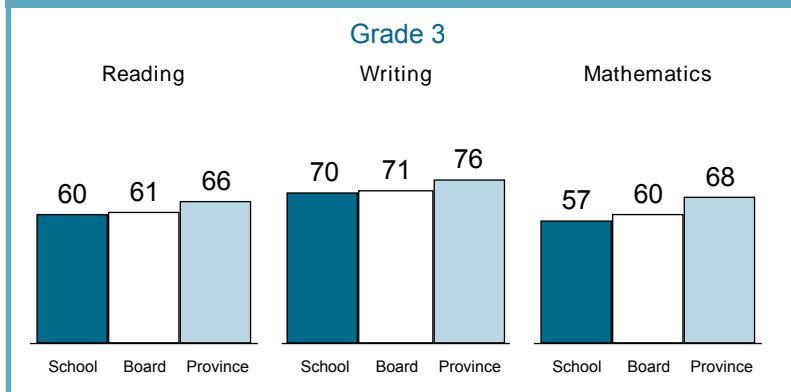
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach their highest potential.

Sincerely,

Marguerite Jackson  
 Chief Executive Officer  
 Education Quality and Accountability Office

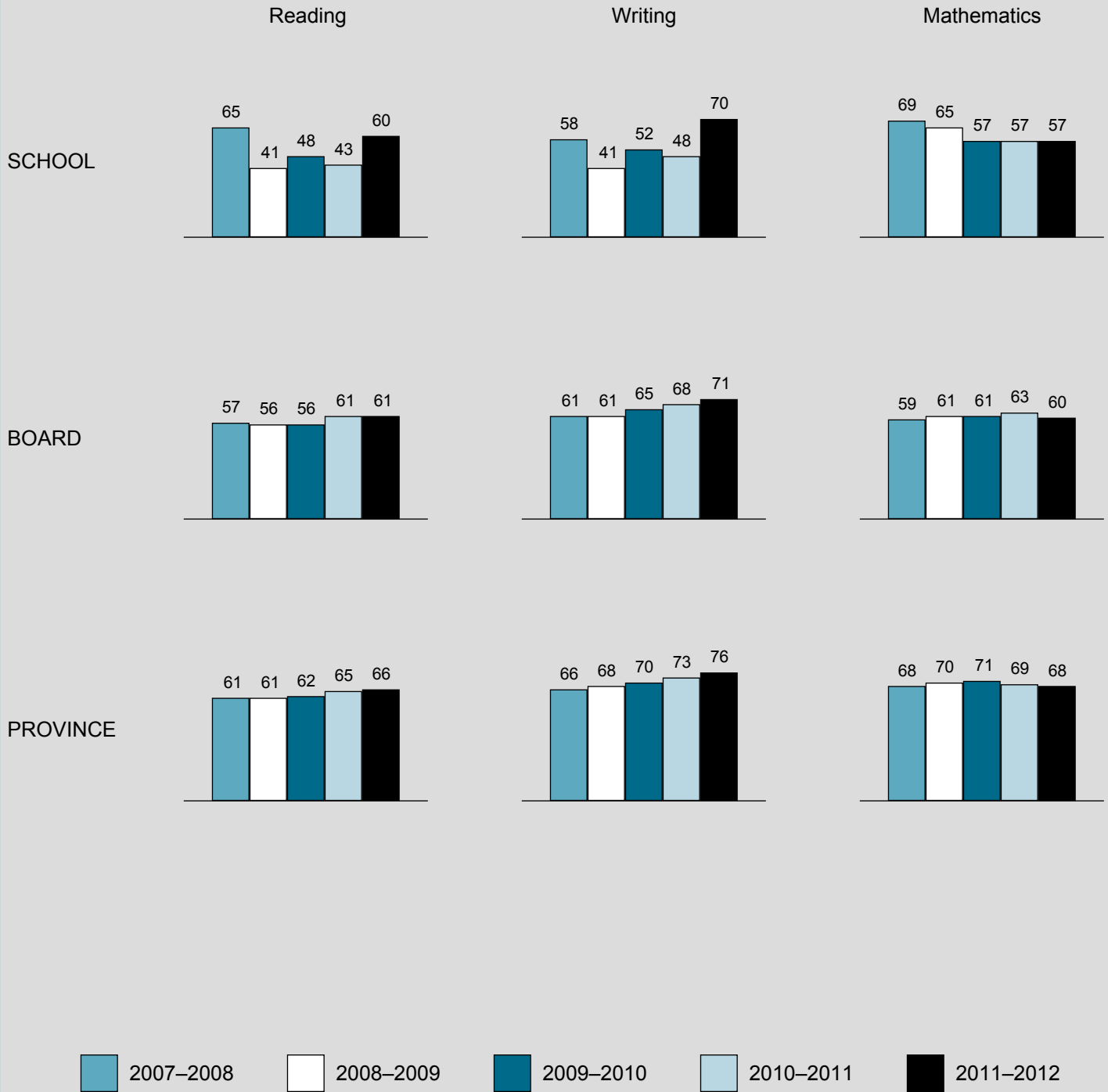
WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2011–2012 .....	1	1
• Over time .....	2	3
Tips for using this report .....	4	4
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Student questionnaire results .....	23–28	29–34
Explanation of terms .....	35	35

### PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2011–2012



RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

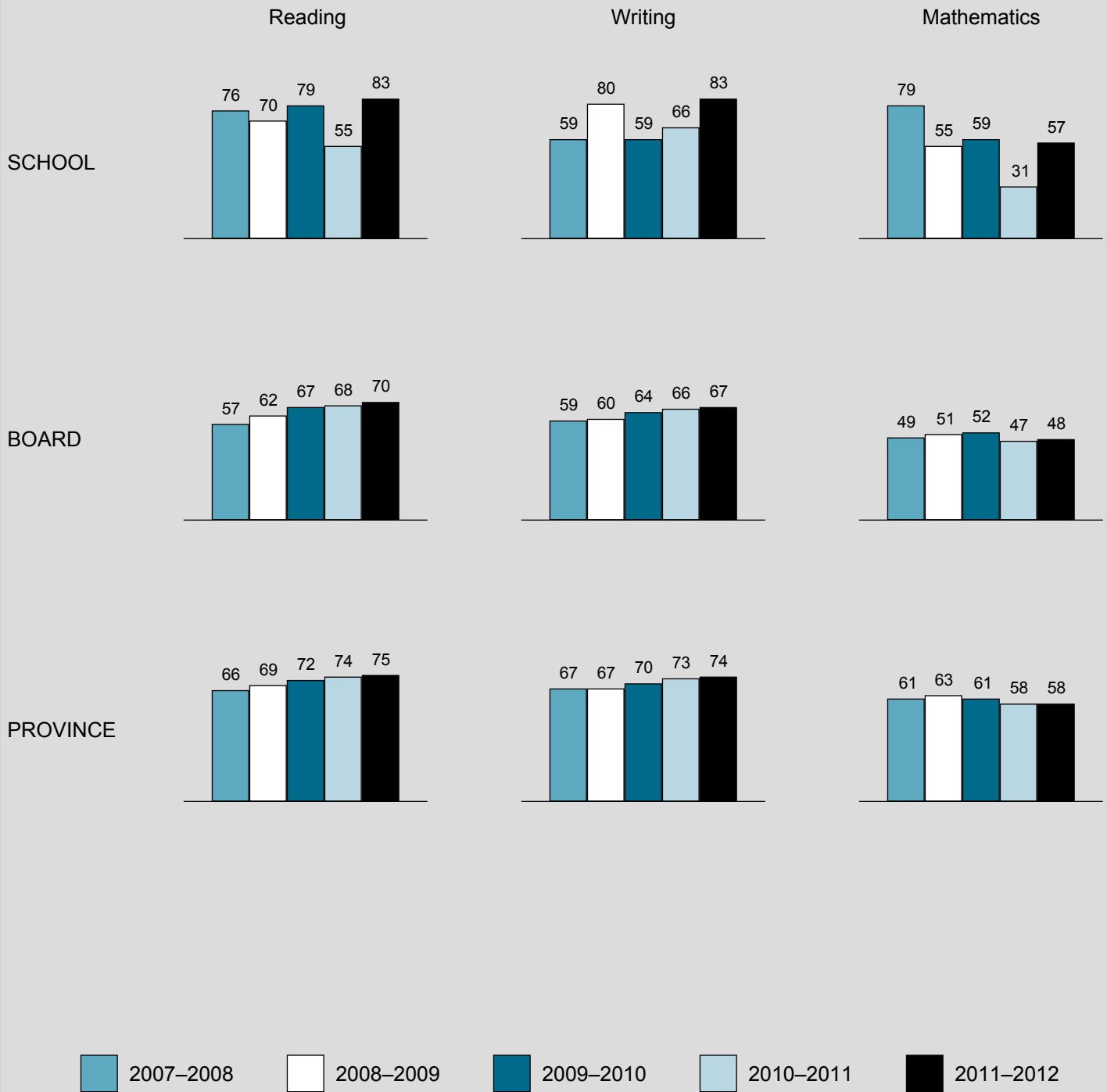
Percentage of Students: Grade 3



	Total Number of Grade 3 Students				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	26	17	21	23	30
Board	3 499	3 369	3 475	3 281	3 475
Province	128 660	125 481	127 789	124 117	126 455

RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

Percentage of Students: Grade 6



	Total Number of Grade 6 Students				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	34	20	29	29	23
Board	3 806	3 690	3 745	3 559	3 467
Province	140 420	136 076	134 294	132 308	129 477



## **West Glanbrook Staff Option Summary**

- **Closure of Bell-Stone in June 2014 and amalgamate into Mount Hope**

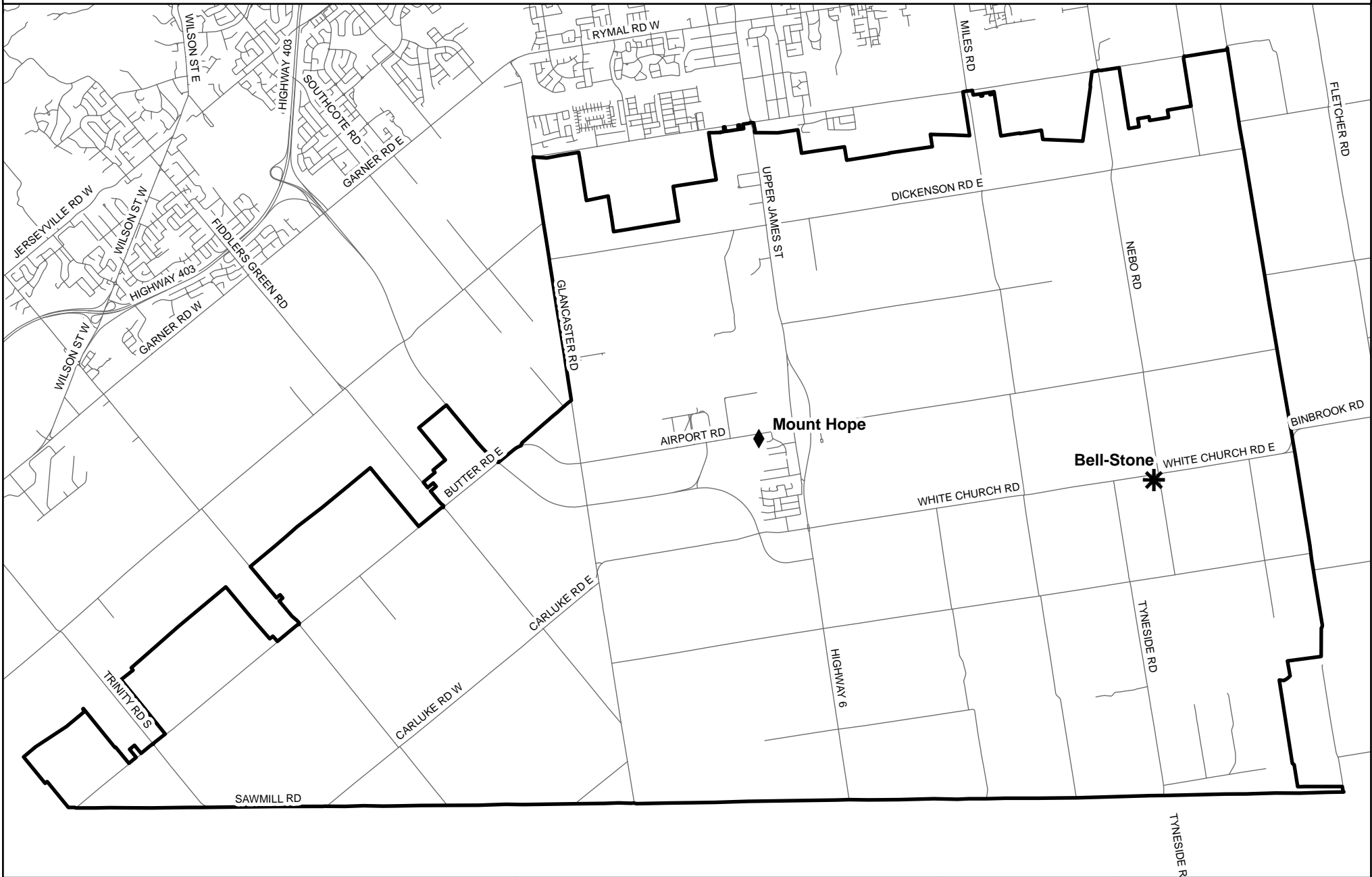
\*\* Please note that the staff option is not final and can change as the accommodation review process is completed.

Bell-Stone	OTG:	181										
	JK	SK	1	2	3	4	5	6	7	8	Total	Utilization
2012	11	4	12	8	6	7	8	5	0	0	61	34%
2013	11	10	4	12	7	5	7	7	0	0	63	35%

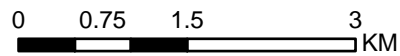
Mount Hope	OTG:	365										
	JK	SK	1	2	3	4	5	6	7	8	Total	Utilization
2012	31	36	23	33	23	29	24	25	30	36	290	79%
2013	31	31	36	23	33	23	29	24	30	30	293	80%
2014	43	41	34	42	34	40	29	36	32	31	361	99%
2015	43	41	34	35	42	33	40	28	36	32	364	100%
2016	41	43	35	35	36	42	34	41	30	37	373	102%
2017	42	41	36	36	36	36	44	35	42	31	379	104%
2018	43	42	35	38	37	36	37	45	36	43	392	107%
2019	44	43	36	36	38	37	37	38	46	37	393	108%
2020	45	44	37	37	36	38	38	38	39	47	400	110%
2021	46	45	38	38	37	37	39	39	39	40	398	109%
2022	46	45	38	38	37	37	37	39	39	39	394	108%

Close Bell-Stone in June of 2014 and amalgamate with Mount Hope

# West Glanbrook Accommodation - Staff Option



- ▲ Jr Elementary ◆ K-8 Elementary
- \* Closed School ● Middle School
- ▭ Proposed Mount Hope Boundary





*Elementary*

# ACCOMMODATION Review Committee



**West Glanbrook Accommodation Review Committee  
Working Group Meeting # 1  
Wednesday, October 02, 2013  
6:00 p.m.**

**Mount Hope Elementary School  
9149 Airport Road, Hamilton, ON**

## Agenda

1. Welcome and Introductions
2. Part 1: What is an Accommodation Review
3. Part 2: Why HWDSB are conducting Accommodation Reviews
4. Pupil Accommodation Review Terms of Reference
5. Part 3: Why an Accommodation Review for West Glanbrook
6. Current Situation and Staff Option
7. Questions & Answers
8. Next Steps

Next Meeting - TBD

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*





# **West Glanbrook**

## **Accommodation Review Committee**

### **Working Group Meeting # 1**

**Bell-Stone    Mount Hope**

**Mount Hope - October 2<sup>nd</sup>, 2013**



# Welcome and Introductions

## Mandate of the Accommodation Review Committee

“...is to lead the public *review and act in an advisory role* that will study, report and *provide recommendations* on accommodation option(s) with respect to the group of schools or school being reviewed for *the Board of Trustees'* consideration and decision.” (Section B.3, page 1)





## Meeting Norms (Section C.1)

- A Member Shall:
  - Promote a positive environment
  - Treat all other members and guests with respect
  - Recognize and respect the personal integrity of each member of the committee
  - Acknowledge democratic principles and accept the consensus and votes of the committee
  - Use established communication channels when questions or concerns arise
  - Promote high standards of ethical practice at all times



## **Agenda**

Part One: What is an Accommodation Review?

Part Two: Why is HWDSB conducting an Accommodation Review?

Part Three: Why is an Accommodation Review needed in West Glanbrook?



# **Part One: What is an Accommodation Review?**

**(Sections A, B, C & D of your binder)**



# “Value to the Student”

- The learning environment at the school
- Student outcomes at the school
- Course and Program offerings
- Extra-curricular activities and extent of student participation
- Ability of the physical space to support student learning
- Ability of the school grounds to support healthy physical activity and extracurricular activities
- Accessibility of the school for students with disabilities
- Safety of the school
- Proximity of the school to students/length of bus ride to school



## Where we are in the Process





## Committee Membership

- Chair

Voting Members	Non-Voting Members
Two (2) parent representatives who are members of School Council and/or Home and School Association from each school	The Trustee(s) of each school(s) under review
One (1) parent representative who is not a member of School Council or Home and School Association from each school	The Superintendent(s) of Student Achievement for each school(s) under review;
One (1) teaching representative from each school under review;	The Principal from each school under review
One (1) non-teaching staff from each school under review;	

- Also available are an administrative support for minute taking and a dedicated resource staff to ensure compliance of the Board's policy and information relevant to the Accommodation Review.



## How will we make decisions:

- Suggested Method:

*Consensus will be achieved if there is no stated dissent by any voting committee member when the chair asks if there is consensus*

- If consensus is not achieved the Chair will call for a vote which will only include the “voting members” of the ARC
- A vote shall be passed when 50% plus one Accommodation Review Committee members vote in favour of the motion
- The motion will fail if the vote is a tie



## **Voting Procedure (Section B.5, ToR 2.4.1)**

- Pupil Accommodation Review Terms of Reference
  - states voting on decisions by ballot
- “When a vote is called only the voting members present will cast their vote via ballot”
- A vote can be called only when there is a quorum of voting members
  - Quorum is 50% of the voting members plus 1





## Accommodation Review Committee Voting Discussion

- Process for general decisions (meeting extensions, dates, information request etc.) is by show of hands
- More sensitive decisions (eg. accommodation recommendations) by ballot



## Public and Working Group Meetings

- The meeting requirements are defined in the Terms of Reference
  - Four (4) Public Meeting
  - Working Group Meetings
- Meeting dates and times are be approved by the ARC later in the presentation



# Format of Public Meetings

Optimizing consultation by:

- ✓ Group Work
- ✓ Group questions
- ✓ Diversifying the groups
- ✓ Principals will serve as facilitators
- ✓ Ensuring accurate notes taken at each group and including in the minutes



## **Keeping the Committee & Community Informed**

- All information will be posted on the HWDSB website:

[www.hwdsb.on.ca](http://www.hwdsb.on.ca)

- All public meetings will be advertised
- Working Group & Public Meetings will be held at schools within the planning area
- Working group meetings are open to the public for viewing



## Phases of an Accommodation Review





## Timelines



4-8 Working Group  
Meetings and 3  
Public meetings

- Minimum of 4 Public Meetings
- Working Group Meetings are subject to ARC approval
- Dates to be solidified at this meeting

### West Glanbrook Accommodation Review Calendar

Month	Week 1							Week 2							Week 3							Week 4							Week 5								
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M							
September	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
October			1	2 WG	3	4	5	6	7	8	9 PM	10	11	12	13	14	15	16 WG	17	18	19	20	21	22	23	24	25	26	27	28	29	30 WG	31				
November						1	2	3	4	5	6 PM	7	8	9	10	11	12	13 WG	14	15	16	17	18	19	20	21	22	23	24	25	26	27 WG	28	29	30		
December	1	2	3	4 PM	5	6	7	8	9	10	11 WG	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
January				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15 WG	16	17	18	19	20	21	22 PM	23	24	25	26	27	28	29 WG	30	31			
February							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			
March							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
April			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
May					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
June	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							

	Statutory Holiday
	Board Holiday
	Adjacent Weekends to Board Holidays
	Public Meeting
	Working Group Meeting
	Delivery of Final ARC Report
	Presentation of Director's Report
	60 Day Period for Standing Committee Meeting for Public Input
	Standing Committee Meeting for Decision

As stated in original report to standing committee cannot hand in report earlier than Monday January 27th 2014 except Cardinal Heights which can be handed in as early as Friday January 24th

# Elementary Accommodation Review Committee

## Schedule and Timelines



### West Glanbrook Mountain Accommodation

MEETING TYPE	OBJECTIVE	MEETING DATE	MEETING LOCATION
Working Group Meeting #1	<ul style="list-style-type: none"> <li>Outline the Review process</li> <li>Accommodation Review Mandate</li> <li>Review Terms of Reference (TOR)</li> <li>Review Committee Norms</li> <li>Introduction to Binder</li> <li>Presentation of administration staff option</li> </ul>	Wednesday October 2 <sup>nd</sup> , 2013	Mount Hope
<b>Public Meeting #1</b>	<ul style="list-style-type: none"> <li>Review TOR</li> <li>Accommodation Review Mandate</li> <li>Outline the Review process</li> <li>Present data and background information</li> <li>Receive community input</li> <li>Presentation of administration staff option</li> </ul>	Wednesday October 9 <sup>th</sup> , 2013	Mount Hope
Working Group Meeting #2	<ul style="list-style-type: none"> <li>Approve the School Information Profiles (SIPs)</li> <li>Development of Accommodation Option(s)</li> </ul>		
Working Group Meeting #3	<ul style="list-style-type: none"> <li>Development of Accommodation Option(s)</li> </ul>		
<b>Public Meeting #2</b>	<ul style="list-style-type: none"> <li>Review TOR, Mandate</li> <li>Outline Review process</li> <li>Review School Information Profile</li> <li>Receive community input</li> </ul>		
Working Group Meeting #4	<ul style="list-style-type: none"> <li>Development of Accommodation Option(s)</li> </ul>		
Working Group Meeting #5	<ul style="list-style-type: none"> <li>Development of Accommodation Option(s)</li> </ul>		
<b>Public Meeting #3</b>	<ul style="list-style-type: none"> <li>Review TOR, Mandate</li> <li>Outline Review process</li> <li>Review the Accommodation Review Committee Accommodation Options</li> <li>Receive Community Input</li> </ul>		
Working Group Meeting #6	<ul style="list-style-type: none"> <li>Development of Accommodation Review Committee Accommodation Report</li> </ul>		
Working Group Meeting #7	<ul style="list-style-type: none"> <li>Finalize Accommodation Review Committee Report</li> </ul>		
<b>Public Meeting #4</b>	<ul style="list-style-type: none"> <li>Review TOR, Mandate</li> <li>Outline Review process</li> <li>Present Draft Accommodation Review Committee Report – Accommodation Option(s)</li> <li>Receive Community Input</li> </ul>		
Working Group Meeting #8	<ul style="list-style-type: none"> <li>Finalize Accommodation Review Committee Report</li> </ul>		





# Our First Decision: Meeting Dates and Timelines

We need to approve these dates  
and times tonight



Reviewing Contents of the Binder...

Please familiarize yourselves with the binder  
for the next meeting.



## **A. School Board Reports**

1. Accommodation Review Standing Committee Report
2. Long Term Facilities Master Plan Guiding Principles

## **B. Accommodation Review Committee Documents**

1. Ontario Ministry of Education Pupil Accommodation Guidelines
2. Administration Review of Accommodation Review Process
3. Accommodation Review Policy
4. Accommodation Review Policy Directive
5. Accommodation Review Terms of Reference



## Terms of Reference (Section B.5)

- Approved with the Preliminary School Accommodation Review Report
- ToR includes:
  - Mandate of Accommodation Review (Page 1)
  - Committee Membership Information (Page 1-3)
  - Operation of Accommodation Review Committee (Page 3-4)
  - Reference Criteria to Fulfill Mandate (Page 4-5)
  - Working Meeting and Public Meeting Overviews (Page 5-6)
  - Final Accommodation Review Committee Report Specifications (Page 6-7)
  - Capital Planning Objectives and Alternative Accommodation Option by the Board Criteria (Page 7)



## Reference Criteria (Section B.5, page 4)

The key criteria that will be used by the Accommodation Review Committee to fulfill its mandate include, but are not limited to, the following:

- **Facility Utilization**
- **Permanent and Non-permanent Accommodation**
- **Program Offerings**
- **Quality Teaching and Learning Environments**
- **Transportation**
- **Partnerships Opportunities**
- **Equity**

The Accommodation Review Committee may add additional reference criteria.



## **C. Committee Membership**

1. List of Committee Membership
2. Committee Norms
3. Member Contact List

## **D. Timeline and Schedule**

1. Accommodation Review Process and Timeline Chart
2. Public Meeting Dates
3. Long Term Facilities Master Plan Accommodation Review Strategy Schedule



# Questions



# School Information

(Sections E through M)





## **E. School Information Profiles**

1. E.1 SIPs
2. E.2 Planning Area Information Sheet
3. E.3 Utilization Maps 2012-2022
4. E.4 Socioeconomic Maps

## **School Information Profiles (SIPs) (Section E.1)**

- Required by Ministry of Education Pupil Accommodation Review Guidelines (June 2009)
- Assembled by Planning & Accommodation resource staff
- Intent of the SIP
  - Familiarize the ARC members and the community with the schools under review
  - Provide the foundation for discussion and analysis of accommodation options



## SIP is intended...cont'd...

- Help ARC members and the community to understand how well the schools meet the objectives of the *Reference Criteria* as outlined in the *Terms of Reference*



## School Information Profiles (Continued)

- SIP incorporate data about the schools for the following considerations :
  - a) Value to the student
  - b) Value to the school board
  - c) Value to the community
  - d) Value to the local economy
- SIP consists of 14 sections and addresses 67 items
- Review the SIPs for next working group meeting
  - Committee will need to approve the SIP



# School Information – continued..



## **F. And G. School Overviews**

1. Bell-Stone
2. Mount Hope

### **Each section contains:**

1. School Report Sheet
2. Boundary Map
3. Enrolment by Grade
4. Grade Organization
5. Site Plan
6. Walking Distance Map
7. Student Distribution Map
8. EQAO Information



## **H. Staff Accommodation Review Recommendation**

1. Recommendation Summary
2. Recommendation Enrolment Numbers
3. Proposed Boundary Map

## **I. Through P. Accommodation Review Committee Meeting**

### **Q. Public Meeting**

### **R. Media and Correspondence**

### **S. Miscellaneous**

### **T. Final Report to the Board**



# Questions





**Part Two:**

**Why is HWDSB conducting  
Accommodation Reviews?**



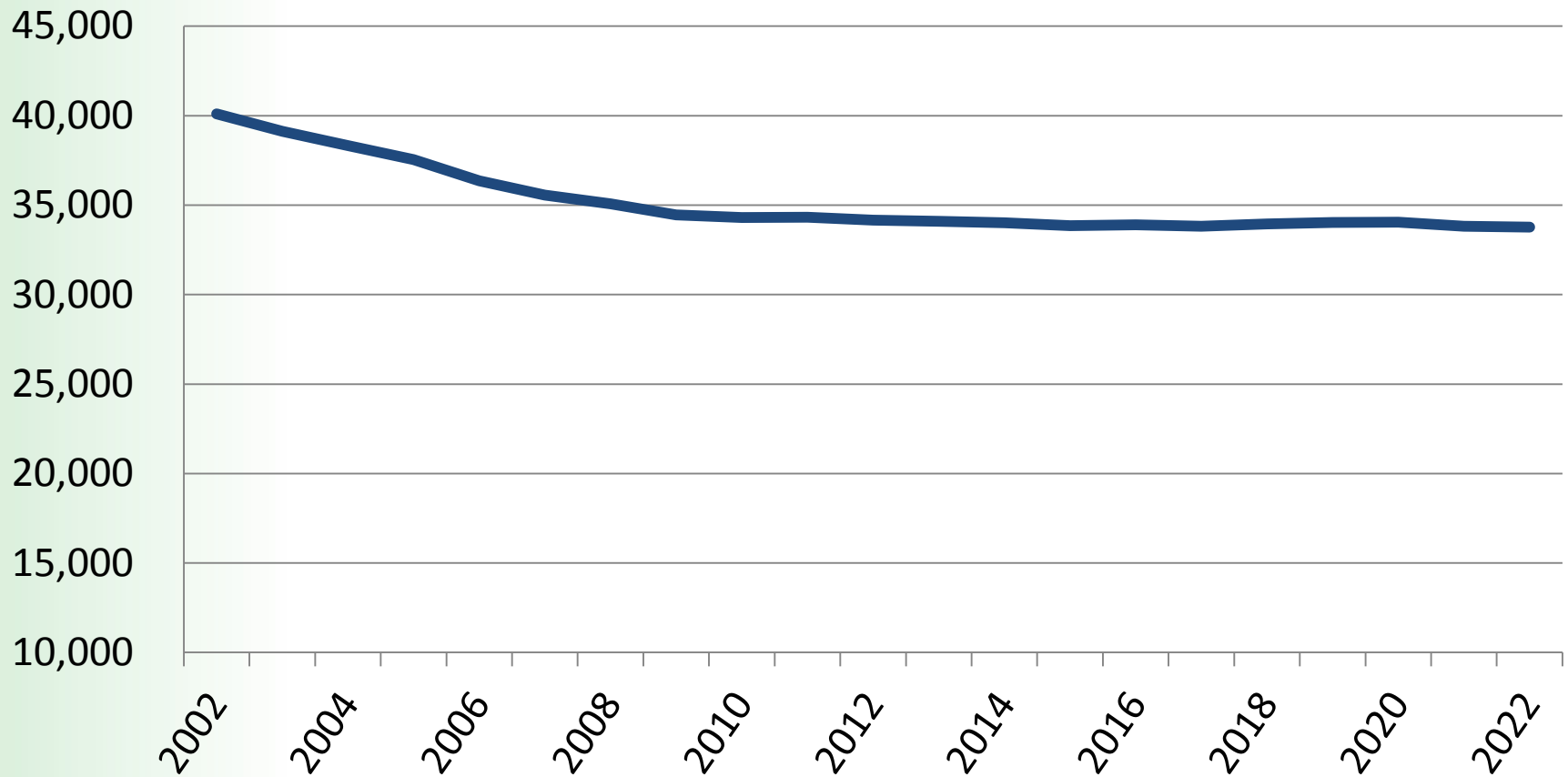
## **Why is HWDSB Undertaking Elementary Accommodation Reviews**

- Declining Enrolments
- Many schools underutilized
- Aging and smaller sized school buildings
- Limited Provincial dollars available in the current economic environment

**Board of Trustees approval to commence accommodation reviews an indication they recognize that the *'status quo'* is not an option.**



## Historic and Projected HWDSB Elementary Enrolment





- **Provincial funding for schools:**
  - Funding formulas largely based on enrolment
    - Other factors:
      - Number and size of schools
      - Programs offered
      - Geographic
  - Declining enrolment generates financial and operational pressures for school boards - Examples:
    - Affects program offerings
    - Underutilized schools' maintenance costs can divert resources from programs and services for students



## Long Term Facilities Master Plan Guiding Principles

1. HWDSB is committed to providing and maintaining quality learning and teaching environments that support student achievement (*HWDSB Strategic Directions, Annual Operating Plan 2011-12*)
2. Optimal utilization rates of school facilities is in the range of 90- 110%
3. Facilities reflect the program strategy that all students need personalized learning, pathways, schools with specialization and cluster and community support (*Learning for All: HWDSB Program Strategy*)
4. Transportation to school locations will not normally exceed 60 minutes one way (*Transportation Policy, 2011*)



## LTFMP Guiding Principles (con't.)

5. School facilities meet the needs of each of our students in the 21st century  
*(Education in HWDSB, 2011)*
6. Accessibility will be considered in facility planning and accommodation  
*(Accessibility (Barrier-Free) "Pathways" Policy, 1999)*
7. School facilities provide neighbourhood and community access that supports the well-being of students and their families  
*(A Guide to Educational Partnerships, 2009)*
8. School facilities have flexible learning environments including adaptive and flexible use of spaces; student voice is reflected in where, when and how learning occurs  
*(Education in HWDSB, 2012)*



## LTFMP Guiding Principles (con't.)

### 9. Specific principles related to the elementary panel:

- a. *School Capacity* - optimal school capacity would be 500 to 600 students, which creates two to three classes for each grade
- b. *School Grade/Organization* –Kindergarten to-Grade 8 facilities
- c. *School Site Size* - optimal elementary school site size would be approximately 6 acres
- d. *French Immersion* - In dual track schools a balance between French Immersion and English track students is ideal for balanced program delivery



# Questions of Clarification



# 15 Minute Break





# **Part Three: Why is an Accommodation Review needed in West Glanbrook?**

**(Section H of your binder)**



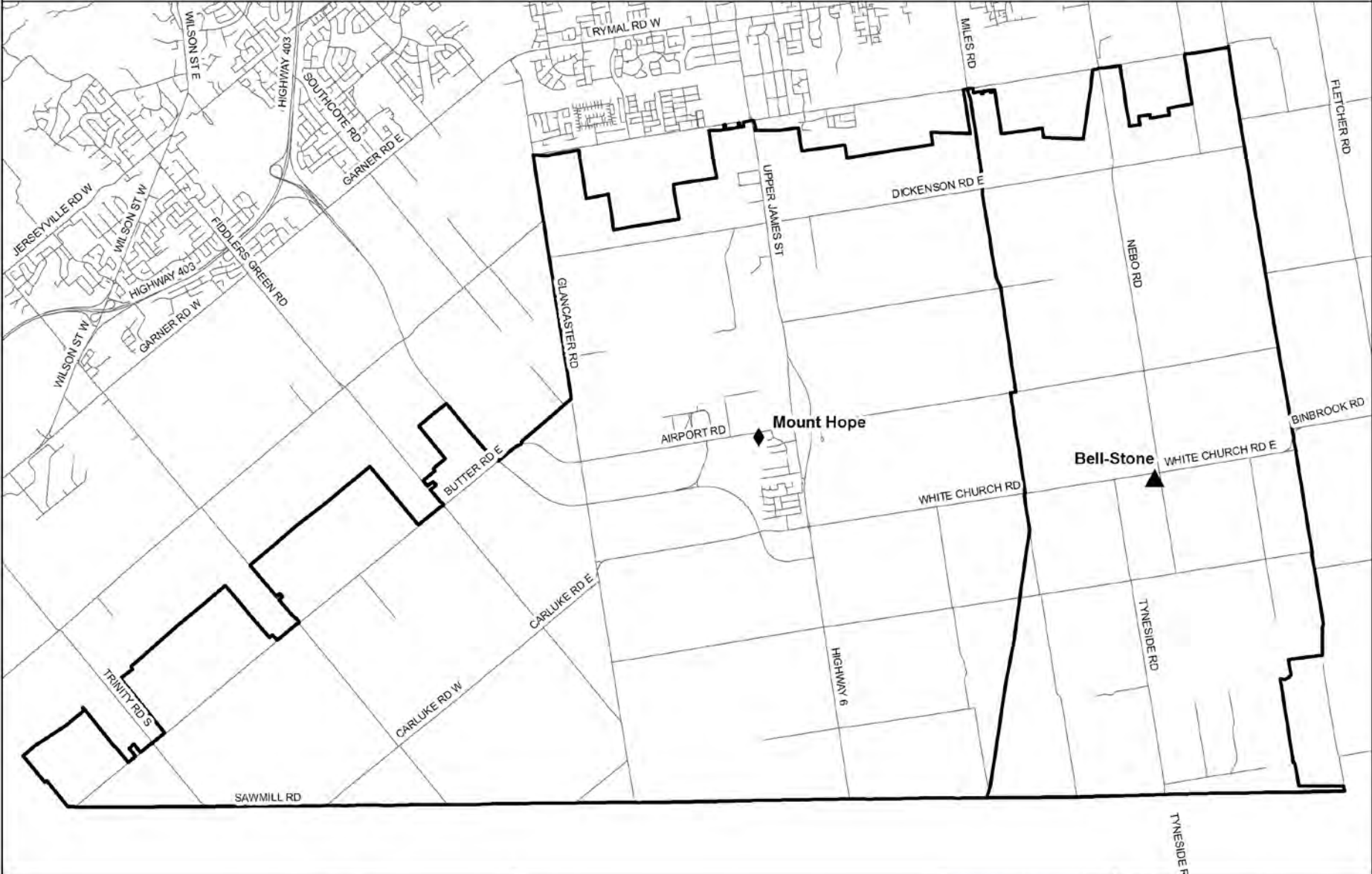
# Why West Glanbrook?

- One of the three Accommodation Reviews that were identified in previous reports for approval in 2010
- LTFMP Guiding Principles
  - Smaller schools consolidation possibilities
  - School/grade organization of JK-8
    - Examined middle school/senior school model
  - Ideal elementary school size of 500-600
- Geography and Timing



# Current Situation and Staff Alternative Accommodation Option

# West Glanbrook Accommodation Current Boundaries



▲ Jr Elementary	◆ K-8 Elementary	▭ Elem Boundary
* Closed School	● Middle School	

N

0 0.75 1.5 3 KM



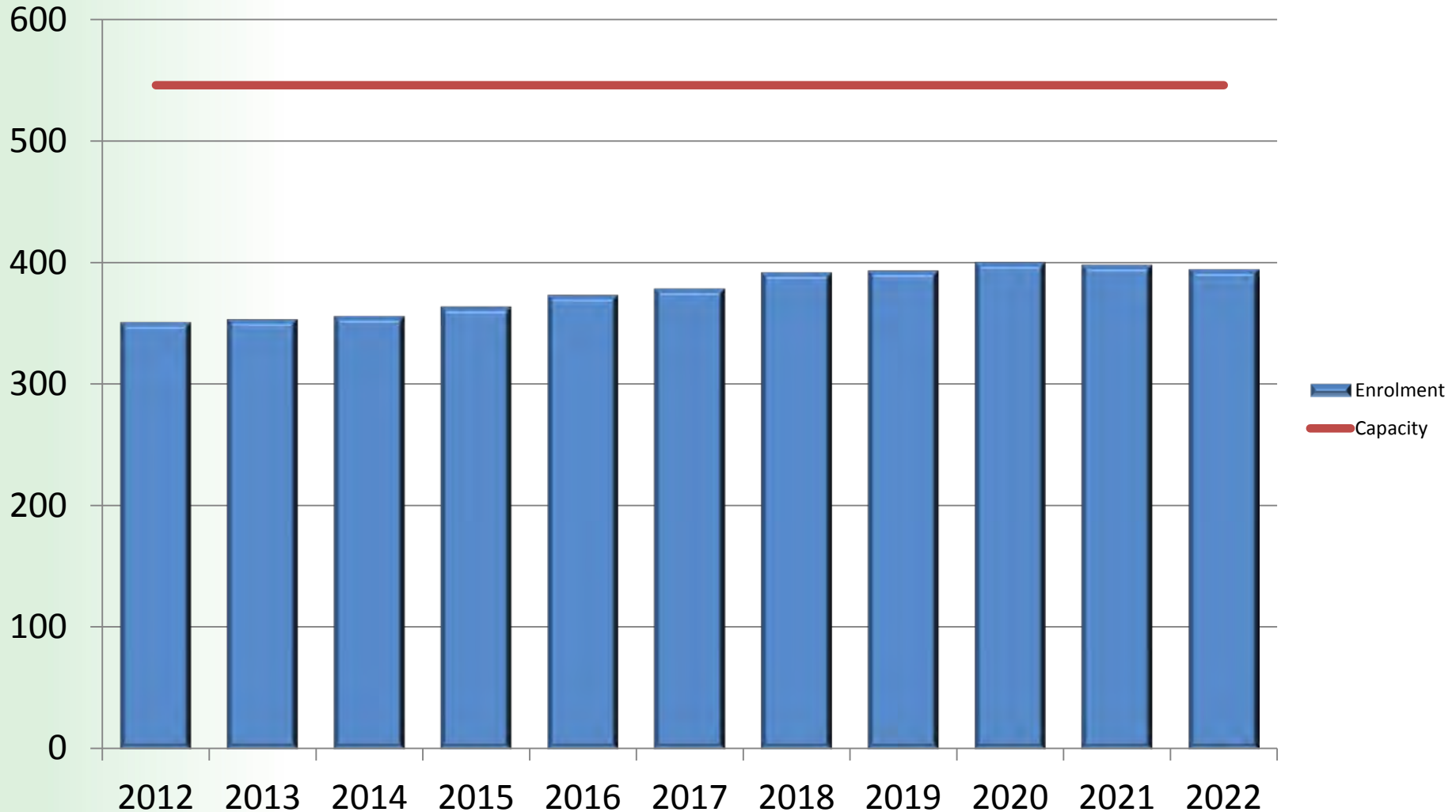


## Current Situation:

School	Year of Construction	2012 OTG	2012 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)	Current FCI	10 Yr FCI
<b>Bell-Stone (JK-6)</b>	1963	181	61 (35%)	62 (34%)	63 (35%)	38.48%	49.83%
<b>Mount Hope(JK-8)</b>	1952	365	290 (79%)	316 (89%)	331 (91%)	16.56%	23.27%
<b>TOTAL</b>		546	351 (64%)	378 (69%)	394 (72%)		



## West Glanbrook Current Enrolment vs Capacity





# Staff Accommodation Option

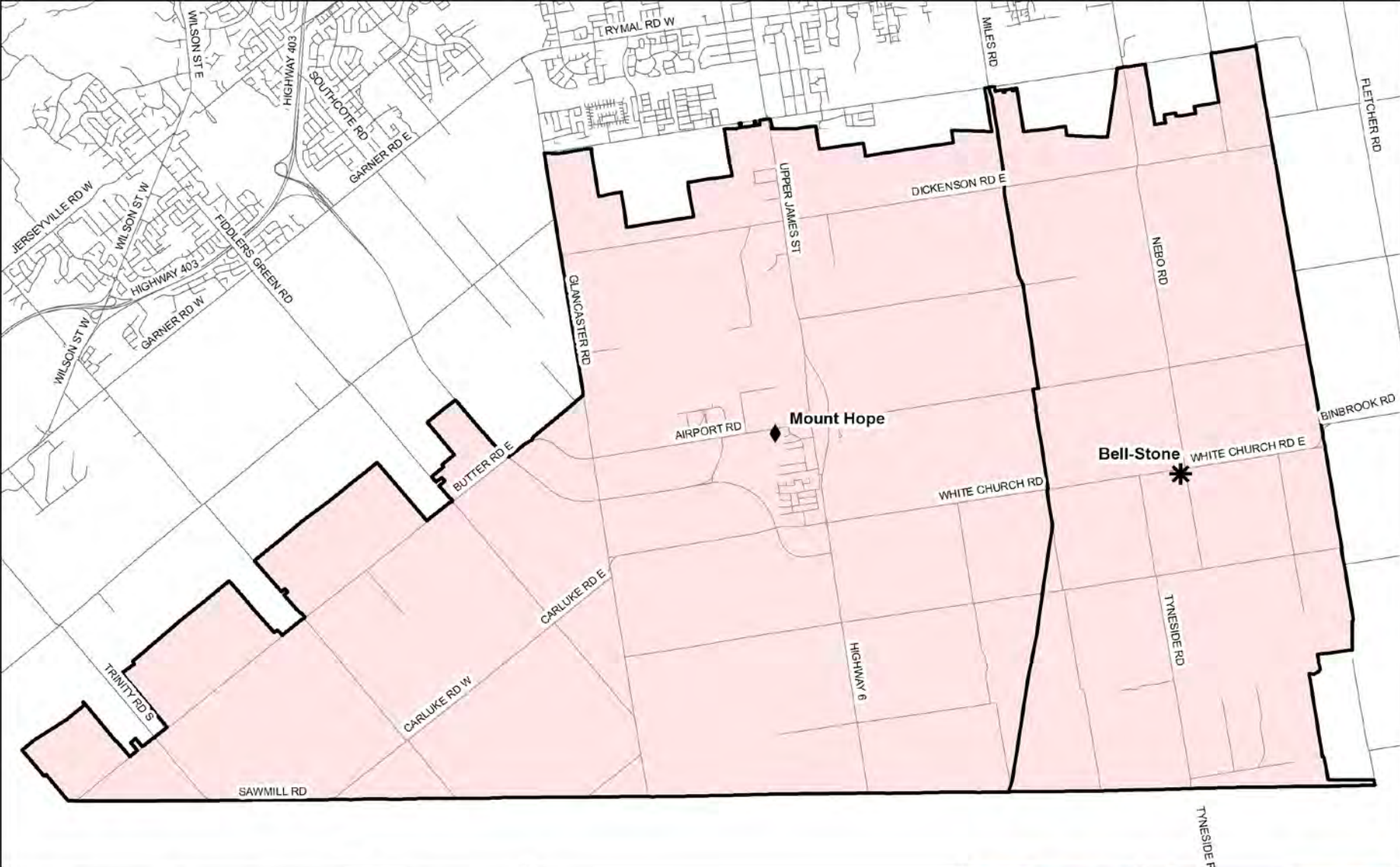




# What is the significance of the staff option?

- Is meant as a starting point and initiates the process for the committee to create recommendations
- The staff option is not ‘final’ – revisions are possible and will be examined at the end of the consultation period.

# West Glanbrook Accommodation Review Staff Option



▲ Jr Elementary   ♦ K-8 Elementary   ◻ Elem Boundary  
\* Closed School   ● Middle School  
◻ Proposed Mount Hope Boundary

North arrow pointing up.

Scale bar: 0, 0.75, 1.5, 3 KM



Planning & Accommodation  
September 2013  
Planning and Accommodation

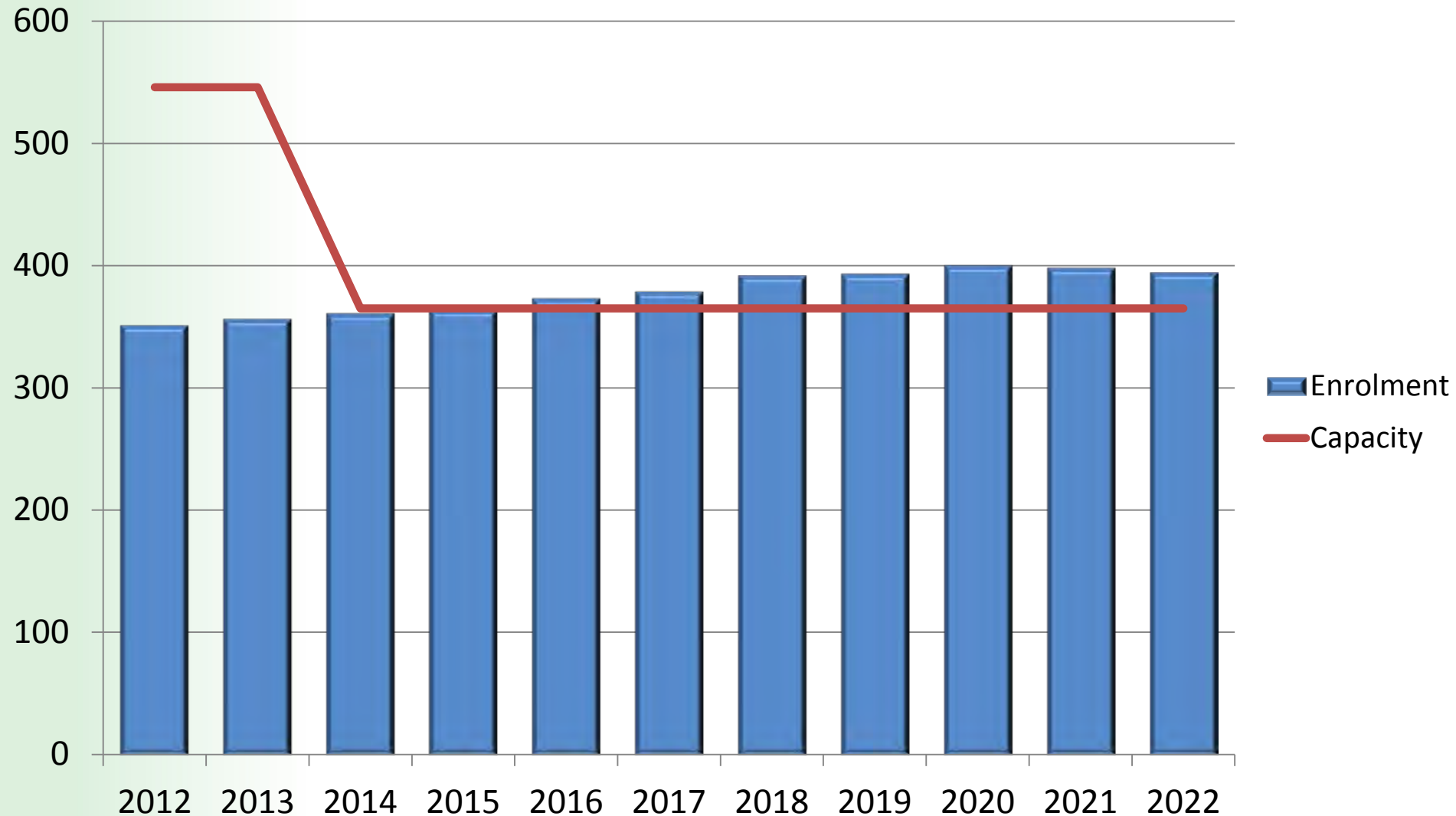


## Staff Option

School	OTG	2012 Enrolment (Utilization)	2014 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)
Bell-Stone (JK-6)	181	61 (35%)	-	-	-
Mount Hope (JK-8)	365	290 (79%)	362 (99%)	378 (104%)	394 (108%)
<b>TOTAL</b>		351 (64%)	362 (99%)	378 (104%)	394 (108%)



## West Glanbrook Staff Option Enrolment vs Capacity





## West Glanbrook Staff Option

- Closure of Bell-Stone in June of 2014
  - Bell-Stone is consolidated into Mount Hope
  - Mount Hope will possibly need an additional FDK room



# Questions



## Next Steps:

- Review of binder content
- Review of School Information Profiles they need to be approved next working group meeting
- Public Meeting #1 (October 9<sup>th</sup>, 2013 – Mount Hope)
  - ARC members' role in public meeting is to listen to the feedback of the public to help formulate solutions for the planning area.



**Next Meeting:**  
**Public Meetings #1**  
**October 9<sup>th</sup> at Mount Hope**





## **West Glanbrook Staff Option Summary**

- **Closure of Bell-Stone in June 2014 and amalgamate into Mount Hope**

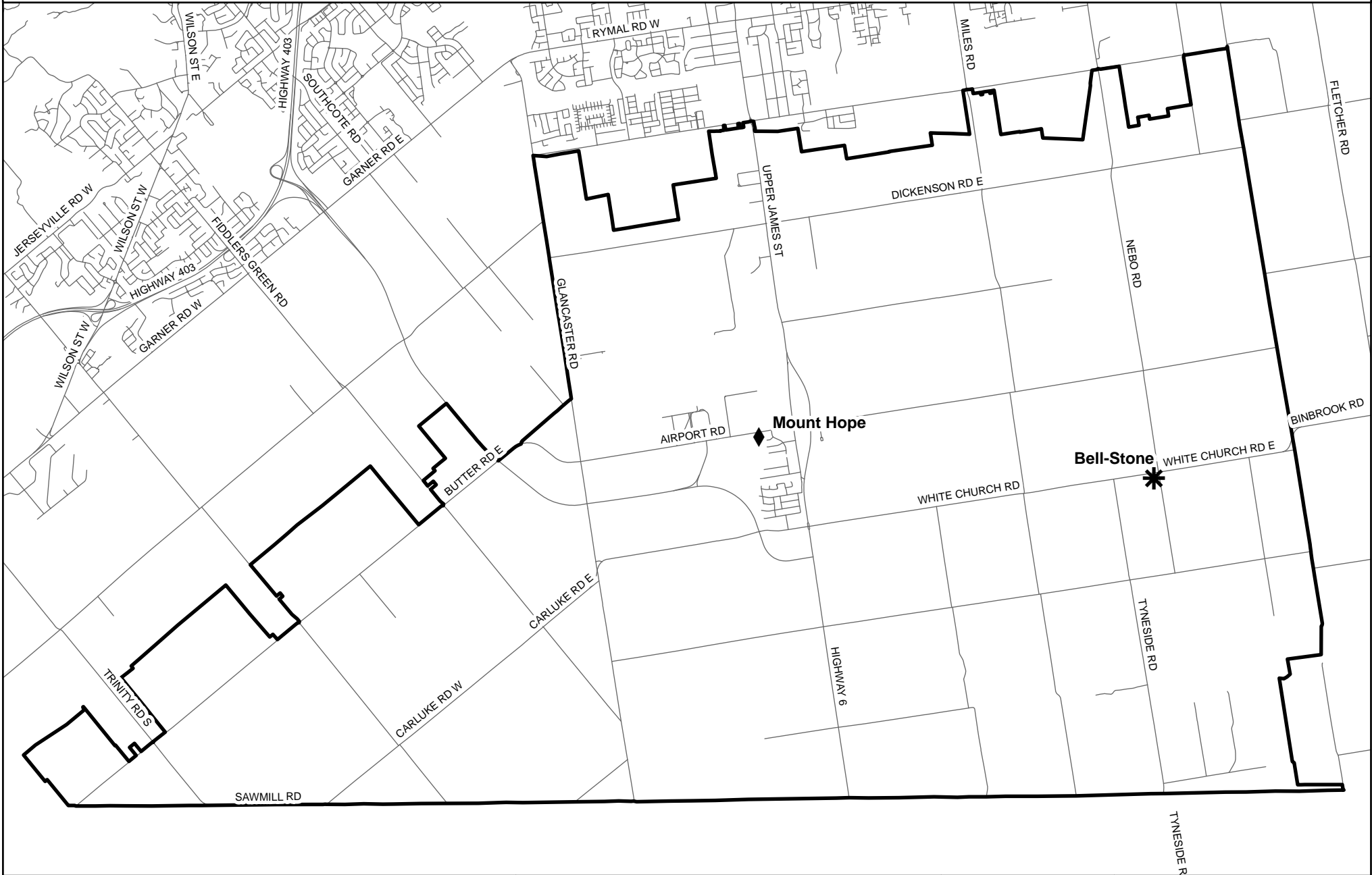
\*\* Please note that the staff option is not final and can change as the accommodation review process is completed.

Bell-Stone	OTG:	181											
	JK	SK	1	2	3	4	5	6	7	8	Total	Utilization	
2012	11	4	12	8	6	7	8	5	0	0	61	34%	
2013	11	10	4	12	7	5	7	7	0	0	63	35%	

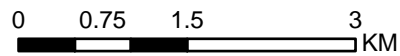
Mount Hope	OTG:	365											
	JK	SK	1	2	3	4	5	6	7	8	Total	Utilization	
2012	31	36	23	33	23	29	24	25	30	36	290	79%	
2013	31	31	36	23	33	23	29	24	30	30	293	80%	
2014	43	41	34	42	34	40	29	36	32	31	361	99%	
2015	43	41	34	35	42	33	40	28	36	32	364	100%	
2016	41	43	35	35	36	42	34	41	30	37	373	102%	
2017	42	41	36	36	36	36	44	35	42	31	379	104%	
2018	43	42	35	38	37	36	37	45	36	43	392	107%	
2019	44	43	36	36	38	37	37	38	46	37	393	108%	
2020	45	44	37	37	36	38	38	38	39	47	400	110%	
2021	46	45	38	38	37	37	39	39	39	40	398	109%	
2022	46	45	38	38	37	37	37	39	39	39	394	108%	

Close Bell-Stone in June of 2014 and amalgamate with Mount Hope

# West Glanbrook Accommodation - Staff Option



- ▲ Jr Elementary    ◆ K-8 Elementary
- \* Closed School    ● Middle School
- ▭ Proposed Mount Hope Boundary



September 2013

Planning and Accommodation



## West Glanbrook Accommodation Review Calendar

Month	Week 1							Week 2							Week 3							Week 4							Week 5										
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M									
September	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30									
October			1	2 WG	3	4	5	6	7	8	9 PM	10	11	12	13	14	15	16 WG	17	18	19	20	21	22	23	24	25	26	27	28	29	30 WG	31						
November						1	2	3	4	5	6 PM	7	8	9	10	11	12	13 WG	14	15	16	17	18	19	20	21	22	23	24	25	26	27 WG	28	29	30				
December	1	2	3	4 PM	5	6	7	8	9	10	11 WG	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
January				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15 WG	16	17	18	19	20	21	22 PM	23	24	25	26	27	28	29 WG	30	31					
February							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28					
March							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
April			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
May					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
June	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30									

	Statutory Holiday
	Board Holiday
	Adjacent Weekends to Board Holidays
	Public Meeting
	Working Group Meeting
	Delivery of Final ARC Report
	Presentation of Director's Report
	60 Day Period for Standing Committee Meeting for Public Input
	Standing Committee Meeting for Decision

As stated in original report to standing committee cannot hand in report earlier than Monday January 27th 2014 except Cardinal Heights which can be handed in as early as Friday January 24th



**West Glanbrook Accommodation Review Committee  
Working Group Meeting # 1  
Wednesday, October 02, 2013  
6:00 p.m.**

**Mount Hope Elementary School  
9149 Airport Road, Hamilton, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair (Acting)** - Pam Reinholdt

**Voting Members**- Amie Vandevrie, Theresa Weylie, Steve Paul, Janet Lewis, Alyson Brave, Melanie Holjak, Trisha Woehrle, Karen Stewart

**Non-Voting Members**- Alex Johnstone, Rob Maudsley

**Regrets**

**Voting Members**- Nil

**Non-Voting Members**- Krys Croxall

**Resource Staff**

Ian Hopkins, Daniel Del Bianco, Mark Taylor

**Recording Secretary**

Colleen Pyke

**Public** – 2 public attendees present

**1. Welcome and Introductions- *Superintendent Pam Reinholdt, Chair***

Superintendent Pam Reinholdt welcomed everyone to the first working group meeting for the West Glanbrook Accommodation Review Committee (ARC). She noted that she will act as Chair in place of Superintendent Krys Croxall, until she is able to return. Teresa Movre, Executive Assistant to Krys Croxall will update her throughout the process. The Committee and Board support staff introduced themselves. The role of the Accommodation Review Committee is to make an informed decision and recommendation to the Board of Trustees. Ultimately, the Trustees will make the final decision. The Committee will be well informed what the steps will be and how long will the process take. In this first meeting, Board staff will present their option, as required.



The Chair reviewed the Committee Norms.

<http://www.hwdsb.on.ca/elementaryarc/files/2013/08/Presentation-WG-Mtg-1-Oct-02-2013-West-Glanbrook.pdf>

## 2. Part 1: What is an Accommodation Review

The Chair gave an outline of an Accommodation Review. There are a number of excess pupil places and some facility conditions that are not up to par in our system. The most important part of the Accommodation Review is the value to the student. Currently, the Hamilton-Wentworth District School Board has four Accommodation Reviews underway- Central Mountain, West Flamborough, East Hamilton City and West Glanbrook. We are currently in the Community Review phase of the process; October to January is the approximate timeline for this phase. The Board Review phase is as per government legislation and noted in the Terms of Reference. It is the responsibility of the Accommodation Review Committee to review the information, work through options during working group meetings, and ultimately prepare a final report.

Committee Membership and voting procedures were reviewed. Consensus will be achieved if there is no opposition by any Committee member when the Chair asks if there is consensus. If consensus is not achieved the Chair will call for a vote. Quorum is 50% of the voting members plus 1. For this group, we will need five votes to carry the motion. The motion will fail if there is a tie. Voting procedure will be conducted by way of ballots for items of significant decisions and by show of hand for items such as general housekeeping issues.

**DECISION: Consensus by the group is first and foremost. If consensus cannot be achieved, the voting members will go with a show of hands. If one person would feel more comfortable with a ballot vote, a ballot vote shall take place.  
All Committee members in favour**

All meetings are open to the public and all documents, presentations and minutes will be available on the Board's website. A public meeting is one in which members of the public will be able to ask questions and share their views with the Committee members. During the public meetings attendees will be mixed into small groups and the Principals will serve as facilitators. At a working group meeting, the public is welcome but are unable to participate. A recording secretary will be at every meeting. Both working group and public meetings will be held at the schools within the Accommodation Review area- either Mount Hope or Bell-Stone. It is preferred that each school is used at least once. Agendas and minutes will be circulated to Committee members at least 24 hours prior to each meeting. Committee members will have an opportunity to amend minutes where necessary.

Ian Hopkins reviewed a mock schedule and timelines. The only finalized date is the public meeting on October 9<sup>th</sup> at Mount Hope. He noted that working group meetings will be essential in preparation for public meetings.

The Chair asked if there are any conflicts for any Committee members. November 13<sup>th</sup> and October 30<sup>th</sup> were discussed. Mr. Hopkins noted that as a voting member it is acceptable to miss a meeting if necessary, as long as we have quorum. The Chair suggested we leave the schedule as is for now and if there are issues closer to the date, we'll deal with them then.

**DECISION: That the schedule be approved as is.  
All Committee members in favour**

**DECISION: That the meeting locations be split on a month to month basis beginning with Mount Hope for October, followed by Bell-Stone for November, and so on.  
All Committee members in favour**

Ian Hopkins reviewed the contents of the Accommodation Review binder. A complete list of Committee members will be provided at the next working group meeting. School Information Profiles (SIPs) were reviewed. Please note that for sections F6 (Bell-Stone walking distance map), the specified walking distances do not apply. The SIPs will need to be approved at the next working group meeting.

### **3. Part 2: Why HWDSB are conducting Accommodation Reviews**

There are currently an excess of 5,000 pupil places. Enrolment has dropped from approximately 40,000 students to 35,000 in the past ten years. This is not just happening in Hamilton, but the majority of school boards around Ontario. Many of our schools are underutilized. In addition, we have an aging inventory and there are currently an abundance of renewal and capital costs. There are limited provincial dollars available, which are not necessarily based on the number of buildings. Accommodation Reviews were approved by our Board because status quo is not working. According to historic data, our enrolment is projected to stay relatively steady for the next ten years. The Long Term Facilities Master Plan (LTFMP) was created to address many of these issues. The LTFMP Guiding Principles were outline.

Daniel Del Bianco added that the LTFMP is a document that was approved by the board last year and will be updated annually. It includes an outline of the Accommodation Reviews and a plan from a facilities perspective for the next ten years. It is essentially a plan for how to address empty pupil places, facility issues, new development, enrolment pressures etc. Board staff was asked to make a long term plan so that we can prevent decisions being made that will need to be rectified a few years down the road. This is a strategic plan to assist HWDSB with long term goals.

Trustee Johnstone added that there are fiscal challenges; far too many schools compared to the number of students. Every time we put money into aging facilities that is dollars we aren't putting into the students.

The HWDSB Long Term Facilities Master Plan can be viewed at:

<http://www.hwdsb.on.ca/board/facilities-master-plan/>

#### 4. Pupil Accommodation Review Terms of Reference

Addressed in Item 2. For more information:

<http://www.hwdsb.on.ca/elementaryarc/files/2013/08/TOR-West-Glanbrook.pdf>

#### 5. Part 3: Why an Accommodation Review for West Glanbrook

Daniel Del Bianco provided details. In 2002, there were just over 40,000 elementary students and we've lost over 6,000 over last ten years. School Boards are funded on a per pupil basis. Hypothetically, if we have a school running at 50%, we still have to heat 100%, but we're only funded for half. In 2010 West Glanbrook was 1 of the 3 areas identified for an Accommodation Review.

#### 6. Current Situation and Staff Option

Daniel Del Bianco provided details of the current situation, outlining that there are 400 empty spaces. Each element within the school has a life cycle and as each ages, the replacement cost increases. FCI (Facility Condition Index) was discussed. In some situations, it is almost more cost effective to build a new school than it would be to bring the old one up to speed.

For a glossary of terms please visit: <http://www.hwdsb.on.ca/elementaryarc/home/glossary/>

Please keep in mind that the staff option is meant as a starting point and is not the final version. The Pupil Accommodation Review Guidelines, developed by the Ministry of Education, requires that school boards develop an alternative accommodation scenario and present that to committee. What we've started off with could end up being completely different than the final version. Trustees will ultimately make the final decision. In your recommendation as a Committee, you will have the ability to say if we're going with school A or school B and give suggestions.

The staff option recommends that Bell-Stone close and consolidate into Mount Hope. Proposed closure date will be June 2014, with consolidation commencing September 2014. With this option, enrolment at Mount will increase to approximately 100% utilization. Mount Hope will possibly need an additional FDK room.

#### 7. Questions & Answers

There were further questions for clarification from the accommodation review committee. Questions pertaining to rural school funding, funding for new facilities and FDK funding were asked. Staff explained there are separate pots of funding for renewal (fixing existing structures), new builds and

additions (capital priorities submissions), transportation and programming. The different funding pots or envelopes can only be used to fund what they were originally designated for – i.e. facility dollars can only be used for facilities etc. The question was asked if FCI accounts for bringing accessibility up to par. FCI does not account for accessibility upgrades.

A discussion on transportation and travel time was for students in the Bell-Stone boundary. It was estimated by staff that bus times would not increase due to school consolidation.

ARC members identified that are many some students are out of catchment and questioned how this would affect them. The students who already attend one of the schools as out of catchment would not be removed from the school in any scenario but out of catchment parameters would still be maintained, i.e. transportation would not be provided. The committee asked about siblings who are out of catchment and if they would be able to attend the school after Trustees approve a recommendation. HWDSB cannot guarantee space for out of catchment students and cannot take away space for in-catchment students.

The committee questioned how a school could handle FDK students if there was insufficient space and if there was money for updating the school(s) remaining after the final decision is made. It was indicated that FDK funding comes from the ministry and HWDSB has held money for schools until the accommodation reviews are complete. Creating a funding strategy for updates for remaining facilities will be completed during the accommodation review process.

The committee members wanted staff to clarify the staff options closure date for Bell-Stone and it was confirmed that June 2014 was the proposed date.

## 8. Next Steps

- Review binders -Forward any questions to Ian Hopkins
- The Committee will need to approve school information profiles next week.

### **Next Meeting- Public Meeting October 9, 2013 at Mount Hope Elementary**

Topics for Public Meeting include Terms of Reference, ARC mandate, Outline and review process, Presentation of data, Receive public input and Presentation of Staff Option

## 9. Adjournment

The meeting adjourned at 8:36 p.m.



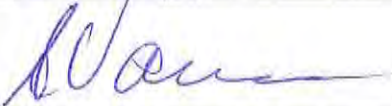


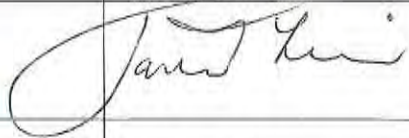

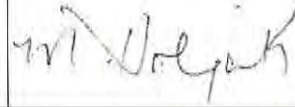


### **Handouts**

- Agenda
- Presentation
- Staff Option
- Draft Calendar



**Accommodation Review Committee- West Glanbrook  
Committee Members  
Working Group Meeting #1 - October 02, 2013  
Sign-in Sheet**

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Krys Croxall	
Accommodation Review Committee Chair (Acting)	Pam Reinholdt	
<b>Voting Members</b>		
Bell-Stone parent representative from School Council/Home and School	<b>Amie Vandevrie</b> Home: 905-296-1425 / Cell: nil Email: <a href="mailto:amie@adsmedia.ca">amie@adsmedia.ca</a>	
Bell-Stone parent representative from School Council/Home and School	<b>Theresa Weylie</b> Home: 905-679-2931 / Cell: nil Email: <a href="mailto:theresa@dewimagery.com">theresa@dewimagery.com</a>	
Bell-Stone parent representative <u>not</u> from School Council/Home and School	<b>Steve Paul</b> Home: 905-679-6154 / Cell: nil Email: <a href="mailto:paulsr80@hotmail.com">paulsr80@hotmail.com</a>	
Bell-Stone teaching or non-teaching staff	<b>Janet Lewis</b> Home: 905-648-6473 / Cell: nil Email: <a href="mailto:janet.lewis@hwdsb.on.ca">janet.lewis@hwdsb.on.ca</a>	
Mount Hope parent representative from School Council/Home and School	<b>Alyson Brave</b> Home: 905-679-6197 / Cell: 905-818-3982 Email: <a href="mailto:thebraves.4@gmail.com">thebraves.4@gmail.com</a>	
Mount Hope parent representative from School Council/Home and School	<b>Melanie Holjak</b> Home: 905-679-8008 / Cell: 289-260-7588 Email: <a href="mailto:mholjak@shaw.ca">mholjak@shaw.ca</a>	
Mount Hope parent representative <u>not</u> from School Council/Home and School	<b>Trisha Woehrle</b> Home: 905-679-4125 / Cell: 289-440-7378 Email: <a href="mailto:trishwoehrle@hotmail.com">trishwoehrle@hotmail.com</a>	
Mount Hope Teaching or non-teaching staff	<b>Karen Stewart</b> Home: / Cell: 289.244.0798 Email: <a href="mailto:karen.stewart@hwdsb.on.ca">karen.stewart@hwdsb.on.ca</a>	



Position	Name/Contact Info	Signature
	Janice Gumbley Glanbrook Home Support Programme	Janice Gumbley

members of the Public





**West Glanbrook Accommodation Review Committee  
Working Group Meeting # 2  
Wednesday, October 16<sup>th</sup>, 2013  
6:00 p.m. – 9:00 p.m.**

**Mount Hope Elementary School  
9149 Airport Road, Mount Hope, ON**

**Agenda**

1. Call to Order – Chair (6:00 p.m.)
2. Agenda (6:00 - 6:05)
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
  - 2.3 Handout Protocol
3. Review of Quorum and Voting Procedures (6:05 - 6:15)
4. Binder Updates (6:15 - 6:20)
  - 4.1 Presentation from Public Meeting #1
  - 4.2 Working Group Presentation Slide Update
5. School Tours (6:20 – 6:25)
6. Data requested by the committee (6:25 – 6:40)
  - 6.1 Development Information
  - 6.2 Glossary of Terms for the SIP
7. Minutes from Working Group Meeting #1 (October 2<sup>nd</sup>, 2013) (6:40 – 6:50)
  - 7.1 Nature of the Minutes
  - 7.2 Clarification
  - 7.3 Approval of minutes
8. Public Meeting #1 (October 9<sup>th</sup>, 2013) (6:50 -7:50)
  - 8.1 Presentation on understanding Group Discussion Notes data from Public Meeting #1 (EBest Staff)
  - 8.2 Debriefing on Public Meeting #1
  - 8.3 Review of Group Discussion Notes

9. Review of School Information Profiles (7:50 - 8:45)
  - 9.1 Overview of each section of the SIP (small group discussion)
  - 9.2 Discussion/Verify/Addition/Deletion
10. Correspondence (8:45 - 8:50)
  - 10.1 Facility Partnerships
11. Questions & Answers (8:50 - 8:55)
12. Next Steps (8:55)
13. Adjournment (9:00)



# **West Glanbrook**

## **Accommodation Review Working Group**

### **Meeting # 2**

Bell-Stone Mount Hope

Mount Hope- Wednesday, October 16<sup>th</sup>, 2013 (6 p.m. to 9 p.m.)



**Mandate:** “...is to lead the public *review and act in an advisory role* that will study, report and *provide recommendations* on accommodation option(s)...”

### **Group Norms:**

Promote a positive environment

Treat all other members and guests with respect

Recognize and respect the personal integrity

Use established communication channels

Promote high standards of ethical practice at all times



# **1. Call to Order – Chair (6:00 p.m.)**

## **2. Agenda**

1. Additions/Deletions
2. Approval of Agenda
3. Handout Protocol



### 3. Review of Quorum

## What number represents Quorum?

50% of the voting members +1 = Quorum

Quorum : 8 voting members/2 = 4

$$4 + 1 = 5$$

Quorum = 5 (voting members in attendance)



## **For a vote to pass:**

50% + 1 of present Voting Members

## **Example:**

6 present Voting Members

$$5/2 = 2.5$$

$$2.5 + 1 = 3 \text{ (round down)}$$

$$\text{Passing Vote} = 3$$





West Glanbrook				Min. Required to Vote
Members Present	8	7	6	5
Votes to PASS	5	4	4	3



## 4. Binder Updates

- Presentation from Public Meeting #1
- Working Group Presentation Slide Update



## 5. School Tour Schedule

- Tour of each facility
- October 30<sup>th</sup> and Nov 13<sup>th</sup>

## 6. Data Request from Committee

- How will this data help us make an informed decision?
- How does it tie into the Accommodation Review Committee's Key Reference Criteria?



## **7. Minutes from Working Group Meeting #1 (October 1<sup>st</sup>, 2013)**

7.1 Nature of the Minutes

7.2 Clarification

7.3 Approval of minutes – Minutes posted to website once approved by committee



## **8. Public Meeting #1 (October 9<sup>th</sup>, 2013)**

8.1 Presentation on understanding Group Discussion Notes data from Public Meeting #1 (EBest Staff)

8.2 Debriefing on Public Meeting #1

8.3 Review of Group Discussion Notes

## 9. School Information Profiles

- Assembled by Planning & Accommodation resource staff
- Intent of the SIP
  - Familiarize the ARC members and the community with the schools under review
  - Provide the foundation for discussion and analysis of accommodation options
  - Help ARC members and the community to understand how well the schools meet the objectives of the *Reference Criteria* as outlined in the *Terms of Reference*



## 9. School Information Profiles (Continued)

- SIP incorporate data about the schools for the following considerations :
  - a) Value to the student
  - b) Value to the school board
  - c) Value to the community
  - d) Value to the local economy
- SIP consists of 14 sections and addresses 67 items
- Committee needs to approve the SIP





## 9. School Information Profile (SIPs)

- 30 mins breakout session with School Principals and Committee Members to verify/ discuss/ analyze/add to School SIPs
- Ask questions
- Report back to staff any changes
- Discuss potential additional data as a group
- At next meeting approve the amended SIP



## **10. Correspondence:**

Information, letters, emails etc., that have been given to staff members will be shared with the committee members.



# 11. Q & A



## 12. Next Steps:

- Review the public input from Public Meeting #1
- Start formulating ideas for accommodation options
- Approval of SIP
  - Preparation for Public Meeting #2
  - How to present the SIP?
  - Questions to ask the public?



## **Next Meeting:**

**Working Group Meeting #3**  
**October 30<sup>th</sup> at Mount Hope**  
**6 p.m. to 9 p.m.**



# ***SOME THINGS TO CONSIDER WHEN PULLING TOGETHER “MAIN IDEAS” OF DISCUSSION GROUPS:***

- Pulling together main ideas from group discussions builds understanding about what has been said
- It's helpful to have a process when summarizing the “main ideas”
- There is no single or best way.  
Your team will learn along the way



# 4-STEP PROCESS FOR PULLING TOGETHER “MAIN IDEAS”

## *1) Get to know your data*

- Read your data through
- You may start to see similar comments
- These similar comments may become a “main idea”



# 4-STEP PROCESS FOR PULLING TOGETHER “MAIN IDEAS”



## *2) Record the “main ideas”*

- Jot down any new “main ideas” that don’t appear in the “Facilitator Report Back” summary
- Make note of information that is not captured as a “main idea”

# 4-STEP PROCESS FOR PULLING TOGETHER “MAIN IDEAS”

## *3) Identify connections within and between “main ideas”*

- Break down main ideas into different categories (if possible)
- Merge main ideas into larger categories (if possible)
  - Combine two or more categories that are similar

# 4-STEP PROCESS FOR PULLING TOGETHER “MAIN IDEAS”

## *4) Share what you've learned*

*What does it all mean? What is really important?*

- Look at “main ideas” and their categories
- Decide what is most important for your group
- Share your findings with others to see if any other ideas could be considered or if something important has been missed



# ***SOME THINGS TO BE AWARE OF***

- **Be specific** when identifying a “main idea” or category
  - Remember we are trying to understand another person’s perspective
- **Be objective** in capturing the main concept
  - Capture only what was said in the feedback, not why we think the comment was said
- **Be open** to new ideas.
  - Look for all ideas present, not just the ones that you agree with or support your own thoughts



# ***LET'S REVIEW***

## ***4-Step Process for theming data:***

- 1. Get to know your data***
- 2. Record the “main ideas”***
- 3. Identify connections within and between “main ideas”***
- 4. Share what you’ve learned***

We may only get through steps 1 & 2 tonight (that's okay)

# ***AN EXAMPLE***

Question # 1: How does the staff recommendation follow the reference criteria?

**“It’s all dollars and cents”**

- ❖ Does this comment answer the question?
  - ✓ If yes, record this idea as a “main idea” or assign a ‘main idea’ to the comment
  - ✓ If no, decide if the idea relates to another question
    - If it does, place the idea under that question
- ❖ Your group may also want to create a “Questions” category to capture questions that were asked

# ***SMALL GROUP WORK***

- Divide into pairs or small groups
- Each group will be given one question to focus on
- Work through the 4-step process:
  1. Get to know your data
  2. Record the “main ideas”
  3. Identify connections within and between “main ideas”
  4. Share what you’ve learned
- Assign a note-taker to capture “main ideas”

**ANY QUESTIONS?**



**THANK YOU FOR YOUR TIME**





# Elementary Accommodation Review Committee

## Schedule and Timelines



### West Glanbrook Mountain Accommodation

MEETING TYPE	OBJECTIVE	MEETING DATE	MEETING LOCATION
Working Group Meeting #1	<ul style="list-style-type: none"> <li>Outline the Review process</li> <li>Accommodation Review Mandate</li> <li>Review Terms of Reference (TOR)</li> <li>Review Committee Norms</li> <li>Introduction to Binder</li> <li>Presentation of administration staff option</li> </ul>	Wednesday October 2 <sup>nd</sup> , 2013	Mount Hope
<b>Public Meeting #1</b>	<ul style="list-style-type: none"> <li>Review TOR</li> <li>Accommodation Review Mandate</li> <li>Outline the Review process</li> <li>Present data and background information</li> <li>Receive community input</li> <li>Presentation of administration staff option</li> </ul>	Wednesday October 9 <sup>th</sup> , 2013	Mount Hope
Working Group Meeting #2	<ul style="list-style-type: none"> <li>Approve the School Information Profiles (SIPs)</li> <li>Development of Accommodation Option(s)</li> </ul>	Wednesday October 16 <sup>th</sup> , 2013	Mount Hope
Working Group Meeting #3	<ul style="list-style-type: none"> <li>Development of Accommodation Option(s)</li> </ul>	Wednesday October 30 <sup>th</sup> , 2013	Mount Hope
<b>Public Meeting #2</b>	<ul style="list-style-type: none"> <li>Review TOR, Mandate</li> <li>Outline Review process</li> <li>Review School Information Profile</li> <li>Receive community input</li> </ul>	Wednesday November 6 <sup>th</sup> , 2013	Bell-Stone
Working Group Meeting #4	<ul style="list-style-type: none"> <li>Development of Accommodation Option(s)</li> </ul>	Wednesday November 13 <sup>th</sup> , 2013	Bell-Stone
Working Group Meeting #5	<ul style="list-style-type: none"> <li>Development of Accommodation Option(s)</li> </ul>	Wednesday November 27 <sup>th</sup> , 2013	Bell-Stone
<b>Public Meeting #3</b>	<ul style="list-style-type: none"> <li>Review TOR, Mandate</li> <li>Outline Review process</li> <li>Review the Accommodation Review Committee Accommodation Options</li> <li>Receive Community Input</li> </ul>	Wednesday December 4 <sup>th</sup> , 2013	Mount Hope
Working Group Meeting #6	<ul style="list-style-type: none"> <li>Development of Accommodation Review Committee Accommodation Report</li> </ul>	Wednesday December 11 <sup>th</sup> , 2013	Mount Hope
Working Group Meeting #7	<ul style="list-style-type: none"> <li>Finalize Accommodation Review Committee Report</li> </ul>	Wednesday January 15 <sup>th</sup> , 2014	Bell-Stone
<b>Public Meeting #4</b>	<ul style="list-style-type: none"> <li>Review TOR, Mandate</li> <li>Outline Review process</li> <li>Present Draft Accommodation Review Committee Report – Accommodation Option(s)</li> <li>Receive Community Input</li> </ul>	Wednesday January 22 <sup>nd</sup> , 2014	Bell-Stone
Working Group Meeting #8	<ul style="list-style-type: none"> <li>Finalize Accommodation Review Committee Report</li> </ul>	Wednesday January 29 <sup>th</sup> , 2014	Bell-Stone

Updated October 4<sup>th</sup>, 2013



# PUBLIC MEETINGS



Public consultation is at the heart of the accommodation review process. Each Accommodation Review Committee (ARC) will hold a minimum of four public meetings, in addition to several additional working meetings. The goal is to engage a wide range of school and community groups in the consultation before the committee makes recommendations to the trustees.

Public meetings are structured to encourage an open and informed dialogue between the ARC and the community. We want each participant to feel respected and encouraged to share their views. Here are some guidelines we hope to see followed.

Each Participant will:

- An individual shall promote a positive environment in which contributions are encouraged and valued.
- An individual shall treat all members and guests with respect and allow for diverse opinions to be shared without interruption.
- An individual shall recognize and respect the personal integrity of each member of the committee, and all persons at the meetings.
- An individual should use established communication channels when questions or concerns arise.

The purpose of the public meetings is to ensure that the ARC members hear the voices of their community as they work towards preparing their recommendations to the Board of Trustees. All speakers are asked to use the following protocol as a guide:

- State your name and school affiliation (some may not have a school affiliation)
- Limit yourself to one question at a time. This will allow many people to have the same opportunity.
- Priority will be given to first- time speakers.
- A question should be limited to 2-3 minutes.

Staff will answer any questions raised at the public ARC meetings and will take away those questions that require additional review. Requests for additional information will be considered at the ARC's next working meeting.

## PUBLIC MEETING DATES:

### WEST GLANBROOK REVIEW AREA

Wednesday October 9 <sup>th</sup> , 2013	Location: Mount Hope	Time: 6:00 pm – 9:00 pm
Wednesday November 6 <sup>th</sup> , 2013	Location: Bell-Stone	Time: 6:00 pm – 9:00 pm
Wednesday December 4 <sup>th</sup> , 2013	Location: Mount Hope	Time: 6:00 pm – 9:00 pm
Wednesday January 22 <sup>nd</sup> , 2014	Location: Bell-Stone	Time: 6:00 pm – 9:00 pm





*Elementary*

# ACCOMMODATION Review Committee



## **Facilitator Feedback – West Glanbrook Public Meeting #1 – October 09, 2013**

Facilitators reported on the top three priorities raised in group discussion as noted below. Information will be provided to Committee Members for information and consideration as an alternate recommendation is developed.

- Appropriate resources to support programming for all students, in particular our students with special needs
- Site readiness – washrooms, accessibility, air conditioning, bus loading/unloading area
- Consideration for long term planning- boundaries and future developments
- How transitions will be handled
- Timelines may be too tight
- Planned pathways for all students- some may be closer to Ancaster High, some are not
- Class size- how will the school organization look

**Question 1: How does the staff recommendation follow the reference criteria?**

- It's all dollars and cents
- Transportation- Assumption that a large number of students walk to Mount Hope
- Bellstone does not accommodate walking students
- Keep in mind the length of time on a bus
- Bellstone has the capacity of 180 students- can't fit Mount Hope students. Numbers don't lie.
- General feeling in the schools re blending- Is it positive? Pros and cons.
- Small isn't always better. Mix the group differently- class dynamic- behaviour- social interaction
- Cap in primary
- Portables- in the future. New development. Possibility of more development.
- Board studies potential development
- From 53- south. Changing boundaries?
- In ten years numbers are up- building is old- what then?
- Boundary changes for Bellmore and send Bell-Stone?
- Add portables, or build addition
- Bell stone is Accessible- Mount Hope isn't
- Are there enough rooms at Mount Hope? Some rooms aren't utilized 100%
- Will class sizes increase? Cap- determined by the Ministry
- Staffing increase?
- Rotary system? Possibility to attract the specialist teachers.
- 
- There is general alignment
- Equity- accessibility; what does Mount Hope require in order for an elevator to be added?
- Facility utilization- accommodating a greater number of students within one building
- No need for portables in the short time
- Program offerings- further discussion necessary to determine program differences between schools
- Extracurricular opportunities will increase for Bellstone students
- Transportation-believe this does meet as currently buses do stop at each school. Consolidation of schools reduces transition times between home and school
- 

**Reference Criteria:** Facility Utilization, Permanent and Non-permanent Accommodation, Program Offerings, Quality Teaching and Learning Environments, Transportation, Partnerships Opportunities, Equity.







**Question 4: What else do you feel is important for the ARC to consider as they begin developing options?**

- Development growth- who's monitoring
- Students first
- Transition plan for students
- Time line for the transition- very quick closing time.
- Possible June 2015 closing date
- Child care- daycare arrangements may need to change
- Class size, combined classes
- Feeder High School- distance?
- 
- 
- Consideration for additional housing?
- Catchment area- use a straighter line such as Twenty Rd as the catchment area. Will there be a boundary review?
- - Extending boundary to Fletcher road
- Ensure there are appropriate resources to support students – staffing, special education
- The new Bellmoore already has existing portables, by reviewing the boundaries, could that pressure be relieved?
- Transition planning for students, staff and school councils
- Consideration for the feeder high school; is Ancaster still the best option for everyone within the boundary?
- 
- 
- 
- Top 3 Points
- Appropriate resources to support programming for all students, in particular our students with special needs
- Site readiness- washrooms, accessibility, parking, bus loading/unloading area, air conditioning
- Long term planning with respect to boundaries and future developments
- 
- 
- 
- 
-

## West Glanbrook Public Meeting 1 Parking Lot Questions

- Why not have schools provide classes/education to kids k-12 under one roof (one school)?
- If a plan is already in place for building a new school in Binbrook why wouldn't the Bell-Stone kids go there?



**Dr. John Malloy**

Director of Education

TEL: 905.527.5092 EXT: 2291

FAX: 905-521-2539

June 26, 2013

Dear Sir or Madame:

As one of Hamilton-Wentworth District School Board's (HWDSB) potential facility partners, you know the value and impact partnership can have on improving student achievement. Cooperation and collaborative partnerships are part of the foundation of a strong, vibrant and sustainable publicly funded education system.

We want to make the best use of public assets by offering space, on a cost-recovery basis, in our schools to our community partners. By doing this, we can strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for our students and the wider community.

Across the province, school boards have entered into successful facility partnerships with community agencies to reduce facility costs and improve educational opportunities. The Ministry of Education is encouraging us to build on that success by adding community partnerships that support student achievement.

HWDSB currently has surplus space in many of its buildings. We want to hear from community partners looking to share facilities to the benefit of students and the community. Community agencies are invited to indicate their interest by going to [www.hwdsb.on.ca/community/facility-partnerships](http://www.hwdsb.on.ca/community/facility-partnerships). You can also find more information by reviewing the Ministry of Education guidelines at [www.hwdsb.on.ca/community/facility-partnerships/documents/media.pdf](http://www.hwdsb.on.ca/community/facility-partnerships/documents/media.pdf). Please note that all partnerships are on a cost-recovery basis and applications should be received by September 13, 2013.

We value your service within the community and look forward to the possibility of working together to improve services, programs and supports for our students as well as maximize the use of public infrastructure through increased flexibility and use.

Sincerely,

A handwritten signature in black ink that reads "John Malloy". The signature is written in a cursive, flowing style.

Dr. John Malloy  
Director of Education



## School Information Profile Glossary of Terms

### **Accommodation Review**

Any review of a school or group of schools where accommodation issues have been identified. Such accommodation issues may arise from enrolment pressures, excess surplus space, building condition concerns, program changes or changing demographics.

### **Administrative Costs**

These include all of the expenditures associated with a school's administrative staff including the salaries of the principle, vice- principle(s), secretaries, etc.

### **Average Daily Enrolment (ADE)**

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

### **Equity**

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

### **Facility Condition Index (FCI)**

A ratio used to measure the relative condition of a building taking into account all building systems. It is calculated by dividing the cost of repairs for the building by the replacement value.

### **Full- Day Kindergarten (FDK)**

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

### **Full Time Equivalent (FTE)**

A form of enrolment count or staffing count- The adjusted Head Count enrolment to take into account part- time students.

### **Gross Floor Area (GFA)**

The total constructed area of a building

### **Head Count**

Form of enrolment count – counting each student individually student with no regard to program or part time status.

### **On- The- Ground Capacity**

The rated capacity for a facility (number of students the permanent structure can accommodate) as indicated on the Ministry of Education's School Facilities Inventory System which is a web- based database containing facility- related data of all schools in Ontario. Depending on the type of room, the space will have a different loading (i.e. elementary classroom @ 23 pupil places). This value does not represent the physical limit of the space.

## School Information Profile Glossary of Terms

**Operating Costs**

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

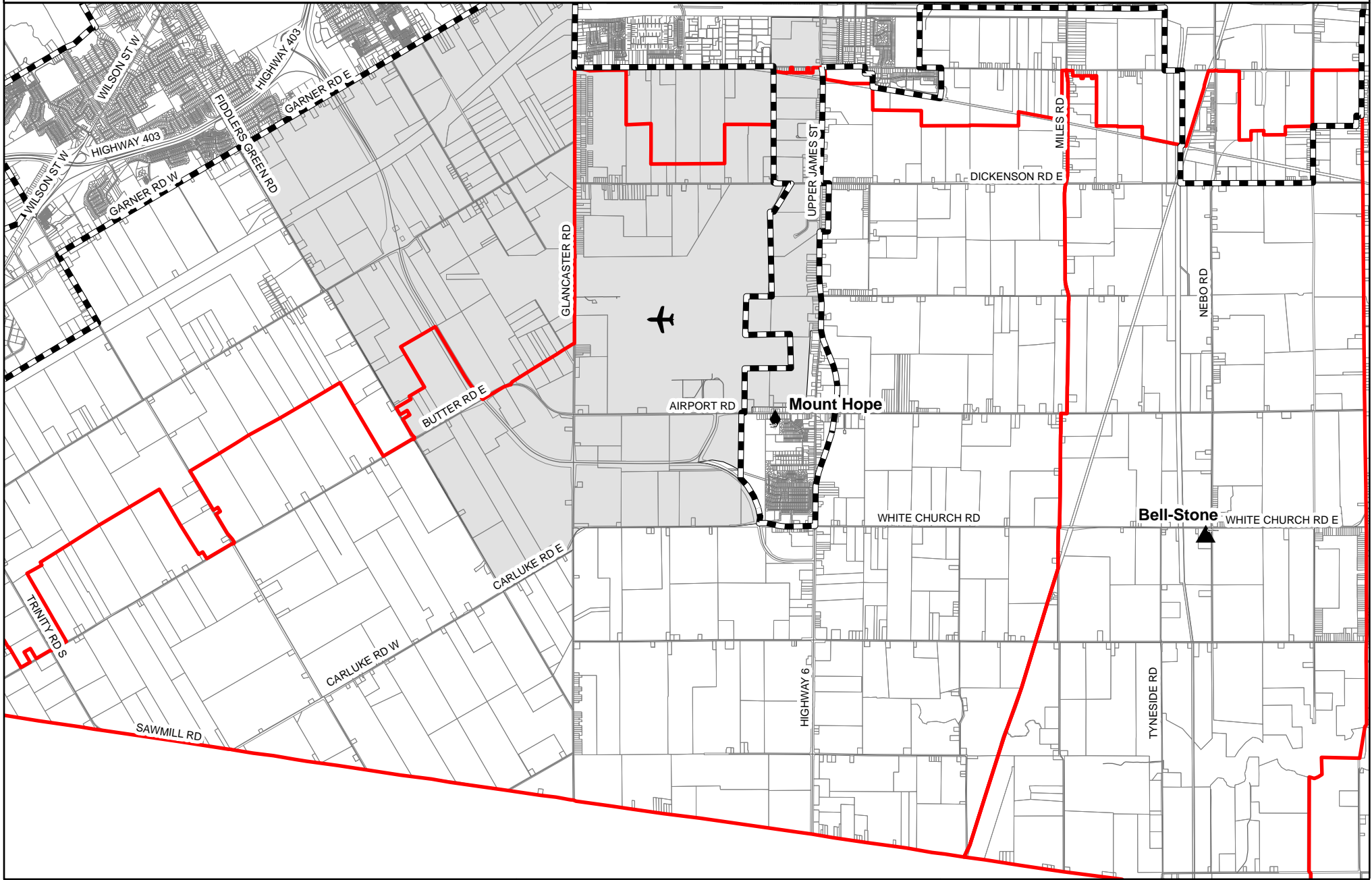
**Replacement Value**

The cost of building a school of the same size according to current Ministry of Education facility benchmarks.

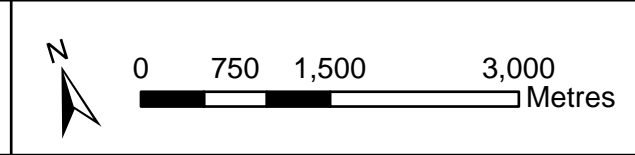
**Utilization Rate**

The measurement of the physical use of the permanent school facility based on the comparison on Enrolment to the On-The-Ground (OTG) Capacity of the school.

# West Glanbrook Accommodation Review Area



- ◆ Elementary
- Middle School
- ▲ Jr Elem
- Secondary
- Urban Boundary
- ⊕ Airport EGD
- ⬡ Elementary Boundary

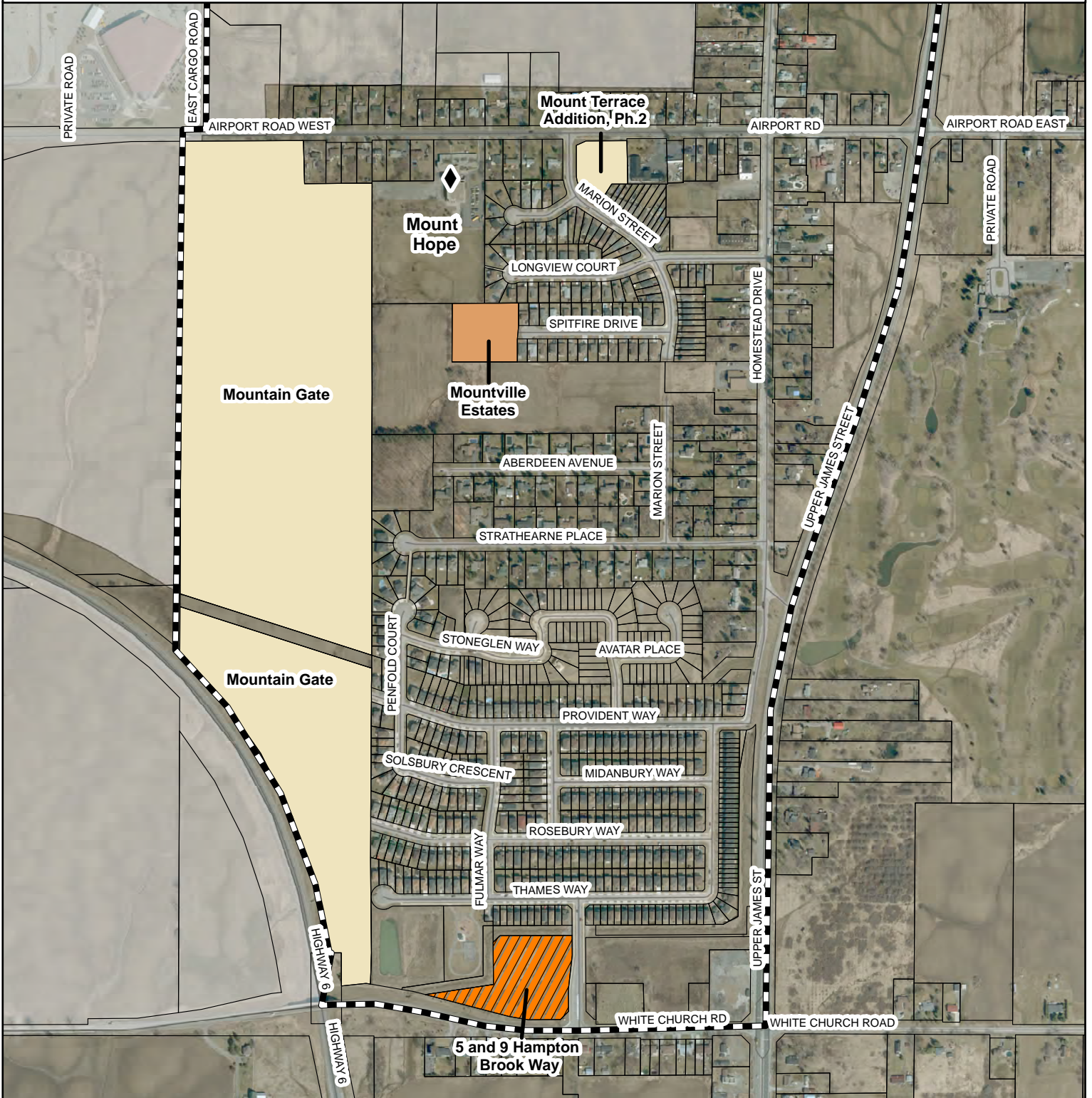


  
 Planning & Accommodation  
 October 16th, 2013  
 Planning and Accommodation





# Mount Hope Development



Name	Status	Units				Total
		Single	Semi	Townhome	Apt	
5 and 9 Hampton Way	Active	-	-	65	-	65
Mountville Estates	Draft Approved	10	-	-	-	10
Mount Terrace Addition, Pt. 2	Applied	-	-	6	-	6
Mountain Gate	Applied	130	36	244	204	614
<b>Total</b>	<b>4</b>	<b>140</b>	<b>36</b>	<b>315</b>	<b>204</b>	<b>695</b>

- Urban Boundary
- Applied
- K-8 Elem
- Draft Approved
- Active
- Land Parcels
- Airport EGD

0 62.5 125 250 Metres

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

October 16th, 2013

Planning and Accommodation



**West Glanbrook Accommodation Review Committee  
Working Group Meeting # 2  
Wednesday, October 16, 2013  
6:00 p.m.**

**Mount Hope Elementary School  
9149 Airport Road Hamilton, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** – Pam Reinholdt, Sue Dunlop

**Voting Members** – Amie Vandevrie, Steve Paul, Janet Lewis, Alyson Brave, Melanie Holjak, Trisha Woehrle, Karen Stewart

**Non-Voting Members** – Alex Johnstone, Rob Maudsley

**Regrets**

**Voting Members** – Theresa Weylie

**Non-Voting Members** - Nil

**Resource Staff**

Ian Hopkins, Tracy Weaver (E-BEST)

**Recording Secretary**

Colleen Pyke

**Public** - 0 public attendees present

**1. Call to Order 6:03 p.m.**

Superintendent Pam Reinholdt called the meeting to order. She thanked everyone for their participation at the public meeting on October 9. She introduced acting Superintendent Sue Dunlop who will now act as chair for the West Glanbrook ARC.

**2. Agenda**

**2.1 Additions/Deletions**

None

**2.2 Approval of Agenda**

No objections. Agenda approved by consensus.

### 2.3 Handout Protocol

It was determined that hardcopies will be provided to Committee members.

### 3. Review of Quorum and Voting Procedures

Superintendent Reinholdt defined quorum as 50% plus 1 of voting Committee members that are present. For the West Glanbrook ARC, the minimum number for quorum is 5.

### 4. Binder Updates

#### 4.1 Presentation from Public Meeting #1

Handout

#### 4.2 Working Group Presentation Slide Update

Updated closing date error (June 2014) from the October 02, 2013 presentation

### 5. School Tours

Tour of Mount Hope at working group #3 October 30, 2013

Tour of Bell-Stone at working group #4 November 13, 2013

### 6. Data Requested by the Committee

#### 6.1 Development Information

Ian Hopkins gave an overview of the map outlining the boundaries for Mount Hope and Bell-Stone and the urban boundary. Urban development has to stay within the urban boundary. There is a grey shaded area on the map which shows the airport employment growth district- this is for industrial and commercial use only and no residential development will come out of it. There is an area dedicated to airport land reserve, for potential expansion. If these properties are ultimately severed or fully purchased (information which is unknown to us at this point), the land likely be used for airport storage or operation facilities.

The second map shows the residential development in the area. The development process was briefly explained. There are four developments right now. He outlined what stage each development is in and how many students this could potentially yield. He noted that all the developments are accounted for in the Board's enrolment projections.

#### 6.2 Glossary of Terms for the SIP

A glossary of terms was distributed to Committee members.

### 7. Minutes from Working Group Meeting #1 (October 02, 2013)

#### 7.1 Nature of the Minutes

It was noted that minutes are not verbatim; they are intended to capture the spirit of the conversation.

#### 7.2 Clarification

None

#### 7.3 Approval of Minutes

Minutes approved by consensus.

## 8. Public Meeting #1 (October 09, 2013)

### 8.1 Presentation of Understanding Group Discussion Notes Data from Public Meeting #1

Tracy Weaver (E-BEST) delivered a presentation on analyzing feedback and provided examples to the Committee.

### 8.2 Debriefing on Public Meeting #1

Committee members broke into pairs to analyze the information collected at the first public meeting. Further review of feedback will be discussed at the next working group meeting.

### 8.3 Review of group Discussion Notes

Sharing what you've learned: *See attached*

## 9. Review of School Information Profiles

### 9.1 Overview of Each Section of the SIP (small group discussion)

Ian reviewed the purpose of the SIPs. He noted that the SIPs need to be approved by the Committee. Committee members broke into groups to review the SIPs for any changes, additions, etc.

### 9.2 Discussion/Verify/Addition/Deletion

Ian Hopkins asked if there are any changes to the data. The Committee was interested in updating the enrolment to reflect September 2013. Ian noted that the Ministry requires enrolment to be reported twice a year, October and March. On October 31<sup>st</sup>, when the enrolment is received, he will share those numbers with the Committee. However, the SIP will remain the same.  
Items to be added to the SIP- number of parking spaces.

**DECISION: All in favour of approving the amended SIP**

## 10. Correspondence

### 10.1 Facility Partnerships

Ian Hopkins explained the letter from Dr. John Malloy to potential facility partners that went out in June 2013. He explained that these letters are sent out in an attempt to fill extra space in an underutilized school by offering a shared space to local organizations. It was noted that there were no responses for partnerships in this area.

## 11. Questions & Answers

*See attached*

## 12. Next Steps

### Working group meeting #3 Wednesday October 30, 2013 at Mount Hope

- Review the public input from public meeting #1
- Start formulating ideas for accommodation options
- Preparation of SIP for public meeting #2
- Questions to ask the public

### 13. Adjournment

The meeting adjourned at 8:49 p.m.

#### Handouts

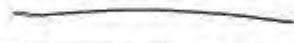
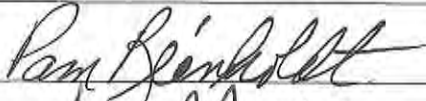
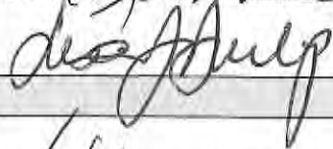
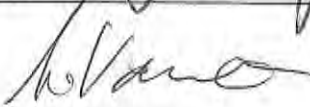


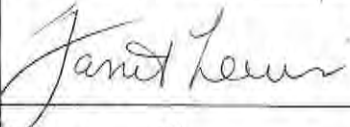

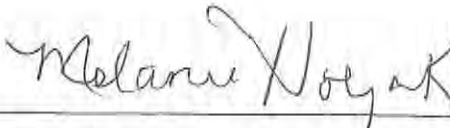
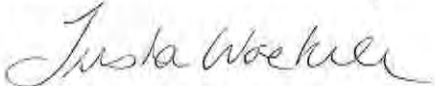

- Agenda
- Draft Minutes - Working Group Meeting #1 - October 01, 2013
- West Glanbrook Schedule and Timelines
- Community Feedback from Public Meeting #1
- Correspondence
- Membership
- Glossary of terms
- West Glanbrook Accommodation Review area map
- Mount Hope development map
- Binder Updates
- Presentation
- E-Best Presentation

**Accommodation Review Committee- West Glanbrook  
 Committee Members**

**Working Group Meeting #2 - October 16, 2013**

**Sign-in Sheet**

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Krys Croxall	
Accommodation Review Committee Chair (Acting)	Pam Reinholdt	
Accommodation Review Committee Chair (Acting)	Sue Dunlop	
<b>Voting Members</b>		
Bell-Stone parent representative from School Council/Home and School	<b>Amie Vandevrie</b> Home: 905-296-1425 / Cell: nil Email: <a href="mailto:amie@adsmedia.ca">amie@adsmedia.ca</a>	
Bell-Stone parent representative from School Council/Home and School	<b>Theresa Weylie</b> Home: 905-679-2931 / Cell: nil Email: <a href="mailto:theresa@dewimagery.com">theresa@dewimagery.com</a>	
Bell-Stone parent representative <u>not</u> from School Council/Home and School	<b>Steve Paul</b> Home: 905-679-6154 / Cell: nil Email: <a href="mailto:paulsr80@hotmail.com">paulsr80@hotmail.com</a>	
Bell-Stone teaching or non-teaching staff	<b>Janet Lewis</b> Home: 905-648-6473 / Cell: nil Email: <a href="mailto:janet.lewis@hwdsb.on.ca">janet.lewis@hwdsb.on.ca</a>	
Mount Hope parent representative from School Council/Home and School	<b>Alyson Brave</b> Home: 905-679-6197 / Cell: 905-818-3982 Email: <a href="mailto:thebraves.4@gmail.com">thebraves.4@gmail.com</a>	
Mount Hope parent representative from School Council/Home and School	<b>Melanie Holjak</b> Home: 905-679-8008 / Cell: 289-260-7588 Email: <a href="mailto:mholjak@shaw.ca">mholjak@shaw.ca</a>	
Mount Hope parent representative <u>not</u> from School Council/Home and School	<b>Trisha Woehrle</b> Home: 905-679-4125 / Cell: 289-440-7378 Email: <a href="mailto:trishwoehrle@hotmail.com">trishwoehrle@hotmail.com</a>	
Mount Hope Teaching or non-teaching staff	<b>Karen Stewart</b> Home: / Cell: Email: <a href="mailto:karen.stewart@hwdsb.on.ca">karen.stewart@hwdsb.on.ca</a>	







*Elementary*

# ACCOMMODATION Review Committee



## West Glanbrook Accommodation Review Committee

Working Group Meeting # 3

Wednesday, October 30<sup>th</sup>, 2013

6:00 p.m. – 9:00 p.m.

Mount Hope Elementary School  
9149 Airport Road, Mount Hope, ON

### Agenda

1. Call to Order – Chair (6:00 p.m.)
2. Agenda (6:00 - 6:05)
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
3. Minutes from Public Meeting #1 (6:05 – 6:10)
  - 3.1 Clarification
  - 3.2 Approval of minutes
4. Minutes from Working Group Meeting #2 (6:10 – 6:15)
  - 4.1 Clarification
  - 4.2 Approval of minutes
5. Data requested by the committee (6:15 – 6:25)
  - 5.1 School Organization Projection
6. School Information Profile Updates (6:25 – 6:35)
  - 6.1 Parking Spaces
7. Public Meeting #1 – Continuing Discussion (6:35 – 7:30)
  - 7.1 Common themes and Questions
8. Public Meeting #2 – Wednesday November 6<sup>th</sup> (7:30 – 8:30)
  - 8.1 Presentation of the School Information Profiles
  - 8.2 Presentations of the key themes from Public Meeting 1
  - 8.3 Questions to ask public
9. Next Steps (8:30)
10. Adjournment (8:30)
11. Tour of Mount Hope

Next Working Group Meeting – November 13<sup>th</sup>, 2013 at Bell-Stone

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*



# **West Glanbrook**

## **Accommodation Review Working Group**

### **Meeting # 3**

**Bell-Stone    Mount Hope**

**Mount Hope - Wednesday, October 30<sup>th</sup>, 2013 (6 p.m. to 9 p.m.)**

**1. Call to Order – Chair (6:00 p.m.)**

**2. Agenda**

1. Additions/Deletions
2. Approval of Agenda

### 3. Minutes from Public Meeting #1

3.1 Clarification

3.2 Approval of minutes

### 4. Minutes from Working Group Meeting #2

4.1 Clarification

4.2 Approval of minutes

## 5. Data requested by the Committee

### 5.1 School Organization Projection

School: Mount Hope School Organization 2014-2015

Class	JK	SK	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	Sp. Ed.	Total
1	26											26
2	11	17										28
3		24										24
4			17									17
5			17									17
6				19								19
7				19								19
8				4	14							18
9					20							20
10						25						25
11						15	15					30
12							14	12				26
13								24				24
14									32			32
15										31		31
<b>Total</b>	37	41	34	42	34	40	29	36	32	31	0	356

# 6. School Information Profile Updates

## 6.1 Parking Spaces

15. Additional Information		Bell-Stone	Mount Hope	Total
#	Data to be Provided to the ARC			
1	Number of Parking Spaces	21 + 1 Handicap**	36 + 1 Handicap	

\*\* Bell-Stone also has a gravel parking lot that can hold an additional 15-20 cars



# 7. Public Meeting #1 – Continuing Discussion

## 7.1 Common Themes and Questions

### Q and A Handout

## 8. Public Meeting #2 – Wednesday Nov 6<sup>th</sup>

8.1 Presentation of the SIPs

8.2 Presentation of the key themes from  
Public Meeting 1

8.3 Questions to ask Public

## 9. Next Steps

- Start formulating ideas for accommodation options
- Public Meeting #2 – Wednesday November 6<sup>th</sup> at Bell-Stone

# **Next Working Group Meeting:**

**Working Group Meeting #4**

**November 13<sup>th</sup> at Bell-stone**

**6 p.m. to 9 p.m.**



Mount Hope - Projected Class Organization

School: Mount Hope School Organization 2014-2015

Class	JK	SK	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	Sp. Ed.	Total
1	26											26
2	11	17										28
3		24										24
4			17									17
5			17									17
6				19								19
7				19								19
8				4	14							18
9					20							20
10						25						25
11						15	15					30
12							14	12				26
13								24				24
14									32			32
15										31		31
<b>Total</b>	<b>37</b>	<b>41</b>	<b>34</b>	<b>42</b>	<b>34</b>	<b>40</b>	<b>29</b>	<b>36</b>	<b>32</b>	<b>31</b>	<b>0</b>	<b>356</b>

Classroom	Count
FDK	2
Classrooms	13
Library	1
Music Room	1



**Question 1: How does the staff recommendation follow the reference criteria?****1) Planning**

- Boundaries
- Future growth of school and facility needs
  - From 53 south, changing boundaries?
  - Portables in the future? New development, possibility of more development?
  - Boundary changes for Bellmoore and send Bell-Stone?
  - Board studies potential development
  - In ten years numbers are up- building is old- what then?

**2) Facility**

- Size and capacity of school to accommodate number of students
- Accessibility
- Capital repairs
  - No need for portables in the short time
  - Are there enough rooms at mount hope? Some rooms aren't 100% utilized
  - Add portables or building addition
  - Facility utilization- accommodating a greater number of students within one building
  - It's all dollars and cents
  - Bell-Stone is accessible, Mount Hope isn't
  - Bell-Stone has the capacity of 180 students- can't fit Mount Hope students- numbers don't lie
  - Equity- accessibility; what does Mount Hope require in order for an elevator to be added

**3) Transportation**

- Walkability to Mount Hope
- Reduction in transportation time on bus
  - Bell-Stone does not accommodate walking students
  - Transportation- assumption that a large number of students walk to Mount Hope
  - Transportation- believe this does met as currently buses do stop at each school. Consolidation of schools reduces transition times between home and school
  - Keep in mind the length of time on a bus

**4) Transition**

- Entire school community- parents, teachers, students, etc.

**5) Programming**

- Class size
- New opportunity
  - Rotary system? Possibility to attract specialist teachers
  - Program offerings- further discussion necessary to determine program differences between schools
  - Small isn't always better. Mix the group differently- class dynamic- behaviour- social interaction
  - Staffing increase?
  - Will class size increase? Cap- determined by the ministry

**6) Happy cloud**

- There is general alignment



***Question 2: What additional reference criteria do you think are important for the ARC to consider when developing recommendations?***

**1) Physical facility**

- Preference for bricks and mortar over portables if expansion is required
- Air conditioning?
- Accessibility?
- Health and safety- school environment and extreme heat; leading to the installation of air conditioning

**2) Distance/Geography**

- High schools- where will we feed? Distance to Ancaster for students closer to Bell-Stone
- Rural Boundaries- can they change
- Transportation- concern about long bus rides

**3) Program Offerings/ Learning Environment**

- JK to 12? Would the board consider a different model?
- Addition of specialized programs- drama, enhanced and remedial programs
- FDK- will we be able to accommodate the rest of the student population
- Will there be consideration for additional supports for students with special needs?

**4) Facility Utilization**

- How will the other building and land be used in the future?

***Question 3: Using the additional reference criteria, how well does the staff recommendation meet the new criteria?***

**1) Infrastructure improvements**

- More information required
- Washrooms would require updating and new washrooms would need to be added
- Some rooms, staff room, library and office have air conditioning. Mount Hope will need to be outfitted for AC
- Increased tarmac/resurface? Currently the tarmac is in poor condition
- New windows in the existing building
- Additional parking spaces
- Revamping of the current bus loading and unloading area- student safety
- Accessibility
- FDK classroom- if needed, where would this go? Washrooms?
- Is there legislation re: # of students and # of washrooms?

**2) Defined Boundaries**

- Possible boundary changes
- Feeder schools- high schools

***Question 4: What else do you feel is important for the ARC to consider as they begin developing options?*****1) Timeline**

- Closing in 2014 too quick- extend to 2015
- Limited time to form closing committee
- Will the building be ready?

**2) Student Support**

- Students first
- Adjust new class sizes

**3) Physical Building**

- Is there enough room in the school?
- Will the school be ready?

**4) Catchment/High school feeder**

- Can we change the catchment to keep Bell-Stone open?
- Long term planning- boundaries?
- Change catchment for high school (Ancaster too far)

**Common themes:****1) Boundaries**

- Bell-Stone/Bellmoore
- High school
- Urban boundary

**2) Facility**

- Accessibility
- Capital repairs including:
  - Tarmac (addition and resurfacing)
  - Additional parking
  - Air conditioning
  - More washrooms
  - Additional FDK room
  - New windows
  - Revamp of bus loading zone
- Portables
- Preference for brick and mortar over portables
- Timeline- will building be ready for September 2014?

**3) Transportation**

- Concern over lengthy bus ride times
- Reduction in bus times for some students

**4) Timeline/Transition**

- Closing June 2014 is too quick
- Staffing
- Building readiness

**5) Programming**

- Class sizes
- New opportunities (drama, enhanced and remedial programs, extracurricular activities)
- Support for Spec Ed students



**Q1. Can the boundaries be changed? (Bell-Stone/Bellmoore)**

A boundary change between Bell-Stone and Bellmoore cannot occur during this process. A boundary review would have to be completed which would include the Bellmoore stakeholders who need to be part of the process.

**Q2. Can the urban boundaries be changed?**

The urban boundary can be changed by the city. The city can expand the boundaries to accommodate growth in certain areas.

“The Provincial Policy Statement (PPS) requires the provision of sufficient land for industrial, commercial, residential, recreation, open space and institutional uses to promote employment opportunities, and for an appropriate range and mix of housing to accommodate growth projected for up to 20 years. With respect to housing specifically, a 10 year supply of land designated and available for new residential development and intensification must be maintained at all times. However, the PPS also calls for the protection of prime agricultural areas”

City of Hamilton Planning & Development Department

**Q3. Will Mount Hope need portables in the future?**

It is possible that Mount Hope would need portables in the future. There is potential for unforeseen accommodation needs which are dealt with temporarily with portables then if needed a permanent solution. The permanent solution can be boundary reviews, school additions or in some cases new schools.

**Q4. What about new development. Is there a possibility of more?**

The urban boundary runs around the Mount Hope neighbourhood via Upper James, went on White Church Road then north on Highway 6 and runs north along the airport property. No residential development is permitted to occur outside of this boundary. The map the committee members received in working group meeting 2 describes the development occurring and planned in Mount Hope. The map also shows a depiction of the urban boundary. See link:

<http://www.hwdsb.on.ca/elementaryarc/files/2013/08/West-Glanbrook-Development-Map.pdf>

**Q5. In ten years, if enrolment is up and the building is old, what will happen then?**

Accommodation issues are evaluated every year at each school and the correct solution is determined by the HWDSB.

**Q6. Are there currently enough rooms at Mount Hope to accommodate everyone?**

Yes there are currently 13 classrooms and 2 FDK rooms. If the schools combined it is projected that there would be the need for all 15 rooms. In addition to the 15 used classrooms there is still a library and music room.

**Q7. Will staffing increase?**

With the increase in the number classes in the building the number of teachers would increase.

**Q8. Will class sizes increase?**

The Education Act has standards of classroom size and we will maintain the standards that are expected.

FDK – 30  
1-3 – 23  
4-8 – 25+

**Q9. Will Mount Hope be outfitted with air conditioning?**

This can be included in the recommendation to the Board of Trustees

**Q10. Will Mount Hope be made accessible?**

All the schools in the province of Ontario will have to be made accessible by 2025. HWDSB is continually working to make all our facilities accessible to all people.

**Q11. What high school will we feed to? Can it be changed?**

Mount Hope current associated secondary school is Ancaster High. Ancaster High will continue to be the associated secondary school. A boundary change of this nature is a separate process and would include the parents, staff and students from Ancaster High, Bell-Stone, Mount Hope and the potential new associated secondary school.

**Q12. Will the board consider a K-12?**

Hamilton-Wentworth District School Board's current standard for new elementary schools is the K-8 model. The Mount Hope and Bell-Stone area does not have enough students to support the programming needs of secondary students.

**Q13. Will there be consideration for extra support for students with special needs?**

The Board endeavours to meet the needs of all special education students in the most enabling environment, in accordance with parental preference. The special learning needs of students, wherever possible, can and should be addressed within the home school. Hamilton-Wentworth District School Board provides a continuum of special education supports and services for exceptional learners which includes this regular class placement and support, as well as special class placement and support.

**Q14. How will the other building/land be used in the future?**

As of right now Bell-Stone is not closed or been approved for closure so potential uses of the school are not discussed. To sell any closed school HWDSB must follow its own property disposition protocol along with The Education Act's Ontario Regulation 444/98: Disposition of Surplus Property.

**Q15. Is an increased (and repaired) tarmac possible?**

This can be included in your final recommendation to the Trustees.

**Q16. If an FDK classroom is needed, where will it go and will it have washrooms?**

FDK classrooms are built to a standard and would all new FDK additions include a bathroom.

**Q17. Is there legislation for number of students vs. number of washrooms?**

Yes there is a building code which indicates the washroom numbers in elementary and secondary schools. The number of water closets required for elementary and secondary schools shall be at least one fixture for each 30 males and one fixture for each 26 females.

Staff: 1 per every 12 staff members.

**Q18. Will the building be ready in time (September 2014)?**

Building an FDK room addition along with other renovations, the building would not be complete by Sept 2014.





# Hamilton-Wentworth District School Board

## School Information Profile



1. Enrolment vs. Available Space		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Current Enrolment	61	290	351.0
2	Projected Enrolment in 5 years	62	316	378.5
3	Projected Enrolment in 10 years	63	331	394.1
4	On-The-Ground (OTG) Capacity	181	365	546.0
5	Number of Portables on Site	0	0	0.0
6	Current Utilization Rate	34%	79%	57%
7	Projected Utilization Rate in 5 years	34%	87%	61%
8	Projected Utilization Rate in 10 years	35%	91%	63%
9	Current Space Surplus / Shortage (Pupil Places)	120	75	195.0
10	Projected Space Surplus / Shortage (Pupil Places) in 5 years	119	49	167.5
11	Projected Space Surplus / Shortage (Pupil Places) in 10 years	118	34	151.9

2. Administrative and Operational Costs Associated with Schools		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Expenditures on School Administration at School	\$179,769	\$182,049	\$361,818
2	Expenditures on School Operations at School	\$160,292	\$247,642	\$407,934
3	Administrative Costs per m <sup>2</sup>	\$124.49	\$55.84	\$180
4	Administrative Costs per Student	\$2,947.03	\$627.76	\$3,575
5	Operational Costs per m <sup>2</sup>	\$111.01	\$75.96	\$187
6	Operational Costs per Student	\$2,572.91	\$783.18	\$3,356

3. Condition of School		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	What is the replacement value of the School?	\$4,638,168.64	\$7,363,885	\$12,002,054
2	Current Facilities Condition Index (FCI) for the School?	38.48%	16.56%	
3	Expected Facilities Condition Index (FCI) for the School in 10 years	49.83%	23.27%	

4. School's Physical Space to Support Student Learning and Child Care Services		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Does the School have a Library/Resource Centre?	Yes	Yes	
2	Does the School have at least one dedicated Science Room?	No	Yes	
3	Number of Science Rooms in School	0	1	
4	Does the School have a Gymnasium/ General Purpose Room?	Yes	Yes	
5	Is there a stage in the Gymnasium	Yes	Yes	
6	Does the school have a Computer Lab?	Yes	No	
7	Does the school have a dedicated Learning Resource Room?	Yes	Yes	
8	Is there a childcare centre located on site	No	No	
9	Is there a Before & After school program	No	Yes	
10	Is there a Breakfast / Nutrition program available for students at the school?	Yes- Nutrition	Yes- Nutrition	
11	Other			

## Hamilton-Wentworth District School Board School Information Profile



5. Range of Program Offerings (and extent of student participation)		Bell-Stone	Mount Hope	Total
#	Data to be Provided to the ARC			
1	Projected FTE English-as-a-Second-Language (ESL) Staff for 2013-13?	0	0	
2	Does the School offer a French Immersion program?	No	No	
3	Other	-	-	

6. Range of Extracurricular Activities		Bell-Stone	Mount Hope	Total
#	Data to be Provided to the ARC			
1	List of Extracurricular Activities at each school	BellStone: Track, Cross Country, Librarry helpers,bus patrol, PA Announcers, Kindergarten assistants, Playground monitors (Kindergarten), School Store helpers, Milk Moovers,Mad Science, After School scholars,Boys book club, checkers,dance club,Student Safe-school Team	Mount Hope: Lunch helpers,Animal Awareness Club,Newspaper Club,Silver Birch Reading, Red Maple Reading, Bus Monitors,Mad Science, Highland Dancing,Floor Hockey, Go Girls, Sister Act, Swimming, Recycling,3 Pitch, Basketball, Volleyball, Choir,Cross Country, Zumba, Yearbook,Talent Show, PA Announcers, School Store helpers,After School scholars, Soccer,Art Club	

7. Adequacy of the School's Grounds for Healthy Physical Activity and Extracurricular Activity		Bell-Stone	Mount Hope	Total
#	Data to be Provided to the ARC			
1	Does the School have hard surfaced outdoor play area(s)?	Yes	Yes	
2	Does the School have a Playing Field?	Yes	Yes	
3	List types of playing fields available (e.g. baseball, football, soccer, track etc.)	-	-	

8. Accessibility of the School for Students with Disabilities		Bell-Stone	Mount Hope	Total
#	Data to be Provided to the ARC			
1	Does the school have at least one barrier-free entrance?	Yes	No	
2	Are all levels of the school wheelchair accessible?	Yes	No	
3	Does the school have appropriate communication systems for the visually impaired?	No	No	
4	Does the school have appropriate communication systems for the hearing impaired?	No	No	
5	Do students have access to barrier free washrooms?	No	No	

# Hamilton-Wentworth District School Board

## School Information Profile



9. Location of School		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	What percentage of the students are provided transportation services to and from school?	66%	74%	
2	Longest bus ride to school (minutes)	49.0	41.0	
3	Shortest bus ride to school (minutes)	18.0	27.0	
4	Average bus ride to school (minutes)	38.3	32.0	
5	What percentage of the students live outside the school's catchment area?	31.1%	6.9%	
6	Is the school within 500m of a municipal bus route?	No	Yes	
10. Provincial Assessment		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	EQAO Test Results -- Grade 3 (Reading) - <i>if applicable</i>	-	60	
2	EQAO Test Results -- Grade 3 (Writing) - <i>if applicable</i>	-	70	
3	EQAO Test Results -- Grade 3 (Mathematics) - <i>if applicable</i>	-	57	
4	EQAO Test Results -- Grade 6 (Reading) - <i>if applicable</i>	-	83	
5	EQAO Test Results -- Grade 6 (Writing) - <i>if applicable</i>	-	83	
6	EQAO Test Results -- Grade 6 (Mathematics) - <i>if applicable</i>	-	57	
11. Location of the School (within community)		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	How far is the school from its nearest HWDSB school (distance/name)?	Bellmoore/4.7 km	Bell-Stone/6.5 km	
12. Facility for Community Use		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	List of co-curricular or extracurricular activities in which community members actively participate on a regular basis	All School use	House League Practice, Gymnastics	
2	Average Number of Hours per Week that School Grounds are scheduled for use by Community Groups	NA	0.0	
3	Average Number of Hours per Week that School Building is scheduled for use by Community Groups	0	9	
13. School as Local Employer		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Does the School have a Full-time Principal?	0.00	1.00	1.0
2	Number of Vice-Principals at the School (FTE)	0.50	0.00	0.5
3	Number of Office Administrators at the School (FTE)	1.00	1.00	2.0
4	Number of Teachers at the School (FTE)	5.00	16.50	21.5
5	Number of Education Assistants at the School (FTE)	0.00	2.00	2.0
6	Number of Caretaking Staff at the School (FTE)	1.50	2.25	3.8
7	Number of designated Early Childhood Educators	0.00	2.00	2.0
14. Community Partnerships		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	List of partnerships that currently exist at the school	-	-	
15. Additional Information		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Number of Parking Spaces	21 + 1 Handicap**	36 + 1 Handicap	

\*\* Bell-Stone also has a gravel parking lot that can hold an additional 15-20 cars



**West Glanbrook Accommodation Review Committee**

**Working Group Meeting # 3**

**Wednesday, October 30<sup>th</sup>, 2013**

**6:00 p.m. – 9:00 p.m.**

**Mount Hope Elementary School**

**9149 Airport Road, Mount Hope, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** – Sue Dunlop

**Voting Members** – Amie Vandevrie, Theresa Weylie, Steve Paul, Janet Lewis, Alyson Brave, Melanie Holjak, Trisha Woehrle

**Non-Voting Members** – Alex Johnstone, Rob Maudsley

**Regrets**

**Voting Members** – Karen Stewart

**Non-Voting Members** - Nil

**Resource Staff**

Ian Hopkins

**Recording Secretary**

Colleen Pyke

**Public** - 1 public attendee present

**1. Call to Order**

Superintendent Sue Dunlop called the meeting to order at 6:04 p.m. She welcomed members of the public and reminded all that public participation is limited to public meetings only, however are welcome to attend working group meetings.

**2. Agenda**

**2.1 Additions/Deletions**

Addition of item 9- Accommodation Recommendation, remaining items will shift down to 10-12

**2.2 Approval of Agenda**

Approved by consensus

**2.3 Handout Protocol**

Next Working Group Meeting – November 13<sup>th</sup>, 2013 at Bell-Stone

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*

Handout 'Questions and Answer from Working Group Meeting #2" - Amendment to question #6 should read 'music room' rather than 'computer room'. Also, there was a request from the Committee that the accessibility deadline date be checked (2025). Ian Hopkins will provide this information at the next Working Group meeting.

### 3. Minutes from Public Meeting #1

#### 3.1 Clarification

None

#### 3.2 Approval of minutes

Approved by consensus

### 4. Minutes from Working Group Meeting #2

#### 4.1 Clarification

None

#### 4.2 Approval of minutes

Approved by consensus

### 5. Data requested by the committee

#### 5.1 School Organization Projection

Ian Hopkins distributed a handout showing a mock school organization, an example of what it could look like in September 2014, in the situation that Bell-Stone students amalgamate into Mount Hope. He noted that there is a correction; 'computer lab' should be listed as 'music room'. He explained that there would be 15 classes and there are 15 classrooms in the school. In addition, the classes are not maxed out so there is some additional space if needed.

### 6. School Information Profile Updates

#### 6.1 Parking Spaces

Ian Hopkins distributed the amended SIP, which now includes the number of parking spaces at each school (Bell-Stone 21 + 1 handicap, Mount Hope 36 +1 handicap). He noted that building code states that 1.25 spaces are required per classrooms in the building, which both Bell-Stone and Mount Hope meet. However, this does not mean that the ARC recommendation cannot include a request for more parking. The Committee was concerned that current parking conditions are a safety issue, as many parents are forced to park on Airport Road to drop off their children. Ian suggested the ARC include a safety category in their recommendation.

The Committee questioned the inclusion of computer labs. Ian Hopkins noted that they are included because they can be dismantled and used as a loaded classroom. There was also a question from the Committee regarding the need for EQAO scores. Ian clarified that it is mandated by the Ministry to include student achievement in the SIP. Since this is our only form of standardized testing, it is included. However, how the ARC chooses to use this information is up to them. Since Mount Hope and Bell-Stone are small schools, scores are not necessarily representative. It was noted that outliers could greatly skew the school's average. Bell-Stone scores are not included as there are simply not enough students.

Next Working Group Meeting – November 13<sup>th</sup>, 2013 at Bell-Stone

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*

## 7. Public Meeting #1 – Continuing Discussion

### 7.1 Common themes and Questions

A handout was distributed to the Committee with the common themes from the first Public Meeting. Sue Dunlop requested that the Committee review the common themes associated with all 4 questions. There was a question regarding whether or not a specific dollar amount is assigned to each ARC, as far as how much will they receive post final decision. Ian Hopkins explained that there are a few places potential funding could come from; 1) Full day kindergarten: HWDSB receives a certain amount of funding every year (of FDK implementation) to provide this program. Some schools received a “reduced scope” renovation, so there are reserve funds for schools that remain open 2) Capital renewal funds: funds may be set aside for schools that remain open and 3) Proceeds of disposition: potential funds received from schools that may close in the future. The ARC could include the sale of schools as a part of their solution to aid in funding renovations. Ian will provide the Committee with data on acreage values. He suggested that in the ARC recommendation, capital requests are prioritized. He noted that capital dollars are based on total enrolment Board wide.

Potential boundary changes with schools not included in this Accommodation Review was reviewed. Ian Hopkins explained that in the future, if need arises a Boundary Review (a smaller version of what we’re doing here) could be conducted. That process would have to involve all schools in question.

## 8. Public Meeting #2 – Wednesday November 6<sup>th</sup>

### 8.1 Presentation of the School Information Profiles

Ian Hopkins explained that the ARC will be presenting the SIP at the next Public Meeting on November 6<sup>th</sup>. Since there are only 2 schools in this review area, he will create a PowerPoint presentation for each section of the SIP as well as provide handouts for the public. It is mandated by our policy to present the SIP so the public is aware of what information we are using to create our decision. The Committee decided that Melanie Holjak will present the SIP with Theresa Weylie assisting her. Ian will provide the presentation and speaking notes in advance.

### 8.2 Presentations of the key themes from Public Meeting 1

The Committee agreed that Trisha Woehrlle and Karen Stewart will present the common themes from Public Meeting #1.

### 8.3 Questions to ask public

The Committee discussed possible questions to ask at the Public Meeting. Some areas of interest included the importance of timeline, thoughts and/or concerns on a broad scope, common themes from the Public Meeting, priority items to include in an ideal learning facility and recommendations to address surplus student spaces that we may not have thought of yet.

The following questions will be posed at the second Public Meeting:

- 1) Are the common themes capturing the concern of the public and which common themes resonate the most with your group?
- 2) In creating an ideal elementary facility, what considerations do you feel are most important?

Next Working Group Meeting – November 13<sup>th</sup>, 2013 at Bell-Stone

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*



Sue Dunlop noted there will be facilitators for Public Meeting #2 group work. One person from each small group will present their findings. All information will be recorded and brought back to the Committee to review.

### 9. Accommodation recommendations

The Committee suggested using the common themes derived from the first Public Meeting to form recommendations for renovations and upgrades:

- Washrooms (Renovations for current, as well as creating additional)
- Flooring in the primary wing; tiles lifting up, uneven floors, safety hazard (Rob Maudsley noted that some may be replaced over the Winter Holiday), piping/wires showing
- Air conditioning (Currently only in the library, grade 1 room, staff room and main office)
- Accessibility (Ian Hopkins noted that there is an Accessibility Plan and the ARC recommendation may not change the scheduling of that, however he will find out where Mount Hope and Bell-Stone are on the list for receiving upgrades)
- Can the current electrical system handle an addition? Can we address accessibility issues when addition is completed?
- Parking lot- more spaces and improve function, particularly near the kindergarten area and bus loading zone
- New windows

Sue Dunlop recommended that the Committee begin to think about prioritizing these requests.

### 10. Tour of Mount Hope

Principal Rob Maudsley provided a 20 minute school tour.

### 11. Next Steps

- Public Meeting #2 Wednesday November 06, 2013 - Bell-Stone
- Working Group Meeting #4 Wednesday November 13, 2013 - Bell-Stone

### 12. Adjournment

The meeting adjourned at 8:27 p.m.

### Handouts

- Agenda
- Minutes Public Meeting #1 – October 09, 2013 – Mount Hope
- Minutes Working Group Meeting #2 – October 16, 2013 – Mount Hope
- Projected Class Organization
- Approved SIP
- Common Themes from Public Meeting #1
- Questions and Answers from Working Group Meeting #2

Next Working Group Meeting – November 13<sup>th</sup>, 2013 at Bell-Stone

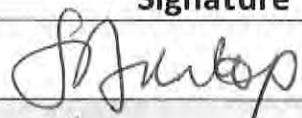
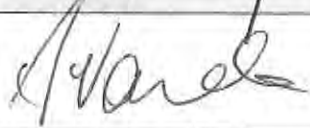


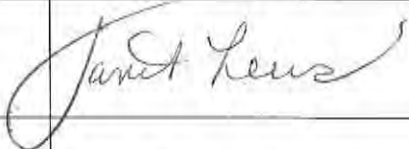

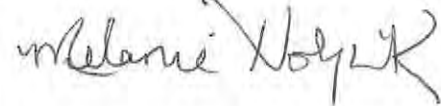


\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*

Accommodation Review Committee- West Glanbrook  
Committee Members

Working Group Meeting #3 - October 30, 2013

Sign-in Sheet

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair (Acting)	Sue Dunlop	
<b>Voting Members</b>		
Bell-Stone parent representative from School Council/Home and School	<b>Amie Vandevrie</b> Home: 905-296-1425 / Cell: nil Email: <a href="mailto:amie@adsmedia.ca">amie@adsmedia.ca</a>	
Bell-Stone parent representative from School Council/Home and School	<b>Theresa Weylie</b> Home: 905-679-2931 / Cell: nil Email: <a href="mailto:theresa@dewimagery.com">theresa@dewimagery.com</a>	
Bell-Stone parent representative <u>not</u> from School Council/Home and School	<b>Steve Paul</b> Home: 905-679-6154 / Cell: nil Email: <a href="mailto:paulsr80@hotmail.com">paulsr80@hotmail.com</a>	
Bell-Stone teaching or non-teaching staff	<b>Janet Lewis</b> Home: 905-648-6473 / Cell: nil Email: <a href="mailto:janet.lewis@hwdsb.on.ca">janet.lewis@hwdsb.on.ca</a>	
Mount Hope parent representative from School Council/Home and School	<b>Alyson Brave</b> Home: 905-679-6197 / Cell: 905- 818-3982 Email: <a href="mailto:thebraves.4@gmail.com">thebraves.4@gmail.com</a>	
Mount Hope parent representative from School Council/Home and School	<b>Melanie Holjak</b> Home: 905-679-8008 / Cell: 289- 260-7588 Email: <a href="mailto:mholjak@shaw.ca">mholjak@shaw.ca</a>	
Mount Hope parent representative <u>not</u> from School Council/Home and School	<b>Trisha Woehrle</b> Home: 905-679-4125 / Cell: 289- 440-7378 Email: <a href="mailto:trishwoehrle@hotmail.com">trishwoehrle@hotmail.com</a>	
Mount Hope Teaching or non- teaching staff	<b>Karen Stewart</b> Home: / Cell: Email: <a href="mailto:karen.stewart@hwdsb.on.ca">karen.stewart@hwdsb.on.ca</a>	






HAMILTON-  
WENTWORTH  
DISTRICT  
SCHOOL  
BOARD

Elementary

# ACCOMMODATION Review Committee

K.8

# ARC

Name (Please print)	School Affiliation (if any)	Signature
Tamarie Botting		





*Elementary*

# ACCOMMODATION Review Committee



## West Glanbrook Accommodation Review Committee

Working Group Meeting # 4

Wednesday, November 27<sup>th</sup>, 2013

6:00 p.m. – 9:00 p.m.

Bell-Stone Elementary School

6025 White Church Road and Nebo Road, Mount Hope, ON

### Agenda

1. Call to Order – Chair
2. Agenda
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
3. Minutes from Public Meeting #2
  - 3.1 Clarification
  - 3.2 Approval of minutes
4. Minutes from Working Group Meeting #3
  - 4.1 Clarification
  - 4.2 Approval of minutes
5. Tour of Bell-Stone
6. Data requested by the committee
  - 6.1 Past Accommodation Reviews
  - 6.2 Capital Renovations Information
7. Accommodation Recommendation
  - 7.1 Development and Discussion
8. Public Meeting #3 Discussion – December 4<sup>th</sup>
  - 8.1 Format of Meeting
9. Correspondence
10. Next Steps
11. Adjournment

Next Working Group Meeting – December 11<sup>th</sup>, 2013 at Mount Hope

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*



**Dalewood Elementary Accommodation Review**

<b>Dalewood ARC</b>	<b><u>Dalewood</u></b>	<b><u>GR Allan</u></b>	<b><u>Prince Phillip</u></b>
<b>Initial Staff Recommendation</b>	Open	Open	Close June 2012
<b>Final Staff Recommendation</b>	Open	Open	Close June 2013
<b>ARC Recommendation</b>	Open	Open	Open
<b>Trustee Decision</b>	Open	Open	Closed June 2013

**King George Elementary Accommodation Review**

<b>King George ARC</b>	<b><u>King George</u></b>	<b><u>Memorial (City)</u></b>	<b><u>Prince of Wales</u></b>
<b>Initial Staff Recommendation</b>	Close June 2012	Boundary Change	Boundary Change
<b>Final Staff Recommendation (Endorsed ARC Recommendation)</b>	Close June 2012	Boundary Change	Boundary Change
<b>ARC Recommendation</b>	Close June 2012	Boundary Change	Boundary Change
<b>Trustee Decision</b>	Close June 2012	Boundary Change	Boundary Change



<b>North ARC</b>	<b><u>Delta</u></b>	<b><u>Glendale</u></b>	<b><u>Orchard Park</u></b>	<b><u>Parkview</u></b>	<b><u>Sir John A Macdonald</u></b>	<b><u>Sir Winston Churchill</u></b>	<b><u>New School</u></b>
<b>Initial Staff Recommendation</b>	Close June 2013	No Change	No Change	Close June 2013	Realign Boundary	Realign Boundary	N/A
<b>Final Staff Recommendation (Endorsed ARC Recommendation)</b>	Close June 2015	No Change	No Change	Close June 2015	Close June 2015	Realign Boundary	Midway between Delta and Sir John A Macdonald
<b>ARC Recommendation</b>	Close June 2015	No Change	No Change	Close June 2015	Close June 2015	Realign Boundary	Midway between Delta and Sir John A Macdonald
<b>Trustee Decision</b>	Close June 2015	No Change	No Change	Close June 2015	Close June 2015	Realign Boundary	Midway between Delta and Sir John A Macdonald

<b>South ARC</b>	<b><u>Barton</u></b>	<b><u>Hill Park</u></b>	<b><u>Mountain</u></b>	<b><u>Sherwood</u></b>	<b><u>Sir Allan MacNab</u></b>	<b><u>New School</u></b>	<b><u>Westmount</u></b>
<b>Initial Staff Recommendation</b>	Close June 2015	No Change	Close June 2013	Close June 2013	Realign Boundary	Open September 2015 South-East of Linc	n/a
<b>Final Staff Recommendation (Staff endorsed ARC concept C)</b>	Realign Boundary	Close June 2015	Close June 2015 Program to New School	Close June 2015	Realign Boundary	Open September 2015 South-East of Linc	n/a
<b>ARC Concept B**</b>	Realign Boundary	Contains Westmount Program	Mountain Program & Additional Programs	Close June 2015	Close June 2015	Open September 2015 South of Linc	Composite Program**
<b>ARC Concept C</b>	Realign Boundary	Close June 2015	Close June 2015 Program to New School	Close June 2015	Realign Boundary	Open September 2015 South-East of Linc	n/a
<b>ARC Concept D**</b>	Close June 2015	Contains Westmount Program	Mountain Program & Additional Programs	Realign Boundary	Close June 2015	Open September 2015 South-East of Linc	Composite Program**
<b>ARC Concept E**</b>	Realign Boundary	Contains Westmount Program	Close Program June 2015 to New School	Close June 2015	Close June 2015	Open September 2015 South-East of Linc	Composite Program**
<b>Trustee Decision</b>	Close June 2015	Close June 2015	Close June 2015	Realign Boundary	Realign Boundary	Open September 2015 South-East of Linc	n/a

\*\* To further enhance Options B, D and E, the South ARC would like Trustees to engage the Westmount school community about the possibility of relocating the self - paced, self- directed program to Hill Park. The Hill Park site would provide provide a central central location location for the self-paced, self-directed directed program, while the Westmount site is ideally situated to service the students residing on the west mountain.

<b>West ARC</b>	<b><u>Ancaster High</u></b>	<b><u>Highland</u></b>	<b><u>Parkside</u></b>	<b><u>Westdale</u></b>	<b><u>New School Ancaster</u></b>	<b><u>New School Highland</u></b>
<b>Initial Staff Recommendation</b>	No Change	No Change	Close June 2013 - Relocate students to existing facilities	No Change	n/a	n/a
<b>Final Staff Recommendation</b>	Capital Improvements to Building	Realign Boundary to include Parkside Boundary	Close June 2014	No Change	n/a	n/a
<b>ARC Recommendation</b>	Close June 2015	Close June 2015	Close June 2015	No Change	Open June 2015	Open June 2015
<b>Trustee Decision</b>	No Change	Rebuild School - Open 2015 - If a new school is not an option then extensive renovations will occur at Highland - Realign Boundary to include Parkside Boundary	Close June 2014	No Change	n/a	n/a

**Projected Costs for Capital Renovations at Mount Hope Elementary School**

<b>Accommodation Review Committee Requests</b>	<b>Projected Cost</b>
Accessibility (all areas in school)	\$ 200,000
Play ground (including drainage and surface)	\$ 250,000
Parking ( including surface and drainage)	\$ 100,000
Windows / Blinds	\$ 250,000
Washroom Upgrades	\$ 200,000
Flooring	\$ 75,000
Ceiling	\$ 50,000
Asbestos - Allowance	\$ 75,000
<b>Total Projected Costs</b>	<b>\$ 1,200,000</b>
<b>High/Urgent 1-5 Year Needs</b>	<b>Projected Cost</b>
<b>Total Projected Costs</b>	<b>\$ 775,000</b>
<b>5 - 10 Year Needs</b>	<b>Projected Cost</b>
<b>Total Projected Costs</b>	<b>\$ 1,140,000</b>
<b>Program Needs</b>	<b>Projected Cost</b>
<b>FDK</b>	<b>\$ 500,000</b>
<b>Additional</b>	<b>\$ 605,000</b>
<b>Total Projected Costs</b>	<b>\$ 1,105,000</b>
<b>Grand Total</b>	<b>\$ 4,220,000</b>

\*Note: All projected costing are based on Ministry of Education building benchmarks and can change due to site conditions and other contributing factors.



**Question 1: Are the common themes capturing the concerns of the public and which common these resonate most with your group?**

- **Key Theme of Number 4 Timeline and Transition:**
- Closing of June 2014 is a concern – extreme push and short timeline
- Renovations might take years so can we wait?
- It will confuse the students with renovations going on
- **Key Theme of Number 2 Facility:**
- Air Conditioning
- Is there enough room for all of the students at Mount Hope?
- Do not want portables - concerns of washrooms and going out into the cold in winter to go into the school
- **Key Theme of Number 1 Boundaries:**
- Siblings might not be able to go to Mount Hope if they are out of catchment depending on number of students
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- Accessibility
- Parking needs to be increased
- Have a traffic flow study
- Environment – clean, organized , well maintained and clean
- Resources of teachers and programs need to be a focus
- Specialty programming – such as Musical Instrument Program at Mount Hope
- Drama Program
- Extra-curricular activities should be a focus which are evident at Mount Hope with intramural and Board wide event participation
- The Boys’ Reading Club
- Boys’ Read to Succeed Program
- Community with parent support at Bellstone and Mount Hope
- 
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**3. What are some other options that the community would like to put forth?**

- Add more Kindergarten Classes to Bellstone and make it a JK-3 School and Mount Hope become Grade 4-8
- Bellstone to become Grade 6-8 and Mount Hope become JK-5
- Take overflow from Bellmoore till the new school is built
- Michelle Jean School (French Immersion School) – use it as a dual track school and keep Bellstone open
- Please revisit the Boundaries to include a conversation with Bellmoore School (ARC Meetings should include Bellmoore)
- Semi-private school



Tim Simmons  
Chair of the Board  
Tel (905) 527-5092 ext 2279

November 12, 2013

Elementary Accommodation Review Committees:

Central Mountain, Michael Prendergast, Chair

East Hamilton, Peter Joshua and Peter Sovran, Co-Chairs

West Flamborough, Mag Gardner, Chair

West Glanbrook, Sue Dunlop, Chair

Dear Elementary Accommodation Review Committee Members;

On November 11, 2013, our Board of Trustees reviewed communications received from Mr. Sékaly, Assistant Deputy Minister in regards to School Board Efficiencies and Modernization Consultations.

By way of resolution, the Board of Trustees asked that this letter and guide be provided to each Elementary Accommodation Review Committee for your information.

**RESOLUTION #13-127:** Trustee Turkstra, seconded by Trustee Hicks, moved: **That the letter from Gabriel F. Sekaly, Assistant Deputy Minister - October 25, 2013 be referred to staff and the Accommodation and Review Committees (ARCs) and that this letter be posted on HWDSB website.**  
**CARRIED UNANIMOUSLY.**

It is our hope that members of the Elementary ARC will have a further understanding of why Hamilton-Wentworth District School Board is currently going through the accommodation process and help others in the community to understand that the current situation of declining enrolment (which also affects funding for schools) is not just a local issue in Hamilton, but a provincial issue as well.

Thank you for taking the time to review this document as part of an upcoming agenda item. The document is also being posted to the website at [www.hwdsb.on.ca](http://www.hwdsb.on.ca) so that members of the community may also have access to this information.

Sincerely,

Tim Simmons  
Chair of the Board

Enclosure: School Board Efficiencies and Modernization Consultations



16-1

**Ministry of Education**

Office of the ADM

Business & Finance Division  
20th Floor, Mowat Block  
Queen's Park  
Toronto ON M7A 1L2**Ministère de l'Éducation**

Bureau du sous-ministre adjoint

Division des opérations et des finances  
20e étage, édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2**Memorandum To:**Directors of Education  
Board Chairs  
Education Partners and Stakeholders**From:**Gabriel F. Sékaly  
Assistant Deputy Minister**Date:**

October 25, 2013

**Subject:****School Board Efficiencies and Modernization Consultations**

On September 20, 2013, Minister Sandals wrote to you on the steps that we are taking in developing the school board efficiencies and modernization strategy. I am writing today to advise you that we are now ready to begin formal consultations on the strategy with stakeholder groups. These consultation sessions will begin the week of November 18th in Toronto. Members of my staff will be contacting the various association offices with details on timing, location, and attendance at these sessions.

To help the process along, we have prepared a consultation document for stakeholders. This guide is attached. As you can see, the list of topics and questions covered in the document is by no means exhaustive, but we hope that this short guide will contribute to focusing the discussions. We encourage you to comment on the topics in the guide. We would also welcome any other ideas and suggestions that you might have. Feel free to provide your comments directly to Joshua Paul, Director of the Education Finance Branch, at [joshua.paul@ontario.ca](mailto:joshua.paul@ontario.ca), or to us through your respective association.

While we are always interested in discussing school board efficiencies and funding issues, we are hoping to conclude this year's consultation process by the end of November, 2013.

*Original signed by*

Gabriel F. Sékaly  
Assistant Deputy Minister

c: The Honourable Liz Sandals  
Minister of Education

George Zegarac  
Deputy Minister

Enclosure:

School Board Efficiencies and Modernization Consultations

**SCHOOL BOARD  
EFFICIENCIES AND  
MODERNIZATION  
CONSULTATIONS**

Over the past ten years, Ontario has become a global leader in education and a highly successful model for other jurisdictions. These accomplishments reflect the hard work, dedication, and collaboration of those in our education community. We have been successful together and intend to continue to work as partners through a collaborative process as we develop a School Board Efficiencies and Modernization Strategy.

Continuous improvement is a necessary practice for any organization, including government. Our government is looking for new ways to deliver key priorities within current fiscal realities. This means we need to evaluate underlying funding assumptions to find new and creative approaches to modernize and transform the way we deliver education and the way funds are used at the ministry, board, school, and class level.

This booklet is intended to guide consultations with you, our partners in the publicly funded education system, who are critical to achieving this goal. And, while this booklet sets out topics to help guide the discussion, I would expressly stress that the reason for bringing us together is to hear your ideas on how we can continue to improve the delivery of education in Ontario. I look forward to starting this important conversation.



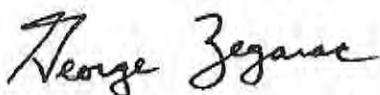
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School board modernization presents an important opportunity to transform the way funding is allocated and used at the board and school level, so that activities on the ground are more closely aligned with our goals for student achievement.

This exercise is especially welcome because the arrangements underlying board resourcing have not changed significantly in recent years, and there is a new level of openness for fresh ideas from across the system.

There is also an opportunity to refine our accountability arrangements, so that we can focus on school boards that need the most support in meeting the expectations of their students, families, and communities. This will help us identify the best performers and share their approaches, with the aim of raising the performance of all.

We look forward to hearing your valuable insights as we shape a more modern education system in Ontario.



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## INTRODUCTION

Crafting the strategy that has made Ontario's public education system a leading international model took visionary thinking. Through the Great to Excellent initiative, we are discussing how to build on this vision to provide improved support for student achievement.

At the same time, our school systems must be able to support the success of students today and tomorrow. Like many other jurisdictions, Ontario continues to deal with the challenges of the global economic downturn and slower-than-expected recovery. Living within our means, while accelerating the achievements of students, will require creative thinking across the public education system. We believe that a collaboratively developed School Board Efficiencies and Modernization Strategy is the best way forward.

One critical task is modernizing school board funding to have more efficient operations on the ground. Our partners in the public education system are crucial to reaching this goal. Through this consultation, we are asking you for your insights into both small adjustments and broader changes that could create a more efficient system. We believe focusing consultation on the following areas will generate a variety of legitimate and lasting solutions, which will be used to inform future decision-making:

- Underutilized and small schools;
- Declining enrolment supports;
- Improving accountability;
- Sharing efficiency savings;
- E-books and e-learning;
- New technologies;
- Getting the balance right;
- Moving ahead together.

Forward-thinking organizations strive constantly for greater operational efficiency. This is especially important in today's highly uncertain economic environment. That is why the central goal of these consultations is hearing about barriers as well as considering fresh new ideas to create an education system that operates efficiently and in alignment with a renewed student achievement strategy.

A critical strand of this discussion is how centrally driven this change should be, in both the short and longer terms. This is something on which we are also seeking your input. We need open and frank discussion around the systems' requirements, expectations, and challenges.



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The timing is right for change; the underlying assumptions on how the sector is resourced have not changed significantly in several years and our government is looking for new approaches to continue to deliver key priorities within current fiscal realities. In addition, the national demographic data used in several grants may now be less reliable owing to recent changes in the collection process. As a result, new data sources may need to be explored. We will look at the best ideas and practices in Ontario, other Canadian jurisdictions, and education systems around the globe. At all times, we must keep in mind and respect our constitutional framework and resulting rights, as well as Ontario's great diversity.

While this booklet has been produced to provide a focus for discussions, describe specific areas for possible action based on Ministry analysis, as well as set out a number of questions, the main purpose of the sessions is to hear your ideas. To that end, discussions with key stakeholders will take place through a series of consultation sessions throughout November. Sessions will involve:

- School board representatives, including directors of education, senior school board officials, and trustee associations;
- Principals and vice-principals;
- Teachers' federations;
- CUPE and other support staff unions;
- The Minister's Advisory Council on Special Education;
- Parent groups (People for Education, Ontario Federation of Home and School Associations, Ontario Association of Parents in Catholic Education, Parents partenaires en éducation); and
- Student groups (Ontario Student Trustees Association, Regroupement des élèves conseiller.ère.s francophones de l'Ontario, Fédération de la jeunesse franco-ontarienne).

Our goals are ambitious, and we recognize that achieving them will require discipline, hard work, and rigorous thinking across the system. We look forward to a useful, in-depth discussion focused on improving how school boards operate to ensure that our world-class education system focuses the maximum resources possible on student achievement.



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## UNDERUTILIZED AND SMALL SCHOOLS

The current funding formula provides supports to keep underutilized and small schools operating. Support is available to schools with underutilized space (that is, operating at less than full capacity), and to very small schools (those with no more than 100 students). Roughly 70% of all Ontario schools receive some financial support for underutilized space. As well, almost 500 very small schools receive enhanced financial support. Under the current funding framework, the Ministry may be subsidizing space used for non-educational purposes or non-core educational purposes.

The main components of support are the School Foundation Grant, which was created in 2006 and guarantees support for principals and secretaries in each school, and top-up funding through the School Facility Operations and Renewal Grant, which provides funding to help heat, light, clean, repair, and renovate schools under 100% capacity. Top-up funding is further enhanced for more than 1,000 schools that are defined as either rural or supported to help them stay open where necessary.

The involvement of the local community is an important aspect in board decisions about underutilized schools. A school board usually undertakes a pupil accommodation review process led by an Accommodation Review Committee (ARC) when contemplating closing a school. Community consultation through representation on the ARC and public meetings is a central element of this process, which can be lengthy and contentious. In addition, boards have pointed out that the school and/or the local community often find other uses for space defined as underutilized.

More targeted support at the Ministry level toward underutilized space and small schools could support a more efficient school system and free up resources for improved student achievement. However, funding underutilized and small schools is a complex, multi-dimensional issue and communities use space and resources in different ways to meet different needs.

### Key Facts:

- Ontario has 3,750 elementary and 885 secondary/combined schools.
- Almost 600 schools in Ontario are less than half full.
- In the GTA alone, there are about 140 half-empty schools and almost 70 very small schools.
- 13% (almost \$300M) of total school operations and school renewal funding is dedicated to funding empty spaces.
- Almost \$80M is allocated to enhanced top-up funding for school operations and school renewal for those schools.



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## Discussion Questions

1. How can the School Foundation Grant and top-up funding be restructured so as to avoid unintentionally promoting the continued operation of non-viable schools?
2. Under what conditions should the Ministry provide financial support for an underutilized school?
3. How can the accommodation review process be improved?
4. What are the alternatives to providing base funding for principals and secretaries on a per-school basis for all schools?
5. What are the barriers to change?
6. What can be done to allow the system to get more value from existing space?



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## DECLINING ENROLMENT SUPPORTS

The number of school-aged children has been decreasing in recent years, and enrolment is currently declining in 53 of 72 boards. About two-thirds of education funding is based on enrolment. Board costs tend to decline with enrolment, since lower enrolment reduces the need for teachers and services. Not all costs go down at the same rate as enrolment, however, and in some cases costs will never fall as much as revenue does.

The funding system recognizes this challenge with grants and allocations that, as enrolment declines, are intended to help boards adjust their cost structures over time.

Of those supports, the Declining Enrolment Adjustment (DEA) is a true transitional grant, since its level of support reduces over time. Other supports for declining enrolment boards are available, but they are not transitional. These include the top-up funding for school operations and renewal and the School Foundation Grant, both discussed in the previous section. They also include higher student /teacher ratios in “supported” schools, and provisions in the Transportation Grant and the High Need Amount Allocation of the Special Education Grant that protect these funding lines from the full impact of enrolment decline.

### Key Facts:

- Average Daily Enrolment (ADE) is expected to decline to 1.85 million in 2013-14, the lowest level since 1992.
- Provincial ADE is projected to increase beginning in 2014-15, but enrolment in most rural and northern boards will continue to decline.
- There are wide regional gaps in enrolment trends. Since 2002-03, Halton DSB's enrolment is up by more than 22%, while Superior-Greenstone's has fallen by 45%.

### Discussion Questions

1. After over 10 years of helping boards address declining enrolment, how can these supports be reduced or redistributed among boards?
2. Which supports should be restructured from ongoing to transitional support?
3. How might e-learning and/or broadband capacity be expanded to reduce the costs of supported schools and improve programming?



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## IMPROVED ACCOUNTABILITY

As the major source of funding for school boards, the government wants to make sure that the resources it provides are used to support key goals. To that end, funding is often tied to specific policy aims, such as student achievement or safe schools. The Ministry's preference for stronger accountability around policy-aligned grants is key to achieving important province-wide goals. On the other hand, school boards tend to prefer greater flexibility in the use of funding and less reporting for programs funded through Education Programs – Other (EPO).

This underpins the relationship between accountability and flexibility. Many accountability frameworks now use measures of performance to help resolve this challenge. For example, the level of focus on school boards can be adjusted based on board performance, with increased accountability for weakly performing boards and less onerous reporting for strong performers.

An early application of such an approach might be in student achievement. Boards that are high performers in this area would have reporting requirements reduced. This approach would not, however, relieve boards of requirements to use certain components for specific purposes. For example, each board would still be required to hire a co-ordinator under the Student Success Allocation of the Learning Opportunities Grant (LOG). As modernization efforts develop, decisions about how flexibly a board could use its funding might be linked to looking at a wider range of performance measures.

### Discussion Questions

1. How can EPO program reporting be consolidated to reduce reporting volume without losing reporting effectiveness?
2. How can accountability for targeted GSN funds be improved without increasing the administrative burden on boards?
3. What are ways of linking school boards' results (academic, financial, and/or other) more closely to reporting requirements?
4. How can demographic-based grants be redesigned if recent demographic data shows markedly different trends?

#### Key Facts:

- Almost \$200M in EPO funding (excluding FDK) has been publicly announced to boards in 2013-14 for about 40 programs.
- About \$172,000 is provided to each board for one dedicated position as co-ordinator for Student Success, Grades 7-12.
- Boards may use the LOG's Demographic Allocation (\$346.4M) as they wish.



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## SHARING EFFICIENCY SAVINGS

Over the years, the Province has tried to address operating pressures with increased funding, for example for utilities or transportation. At the same time, it has also pulled back some funding where it appeared that board spending was running well below provincial funding levels.

This is one of the challenges in finding efficiencies in the education sector. Efficiencies are seen as a source of funding flexibility by those delivering programs and services (school boards), but they look like savings opportunities for the funding body (the Province). As a result, school boards may be reluctant to pursue efficiencies as vigorously as they might otherwise, because it is felt that efficiency gains will ultimately result in reduced provincial funding.

The development of a shared savings protocol might be a way of providing boards with an incentive to find additional efficiencies.

Under such a protocol, efficiency savings could be shared between the Province and the school board, with each board's share being redirected into an enveloped fund. The use of this fund could be determined in consultation at the Partnership Table or some other governance mechanism.

### Discussion Questions

1. What are the impediments, if any, to a shared savings protocol incenting boards to find additional efficiencies?
2. What are some approaches by which boards could share savings from school closures, consolidations, or shared facilities?

#### Key Facts:

- In 2009, the Report of the Declining Enrolment Working Group recommended that "a Transition Adjustment Fund be established to make savings from school closures/consolidations available for school facility improvements that would support education programs for the students affected by the consolidation." (Rec.#19)



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## E-BOOKS AND E-LEARNING

Teachers use different types of learning resources (print, electronic, or a combination of the two), to support the learning and teaching of the Ontario curriculum.

The Ministry is talking to stakeholders about the use of such electronic learning resources as e-books, including licensing for board or school-level use, copyright law, international discussion of Open Educational Resources (OER), and the currency, accuracy, and reliability of resources.

Unlike other forms of distance education, such as correspondence or computer-based instruction, e-learning courses offered through the provincial virtual learning environment (vLE) are teacher-taught, with student interaction being much the same as regular face-to-face classroom-based courses.

Funding for a student enrolled in an e-learning credit course is the same as that for a face-to-face course. However, the scheduling flexibility of e-learning allows boards to meet the academic needs and interests of some students in small or remote schools, and achieve class sizes that support a wider range of course offerings.

More robust data on student achievement in e-learning courses need to be collected and analyzed to inform potential expansion in this area.

### Key Facts:

- The GSN allocates over \$560M a year in funding for textbooks and learning materials.
- Licensing considerations for e-books include number of users, period of use, and portion of text.
- All approved learning resources must meet standards of alignment with the Ontario curriculum and Canadian content.
- Roughly 125 secondary English-language and 79 French-language e-learning credit courses are available.
- More than 110,000 English-language and 12,500 French-language students used the vLE in the 2012-13 school year.

### Discussion Questions

1. What would be the implications for students, teachers, schools and boards if all students were required to complete one course, or a specific course, by e-learning to complete their secondary school graduation requirements?
2. How could the increased use of e-learning and e-books support Ministry goals of increased student achievement and closing the gaps?
3. What are the barriers to change?
4. What opportunities are there to improve efficiencies through e-learning?



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## NEW TECHNOLOGIES

School boards are responsible for local decisions about designing and equipping schools to meet the needs of their students and staff. This includes communications technology such as broadband, as well as computers and other hardware.

Some boards are looking at new developments like cloud-based learning environments and bring-your-own-device (BYOD) policies, both to find efficiencies and to help students and teachers adapt to ongoing changes in teaching and learning. This evolution, however, depends on high-speed internet access.

For purchasing and servicing, such entities as the Ontario Educational Collaborative Marketplace and the Ontario Software Acquisition Program Advisory Committee negotiate strategically sourced agreements and value-added services that are available to Ontario's Broader Public Sector, including the education community.

### Key Facts:

- The bulk of GSN funding to school boards for computers/classroom technology is flowed through the Pupil Foundation Grant (PFG), which provides for core classroom needs common to all students.
- In 2012-13, the PFG provided \$150.1M for classroom computer technology –\$34.52 per elementary student and \$45.03 per secondary student.
- In 2012-13, the \$25M reduction in the Classroom Computers component of the PFG was made permanent.

### Discussion Questions

1. How can the use of new technologies make board administration and program delivery more efficient?
2. How can the sector address barriers to wider use of new technologies?
3. What are the financial and other implications of boards adopting BYOD, cloud-based learning environments, and similar policies and practices?
4. How can joint procurement of technology-related goods and services be better leveraged to reduce costs for school boards?



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## GETTING THE BALANCE RIGHT

The main purpose of the consultation process is a long-term rethinking of funding that will better align school board business practices with Ontario's student achievement strategy. Given the current fiscal context, we envision that this will require specific short-term savings goals while we develop a long-term strategy.

An important consideration in both the short and long term is the decision-making balance between local boards and the Ministry of Education. Closely related is the question of how focused the savings strategy should be on specific targets.

Unquestionably, each board in Ontario is unique in both the challenges it faces and the opportunities it sees. Boards are best positioned to find internal savings, especially in the short term. In the longer term, as well, some boards or groups of boards may collaborate strategically to drive specific savings targets for them.

The Ministry's involvement is essential; its perspective ensures provincial alignment of goals for student achievement and well-being. The Ministry is also well positioned to assess what approaches work in specific situations and to share best practices from across the system, supporting a more consistent and strategic approach in the longer term.

No matter the balance ultimately struck between the Ministry and school boards, accountability for results will be crucial, whether a board follows central guidelines and practices, or develops its own savings strategy.

### Discussion Questions:

1. Which are the best areas where boards and the Province can work together to find efficiencies on the ground to achieve modernization?
2. In which areas might school boards be best positioned to find efficiencies in their specific circumstances, given provincial goals?
3. If left up to school boards, what are the best ways of ensuring actions support modernization and align with student achievement goals?



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## MOVING AHEAD TOGETHER

Directing as many resources as possible into student achievement is essential if Ontario is to meet the challenges of the Great to Excellent initiative, which aims to take our school system to even greater heights. To do this, we need to have an open and constructive discussion about how our school system can run its business activities as effectively as possible. The School Board Efficiencies and Modernization Strategy is the primary driver of this transformation.

This booklet outlines some of the approaches the Ministry of Education believes would help move this strategy forward. To realize our goals, we need ideas and help from our partners in the education sector. By bringing together your perspectives, and hearing about both challenges and opportunities, we can find the way forward.

After the consultations are completed, we will release a report summarizing the highlights and outlining the next steps. We will continue working with the dedicated people in the education system to create a new approach to the business activities of schools that is as visionary and forward-looking as our curriculum.



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**West Glanbrook Accommodation Review Committee**

**Working Group Meeting # 4**

**Wednesday, November 27<sup>th</sup>, 2013**

**6:00 p.m. – 9:00 p.m.**

**Bell-Stone Elementary School**

**6025 White Church Road and Nebo Road, Mount Hope, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** – Sue Dunlop

**Voting Members** – Amie Vandevrie, Theresa Weylie, Steve Paul, Janet Lewis, Alyson Brave, Karen Stewart

**Non-Voting Members** – Alex Johnstone, Rob Maudsley

**Regrets**

**Voting Members** – Melanie Holjak, Trisha Woehrle

**Non-Voting Members** - Nil

**Resource Staff**

Ian Hopkins

**Recording Secretary**

Colleen Pyke

**Public** - 0 public attendees present

**1. Call to Order – Chair**

Superintendent Sue Dunlop called the meeting to order and welcomed all Committee members

**2. Agenda**

**2.1 Additions/Deletions**

None

**2.2 Approval of Agenda**

Approved by consensus

**3. Minutes from Public Meeting #2**

**3.1 Clarification**

None

**3.2 Approval of minutes**

Approved by consensus

Next Working Group Meeting – December 11<sup>th</sup>, 2013 at Mount Hope

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*



#### 4. Minutes from Working Group Meeting #3

##### 4.1 Clarification

Facilitator notes from Public Meeting #2 will be presented to the group in a handout

##### 4.2 Approval of minutes

Approved by consensus

#### 5. Tour of Bell-Stone

Principal Rob Maudsley provided a tour of the school

#### 6. Data requested by the committee

##### 6.1 Past Accommodation Reviews

Sue Dunlop explained the handout on past Accommodation Reviews. The handout shows initial staff recommendation, the final staff recommendation, the Accommodation Review Committee's recommendation and the final Trustee decision. Each Accommodation Review in the handout was reviewed.

- The Dalewood ARC recommendation was not accepted by the Trustees
- In the King George Accommodation Review- the staff recommendation, ARC recommendation and final Trustee decision all aligned
- Trustee Johnstone talked to the North Secondary Accommodation Review. She explained that the Trustees landed on the Scott Park/King George site because of its proximity to the largest number of secondary students over the next 20 years. She also explained that part of the Trustees' decision listed on the chart has ultimately changed as issues arose
- Ian Hopkins explained the South Secondary Accommodation Review and the multiple options recommended by the ARC. He also discussed the West Secondary Accommodation Review, explaining that Parkside and Highland will combine into Highland (renamed Dundas Valley Secondary School).

There was a question regarding whether or not there are Ministry guidelines for optimal school size. Ian Hopkins noted that there are not Ministry guidelines; however as per the Long Term Facility Master Plan, HWDSB has outlined optimal size as 1000-1250 for secondary schools and 500-600 for elementary.

In summary, Sue Dunlop explained that there have been ARC recommendations that Trustees did not accept, recommendations that they did and some situations where there were multiple recommendations presented. She noted that the best bet for the ARC is to make a viable recommendation.

##### 6.2 Capital Renovations Information

Ian Hopkins discussed the capital renovations information that was requested by the Committee. He explained that Facilities Management staff did an audit of Mount Hope and this is a breakdown of costs, including what the Committee requested as well as high and urgent needs. He also noted that Mount Hope is scheduled for accessibility upgrades in 2016/17 in the Long Term Accessibility report. This will include ramps, proper hardware for doors, etc. He pointed out that there are a number of immediate specific

Next Working Group Meeting – December 11<sup>th</sup>, 2013 at Mount Hope

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requests/needs that come in from schools and this could slow down the process. Ian explained that each item within the school is entered into a database and each item has a lifecycle; this is how they determine high and urgent needs. One of the major costs in the 5-10 year high/urgent is the roof. He noted that an FDK addition is roughly \$500,000 and a renovation of existing space is around \$250,000. He also explained that at a certain enrolment, the Ministry recommends that the gym be larger; it would cost about \$300,000 for that. The remaining money would be bringing the spaces up to the Ministry benchmark. He explained that although this is all listed, does not necessarily mean it will all occur. There was a recommendation that the Accommodation Review Committee rank their requests in their recommendation. Rob Maudsley pointed out that he toured the school with the Facilities Management staff and noted that some of the 1-5 year high and urgent needs are doors and windows, washrooms, lighting, exterior paint, and interior paint. It was also noted that high and urgent means timing and not necessarily critical. Trustee Johnstone explained that Trustees rank the priorities every year; critical needs are at the top, then they look at things like technology (ex. adding electrical outlets and upgrading to wireless). Items change from year to year as things arise at schools. There was a question from the Committee regarding whether or not there is a specific dollar amount the Trustees have in mind for this review, once a decision has been finalized. Trustee Johnstone explained that there isn't a specific dollar amount "assigned" to each school at this point. For example, Ancaster High needs 14 million dollars for capital renovations, but the Board needs to apply to the Ministry for funding. The reality is there are a lot of things that need to be done across the system, but the funds are limited. Ian Hopkins explained that there is no guarantee that all these things will get down right away. If the ARC decides to recommend holding off the closure of Bell-Stone for a year, that doesn't necessarily mean that all the renovations are going to be complete by then either.

There was a question from the Committee regarding what happens to the contents of the school that closes. Sue Dunlop explained that the furniture belongs to the Board and will likely be redistributed where necessary. The items that the Parent Council purchased would be their decision. Until they make a decision as to what they want to do with the building, there would likely be no decision made. That will be part of the transition plan. Once the Trustees decision is made, there will be a Transition Committee formed. However, typically the "equipment" follows the students.

The Committee wondered whether or not the name of the school would change once combined. Sue Dunlop explained that the Board has a naming/re-naming policy that will commence soon after the Trustees make their decision. There is public consultation as well as a survey sent out.

## **7. Accommodation Recommendation**

### **7.1 Development and Discussion**

The Committee reviewed the facilitator notes from Public Meeting #2. There was discussion regarding the public's concern that timelines are too quick. However, the Committee felt that there are ways to make the transition smooth for everyone. The notes showed there is also a lot of concern that the boundaries should be reviewed, including Bellmoore. Ian Hopkins explained that there are only 130 spaces available at Bell-Stone and long term that would not be enough accommodate the large number of students projected in Binbrook. Also, there are associated schools with associated high schools and therefore we would be

affecting the secondary boundary as well. A Committee member pointed out that when the new Bellmoore was being built, the overflow of students attended Mount Albion as a holding school as opposed to Bell-Stone mainly because they are in the same associated secondary cluster. Ian noted that the need in Binbrook is likely going to be a 500 pupil place school, not 150. It is similar to what has happened in Ancaster and the Board has applied for funding for a new school there. . Sue Dunlop explained that the Accommodation Review Committee needs to make a strong business case. It needs to be made with the students' and community's best interests at heart, but also needs to take dollars and cents into account. She noted that the recommendation should keep in mind the reference criteria. The reality is there are still excess pupil places no matter how you shuffle the students between the 2 schools.

The Committee broke into 2 groups to discuss possible recommendations.

### **Option 1**

Close Bell-Stone in June 2015; consolidate into Mount Hope September 2015

**Reasons:** Giving more time for construction/renovations, more transition time for the students and staff; perhaps creating social gatherings and planned events over the course of the year to get the two schools familiar with one another.

#### ***Capital requests:***

- 1) Addition of full day kindergarten room
- 2) Washrooms (completed before September 2015)
- 3) Parking lot updated to accommodate additional parents, students and buses
- 4) Playground- could resurface, perhaps as a temporary fix (fill cracks and seal it)

### **Option 2**

Close Bell-Stone in June 2014; consolidate into Mount Hope September 2014

**Reasons:** Some students will leave anyway (already out-of-catchment) so pushing it off will just make September 2014 enrolment even lower at Bell-Stone. Creates a beneficial learning environment; 2 classes of each grade, more programs available, team teaching, professional development, more extracurricular activities available.

#### ***Capital requests:***

- 1) Washrooms
- 2) Expand gym
- 3) Addition of full day kindergarten room, rather than renovation of existing spaces

Would like to include a suggestion to review the high school boundaries for the new South Secondary and Ancaster high.

Rob Maudsley pointed out that the need for parking has changed a bit in the last few years, with the addition of FDK teachers/ECEs, half time students, etc. Also, there is a very tight lane way to come in and out.

Ian Hopkins suggested the Committee present both of their options and receive input from the public on both. From the feedback, the Committee can come to a decision and write the report from there.

**DECISION: The Committee agreed by consensus that both options would be presented to the public on December 04, 2013 at Public Meeting #3.**

**8. Public Meeting #3 Discussion – December 4<sup>th</sup>**

**8.1 Format of Meetings**

Ian Hopkins explained that the committee can take full ownership of the presentation for the upcoming Public Meeting. He will create the PowerPoint and send to committee by Friday for review. Please have any questions, changes, additions, etc. returned to him by Tuesday. The Committee will need to assign someone to presenting the introduction, process, etc. The Committee agreed that Alyson and Melanie will do this portion. There was a suggestion from the Committee that the pros and cons to both options are presented. Alyson will present Option 1 and Theresa will present Option 2.

**Option 2:**

Pros	Cons
<ul style="list-style-type: none"> <li>• Meets all reference criteria</li> <li>• Students benefit from larger staff/community, more programming</li> <li>• More extracurricular activities</li> <li>• Relieves anxiety in students by not waiting an extra year to close Bell-Stone</li> <li>• Transition Committee could be struck as soon as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Transition too quick- short timeline</li> <li>• Construction/renovations wouldn't be complete</li> </ul>

**Option 1:**

Pros	Cons
<ul style="list-style-type: none"> <li>• Meets all reference criteria</li> <li>• Capital renovations can be completed before students move to Mount Hope</li> <li>• Allows for transition time to be longer for students/community</li> </ul>	<ul style="list-style-type: none"> <li>• Prolonged closing time could reduce Bell-Stone enrolment even further</li> <li>• Concerns about community morale at Bell-Stone</li> <li>• Concerns about program and extracurricular activities at Bell-Stone</li> <li>• Prolonged closing could create more anxiety in students</li> <li>• Difficulty staffing at Bell-Stone with impending closure</li> </ul>

The Committee members will not participate in facilitated discussions at this meeting, they will observe and be available for questions if needed. The Committee created two questions to ask the public in the facilitated discussions;

- 1) Additional pros and cons to these options?
- 2) A Transition Committee will be struck: what do you think would make the transition easier?

Next Working Group Meeting – December 11<sup>th</sup>, 2013 at Mount Hope

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*

## 9. Correspondence

Letter from Tim Simmons, Chair of the Board to all Accommodation Review Committee members

## 10. Next Steps

- Next Public meeting #3- December 04, 2013 at Mount Hope
- Next Working Group Meeting #5 – December 11, 2013 at Mount Hope

## 11. Adjournment

The meeting adjourned at 9:04 p.m.

### Agenda Package and Handouts

- Agenda
- Draft Minutes – Working Group #3 – October 30, 2013
- Draft Minutes – Public Meeting #2 – November 06, 2013
- Past Accommodation Reviews Summary
- Projected costs for capital renovations at Mount Hope
- Facilitator Notes from Public Meeting #2
- Correspondence- Letter from Tim Simmons, Chair of the Board to all ARC members



# Elementary ACCOMMODATION Review Committee

# ARC

## Accommodation Review Committee- West Glanbrook Bell-Stone Elementary School Working Group Meeting #4 - November 27, 2013 Sign-in Sheet

Position	Name	Signature
Accommodation Review Committee Chair	Sue Dunlop	
<b>Voting Members</b>		
Amie Vandevrie		
Theresa Weylie		
Steve Paul		
Janet Lewis		
Alyson Brave		
Melanie Holjak		N/A
Trisha Woehrle		N/A
Karen Stewart		

Non- Voting Representatives		Signature
Area Trustee	Alex Johnstone	
Bell-Stone Principal	Rob Maudsley	
Mount Hope Principal		
Planning and Accommodation Resource Staff	Ian Hopkins	
Administrative Support Staff	Colleen Pyke	





*Elementary*

# ACCOMMODATION Review Committee



## West Glanbrook Accommodation Review Committee

Working Group Meeting # 5

Wednesday, December 11<sup>th</sup>, 2013

6:00 p.m. – 9:00 p.m.

Mount Hope Elementary School  
9149 Airport Road, Mount Hope, ON

### Agenda

1. Call to Order – Chair
2. Agenda
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
3. Minutes from Working Group Meeting #4
  - 3.1 Clarification
  - 3.2 Approval of minutes
4. Minutes from Public Meeting #3
  - 4.1 Clarification
  - 4.2 Approval of minutes
5. Public Meeting #3 – December 4<sup>th</sup> 2013
  - 5.1 Community Feedback Discussion
6. Accommodation Recommendation
  - 6.1 Development and Discussion
7. Accommodation Review Committee Report
  - 7.1 Structure
  - 7.2 Schedule
8. Adjournment

Next Working Group Meeting – January 15<sup>th</sup>, 2014 at Bell-Stone

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*





**Question 1: Are there any additional pros and cons to both options?**

**Option 1: Closing Bell-Stone June 2015**

<b><u>Pros</u></b>	<b><u>Cons</u></b>
Like the idea of one extra year to give more transition time for young primary students to work in smaller class sizes	Do not want triple splits at Bell-Stone next year
Not having to attend Mount Hope during renovations	Lose lots of students to Mount Hope next year and without transportation
Keep out of catchment students	Washrooms?
	Delays in construction
	Concern about over capacity
	Do we want our kids so close to airport noise pollution as they are expanding?

## Option 2: Closing Bell-Stone June 2014

<u>Pros</u>	<u>Cons</u>
Before and after school program JK-Grade 5	Too fast for kids, not enough time to prep kids for transition
	Not enough transition times for students
	Drastic change for kids in terms of class size coming from Bell-Stone (small) to Mount Hope (larger)
	Leaving a very family oriented school community. Very personal staff/student/parent culture
	Renovations would not be ready
Save in tax dollars	Too much confusion doing construction with extra bodies
	Concern about over capacity
	Do we want kids so close to airport noise pollution as they are expanding?

**Question 2: A transition committee will be struck: What do you think would make the transition easier?**

- Having staff at Mount Hope that will continue to provide resources and support such as LLI and other special education support to students
  - Having multiple opportunities for students to visit Mount Hope, not only to see building but also to start building community (i.e play day/fair incorporating both schools)
  - Provide opportunities for kids to meet teachers and students at Mount Hope. Have existing teachers from Bell-Stone make transition with students to Bell-Stone. Seeing a familiar face will be comforting for Bell-Stone students.
  - Provide opportunities for parents of both school communities to meet and discuss their experiences with Mount Hope school. This may alleviate some of the fears and anxiety.
- 
- Let students have several days of transition to Mount Hope- play days, team building, and collaboration activities
  - Planned events at Mount Hope to build cohesive school culture
  - Orientation of building
  - Parent open house/Welcome Day
  - Family open house

**Questions from the public:**

- 1) What is the reality of Bell-Stone teachers coming over to Mount Hope?
- 2) Does the public have any input on teaching staff coming over?
- 3) Why can't Bell-Stone be a holding school for a new Binbrook school? Bellmoore has portables
- 4) What will happen to Bell-Stone's property?



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### West Glanbrook Accommodation Review Calendar

Month	Week 1							Week 2							Week 3							Week 4							Week 5								
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M							
September	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
October			1	2 WG	3	4	5	6	7	8	9 PM	10	11	12	13	14	15	16 WG	17	18	19	20	21	22	23	24	25	26	27	28	29	30 WG	31				
November						1	2	3	4	5	6 PM	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27 WG	28	29	30		
December	1	2	3	4 PM	5	6	7	8	9	10	11 WG	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
January				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15 WG	16	17	18	19	20	21	22 PM	23	24	25	26	27	28	29 WG	30	31			
February							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			
March							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
April			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
May					1	2 60	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
June	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							

[Orange Box]	Statutory Holiday
[Purple Box]	Board Holiday
[Light Purple Box]	Adjacent Weekends to Board Holidays
[Blue Box]	Public Meeting
[Orange Box]	Working Group Meeting
[Red Box]	Delivery of Final ARC Report
[Light Red Box]	Presentation of Director's Report
[Yellow Box]	60 Day Period for Standing Committee Meeting for Public Input
[Light Green Box]	Standing Committee Meeting for Decision





**West Glanbrook Accommodation Review Committee**

**Working Group Meeting # 5**

**Wednesday, December 11<sup>th</sup>, 2013**

**6:00 p.m. – 9:00 p.m.**

**Mount Hope Elementary School  
9149 Airport Road, Mount Hope, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** – Sue Dunlop

**Voting Members** – Amie Vandevrie, Theresa Weylie, Steve Paul, Janet Lewis, Alyson Brave, Melanie Holjak

**Non-Voting Members** – Rob Maudsley

**Regrets**

**Voting Members** – Karen Stewart, Trisha Woehrle

**Non-Voting Members** - Alex Johnstone

**Resource Staff**

Ian Hopkins

**Recording Secretary**

Colleen Pyke

**Public** - 0 public attendees present

**1. Call to Order – Chair**

**2. Agenda**

**2.1 Additions/Deletions**

None

**2.2 Approval of Agenda**

Approved by consensus

**3. Minutes from Working Group Meeting #4**

**3.1 Clarification**

There was a question from the Committee regarding the timing of the naming/renaming process. Sue Dunlop noted that a representative from Corporate Communications reviewed the timing for renaming in regards to a

Next Working Group Meeting – January 15<sup>th</sup>, 2014 at Bell-Stone

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*

potential June 2014 closure. Since there wouldn't be the appropriate amount of time for the process to be completed, it would likely begin in September.

A Committee member inquired whether or not there are grants for schools becoming energy efficient, similar to the ones for homes. Rob Maudsley noted that certain things have already been done at Mount Hope such as replacing the light bulbs and toilet flushers. Ian Hopkins explained that there was an Energy Efficient Schools grant recently and many of our schools including Mount Hope received a boiler upgrade. This money has since run out. He will look into further possibilities for energy efficient grants.

### **3.2 Approval of minutes**

Approved by consensus

## **4. Minutes from Public Meeting #3**

### **4.1 Clarification**

None

### **4.2 Approval of minutes**

Approved by consensus

## **5. Public Meeting #3 – December 4<sup>th</sup> 2013**

### **5.1 Community Feedback Discussion**

The Committee reviewed the notes from Public Meeting #3. It was pointed out that some of the cons listed such as the concerns about over capacity and the airport noise pollution are general concerns about Bell-Stone students moving to Mount Hope, not specifically the options presented. Sue Dunlop pointed out that right now these are the 2 options we have; the only major differences are the timing and the secondary boundary review. She explained that the Committee is able to create a totally new option if they wish, or could look at the feedback from the public meeting and decide on one of the options presented. She noted that there are no guarantees that renovations would be done for 2015 either, if that is the option the Committee chooses. However, Ian Hopkins explained that from a Facilities Management standpoint, since this is the first round of many Accommodation Reviews to come for HWDSB, the public needs to see results. The community could be making a very difficult decision to close a school, they need to see results. A Committee member questioned whether or not there is any possibility of the washrooms being completed over this summer, if they recommend a 2014 closure. Sue Dunlop noted that there is definitely a possibility.

There was a suggestion that if the Committee proceeds with the closure recommendation, that the schools begin to have movie nights and other social events despite no formal decision by Trustees. The thought is that this would provide the opportunity for the parents to get together as well. Sue Dunlop noted that there are many transition activities and also transition funds the school could apply for.

A Committee member noted that there is a high likelihood that some students from Bell-Stone may choose to enroll at Mount Hope in September 2014 since the closure would be inevitable, should the board choose the 2015 closure option. Sue Dunlop noted that Bell-Stone is already staffed over what is necessary and if enrolment drops further there could be a possibility of 3 grade split classes. Ian Hopkins explained that there have been on average only 5 or 6 JK students annually over the last 3 years in the Bell-Stone catchment.

A Committee member brought up concerns of adding approximately 50 students to Mount Hope whilst undergoing renovations that could interrupt class time. Sue Dunlop explained that there are many ways to have renovations completed with little or no disruption; such as temporarily shuffling older kids into portables and the younger grades into the older students' classrooms and the construction crew would put up fences around any construction areas outside, among other things. In her personal experience it has not been very noisy or messy. The construction teams do their absolute best to keep the students safe, because that is our number one priority. She also noted that adding spaces to the parking lot and updating the playground would not be considered as urgent as the washrooms and FDK addition. Also, increasing the size of the gym would not likely be able to be completed over the summer. There are also no guarantees that they would be done by September 2015. A member of the Committee wondered whether a list would be provided to the ARC as to which renovations had been approved by Trustees. Ian Hopkins noted that they would give a condensed list. The approved renovations would go on the capital list. Sue Dunlop reminded the Committee that there is an opportunity for public delegations, and she recommended the community come and make it known that these items are what they feel are very important. She believes it is important to give a face to the report. The Board recognizes that it is going to be difficult for people that Bell-Stone could be closing. There will be a Transition Committee in place. Staff also recognizes that there are concerns around timeline for renovations. An FDK addition doesn't necessarily mean that the addition will be the kindergarten room, classrooms by the current kindergarten rooms could be renovated and additional classrooms could be built on the back of the school.

The Committee discussed the feedback regarding transition from the public. Sue Dunlop explained that LLI is in every school in the district, as is special education support.

The following are questions that were provided by the public. Support staff reviewed the answers with the Committee.

**Q1. What is the reality of Bell-Stone teachers coming over to Mount Hope?**

A1. We don't know the reality of teachers from Bell-Stone coming to Mount Hope. In April, the Board gets projections for how many students are going to be at the schools. From there, the Board has to figure out how many staff will be needed. If there are vacancies at Mount Hope, Bell-Stone teachers would be considered first in the process. Seniority does play a part, but only applies from the Bell-Stone teachers. A Committee member inquired as to whether or not Mount Hope would get tentative projections assuming Bell-Stone closes? Sue Dunlop explained that that is something that Planning and Accommodation would have to figure that out. Staffing is not done until June.

**Q2. Does the public have any input on teaching staff coming over?**

A2. No, the public does not have input on staff coming over due to their collective agreement

**Q3. Why can't Bell-Stone be a holding school for a new Binbrook school? Bellmoore has portables.**

A3. Bell-stone cannot be a holding school for Binbrook for a number of reasons, discussed in past meetings.

**Q4. What will happen to Bell-Stone's property?**

A4. We don't know what will happen to Bell-Stone's property at this point. The Board will have to declare it surplus first. It will then go out to preferred agents and if they all pass on it, it will then go out to the open market and will be sold for fair market value. This entire process takes about a year to a year and half. The Committee asked if the sale money goes to capital projects. Ian Hopkins explained that it could. It is something the Committee could work into a business plan for this Accommodation Review. The Board is currently having real estate appraisals done on all our properties.

## **6. Accommodation Recommendation**

### **6.1 Development and Discussion**

The Committee discussed the possibility of creating a new option, which would combine the 2 options presented at the Public Meeting. It would be as follows: Close Bell-Stone in June 2014, amalgamate into Mount Hope September 2014. Washroom renovation to be completed by September 2014. FDK addition aiming for September 2015, and urgent needs include black top resurfacing, parking lot and gym addition. Included would be a recommendation to review secondary school boundaries. It was noted that retrofitting old schools with air conditioning is not really something that is typically done, likely due to cost.

The Committee discussed another potential option; recommendation to start the process over again and include Bellmoore in the Accommodation Review. Sue Dunlop pointed out that Trustees voted to postpone future Accommodation Reviews for next year, due to upcoming elections. She also noted that the closest comparable Accommodation Review to this recommendation was Prince Philip, recommending the schools be left as status quo. The Trustees did not vote in favour of that option.

There was some discussion around the possibility of submitting more than 1 option to the Trustees. A Committee member wondered whether this would diminish the strength of one or the other option. Sue Dunlop explained that it would not, because they are two totally different options. Ian pointed out that we need to keep in mind that including Bellmoore students into our analysis is violating our terms of reference. If the Committee chooses to make the recommendation to begin the process over with Bellmoore included, simply making the statement and having an explanation is their best bet.

The Committee agreed by consensus that 2 recommendations will be presented to the Trustees:

- 1) Bell-Stone to close in June 2014 with renovations to Mount Hope. Students amalgamate into Mount Hope in September 2014, including a recommendation to review secondary boundaries.
- 2) Restart the West Glanbrook Accommodation Review with Bellmoore included in the process.

Rob Maudsley pointed out that the communities involved have to be able to accept all the scenarios the Committee presents in their report.

## **7. Accommodation Review Committee Report**

### **7.1 Structure**

Ian Hopkins reviewed a draft table of contents for the final report. He explained that at the next Working Group Meeting he will have a draft report written up for the group to review. He noted that he will send out a

copy to the group either the Thursday or the Friday before the meeting. The group will edit the draft report together in preparation for the final Public Meeting on January 22<sup>nd</sup>.

### **7.2 Schedule**

Ian handed out a revised calendar that shows the earliest possible date for Trustee decision. He explained that the report cannot be handed in prior to 90 days after first public meeting. To ensure the most amount of time between decision and potential closure the Committee would have to conduct a dual Public/Working Group meeting on January 22<sup>nd</sup> to finalize the report. Following that, there are 30 days for Board staff to write their report and then a 60 day period for public delegations. The 60 day period would end May 2<sup>nd</sup> making Monday May 5<sup>th</sup> the first possible day the Trustees could make their decision. If the Committee decides to hold the final Working Group meeting on January 29<sup>th</sup> (as scheduled), the first possible date for decision would be pushed back to May 12<sup>th</sup>.

Sue Dunlop mentioned that she will find out about more regarding transition activities.

### **8. Adjournment**

The meeting was adjourned at 7:45 p.m.





# Elementary ACCOMMODATION Review Committee

# ARC

## Accommodation Review Committee- West Glanbrook Mount Hope Elementary School Working Group #5 - December 11, 2013 Sign-in Sheet

Position	Name	Signature
Accommodation Review Committee Chair	Sue Dunlop	
<b>Voting Members</b>		
Amie Vandevrie		
Theresa Weylie		
Steve Paul		
Janet Lewis		
Alyson Brave		
Melanie Holjak		
Trisha Woehrle		N/A
Karen Stewart		N/A

Non- Voting Representatives		Signature
Area Trustee	Alex Johnstone	N/A
Bell-Stone Principal	Rob Maudsley	
Mount Hope Principal		
Planning and Accommodation Resource Staff	Ian Hopkins	
Administrative Support Staff	Colleen Pyke	







# *Elementary* ACCOMMODATION Review Committee



**West Glanbrook Accommodation Review Committee  
Working Group Meeting # 6  
Wednesday, January 15<sup>th</sup>, 2014  
6:00 p.m. – 9:00 p.m.**

**Bell-Stone Elementary School  
6025 White Church Road and Nebo Road, Mount Hope, ON**

## Agenda

1. Call to Order – Chair
2. Agenda
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
3. Minutes from Working Group Meeting #5
  - 3.1 Clarification
  - 3.2 Approval of minutes
4. Accommodation Report
  - 4.1 Discussion and Editing
5. Public Meeting #4 – January 22<sup>nd</sup>, 2014
  - 5.1 Format
  - 5.2 Presentation
6. Adjournment



Hamilton Wentworth District School Board - Facilities Management      Financial Summary  
 Elementary Accommodation Review Committee -West Glanbrook      January 2014

<b>A</b>	<b>New School Construction/Additions/FDK</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
	New School Construction	\$0	\$0
	Full Day Kindergarten	\$0	\$475,000
	Additions	\$0	\$0
	<b>Projected Total for Construction</b>	<b>\$0</b>	<b>\$475,000</b>
	<b>Ministry Funding (1)</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
	Potential Capital Funding - Pending Ministry Approval	\$0	\$0
	Approved Full Day Kindergarten	\$0	\$475,000
	<b>Projected Total for Funding</b>	<b>\$0</b>	<b>\$475,000</b>

<b>B</b>	<b>Allowance to Meet Ministry Benchmark (2)</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
	Projected Total	\$900,000	\$300,000
	<b>ARC Requested Capital Projects (3)</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
	Projected Total	\$0	\$1,425,000
	<b>Renewal Costs-High and Urgent 1-5 years (4)</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
	Projected Total	\$1,332,333	\$850,000
	<b>Remaining Renewal Costs-Not High and Urgent 6+ years (5)</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
	Projected Total	\$2,968,644	\$1,140,000
	<b>Total Estimated Renewal Costs</b>	<b>\$5,200,977</b>	<b>\$3,715,000</b>
	<b>Less the Proceeds of Disposition (6)</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
	Projected Total	\$0	\$400,000
	<b>Balance to Fund</b>	<b>\$5,200,977</b>	<b>\$3,315,000</b>

<b>C</b>	<b>Administration Savings (7)</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
	Projected Yearly Administration Savings	\$0	\$179,769
	<b>Operational Savings (8)</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
	Projected Yearly Operational Savings	\$0	\$160,292

**NOTES:**

**A - Capital Funding** would be requested as part of the Capital Priorities Submissions to the Ministry of Education. Ministry approval is required to receive funding. FDK Funding has been previously approved.

**B - Board Funding** dollars would be used to fund section B over the next 10 years. High and urgent needs will be prioritized and addressed on a yearly basis as part of the annual capital renewal plan.

**C - Indicates** the estimated yearly administrative and operational savings for each option. Once the final decision is made and implemented actual savings can be determined and may be available.

(1) Funding - Includes approved FDK funding and capital priorities submissions which requires Ministry approval

(2) Estimated cost to construct or renovate existing schools to better align with suggested Ministry benchmarks for gym size, administrative space, staff space and library.

(3) ARC requested capital projects include: upgraded students washrooms, reconfigured parking lot, resurfacing of playground and gym expansion.

(4) Current renewal backlog to complete high and urgent items

(5) Remaining Renewal backlog not identified as high and urgent

(6) Proceeds of disposition are based on estimated average market value prices for school board owned land +/- 20%

(7) Administrative Savings- These include all of the expenditures associated with a school's administrative staff including the salaries of the principle, vice- principle(s), secretaries, etc.

(8) Operational Costs-These encompass all of the expenditures required to operate and maintain the school including heating, lighting, cleaning and routine maintenance.

**ARC Recommendation: Close Bell-Stone in June of 2014. Bell-Stone amalgamates with Mount Hope in September 2014.**



# West Glanbrook Elementary Accommodation Review

Bell-Stone – Mount Hope

Report To: Director of Education  
Hamilton-Wentworth District School Board

Report From: West Glanbrook Accommodation Review Committee

Submitted: January XX, 2014

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## 1. Executive Summary

At the June 17th, 2013 Board meeting, Trustees approved a recommendation to initiate the West Glanbrook Accommodation Review which included Bell-Stone and Mount Hope. The mandate of the ARC was to act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision. The West Glanbrook Accommodation Review Committee (ARC) comprised of parents, teachers, the principal and area trustee began its work on October 2<sup>nd</sup>, 2013.

This report outlines the recommendation of the West Glanbrook Review Committee and details the work completed by the ARC throughout the entire process.



## 2. Accommodation Review Process

In June 2009, the Ministry of Education revised their “Pupil Accommodation Review Guidelines” which outline the necessary steps to follow when school closures are being considered. In accordance with the guidelines, the Hamilton-Wentworth District School Board revised its Pupil Accommodation Review Policy (No. 3.8, Appendix XX), in May 2013.

The intended outcome of this policy is to ensure that where the Board of Trustees make a decision regarding the future of a school, that decision is made with involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students. The following criteria will be used to assess the schools.

- The impact of the current and projected enrolment on the operation of the school(s) and on program delivery.
- The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery.
- The impact on the student, Hamilton-Wentworth District School Board, the community and the local economy (in order of importance).

### 2.1 Purpose of the Accommodation Review Committee

School Boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement. The purpose of the Pupil Accommodation Review Policy is to provide direction regarding pupil accommodation reviews undertaken to determine the future of a school or group of schools. The Accommodation Review Committee (ARC) serves as an advisory body to the Board of Trustees of the Hamilton-Wentworth District School Board. The mandate of the West Glanbrook ARC, as outlined in the Terms of Reference section (Appendix XX), is to produce a report to the Board that encompasses the following:

- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
- The effects of consolidation, closure or program relocation on the following:
  - The attendance area defined for the school(s)
  - The need and extent of transportation
- The financial effects of consolidating or not consolidating the school, including any capital implications.
- Savings expected to be achieved as a result of the consolidation, closure or program relocation:
  - School operations (heating, lighting, cleaning, routine maintenance)
  - Expenditures to address school renewal issues which will no longer be required
- Revenue implications as a result of the consolidation, closure or program relocation.

- Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
  - School operations (heating, lighting, cleaning, routine maintenance)
  - School administration
  - School renewal
  - Transportation

To fulfill this mandate a number of key criteria should be considered by the ARC. These *Reference Criteria* include the following:

**(a) Facility Utilization:** Facility Utilization is defined as enrolment as a percentage of “on-the-ground” capacity. The goal is to maximize the use of Board-owned facilities over the long term.

**(b) Permanent and Non-permanent Accommodation:** Permanent accommodation refers to “bricks and mortar” while non-permanent construction includes structures such as portables and portapaks. The goal is to minimize the use of non-permanent accommodation as a long-term strategy while recognizing that it may be a good short-term solution.

**(c) Program Offerings:** The ARC must consider program offerings, each with their own specific requirements, at each location. Program offerings include, but are not limited to: Regular, Programs of Choice, French Immersion, Special Education, Care Treatment and Correctional Programs and Alternative Education, etc.

**(d) Quality Teaching and Learning Environments:** The ARC should consider the program environments and how they are conducive to learning. This includes spaces such as Science Labs, gymnasiums, other specialty rooms, etc.

**(e) Transportation:** The ARC should consider the Board’s existing Transportation Policy and how it may be impacted by or limit proposed Accommodation Scenarios.

**(f) Partnerships:** As a requirement of the Policy and Ministry guidelines, the ARC should also consider opportunities for partnerships.

**(g) Equity:** The ARC should consider the Board’s Equity Policy, specifically as it relates to accessibility, both in terms of the physical school access as well as transportation and program environments.

## 2.2 Composition of the Accommodation Review Committee

The Board’s policy stipulates that voting ARC membership will consist of the following persons:

- The Accommodation Review Committee Chair as appointed by Executive Council;
- Two (2) parent representatives who are members of School Council and/or Home and School Association from each school under review;
- One (1) parent representative who is not a member of School Council or Home and School Association from each school under review;
  - If only one school is being reviewed then the representatives may be increased to two (2);
- One (1) teaching representative from each school under review;
- One (1) non-teaching staff from each school under review;

In accordance with the above composition guidelines the table below represents the West Glanbrook Accommodation Review Committee membership list:

Position	Name
Accommodation Review Committee Chair (Acting)	Sue Dunlop
Accommodation Review Committee Chair	Krys Croxall
Voting Members	
Bell-Stone parent representative from School Council/Home and School	Amie Vandevrie
Bell-Stone parent representative from School Council/Home and School	Theresa Weylie
Bell-Stone parent representative <u>not</u> from School Council/Home and School	Steve Paul
Bell-Stone teaching staff	Janet Lewis
Bell-Stone non-teaching staff	Position not filled
Mount Hope parent representative from School Council/Home and School	Alyson Brave
Mount Hope parent representative from School Council/Home and School	Melanie Holjak
Mount Hope parent representative <u>not</u> from School Council/Home and School	Trisha Woehrle
Mount Hope teaching staff	Karen Stewart
Mount Hope non-teaching staff	Position not filled

Table 1: West Glanbrook Membership List

The Accommodation Review Committee had resource support available to provide information when requested or to provide expertise not already within the Accommodation Review Committee. The following people are available resources:

- The Trustee(s) of each school(s) under review;
- The Trustee(s) of associated schools;
- The Superintendent(s) of Student Achievement for each school(s) under review;
- The Principal from each school under review
- Administrative support for minute taking;
- Dedicated resources to enable the Accommodation Review Committee to understand the issues that exist and to provide:
  - support to ensure compliance with the Board's policy and procedure;
  - information relevant to the mandate of the Accommodation Review Committee as requested by the Accommodation Review Committee;
  - information relevant to the mandate of the Accommodation Review Committee to support

community questions or requests

Non- Voting Representatives	
Area Trustee	Alex Johnstone
Bell-Stone Principal	Rob Maudsley
Mount Hope Principal	Rob Maudsley
Planning and Accommodation Resource Staff	Ian Hopkins
Facilities Management Resource Staff	Daniel Del Bianco
Administrative Support Staff	Colleen Pyke

Table 2: Non-Voting Representative and Resource Staff List

## 2.3 Meetings of the Accommodation Review Committee

In preparation for the four public meetings, the ARC was also involved in seven (7) working group meetings. These working group meetings were designed to facilitate the exchange of ideas, comments and/or concerns between ARC members on the topics which were to be presented at the public meetings. Although working group meetings were centred on ARC members' discussion, the public was invited to attend as observers. As outlined in the Terms of Reference, the ARC held four public meetings in order to receive input from the community as follows:

### a) Public Meeting #1 (October 9<sup>th</sup>, 2013, Mount Hope)

#### Members of the Public in Attendance: 9

At the first public meeting, the ARC described its mandate, provided an overview of the accommodation review process and described why the accommodation review was occurring. Staff then presented current enrolment/projections, facility information and the Staff Accommodation Option to the public. After the presentations, the public engaged in facilitated group discussion. In preparation for Public Meeting #1, the ARC held the following working group meetings:

- Working Group Meeting #1 (October 2<sup>nd</sup>, 2013)

### b) Public Meeting #2 (November 6<sup>th</sup>, 2013, Bell-Stone)

#### Members of the Public in Attendance: 4

At the second public meeting, resource staff and committee members provided an overview of the accommodation review process, work completed by the ARC and School Information Profiles (SIP). After the presentations, the public engaged in facilitated group discussion. In preparation for Public Meeting #2, the ARC held the following working group meetings:

- Working Group Meeting #2 (October 16<sup>th</sup>, 2013)
- Working Group Meeting #3 (October 30<sup>th</sup>, 2013)

### c) Public Meeting #3 (December 4<sup>th</sup>, 2013, Mount Hope)

#### Members of the Public in Attendance: 8

At the third public meeting, ARC members provided an overview of the accommodation review process and reviewed the work that they had completed to date, presented the two proposed accommodation options and discussed the next steps of the committee. After the presentations, the public engaged in facilitated group discussion. In preparation for Public Meeting #3, the ARC held the following working group meetings:

- Working Group Meeting #4 (November 27<sup>th</sup>, 2013)

d) **Public Meeting #4 (January 22<sup>nd</sup>, 2014, Bell-Stone)**

**Members of the Public in Attendance:**

At the fourth public meeting, ARC members provided an overview of the accommodation review process and their final recommendations. The presentation provided an outline of the ARC report that will be presented to the Director of Education. After the presentations, the public engaged in facilitated group discussion. In preparation for Public Meeting #4, the ARC held the following working group meetings:

- Working Group Meeting #5 (December 11<sup>th</sup>, 2013)
- Working Group Meeting #6 (January 14<sup>th</sup>, 2014)

The final Working Group Meeting (#7) on January 22<sup>nd</sup>, 2014 was held after the public meeting to review community input from Public Meeting #4 to finalize the ARC option and report. Minutes of all of the public meetings and working group meetings were recorded, made available to the public via the Board's website and are attached as appendices to this report.

## **2.4 Resources Available to the Accommodation Review Committee**

Throughout the entire process ARC members relied on a number of resources and data to assist them in developing and assessing potential accommodation options. These resources include the School Information Profiles (**Appendix XX**), the ARC resource binder and the knowledge of resource staff. All of the information contained within the resource binder (including the School Information Profiles) was made available to the public via the ARC website and has been included in the appendices of this report.

### **2.4.1 School Information Profiles**

Prior to the commencement of the ARC, the Board in accordance with the Ministry of Education Guidelines developed and approved a School Information Profile. The SIP is a "tool" available to the ARC designed to provide an overview of each of the schools based on the following considerations:

- *Value to the student*
- *Value to the community*
- *Value to the school board*
- *Value to the local economy*

The SIP document provided a starting point and the ARC then customized each school profile to address unique local factors which should be considered during the ARC process. Review of the SIP allowed the ARC members to gain a better understanding of all the schools involved in the process.

### **2.4.2 Staff Recommendation**

As outlined in the Ministry of Education Pupil Accommodation Review Guidelines (**Appendix XX**), the Hamilton-Wentworth District School Board presented an alternative accommodation option which addressed the objectives and Reference Criteria as outlined in the Terms of Reference. The option created by Board staff proposed the closure of Bell-Stone elementary school in June 2014 and the relocation of those students to Mount Hope Elementary School beginning in September 2014 (**Appendix**

XX).

### **2.4.3 School Tours**

Tours of the facilities involved in the ARC process were conducted during two working group meetings (Working Group Meetings #3 and #4). During that time, ARC members were provided with the opportunity to participate in a guided tour of schools. The 20 minute tours included a tour of the interior (i.e., gymnasium, classrooms, library, washrooms, etc.).

### **2.4.4 Resource Staff**

Resource staff were made available at all public and working group meetings to assist the ARC members in deciphering any information in the resource binder and to address any questions regarding Board/ Ministry of Education policies and guidelines. Resource staff members were also available to respond to requests for additional information from the ARC, as directed by the Chair.

## **2.5 Communication Strategy**

Very early on in the process the Board realized the importance of developing an effective communication strategy to ensure that the community was continuously informed throughout the process. Notice of the public meetings was provided to the public through flyers sent home by the schools with the students, the Board's (ARC) website, and advertisements in local community newspapers (Appendix XX). All public meeting notices included the date, time, location, purpose, contact name and number.

## **2.6 Community Input**

Community input was an integral part of the Accommodation Review process. Throughout the entire process the public was encouraged to share their ideas and comments through email, voicemail and through the group discussion period at all of the public meetings. Members of the community were also welcome to attend all working group meetings as observers of the process.

## **3. Accommodation Review Committee Recommendation**

The West Glanbrook Accommodation Review Committee is recommending two options for the Board of Trustee's consideration.

### 3.1 Accommodation Review Committee Option #1

The West Glanbrook Accommodation Review Committee is recommending the closure of Bell-Stone Elementary School in June of 2014 and the relocation of Bell-Stone students to Mount Hope as identified in Map #2 on page 10. The current boundaries can be seen in map #1. The committee is also requesting a secondary boundary review to be completed after the accommodation review conclusion to research the possibility of Mount Hope grade 8s attending the New South Secondary School instead of Ancaster High.

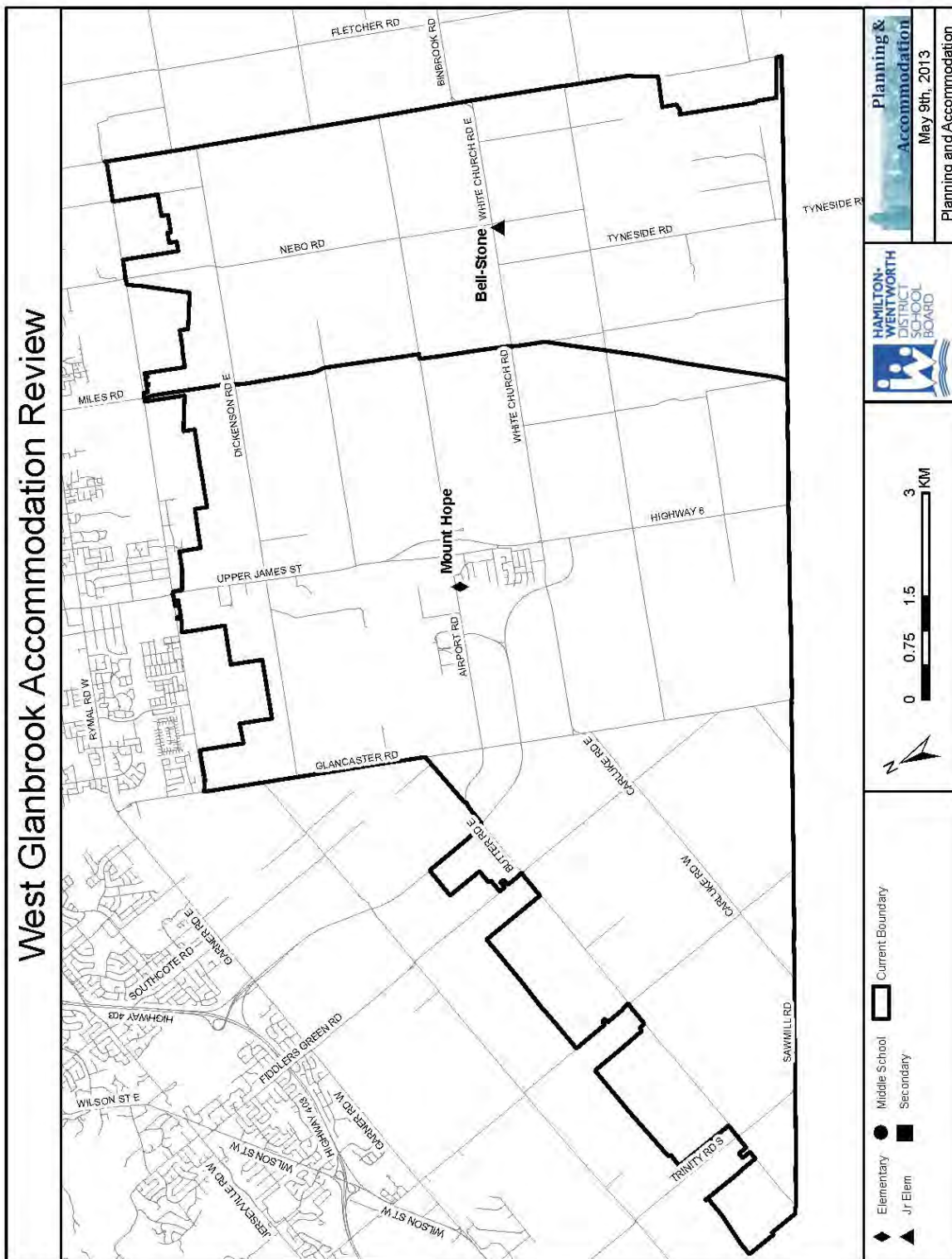
With the amalgamation of Bell-Stone into Mount Hope the committee proposes the following facility renovations at Mount Hope Elementary School:

Capital Request	Year of Completion
Upgraded Student Washrooms	2014
Full Day Kindergarten Addition	2015
Parking Lot – Configuration	2015
Playground – Surface	2015
Gym Expansion	2015

Table 3: Arc Recommended Capital Projects

The renovation of all student washrooms in the Mount Hope facility is proposed to be completed the summer of 2014. The washrooms are considered to be in poor condition and do not appropriately meet the needs of students. With the addition of more students, a third full day kindergarten space is proposed. The parking lot at Mount Hope is too congested with bussing and parents at school end. It is proposed that the parking lot is reconfigured to better provide adequate space for busses and cars alike. The black top playground surface is considered in poor condition and it is proposed that the area be resurfaced. Finally, the gym is recommended to be expanded to meet the Ministry of Education suggested benchmark. Due to time constraints of the recommendation it is suggested that the full day kindergarten room, parking lot, gym expansion and playground surface resonation be completed for the September 2015 school year.

Map #1: Current Situation







In developing their final recommendation, the ARC has successfully used the reference criteria to fulfill their mandate based on the following factors:

- a) **Facility Utilization:** As of October 31<sup>st</sup> 2013 Bell-Stone's enrolment was 55 and Mount Hope's was 311. Bell-Stone's utilization is 30% and Mount Hope's is 85%. Combined there are 180 excess pupil places between the two schools. By combining the two student populations in the Mount Hope facility the projected enrolment would be 311 and the utilization would be 99%.

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Bell-Stone	181	55									
		30%									
Mount Hope	365	311	361	364	373	378	392	393	400	398	394
		85%	99%	100%	102%	104%	107%	108%	110%	109%	108%

Table 4: ARC Option Enrolment Projections

- b) **Permanent and Non-permanent Accommodation:** The ARCs proposal includes only the use of permanent space for the long term future. Temporary accommodation may be needed while a full day kindergarten room is added to the facility.
- c) **Program Offerings:** The ARC has not proposed any changes to the programs currently offered at Mount Hope.
- d) **Quality Teaching and Learning Environments:** Amalgamating the Bell-Stone enrolment of 55 students with the larger Mount Hope will benefit both schools. Bell-Stone students and families bring a wonderful tradition of caring, integration and positive school climate to Mount Hope, which will only enhance the school experience for each student. Mount Hope is a vibrant JK-8 school with multiple classes of each grade. Teachers collaborate regularly within grade and division teams to expand their learning and improve their teaching practice. They share technology and student and teacher resources among teams and are able to bring a richer learning environment to students. Recently, Mount Hope's wireless access was updated; the computer lab disbanded to move workstations into classrooms and new technology was purchased. When teachers learn together, teaching and learning improve. An amalgamated school means students will benefit from this teacher expertise and be able to access more varied resources. A larger school also allows for greater flexibility in class composition, program offerings and teacher assignments. In addition, a larger school often offers greater choice for co-curricular (e.g., school events, excursions) and extra-curricular activities (e.g., clubs, athletics).
- e) **Transportation:** Currently, the walking distances for elementary aged students are 1.0 km for JK and SK students and 1.6 km for students in grades 1-8. Currently, all in catchment Bell-Stone students receive bussing. Due to Bell-Stone's rural location, all in catchment students are eligible for bussing. In the situation that Bell-Stone closes, all in catchment students at Bell-Stone would be eligible for bussing to Mount Hope. Mount Hope currently receives six bus runs per day and with the addition of Bell-Stone students the number of bus runs is projected to increase to seven per day. No additional bussing would be required for the Bell-Stone students and therefore no additional transportation funds are needed.
- f) **Partnerships Opportunities:** As a requirement of the Policy and Ministry guidelines, the

Accommodation Review Committee should also consider opportunities for partnerships. On June 26<sup>th</sup>, 2013 a letter from HWDSB's Director of Education John Malloy was sent to potential facility partners. The letter indicated that HWDSB currently has surplus space in many of the buildings and invited potential facility partnerships to contact HWDSB to share facilities to the benefit of students and its community. There were no responses to appropriately use the excess space in the West Glanbrook Accommodation Review area.

- g) Equity:** The Accommodation Review Committee considered the accessibility of Mount Hope Elementary School. Mount Hope facility needs upgrades for accessibility including ramps, exterior door access, interior access and a standalone barrier free washroom. In accordance with the Integration Accessibility Standards Regulation to create a barrier free and accessible Ontario all HWDSB school must be accessible by 2025. With the amalgamation of Bell-Stone and Mount Hope all students would still have access to transportation and travel time will remain less than 60 minutes as per the HWDSB transportation policy (Appendix XX). All students will also continue to have the same access to program, extra-curriculars and learning resources.

### 3.1.1 Financial Impact

One of the Accommodation Review Committee's recommendations is the addition of a Full Day Kindergarten room to accommodate the additional students from Bell-Stone school. In table 5 below, shows the projected cost of a Full Day Kindergarten room. There are currently 72 FDK students at Mount Hope and with the additional students from Bell-Stone a third class is recommended.

<b>New School Construction/Additions/FDK</b>	<b>Status Quo</b>	<b>ARC Option</b>
New School Construction	\$0	\$0
Full Day Kindergarten	\$0	\$475,000
Additions	\$0	\$0
<b>Projected Total for Construction</b>	<b>\$0</b>	<b>\$475,000</b>

Table 5: New School Construction/Additions/FDK

Over the past few years HWDSB has been allocated funding from the Ministry of Education to implement the FDK program. There is FDK funding remaining from reduced scope projects throughout the system. Reduced scope projects were completed at school designated to be in an accommodation review. The remaining funding can be used to create the third FDK space at Mount Hope Elementary.

As stated in section 3.1, the accommodation review committee is recommending five capital projects to be completed at Mount Hope Elementary. Below table 6 shows the funding strategy for the recommended projects as well as the projected cost over the next 10 years to complete the ARC option. The table compares the ARC option to status quo which is the current situation.

<b>Allowance to Meet Ministry Benchmark</b>	<b>Status Quo</b>	<b>ARC Option</b>
Projected Total	\$900,000	\$300,000
<b>ARC Requested Capital Projects</b>	<b>Status Quo</b>	<b>ARC Option</b>
Projected Total	\$0	\$1,425,000
<b>Renewal Costs-High and Urgent 1-5 years</b>	<b>Status Quo</b>	<b>ARC Option</b>
Projected Total	\$1,332,333	\$850,000
<b>Remaining Renewal Costs-Not High and Urgent 6+ years</b>	<b>Status Quo</b>	<b>ARC Option</b>
Projected Total	\$2,968,644	\$1,140,000
<b>Total Estimated Renewal Costs</b>	<b>\$5,200,977</b>	<b>\$3,715,000</b>
<b>Less the Proceeds of Disposition</b>	<b>Status Quo</b>	<b>ARC Option</b>
Projected Total	\$0	\$400,000
<b>Balance to Fund</b>	<b>\$5,200,977</b>	<b>\$3,315,000</b>

Table 6: Funding Strategy

When comparing the ARC option and status quo there is a projected savings of approximately \$1.5 million in renewal dollars. Renewal includes the replacement and upgrading school components (mechanical, structural, electrical etc.) that no longer function properly. In the chart, total renewal dollars also encapsulate an allowance to meet Ministry of Education suggested benchmarks for gym size, administrative space, staff space and library space. Renewal needs are addressed and prioritized on a yearly basis as part of the annual capital renewal plan completed by Facilities Management.

Proceeds of disposition are another available source of funding for capital projects. The proceeds of disposition value is an estimation based the average value of rural property in HWDSB’s inventory. The value has a +/- 20% range and will vary based on market conditions. Incorporating the savings from proceeds of disposition the final balance to fund for the ARC option is \$3,315,000 compared to the status quo balance to fund \$5,200,977 which is a savings of approximately \$1,885,977. The funding source for these costs is the School Renewal Grant and would be completed over the next 10 years.

Additional projected yearly administration and operational savings can be seen in table 7 below.

<b>Administration Savings</b>	<b>Status Quo</b>	<b>ARC Option</b>
Projected Yearly Administration Savings	\$0	\$179,769
<b>Operational Savings</b>	<b>Status Quo</b>	<b>ARC Option</b>
Projected Yearly Operational Savings	\$0	\$160,292

Table 7: Additional Savings

A complete financial breakdown with more detail can be found in [appendix XX](#).

### 3.2 Accommodation Review Committee Option #2

The Accommodation Review Committee is recommending a second option for the Trustees consideration. The second recommendation is to allow Bell-Stone and Mount Hope to remain open and to complete a second accommodation review including Bell-Stone and Mount Hope, as well as Bellmoore.

Throughout the accommodation review process community input is always welcome and one of the most common questions/comments has been regarding the inclusion of Bellmoore in the accommodation review. Bellmoore is located close to Bell-Stone and although a new school, it is already over capacity with four portables. By including Bellmoore in an accommodation review with Mount Hope and Bell-Stone the committee believes there are more solutions to the accommodation issues in the area.

#### **4. Summary**

In June 2013, Trustees of the Hamilton-Wentworth District School Board initiated an Accommodation Review process which included Bell-Stone and Mount Hope elementary schools. The Accommodation Review was initiated by Trustees to address the long-term viability of this group of schools.

In recent years, enrolment at both Bell-Stone and Mount Hope has steadily declined as the population has matured and there has been a shift in demographics. The enrolment has declined to the point where program viability at Bell-Stone is beginning to come into question. If Bell-Stone were to continue to drop in enrolment, triple split grades would be a possibility.

An Accommodation Review Committee (ARC), consisting of parents, a principal, teachers, and a trustee began their work in October 2013 to develop an accommodation option for the two schools contained within the ARC. Over the course of six (6) Working Group Meetings, four (4) Public Meetings, school tours, community input through email, voicemail and public meetings, as well as countless hours spent reviewing background information the ARC developed a total of 3 possible accommodation options. Through further consultation and feedback from the community the ARC choose to recommend 2 options – as described above – to the Director of Education and Trustees for the Hamilton-Wentworth District School Board.

#### **5. List of Appendices**



**West Glanbrook Accommodation Review Committee**

**Working Group Meeting # 6**

**Wednesday, January 15, 2014**

**6:00 p.m. – 9:00 p.m.**

**Bell-Stone Elementary School**

**6025 White Church Road and Nebo Road, Mount Hope, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** – Sue Dunlop

**Voting Members** – Amie Vandevrie, Trisha Woehrle, Karen Stewart, Janet Lewis, Melanie Holjak

**Non-Voting Members** – Rob Maudsley

**Regrets**

**Voting Members** – Theresa Weylie, Steve Paul, Alyson Brave

**Non-Voting Members** - Alex Johnstone

**Resource Staff**

Ian Hopkins

**Recording Secretary**

Colleen Pyke

**Public** - 0 public attendees present

**1. Call to Order – Chair**

**2. Agenda**

**2.1 Additions/Deletions**

Addition of item number 6- Next Steps

**2.2 Approval of Agenda**

Approved by consensus, as amended

**3. Minutes from Working Group Meeting #5**

**3.1 Clarification**

None

**3.2 Approval of minutes**

Next Working Group Meeting – January 15<sup>th</sup>, 2014 at Bell-Stone

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*



Approved by consensus

#### 4. Accommodation Report

##### 4.1 Discussion and Editing

The Accommodation Review Committee's draft report was viewed as an overhead projection. Ian Hopkins explained that the group would read through the report section by section and edit where necessary. He clarified that the first few items in the report are standard in all ARC reports, essentially a summary of what has happened in the process, tailored to each Accommodation Review. The Committee began editing the report. There was a recommendation to add more detail to the Executive Summary, including what the options are. The wording in the recommendation to consider a secondary boundary review was discussed. Various portions of the report were altered to accommodate the Committee's preferences including paragraphs regarding equity, transportation, partnerships, learning environment, facility utilization, etc. Edits were made throughout to wording, grammar, formatting, etc. Ian ensured there will be consistency in using the full names of each school, "Mount Hope Elementary School" and "Bell-Stone Elementary School". He also explained that the appendices will be the Accommodation Review binder's contents. Ian noted to the group that the final staff recommendation includes an analysis of the ARC report.

Sue Dunlop discussed the possibility of having a combined Public/Working Group meeting on January 22<sup>nd</sup>. It was approved by consensus that tentatively these meetings would be combined.

Ian Hopkins explained the financial summary handout. There was some clarification regarding the timing of capital projects. The Committee wanted to ensure their recommendations for renovations clearly listed 2014 and 2015 completion dates.

There were some questions regarding the reasoning behind Bellmoore's original inclusion in the West Glanbrook Accommodation Review, but it later being removed. Ian noted that a major reason is that Mount Hope and Bell-Stone are in an associated cluster, but Bellmoore is in the Saltfleet cluster. He also explained that there is not an accommodation issue in Bellmoore.

Ian explained that after the report is submitted, Committee members will be required to present it to the Trustees.

#### 5. Public Meeting #4 – January 22<sup>nd</sup>, 2014

##### 5.1 Presentation

Ian Hopkins reviewed the contents of the upcoming Public Meeting presentation. Committee members will be presenting at this meeting. A Committee member suggested that a slide on financial savings be added.

##### 5.2 Format

The Committee decided on the following questions for facilitated group discussion:

- 1) What are your thoughts on the options presented?
- 2) Is there anything else we should consider?

Next Working Group Meeting – January 15<sup>th</sup>, 2014 at Bell-Stone

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*

Ian will be sending out an email to search for volunteers to present at the meeting. Amie Vandevrie and Melanie Holjak will present if no one volunteers. The presentation will be emailed to the Committee members on Monday for review.

#### **6. Next Steps**



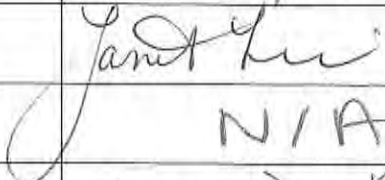
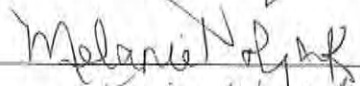


Sue Dunlop brought feedback on the possibility of striking a Transition Committee prior to the final Trustee decision. She explained that nothing can be formally done until the Trustees make their decision in May. However, the schools may begin a Steering Committee to discuss possible issues and transition activities that could begin in May.


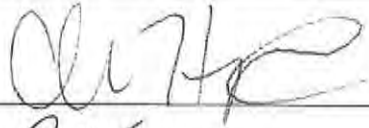

#### **7. Adjournment**

**The meeting was adjourned at 8:50 p.m.**



Accommodation Review Committee- West Glanbrook  
Bell-Stone Elementary School  
Working Group #6 - January 15, 2014  
Sign-in Sheet

Position	Name	Signature
Accommodation Review Committee Chair	Sue Dunlop	
<b>Voting Members</b>		
Amie Vandevrie		
Theresa Weylie		N/A
Steve Paul		N/A
Janet Lewis		
Alyson Brave		N/A
Melanie Holjak		
Trisha Woehrle		
Karen Stewart		

Non- Voting Representatives		Signature
Area Trustee	Alex Johnstone	N/A
Bell-Stone Principal	Rob Maudsley	
Mount Hope Principal		
Planning and Accommodation Resource Staff	Ian Hopkins	
Administrative Support Staff	Colleen Pyke	



**West Glanbrook Accommodation Review Committee**

**Working Group Meeting # 7**

**Wednesday, January 22<sup>nd</sup>, 2014**

**7:45 p.m. – 9:00 p.m.**

**Bell-Stone Elementary School**

**6025 White Church Road and Nebo Road, Mount Hope, ON**

**Agenda**

1. Call to Order – Chair
2. Agenda
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
3. Minutes from Public Meeting #4
  - 3.1 Clarification
  - 3.2 Approval of minutes
4. Feedback from Public Meeting #4
  - 4.1 Discussion
5. Accommodation Review Committee Report
  - 5.1 Discussion and Editing
  - 5.2 Final Approval
6. Minutes from Working Group Meeting #7
  - 6.1 Clarification
  - 6.2 Approval of minutes
7. Adjournment



# West Glanbrook Elementary Accommodation Review

Bell-Stone Elementary School – Mount Hope Elementary  
School

Report To: Director of Education  
Hamilton-Wentworth District School Board

Report From: West Glanbrook Accommodation Review Committee

Submitted: January 23<sup>rd</sup>, 2014



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## 1. Executive Summary

At the June 17th, 2013 Board meeting, Trustees approved a recommendation to initiate the West Glanbrook Accommodation Review which included Bell-Stone and Mount Hope Schools. The mandate of the Accommodation Review Committee (ARC) was to act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools being reviewed for the Board of Trustees' consideration and decision. The West Glanbrook Accommodation Review Committee comprised of parents, teachers, the principal and area trustee began its work on October 2<sup>nd</sup>, 2013.

This report outlines the recommendation of the West Glanbrook Review Committee and details the work completed by the ARC throughout the entire process. Over the course of seven (7) Working Group Meetings, four (4) Public Meetings, school tours, community input through email, voicemail and public meetings, as well as countless hours spent reviewing background information the ARC developed a total of three possible accommodation options. Through further consultation and feedback from the community the ARC choose to recommend the following two options:

- 1) Closure of Bell-Stone Elementary School in June of 2014 and the relocation of Bell-Stone students to Mount Hope Elementary School in September 2014 with capital improvements to Mount Hope Elementary School.
- 2) Allow Bell-Stone Elementary School and Mount Hope Elementary School to remain open and complete a second accommodation review including Bell-Stone and Mount Hope, as well as Bellmoore Elementary School.

## 2. Accommodation Review Process

In June 2009, the Ministry of Education revised their “Pupil Accommodation Review Guidelines” which outline the necessary steps to follow when school closures are being considered. In accordance with the guidelines, the Hamilton-Wentworth District School Board revised its Pupil Accommodation Review Policy (No. 3.8, Appendix B.1), in May 2013.

The intended outcome of this policy is to ensure that where the Board of Trustees make a decision regarding the future of a school, that decision is made with involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students. The following criteria will be used to assess the schools.

- The impact of the current and projected enrolment on the operation of the school(s) and on program delivery.
- The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery.
- The impact on the student, Hamilton-Wentworth District School Board, the community and the local economy (in order of importance).

### 2.1 Purpose of the Accommodation Review Committee

School Boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement. The purpose of the Pupil Accommodation Review Policy is to provide direction regarding pupil accommodation reviews undertaken to determine the future of a school or group of schools.

The Accommodation Review Committee (ARC) serves as an advisory body to the Board of Trustees of the Hamilton-Wentworth District School Board. The mandate of the West Glanbrook ARC, as outlined in the Terms of Reference section (Appendix B.5), is to produce a report to the Board that encompasses the following:

- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
- The effects of consolidation, closure or program relocation on the following:
  - The attendance area defined for the school(s)
  - The need and extent of transportation
- The financial effects of consolidating or not consolidating the school, including any capital implications.
- Savings expected to be achieved as a result of the consolidation, closure or program relocation:
  - School operations (heating, lighting, cleaning, routine maintenance)
  - Expenditures to address school renewal issues which will no longer be required

- Revenue implications as a result of the consolidation, closure or program relocation.
- Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
  - School operations (heating, lighting, cleaning, routine maintenance)
  - School administration
  - School renewal
  - Transportation

To fulfill this mandate a number of key criteria should be considered by the ARC. These *Reference Criteria* include the following:

**(a) Facility Utilization:** Facility Utilization is defined as enrolment as a percentage of “on-the-ground” capacity. The goal is to maximize the use of Board-owned facilities over the long term.

**(b) Permanent and Non-permanent Accommodation:** Permanent accommodation refers to “bricks and mortar” while non-permanent construction includes structures such as portables and portapaks. The goal is to minimize the use of non-permanent accommodation as a long-term strategy while recognizing that it may be a good short-term solution.

**(c) Program Offerings:** The ARC must consider program offerings, each with their own specific requirements, at each location. Program offerings include, but are not limited to: Regular, Programs of Choice, French Immersion, Special Education, Care Treatment and Correctional Programs and Alternative Education, etc.

**(d) Quality Teaching and Learning Environments:** The ARC should consider the program environments and how they are conducive to learning. This includes spaces such as Science Labs, gymnasiums, other specialty rooms, etc.

**(e) Transportation:** The ARC should consider the Board’s existing Transportation Policy and how it may be impacted by or limit proposed Accommodation Scenarios.

**(f) Partnerships:** As a requirement of the Policy and Ministry guidelines, the ARC should also consider opportunities for partnerships.

**(g) Equity:** The ARC should consider the Board’s Equity Policy, specifically as it relates to accessibility, both in terms of the physical school access as well as transportation and program environments.

## 2.2 Composition of the Accommodation Review Committee

The Board's policy stipulates that voting ARC membership will consist of the following persons:

- The Accommodation Review Committee Chair as appointed by Executive Council;
- Two (2) parent representatives who are members of School Council and/or Home and School Association from each school under review;
- One (1) parent representative who is not a member of School Council or Home and School Association from each school under review;
  - If only one school is being reviewed then the representatives may be increased to two (2);
- One (1) teaching representative from each school under review;
- One (1) non-teaching staff from each school under review;

In accordance with the above composition guidelines the table below represents the West Glanbrook Accommodation Review Committee membership list:

<b>Position</b>	<b>Name</b>
Accommodation Review Committee Chair (Acting)	Sue Dunlop
Accommodation Review Committee Chair	Krys Croxall
<b>Voting Members</b>	
Bell-Stone parent representative from School Council/Home and School	Amie Vandevrie
Bell-Stone parent representative from School Council/Home and School	Theresa Weylie
Bell-Stone parent representative <u>not</u> from School Council/Home and School	Steve Paul
Bell-Stone teaching staff	Janet Lewis
Bell-Stone non-teaching staff	Position not filled
Mount Hope parent representative from School Council/Home and School	Alyson Brave
Mount Hope parent representative from School Council/Home and School	Melanie Holjak
Mount Hope parent representative <u>not</u> from School Council/Home and School	Trisha Woehrle
Mount Hope teaching staff	Karen Stewart
Mount Hope non-teaching staff	Position not filled

Table 1: West Glanbrook Membership List

The Accommodation Review Committee had resource support available to provide information when requested or to provide expertise not already within the Accommodation Review Committee. The following people are available resources:

- The Trustee(s) of each school(s) under review;
- The Trustee(s) of associated schools;
- The Superintendent(s) of Student Achievement for each school(s) under review;
- The Principal from each school under review
- Administrative support for minute taking;
- Dedicated resources to enable the Accommodation Review Committee to understand the issues that exist and to provide:
  - support to ensure compliance with the Board’s policy and procedure;
  - information relevant to the mandate of the Accommodation Review Committee as requested by the Accommodation Review Committee;
  - information relevant to the mandate of the Accommodation Review Committee to support community questions or requests

<b>Non- Voting Representatives</b>	
<b>Position</b>	<b>Name</b>
Area Trustee	Alex Johnstone
Bell-Stone Principal	Rob Maudsley
Mount Hope Principal	Rob Maudsley
Planning and Accommodation Resource Staff	Ian Hopkins
Facilities Management Resource Staff	Daniel Del Bianco
Administrative Support Staff	Colleen Pyke

Table 2: Non-Voting Representative and Resource Staff List

## 2.3 Meetings of the Accommodation Review Committee

In preparation for the four public meetings, the ARC was also involved in seven (7) working group meetings. These working group meetings were designed to facilitate the exchange of ideas, comments and/or concerns between ARC members on the topics which were to be presented at the public meetings. Although working group meetings were centred on ARC members’ discussion, the public was invited to attend as observers. As outlined in the Terms of Reference, the ARC held four public meetings in order to receive input from the community as follows:

### a) **Public Meeting #1 (October 9<sup>th</sup>, 2013, Mount Hope Elementary School)**

#### **Members of the Public in Attendance: 9**

At the first public meeting, the ARC described its mandate, provided an overview of the accommodation review process and described why the accommodation review was occurring. Staff then presented current enrolment/projections, facility information and the Staff Accommodation Option to the public. After the presentations, the public engaged in facilitated group discussion. In

preparation for Public Meeting #1, the ARC held the following working group meetings:

- Working Group Meeting #1 (October 2<sup>nd</sup>, 2013)

**b) Public Meeting #2 (November 6<sup>th</sup>, 2013, Bell-Stone Elementary School)**

**Members of the Public in Attendance: 4**

At the second public meeting, resource staff and committee members provided an overview of the accommodation review process, work completed by the ARC and School Information Profiles (SIP). After the presentations, the public engaged in facilitated group discussion. In preparation for Public Meeting #2, the ARC held the following working group meetings:

- Working Group Meeting #2 (October 16<sup>th</sup>, 2013)
- Working Group Meeting #3 (October 30<sup>th</sup>, 2013)

**c) Public Meeting #3 (December 4<sup>th</sup>, 2013, Mount Hope Elementary School)**

**Members of the Public in Attendance: 8**

At the third public meeting, ARC members provided an overview of the accommodation review process and reviewed the work that they had completed to date, presented the two proposed accommodation options and discussed the next steps of the committee. After the presentations, the public engaged in facilitated group discussion. In preparation for Public Meeting #3, the ARC held the following working group meetings:

- Working Group Meeting #4 (November 27<sup>th</sup>, 2013)

**d) Public Meeting #4 (January 22<sup>nd</sup>, 2014, Bell-Stone Elementary School)**

**Members of the Public in Attendance: XX**

At the fourth public meeting, ARC members provided an overview of the accommodation review process and their final recommendations. The presentation provided an outline of the ARC report that will be presented to the Director of Education. After the presentations, the public engaged in facilitated group discussion. In preparation for Public Meeting #4, the ARC held the following working group meetings:

- Working Group Meeting #5 (December 11<sup>th</sup>, 2013)
- Working Group Meeting #6 (January 15<sup>th</sup>, 2014)

The final Working Group Meeting (#7) on January 22<sup>nd</sup>, 2014 was held after the public meeting to review community input from Public Meeting #4 to finalize the ARC option and report. Minutes of all of the public meetings and working group meetings were recorded, made available to the public via the Board's website and are attached as appendices to this report.

## 2.4 Resources Available to the Accommodation Review Committee

Throughout the entire process ARC members relied on a number of resources and data to assist them in developing and assessing potential accommodation options. These resources include the School Information Profiles (Appendix E.1), the ARC resource binder, school tours and the knowledge of

resource staff. All of the information contained within the resource binder (including the School Information Profiles) was made available to the public via the ARC website and has been included in the appendices of this report.

### **2.4.1 School Information Profiles**

Prior to the commencement of the ARC, the Board in accordance with the Ministry of Education Guidelines developed and approved a School Information Profile. The SIP is a “tool” available to the ARC designed to provide an overview of each of the schools based on the following considerations:

- *Value to the student*
- *Value to the community*
- *Value to the school board*
- *Value to the local economy*

The SIP document provided a starting point and the ARC then customized each school profile to address unique local factors which should be considered during the ARC process. Review of the SIP allowed the ARC members to gain a better understanding of all the schools involved in the process.

### **2.4.2 Staff Recommendation**

As outlined in the Ministry of Education Pupil Accommodation Review Guidelines (Appendix B.1), the Hamilton-Wentworth District School Board presented an alternative accommodation option which addressed the objectives and Reference Criteria as outlined in the Terms of Reference. The option created by Board staff proposed the closure of Bell-Stone Elementary School in June 2014 and the relocation of those students to Mount Hope Elementary School beginning in September 2014 (Appendix H.1 – H.3).

### **2.4.3 School Tours**

Tours of the facilities involved in the ARC process were conducted during two working group meetings (Working Group Meetings #3 and #4). During that time, ARC members were provided with the opportunity to participate in a guided tour of schools. The 20 minute tours included a tour of the interior (i.e., gymnasium, classrooms, library, washrooms, etc.).

### **2.4.4 Resource Staff**

Resource staff were made available at all public and working group meetings to assist the ARC members in deciphering any information in the resource binder and to address any questions regarding Board/ Ministry of Education policies and guidelines. Resource staff members were also available to respond to



requests for additional information from the ARC, as directed by the Chair.

## **2.5 Communication Strategy**

Very early on in the process the Board realized the importance of developing an effective communication strategy to ensure that the community was continuously informed throughout the process. Notice of the public meetings was provided to the public through flyers sent home by the schools with the students, the Board's (ARC) website, phone calls home to parents and advertisements in local community newspapers (Appendix XX). All public meeting notices included the date, time, location, purpose, contact name and number.

## **2.6 Community Input**

Community input was an integral part of the Accommodation Review process. Throughout the entire process the public was encouraged to share their ideas and comments through email, voicemail and through the group discussion period at all of the public meetings. Members of the community were also welcome to attend all working group meetings as observers of the process.

### 3. Accommodation Review Committee Recommendation

The West Glanbrook Accommodation Review Committee is recommending two options for the Board of Trustee's consideration.

#### 3.1 Accommodation Review Committee Recommendation #1

The West Glanbrook Accommodation Review Committee is recommending the closure of Bell-Stone Elementary School in June of 2014 and the relocation of Bell-Stone students to Mount Hope Elementary School as identified in Map #2 on page 10. The current boundaries can be seen in map #1. The committee is also requesting a secondary school boundary review to be completed after the West Glanbrook Accommodation Review conclusion to consider the possibility of Mount Hope Elementary School graduates attending either the New South Secondary School or Ancaster High School based on location of student residence.

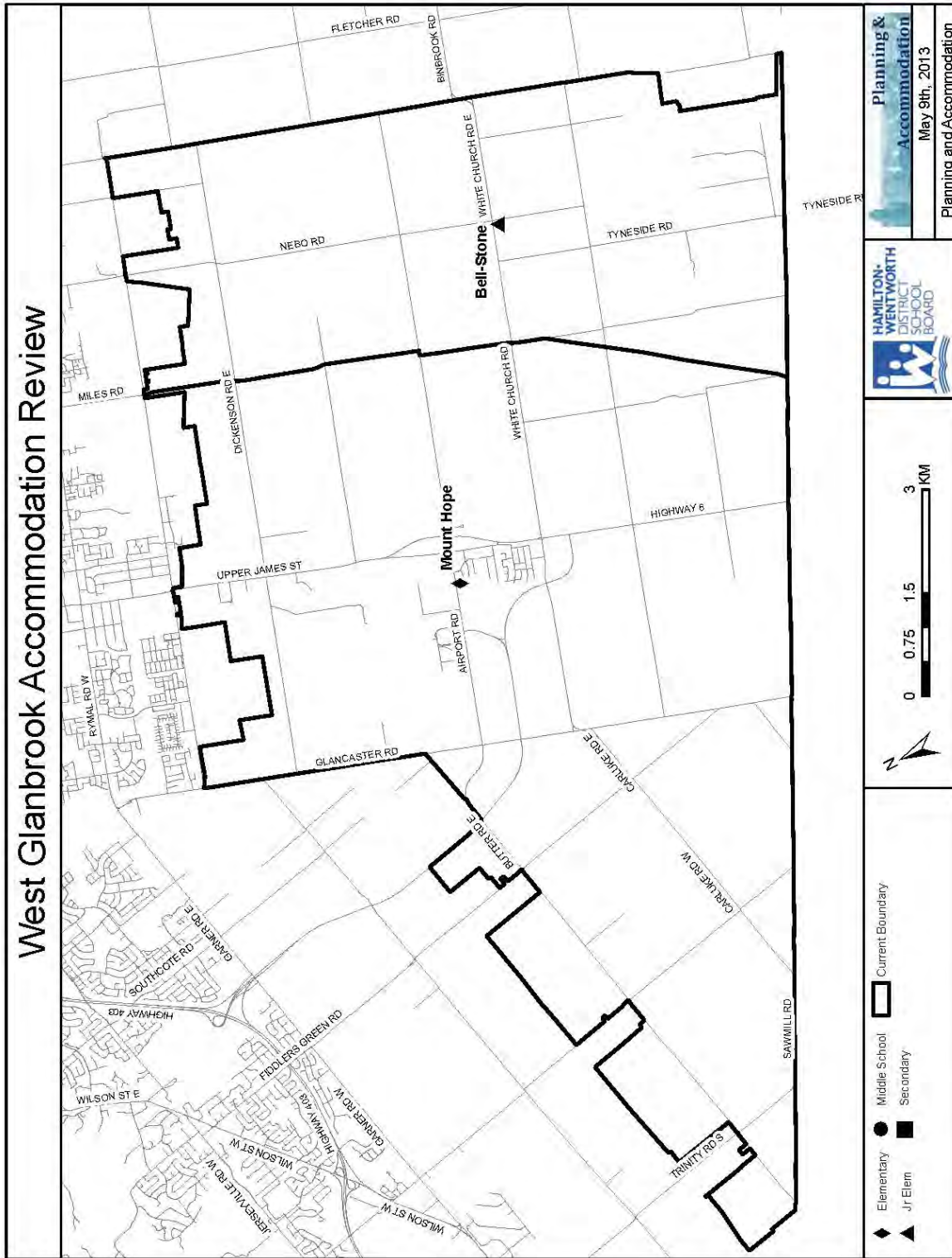
With the amalgamation of Bell-Stone Elementary School into Mount Hope Elementary School the committee proposes the following facility renovations at Mount Hope Elementary School:

Capital Request	Year of Completion
Upgraded Student Washrooms	2014
Full Day Kindergarten Addition	2015
Parking Lot – Configuration	2015
Playground – Surface	2015
Gym Expansion	2015

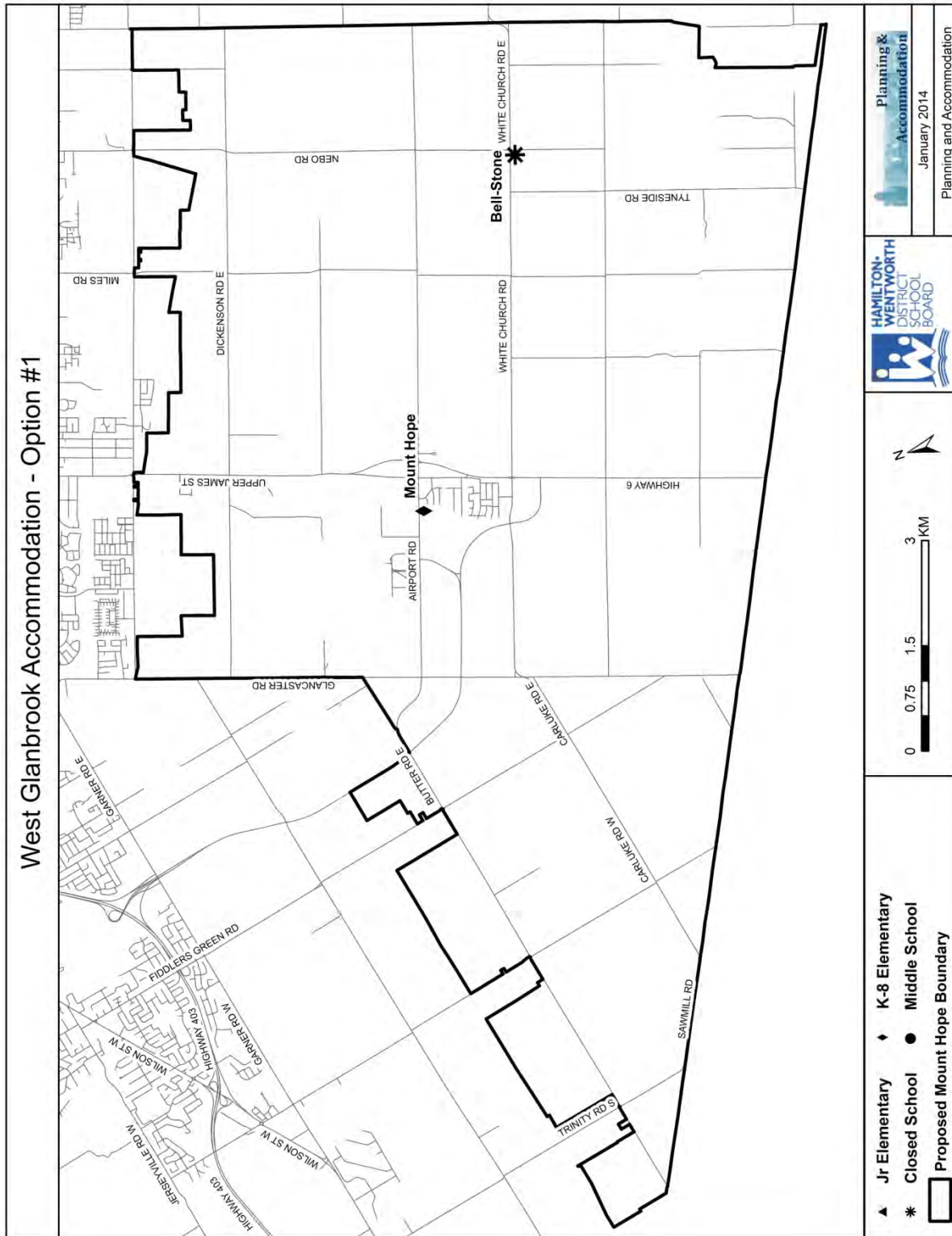
Table 3: ARC Recommended Capital Projects

The renovation of all student washrooms in the Mount Hope facility is proposed to be completed the summer of 2014. The washrooms are considered to be in poor condition and do not appropriately meet the needs of students. With the addition of more students, a third full day kindergarten space is proposed. The parking lot at Mount Hope Elementary School is too congested with bussing and parents picking up and dropping off students. It is proposed that the parking lot is reconfigured and or expanded to better provide adequate space for busses and cars alike. The black top playground surface is in poor condition and it is proposed that the area be resurfaced. Finally, the gym is recommended to be expanded to meet the Ministry of Education suggested benchmark. Due to time constraints of the recommendation it is suggested that the full day kindergarten room addition, parking lot, gym expansion and playground resurfacing be completed for the September 2015 school year.

Map #1: Current Situation



Map #2: ARC Recommendation #1



In developing their final recommendation, the ARC has successfully used the reference criteria to fulfill their mandate based on the following factors:

- a) **Facility Utilization:** As of October 31<sup>st</sup> 2013 Bell-Stone's enrolment was 55 and Mount Hope's was 311. Bell-Stone's utilization is 30% and Mount Hope's is 85%. Combined there are 180 excess pupil places between the two schools. By combining the two student populations in the Mount Hope facility the projected enrolment for September 2014 would be 361 and the utilization would be 99%.

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Bell-Stone	181	55									
		30%									
Mount Hope	365	311	361	364	373	378	392	393	400	398	394
		85%	99%	100%	102%	104%	107%	108%	110%	109%	108%

Table 4: ARC Option Enrolment Projections

- b) **Permanent and Non-permanent Accommodation:** The ARCs proposal includes only the use of permanent space for the long term future. Temporary accommodation may be needed while a full day kindergarten room is added to the facility.
- c) **Program Offerings:** The ARC has not proposed any changes to the programs currently offered at Mount Hope.
- d) **Quality Teaching and Learning Environments:** Amalgamating the Bell-Stone Elementary School enrolment of 55 students with the larger Mount Hope Elementary School will benefit both schools. Bell-Stone students and families bring a wonderful tradition of caring, integration and positive school climate to Mount Hope Elementary School, which will only enhance the school experience for each student. Mount Hope Elementary School is a vibrant JK-8 school with multiple classes of each grade. Teachers collaborate regularly within grade and division teams to expand their learning and improve their teaching practice. They share technology and student and teacher resources among teams and are able to bring a rich learning environment to students. Recently, Mount Hope Elementary School's wireless access was updated, the computer lab disbanded to move workstations into classrooms and new technology was purchased. An amalgamated school means students will be able to access more varied resources. A larger school also allows for greater flexibility in class composition, program offerings and teacher assignments. In addition, a larger school often offers greater choice for co-curricular (e.g., school events, excursions) and extra-curricular activities (e.g., clubs, athletics).
- e) **Transportation:** Currently, the walking distances for elementary aged students are 1.0 km for JK and SK students and 1.6 km for students in grades 1-8. Currently, all in catchment Bell-Stone Elementary School students receive bussing. Due to Bell-Stone's rural location, all in catchment students are eligible for bussing. In the situation that Bell-Stone Elementary School closes, all in catchment students at Bell-Stone Elementary School would be eligible for bussing to Mount Hope Elementary School. Mount Hope Elementary School currently receives six bus runs per day and with the addition

of Bell-Stone Elementary School students the number of bus runs is projected to increase to seven per day. No additional transportation funding would be required for this recommendation.

- f) Partnerships Opportunities:** As a requirement of the Policy and Ministry guidelines, the Accommodation Review Committee should also consider opportunities for partnerships. On June 26<sup>th</sup>, 2013 a letter from HWDSB's Director of Education was sent to potential facility partners. The letter indicated that HWDSB currently has surplus space in many of the buildings and invited potential facility partnerships to contact HWDSB to share facilities to the benefit of students and its community. There were no responses to appropriately use the excess space in the West Glanbrook Accommodation Review area.
- g) Equity:** The Accommodation Review Committee considered the accessibility of Mount Hope Elementary School. The Mount Hope facility requires upgrades for accessibility including ramps, exterior door access, interior access and a standalone barrier free washroom. In accordance with the Integration Accessibility Standards Regulation to create a barrier free and accessible Ontario all HWDSB schools must be accessible by 2025. With the amalgamation of Bell-Stone Elementary School and Mount Hope Elementary School all students would still have access to transportation and travel time will remain less than 60 minutes as per the HWDSB transportation policy. All students will also continue to have the same access to program, extra-curriculars and learning resources.

### 3.1.1 Financial Impact

One of the Accommodation Review Committee's recommendations is the addition of a Full Day Kindergarten room to accommodate the additional students from Bell-Stone Elementary School. Table 5 below shows the projected cost of a Full Day Kindergarten room. There are currently 72 FDK students at Mount Hope Elementary School and with the additional students from Bell-Stone Elementary School a third class is recommended.

<b>New School Construction/Additions/FDK</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
New School Construction	\$0	\$0
Full Day Kindergarten	\$0	\$475,000
Additions	\$0	\$0
<b>Projected Total for Construction</b>	<b>\$0</b>	<b>\$475,000</b>

Table 5: New School Construction/Additions/FDK

Over the past few years HWDSB has been allocated funding from the Ministry of Education to implement the FDK program. There is FDK funding remaining from reduced scope projects throughout the system. Reduced scope projects were completed at school designated to be in an accommodation review. The remaining funding can be used to create the third FDK space at Mount Hope Elementary. As stated in section 3.1, the accommodation review committee is recommending five capital projects to be completed at Mount Hope Elementary School. Table 6 shows the funding strategy for the ARC option #1 recommended projects. The table also shows the additional remaining renewal costs over the next 10 years at Mount Hope Elementary School. The table compares the ARC option #1 to Status Quo which is the current situation.

<b>Allowance to Meet Ministry Benchmark</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
Projected Total	\$900,000	\$300,000
<b>ARC Requested Capital Projects</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
Projected Total	\$0	\$1,425,000
<b>Renewal Costs-High and Urgent 1-5 years</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
Projected Total	\$1,332,333	\$850,000
<b>Remaining Renewal Costs-Not High and Urgent 6+ years</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
Projected Total	\$2,968,644	\$1,140,000
<b>Total Estimated Renewal Costs</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
	\$5,200,977	\$3,715,000
<b>Less the Proceeds of Disposition</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
Projected Total	\$0	\$400,000
<b>Balance to Fund</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
	<b>\$5,200,977</b>	<b>\$3,315,000</b>

Table 6: Funding Strategy

When comparing the ARC option and Status Quo there is a projected savings of approximately \$1.5 million in renewal dollars. Renewal includes the replacement and upgrading school components (mechanical, structural, electrical etc.) that no longer function properly. In the chart, total renewal dollars also encapsulate an allowance to meet Ministry of Education suggested benchmarks for gym size, administrative space, staff space and library space. Renewal needs are addressed and prioritized on a yearly basis as part of the annual capital renewal plan completed by Facilities Management. Proceeds of disposition are another available source of funding for capital projects. The proceeds of disposition value is an estimation based the average value of rural property in HWDSB’s inventory. The value has a +/- 20% range and will vary based on market conditions. Incorporating the savings from proceeds of disposition, the final balance needed to fund ARC option #1 is \$3,315,000 compared to the Status Quo cost of \$5,200,977 which is a savings of approximately \$1,885,977.

Additional projected yearly administration and operational savings can be seen in Table 7 below.

<b>Annual Administration Savings</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
Projected Total	\$0	\$179,769
<b>Annual Operational Savings</b>	<b>Status Quo</b>	<b>ARC Recommendation</b>
Projected Total	\$0	\$160,292

Table 7: Additional Savings

A complete financial breakdown with more detail can be found in Appendix N.2.

### **3.2 Accommodation Review Committee Recommendation #2**

The Accommodation Review Committee is recommending a second option for the Trustees’ consideration. The second recommendation is to allow Bell-Stone Elementary School and Mount Hope Elementary School to remain open and to complete a second accommodation review including Bell-Stone and Mount Hope, as well as Bellmoore Elementary School.

Throughout the accommodation review process community input is always welcome and one of the most common questions/comments has been regarding the inclusion of Bellmoore in the accommodation review. Bellmoore is located close to Bell-Stone and although a new school, it is already over capacity with four portables. By including Bellmoore in an accommodation review with Mount Hope and Bell-Stone the committee believes there are more solutions to the accommodation issues in the area.



## 4. Summary

In June 2013, Trustees of the Hamilton-Wentworth District School Board initiated an Accommodation Review process which included Bell-Stone and Mount Hope Elementary Schools. The Accommodation Review was initiated by Trustees to address the long-term viability of these schools.

Enrolment at Bell-Stone has steadily declined to the point where program viability at Bell-Stone is negatively affected. If the enrolment were to remain the same or decline, triple combined grades would be a possibility.

An Accommodation Review Committee (ARC), consisting of parents, a principal, teachers, and a trustee began their work in October 2013 to develop an accommodation option for the two schools contained within the ARC. Over the course of seven (7) Working Group Meetings, four (4) Public Meetings, school tours, community input through email, voicemail and public meetings, as well as countless hours spent reviewing background information the ARC developed a total of 3 possible accommodation options. Through further consultation and feedback from the community the ARC choose to recommend 2 options – as described above – to the Director of Education and Trustees for the Hamilton-Wentworth District School Board.

## 5. List of Appendices

DRAFT



**West Glanbrook Accommodation Review Committee**

**Working Group Meeting # 7**

**Wednesday, January 22<sup>nd</sup>, 2014**

**7:30 p.m. – 9:00 p.m.**

**Bell-Stone Elementary School**

**6025 White Church Road and Nebo Road, Mount Hope, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** – Sue Dunlop

**Voting Members** – Amie Vandevrie, Trisha Woehrle, Karen Stewart, Janet Lewis, Melanie Holjak, Theresa Weylie, Alyson Brave

**Non-Voting Members** – Rob Maudsley, Alex Johnstone

**Regrets**

**Voting Members** – Steve Paul

**Non-Voting Members** - Nil

**Resource Staff**

Ian Hopkins

**Recording Secretary**

Colleen Pyke

**Public** - 2 public attendees present

**1. Call to Order – Chair**

**2. Agenda**

**2.1 Additions/Deletions**

Addition of item #3- Minutes from working group meeting #6 January 15, 2014

**2.2 Approval of Agenda**

Approved by consensus

**3. Minutes from Working Group Meeting #6**

**3.1 Clarification**

Should read Working Group Meeting #6 in the title

**3.2 Approval of Minutes**

Approved by consensus, as amended

#### 4. Minutes from Public Meeting #4

##### 4.1 Clarification

None

##### 4.2 Approval of minutes

Approved by consensus

#### 5. Feedback from Public Meeting #4

##### 5.1 Discussion

The facilitator notes were distributed to the Committee and the group reviewed the feedback. The possibility of Mount Hope Elementary being over capacity in the near future was discussed. Ian Hopkins explained that the school can technically be over capacity, yet still house all the students in the school (brick and mortar). The projection listed (2017 at 104%) does not include the full day kindergarten addition. With the addition, the on-the-ground capacity will increase and therefore decrease the utilization.

The Committee was concerned about members of the public believing option 1 is based on a financial decision and not students. The Committee feels their work throughout the process was highly student driven.

The Committee noted that based on public feedback, it was a wise decision to put forth both options. There was a question regarding whether the report should state that the public was more in favour of option 2. Ian Hopkins noted that it was up to the Committee and that all facilitator notes are included as appendices to the final report.

#### 6. Accommodation Review Committee Report

##### 6.1 Discussion and Editing

The Committee discussed adding more to option 2 so the importance is balanced with option 1. The Committee would like to add to the report that the public feedback appeared to be more in favour of option 2.

**The Committee agreed by consensus to adjust the wording in option 2 that better emphasize the public feedback favouring this option.**

Ian Hopkins noted that the Committee could include an explanation that the recommendations are in not ranked in order of preference in the report.

**The Committee agreed by consensus to include that the options are not in a particular order.**

Sue Dunlop noted that the Trustees have an obligation to address the reference criteria and because option 2 does not, there is a chance it may not be considered. The Committee does need to keep this in mind.

The Committee would like to expand on how including Bellmoore could produce more solutions. Ian Hopkins suggested adding e.g. grade re-organization and boundary changes in brackets.

**The Committee agreed by consensus to include the examples.**

The Committee would like to include in option 1 that the on-the-ground capacity would increase with the FDK addition.

**The Committee agreed by consensus to include the change in OTG with the proposed FDK addition.**

## 6.2 Final Approval

**Decision: The West Glanbrook Accommodation Review Committee voted unanimously to approve the final report.**

## 7. Minutes from Working Group Meeting #7

### 7.1 Clarification

None

### 7.2 Approval of minutes

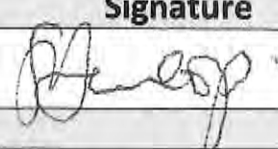
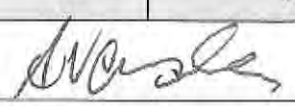

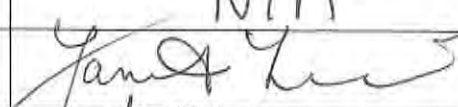
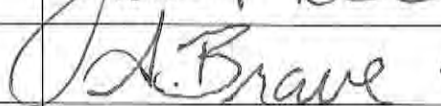
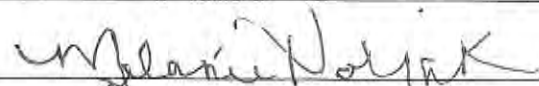
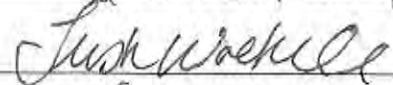

Approved by consensus

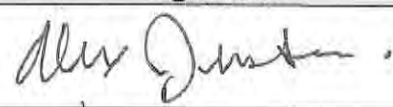



## 8. Adjournment

**The meeting was adjourned at 8:55 p.m.**


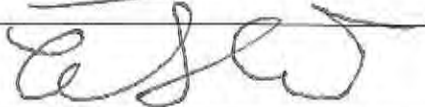
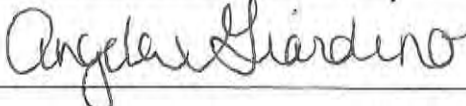




Accommodation Review Committee- West Glanbrook  
Bell-Stone Elementary School  
Public Meeting #4 - January 22, 2014  
Sign-in Sheet

Position	Name	Signature
Accommodation Review Committee Chair	Sue Dunlop	
<b>Voting Members</b>		
Amie Vandevrie		
Theresa Weylie		
Steve Paul		NIA
Janet Lewis		
Alyson Brave		
Melanie Holjak		
Trisha Woehrle		
Karen Stewart		

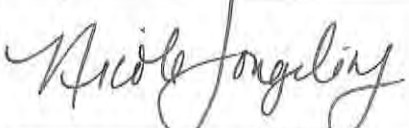




Non- Voting Representatives		Signature
Area Trustee	Alex Johnstone	
Bell-Stone Principal	Rob Maudsley	
Mount Hope Principal		
Planning and Accommodation Resource Staff	Ian Hopkins	
Administrative Support Staff	Colleen Pyke	



Position	Name	Signature
E-BEST	NIA	
Facilitator	C. Skirrow	
Facilitator	A. Giardino	
Corporate Communications	Mark Taylor	
Facilities Management	Daniel Del Bianco	

Accommodation Review Committee- West Glanbrook  
Bell-Stone Elementary School  
Public Meeting #4 - January 22, 2014

Public Attendees - Sign-in Sheet

Name (Please print)	School Affiliation (if any)	Signature
Nicole Jongeling	Bell-stone	
Mike Jongeling	Bell-stone	
Tanara Betting	Gazette	
LORI WHITE	Bell Stone	
Brenda Johnson	City of Hamilton	





*Elementary*

# ACCOMMODATION Review Committee



## **West Glanbrook Accommodation Review Committee**

**Public Meeting # 1**

**Wednesday, October 09, 2013**

**6:00 p.m.**

**Mount Hope Elementary School  
9149 Airport Road, Hamilton, ON**

### **Agenda**

1. Welcome and Introductions
2. What is an Accommodation Review Committee (ARC)?
3. Where are we in the Accommodation Review Process?
4. Why HWDSB are conducting Accommodation Reviews
5. How does the ARC process work?
6. Why an Accommodation Review for West Glanbrook
7. Current Situation and Staff Option
8. Small group discussions
9. Next Steps

Next Public Meeting - Wednesday, November 06, 2013

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*



# **West Glanbrook**

## **Accommodation Review Committee**

### **Public Meeting # 1**

**Bell-Stone    Mount Hope**

**Mount Hope - October 9<sup>th</sup>, 2013**

# Welcome and Introductions

## Agenda

### - Opening Presentation

What is an Accommodation Review Committee (ARC)?

Where are we in the accommodation review process?

Why is HWDSB conducting accommodation reviews?

How does the ARC process work?

Why is an ARC needed on the West Glanbrook?

What is staff recommending as an accommodation option?

### - Small group discussions

### - Facilitator report out to large group

### - Summary, next steps & thank you



# What is an Accommodation Review Committee (ARC)?

## **What is an ARC?**

An accommodation review takes place when a board is thinking about closing schools and looking at where students can be accommodated. When that happens an accommodation review committee (ARC) is formed to develop a number of possible accommodation options.

## Committee Membership

- Chair

Voting Members	Non-Voting Members
Two (2) parent representatives who are members of School Council and/or Home and School Association from each school	The Trustee(s) of each school(s) under review
One (1) parent representative who is not a member of School Council or Home and School Association from each school	The Superintendent(s) of Student Achievement for each school(s) under review;
One (1) teaching representative from each school under review;	The Principal from each school under review
One (1) non-teaching staff from each school under review;	

- Also available are an administrative support for minute taking and a dedicated resource staff to ensure compliance of the Board's policy and information relevant to the Accommodation Review.

## Accommodation Review Committee Mandate

“...is to lead the public *review and act in an advisory role* that will study, report and *provide recommendations* on accommodation option(s) with respect to the group of schools or school being reviewed for *the Board of Trustees’* consideration and decision.”

# Public Meeting Format

Optimizing consultation by:

- ✓ Group Work
- ✓ Diversifying the groups
- ✓ Using facilitators
- ✓ Ensuring accurate notes taken at each group and included in the minutes

# Where Are We in the Accommodation Review Process?

## Preliminary Accommodation Review Report (June 2013)

### Rationale/Benefits:

- To ensure efficient use of space within the ‘brick and mortar’ of schools to accommodate current and long-term enrolment demands. The **goal is to balance enrolment with capacity of permanent space** and minimize the use of non-permanent structures such as portables and port-a-paks.
- To **address the maintenance and capital improvements** required for those schools that are to remain open after the accommodation review process is complete. The **goal is to ensure long-term facility sustainability while maintaining quality teaching and learning environments**. By maintaining and improving learning environments the facilities become more conducive to student learning and program delivery.
- To provide **equity of access to facilities and programs** for all HWDSB students.

## Where we are in the Process



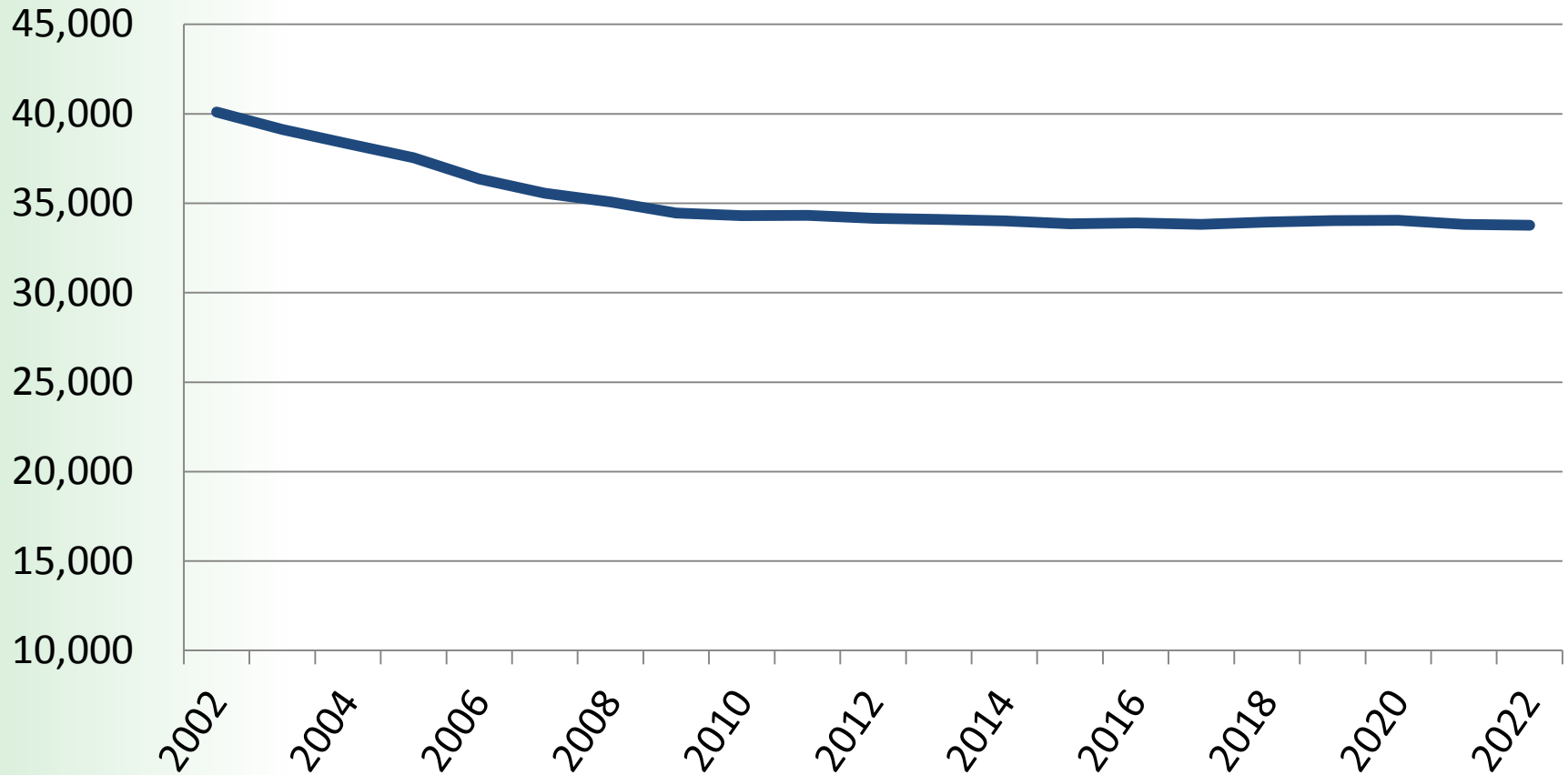


# **Why is HWDSB conducting Accommodation Reviews?**

## **Why is HWDSB conducting Accommodation Reviews?**

- Declining Enrolments
- Many schools underutilized
- Aging and smaller sized school buildings
- Limited Provincial dollars available in the current economic environment

## Historic and Projected HWDSB Elementary Enrolment



## **Provincial funding for schools:**

- Funding formulas largely based on enrolment
  - Other factors:
    - Number and size of schools
    - Programs offered
    - Geographic
- Declining enrolment generates financial and operational pressures for school boards - Examples:
  - Affects program offerings
  - Underutilized schools' maintenance costs can divert resources from programs and services for students

**How does the ARC process work?**

## How does the ARC process work?

- Each ARC has its own Terms of Reference. The TOR provide the guidelines on how the ARC will operate.
- The TOR include the following:
  - Mandate of Accommodation Review
  - Committee Membership Information
  - Operation of Accommodation Review Committee
  - Reference Criteria to Fulfill Mandate
  - Working Meeting and Public Meeting Overviews
  - Final Accommodation Review Committee Report Specifications
  - Capital Planning Objectives and Alternative Accommodation Option by the Board Criteria

## **How does the ARC process work?**

The key **reference criteria** used by the Accommodation Review Committee to fulfill its mandate include the following:

- **Facility Utilization**
- **Permanent and Non-permanent Accommodation**
- **Program Offerings**
- **Quality Teaching and Learning Environments**
- **Transportation**
- **Partnerships Opportunities**
- **Equity**

The Accommodation Review Committee may add additional reference criteria.

## **How does the ARC process work?**

There are two kinds of meetings.

**Working meetings** – ARC committee works to identify various options to present to the community and trustees. Public can attend but not participate.

**Public meetings** – There are four public meetings. This is where the ARC presents its options to gain feedback from the community. Public will provide input that will be used by the ARC as it prepares its final recommendations.



**Why is an ARC needed  
in West Glanbrook?**

# Why West Glanbrook?

- Grouping of these Schools
  1. Associated Schools
    - Elementary
    - Secondary
  2. Underutilized Schools
    - Current and projected
  3. Non JK-8 program models

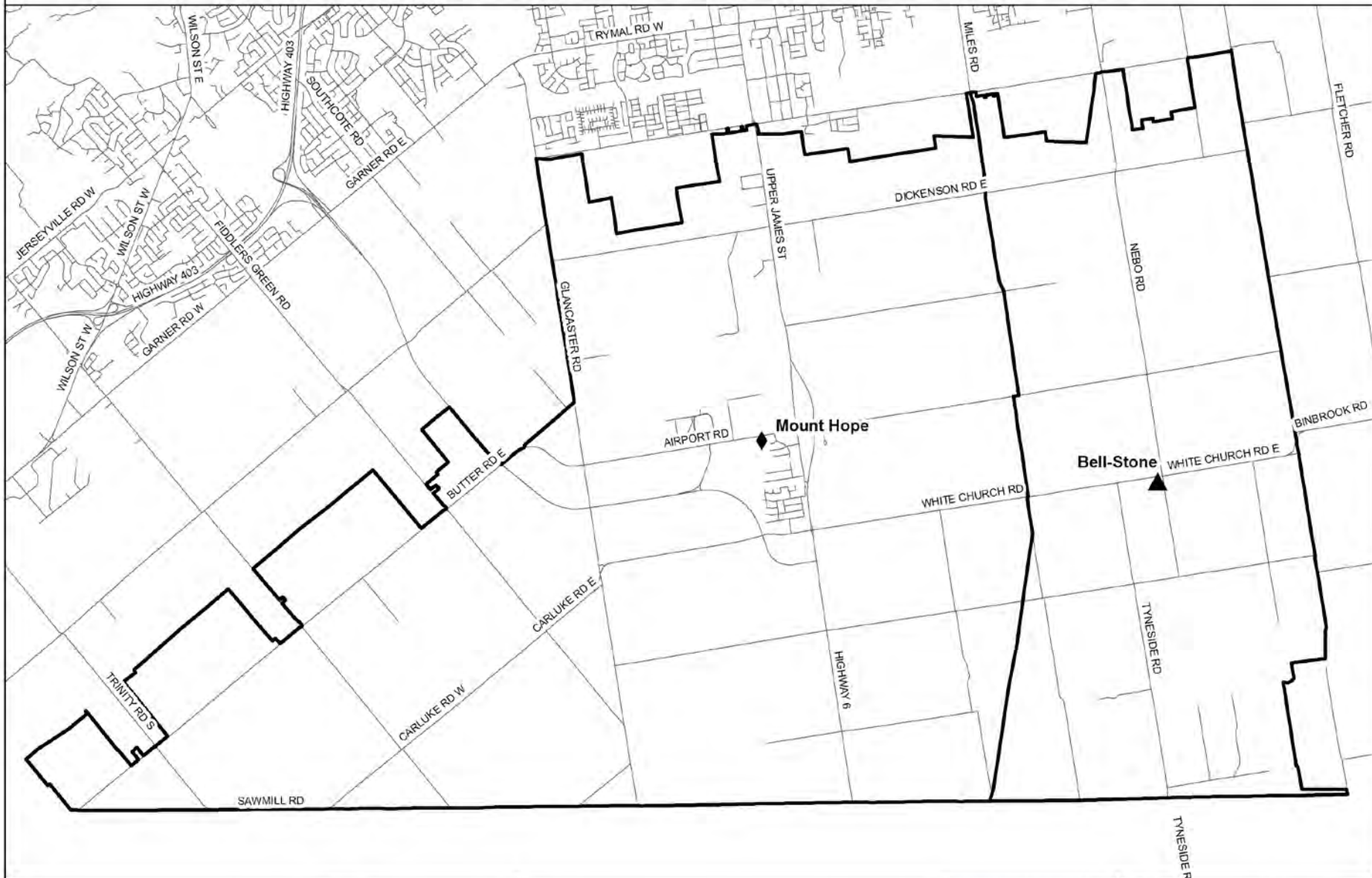
# Why West Glanbrook?

- One of the three ARCs identified and approved in 2010
- LTFMP Guiding Principles
  - Smaller schools consolidation possibilities
  - School/grade organization of JK-8
    - Examined middle school/senior school model
  - Ideal elementary school size of 500-600
- Geography – 4 Accommodation Reviews

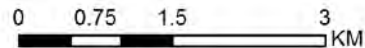
# Current Situation

# West Glanbrook Accommodation Current Boundaries

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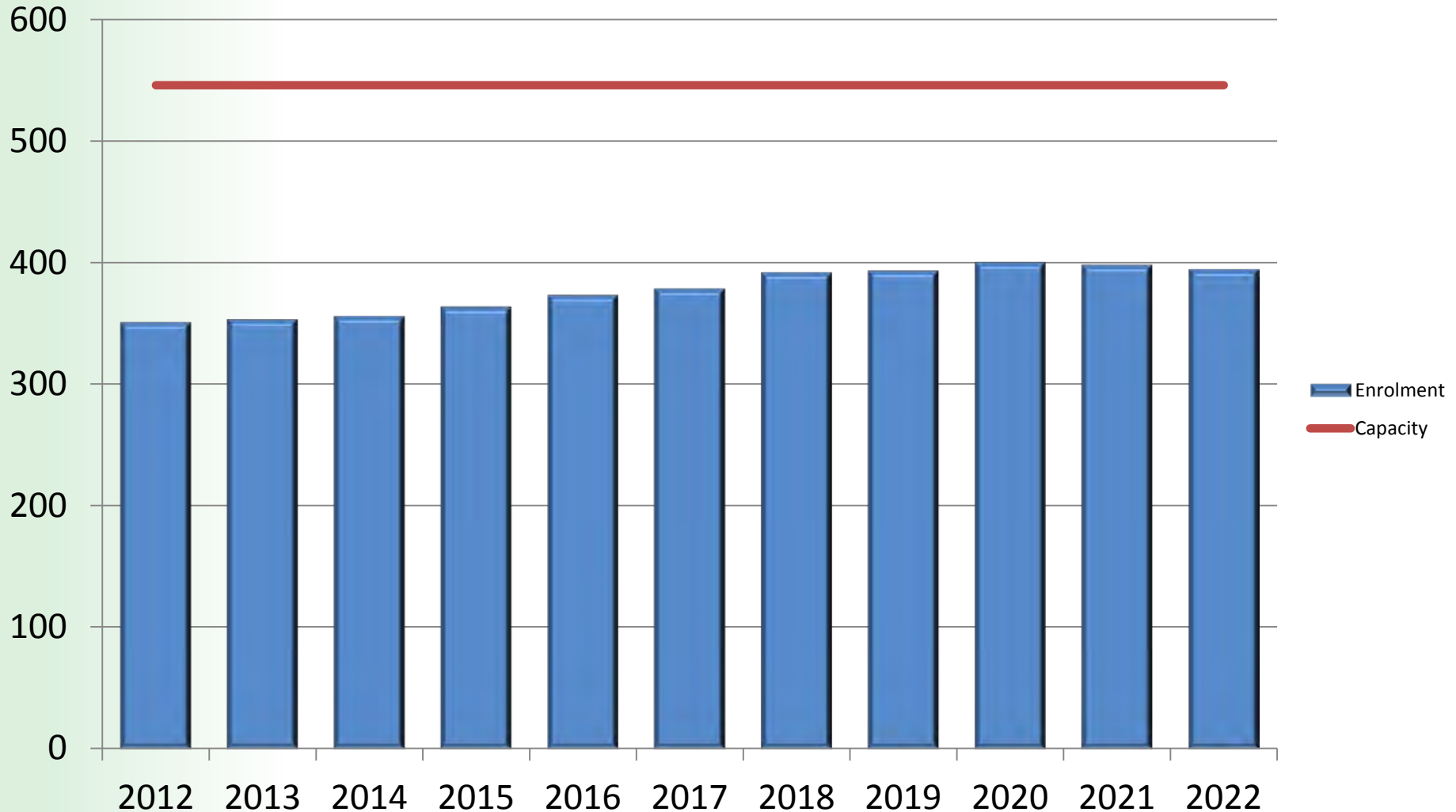
- ▲ Jr Elementary    ◆ K-8 Elementary    □ Elem Boundary
- \* Closed School    ● Middle School



## Current Situation:

School	Year of Construction	2012 OTG	2012 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)	Current FCI	10 Yr FCI
Bell-Stone (JK-6)	1963	181	61 (34%)	62 (34%)	63 (35%)	38.48%	49.83%
Mount Hope (JK-8)	1952	365	290 (79%)	316 (87%)	331 (91%)	16.56%	23.27%
<b>TOTAL</b>		546	351 (64%)	378 (69%)	394 (72%)		

## West Glanbrook Current Enrolment vs Capacity



# Staff Accommodation Option

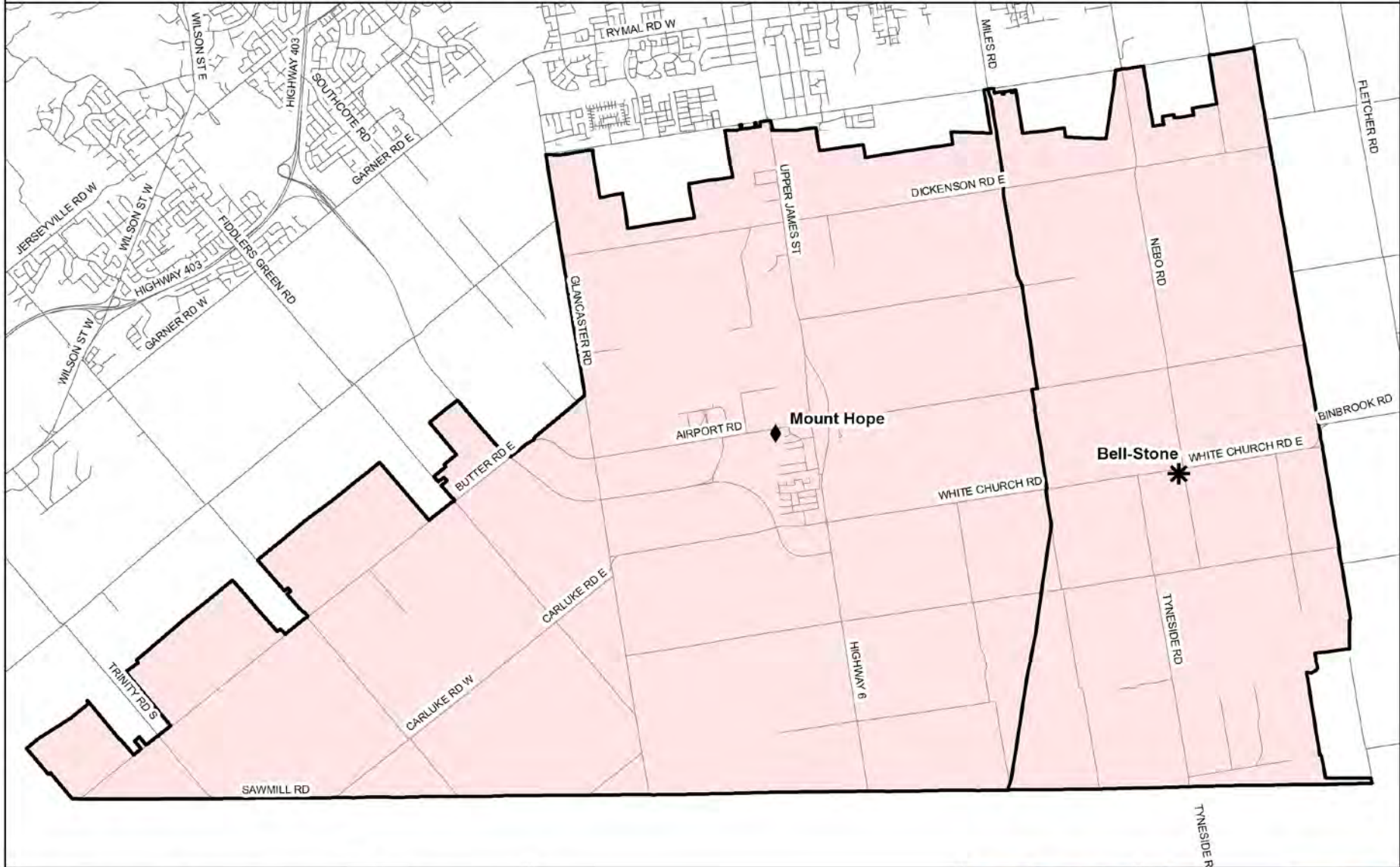


## What is the significance of the staff option?

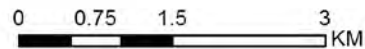
- Is meant as a starting point and initiates the process for the committee to create recommendations
- The staff option is not ‘final’ – staff will look at the ARC recommendations and community consultation before submitting another report.

# West Glanbrook Accommodation Review Staff Option

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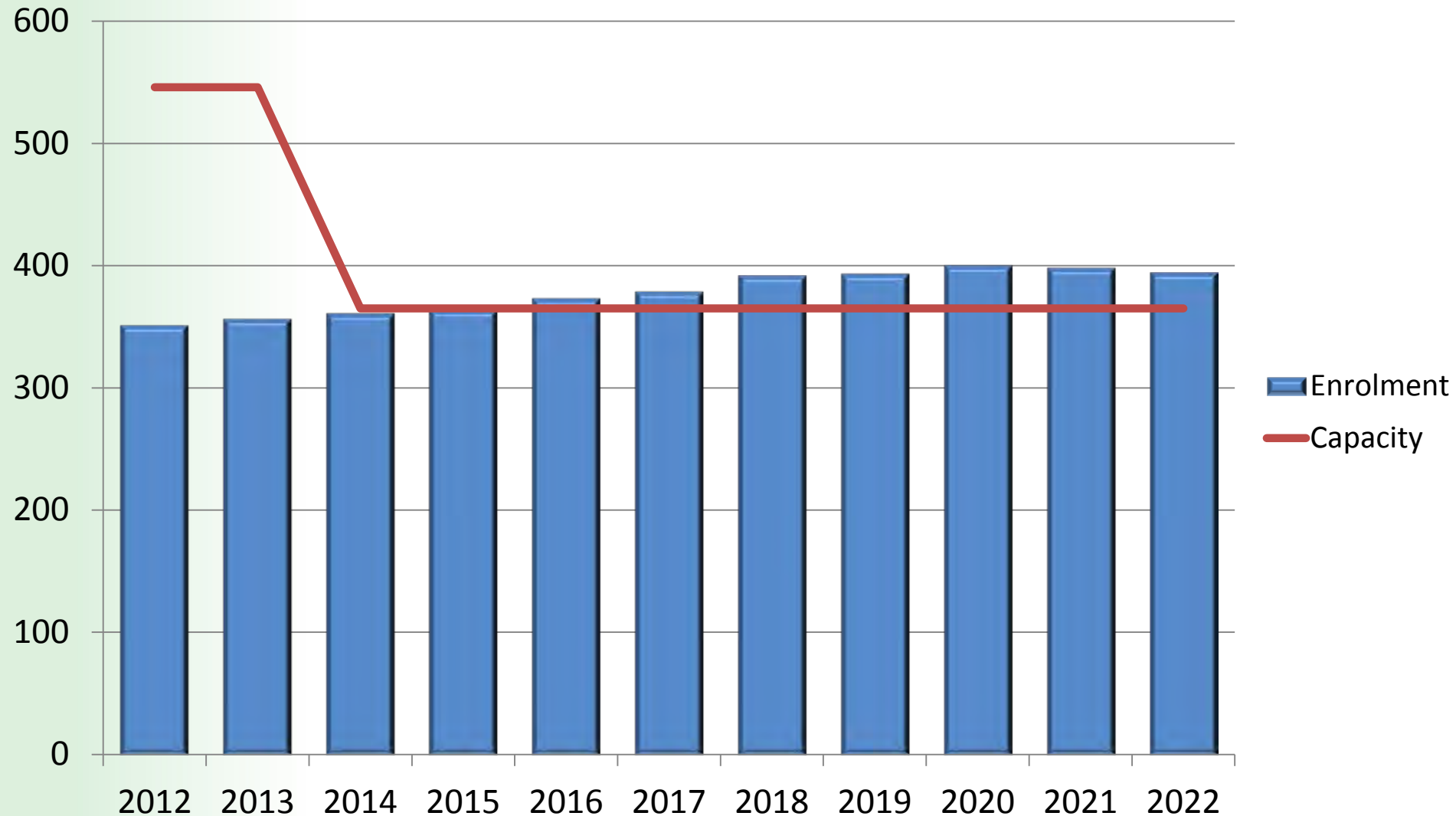
- ▲ Jr Elementary    ◆ K-8 Elementary    □ Elem Boundary
- \* Closed School    ● Middle School
- Proposed Mount Hope Boundary



## Staff Option

School	OTG	2012 Enrolment (Utilization)	2014 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)
<b>Bell-Stone (JK-6)</b>	181	61 (34%)	-	-	-
<b>Mount Hope (JK-8)</b>	365	290 (79%)	362 (99%)	378 (104%)	394 (108%)
<b>TOTAL</b>		351 (64%)	362 (99%)	378 (104%)	394 (108%)

## West Glanbrook Staff Option Enrolment vs Capacity



## **West Glanbrook Staff Option**

- Closure of Bell-Stone in June of 2014
  - Bell-Stone is consolidated into Mount Hope
  - Mount Hope will possibly need an additional FDK room

# Group Discussion



## **Facilitated Group Discussion**

- Please refer to the package on your table
- Discuss one question/issue at a time
- ARC Working members will take notes on the discussions
- Additional questions can be posted on notes in the middle of the table.



## **Question 1**

How does the staff recommendation follow the reference criteria?

## Reference Criteria

- **Facility Utilization**
- **Permanent and Non-permanent Accommodation**
- **Program Offerings**
- **Quality Teaching and Learning Environments**
- **Transportation**
- **Partnerships Opportunities**
- **Equity**

The Accommodation Review Committee may add additional reference criteria.

## **Question 2**

What additional reference criteria do you think are important for the ARC to consider when developing recommendations?

## **Question 3**

Using the additional reference criteria,  
how well does the staff  
recommendation meet the new  
criteria?

Please explain.

## **Question 4**

What else do you feel is important for the ARC to consider as they begin developing options?

## **Facilitator Report Back**

Please identify the top three points raised by your group

# Summary & Thank you

## **Keeping the Committee & Community Informed**

- All information will be posted on the HWDSB website:

[www.hwdsb.on.ca](http://www.hwdsb.on.ca)

- All public meetings will be advertised
- Working Group & Public Meetings will be held at schools within the planning area
- Working group meetings are open to the public for viewing



**Next Meeting:**  
**Public Meeting #2**  
**Wednesday November 6<sup>th</sup>, 2013**  
**Location: Bell-Stone**

## **West Glanbrook Staff Option Summary**

- **Closure of Bell-Stone in June 2014 and amalgamate into Mount Hope**

\*\* Please note that the staff option is not final and can change as the accommodation review process is completed.

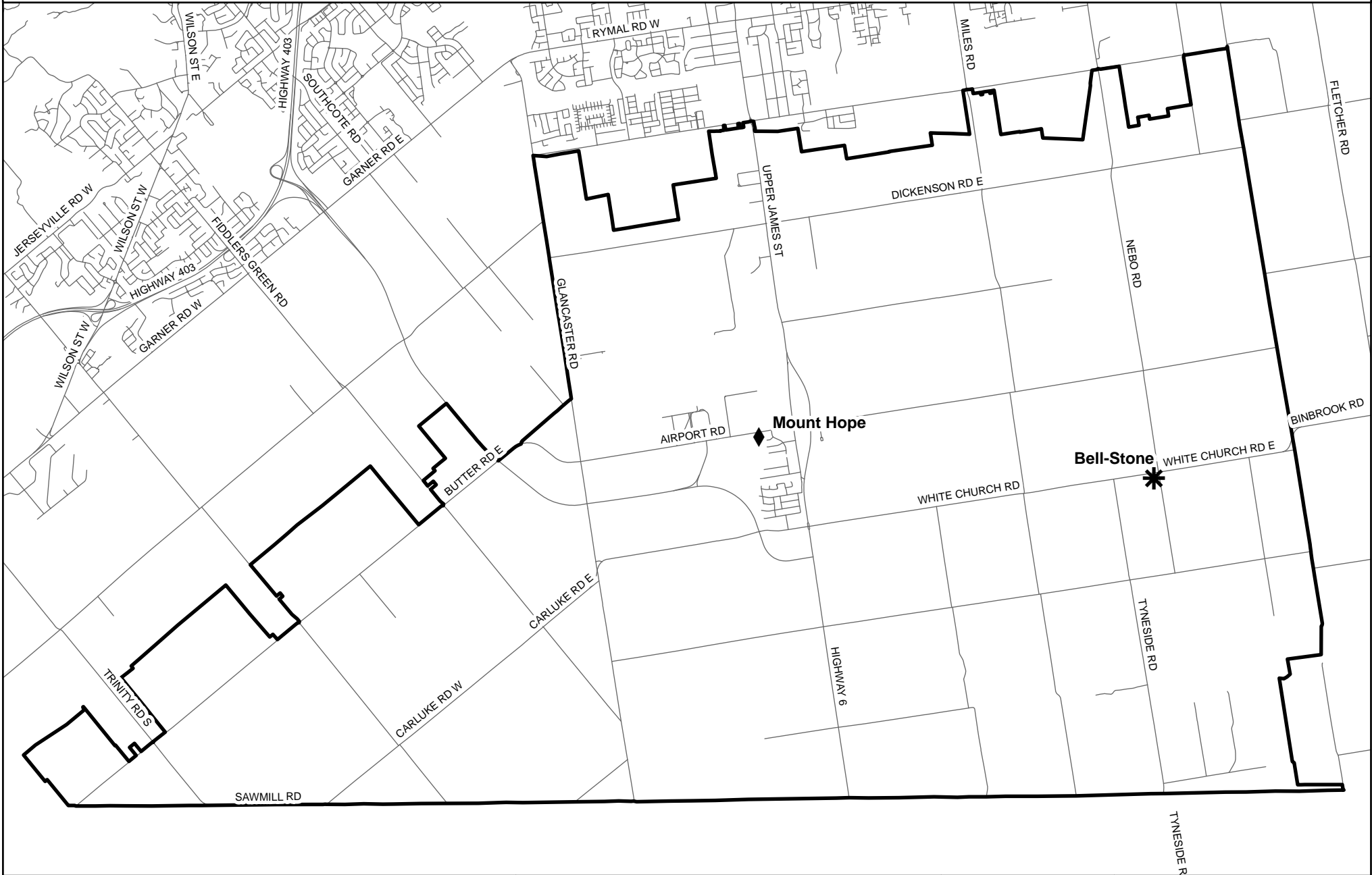
Bell-Stone	OTG:	181										
	JK	SK	1	2	3	4	5	6	7	8	Total	Utilization
2012	11	4	12	8	6	7	8	5	0	0	61	34%
2013	11	10	4	12	7	5	7	7	0	0	63	35%

Mount Hope	OTG:	365										
	JK	SK	1	2	3	4	5	6	7	8	Total	Utilization
2012	31	36	23	33	23	29	24	25	30	36	290	79%
2013	31	31	36	23	33	23	29	24	30	30	293	80%
2014	43	41	34	42	34	40	29	36	32	31	361	99%
2015	43	41	34	35	42	33	40	28	36	32	364	100%
2016	41	43	35	35	36	42	34	41	30	37	373	102%
2017	42	41	36	36	36	36	44	35	42	31	379	104%
2018	43	42	35	38	37	36	37	45	36	43	392	107%
2019	44	43	36	36	38	37	37	38	46	37	393	108%
2020	45	44	37	37	36	38	38	38	39	47	400	110%
2021	46	45	38	38	37	37	39	39	39	40	398	109%
2022	46	45	38	38	37	37	37	39	39	39	394	108%

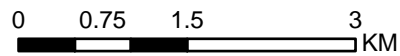
Close Bell-Stone in June of 2014 and amalgamate with Mount Hope

# West Glanbrook Accommodation - Staff Option

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- ▲ Jr Elementary    ◆ K-8 Elementary
- \* Closed School    ● Middle School
- ▭ Proposed Mount Hope Boundary



September 2013

Planning and Accommodation



**Question 1: How does the staff recommendation follow the reference criteria?**

- It's all dollars and cents
- Transportation- Assumption that a large number of students walk to Mount Hope
- Bellstone does not accommodate walking students
- Keep in mind the length of time on a bus
- Bellstone has the capacity of 180 students- can't fit Mount Hope students. Numbers don't lie.
- General feeling in the schools re blending- Is it positive? Pros and cons.
- Small isn't always better. Mix the group differently- class dynamic- behaviour- social interaction
- Cap in primary
- Portables- in the future. New development. Possibility of more development.
- Board studies potential development
- From 53- south. Changing boundaries?
- In ten years numbers are up- building is old- what then?
- Boundary changes for Bellmore and send Bell-Stone?
- Add portables, or build addition
- Bell stone is Accessible- Mount Hope isn't
- Are there enough rooms at Mount Hope? Some rooms aren't utilized 100%
- Will class sizes increase? Cap- determined by the Ministry
- Staffing increase?
- Rotary system? Possibility to attract the specialist teachers.
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- There is general alignment
- Equity- accessibility; what does Mount Hope require in order for an elevator to be added?
- Facility utilization- accommodating a greater number of students within one building
- No need for portables in the short time
- Program offerings- further discussion necessary to determine program differences between schools
- Extracurricular opportunities will increase for Bellstone students
- Transportation-believe this does meet as currently buses do stop at each school. Consolidation of schools reduces transition times between home and school
- 

**Reference Criteria:** Facility Utilization, Permanent and Non-permanent Accommodation, Program Offerings, Quality Teaching and Learning Environments, Transportation, Partnerships Opportunities, Equity.







**Question 4: What else do you feel is important for the ARC to consider as they begin developing options?**

- Development growth- who's monitoring
- Students first
- Transition plan for students
- Time line for the transition- very quick closing time.
- Possible June 2015 closing date
- Child care- daycare arrangements may need to change
- Class size, combined classes
- Feeder High School- distance?
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- Consideration for additional housing?
- Catchment area- use a straighter line such as Twenty Rd as the catchment area. Will there be a boundary review?
- - Extending boundary to Fletcher road
- Ensure there are appropriate resources to support students – staffing, special education
- The new Bellmoore already has existing portables, by reviewing the boundaries, could that pressure be relieved?
- Transition planning for students, staff and school councils
- Consideration for the feeder high school; is Ancaster still the best option for everyone within the boundary?
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- Top 3 Points
- Appropriate resources to support programming for all students, in particular our students with special needs
- Site readiness- washrooms, accessibility, parking, bus loading/unloading area, air conditioning
- Long term planning with respect to boundaries and future developments
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**Facilitator Feedback – West Glanbrook Public Meeting #1 – October 09, 2013**

Facilitators reported on the top three priorities raised in group discussion as noted below. Information will be provided to Committee Members for information and consideration as an alternate recommendation is developed.

- Appropriate resources to support programming for all students, in particular our students with special needs
- Site readiness – washrooms, accessibility, air conditioning, bus loading/unloading area
- Consideration for long term planning- boundaries and future developments
- How transitions will be handled
- Timelines may be too tight
- Planned pathways for all students- some may be closer to Ancaster High, some are not
- Class size- how will the school organization look

- Why not have schools provide classes/education to kids k-12 under one roof (one school)?
- If a plan is already in place for building a new school in Binbrook why wouldn't the Bell-Stone kids go there?

#### 4.0 Reference Criteria

- 4.1 The key criteria that will be used by the Accommodation Review Committee to fulfill its mandate include, but are not limited to, the following:
- a) **Facility Utilization:** Facility Utilization is defined as enrolment as a percentage of “on-the-ground” capacity. The goal is to maximize the use of Board owned facilities over the long-term.
  - b) **Permanent and Non-permanent Accommodation:** Permanent accommodation refers to “bricks and mortar” while non-permanent construction includes structures such as portables and port-a-paks. The goal is to minimize the use of non- permanent accommodation as a long-term strategy while recognizing that it may be a good short- term solution.
  - c) **Program Offerings:** The Accommodation Review Committee must consider program offerings, each with their own specific requirements, at each location.
  - d) **Quality Teaching and Learning Environments:** The Accommodation Review Committee should consider the program environments and how well they are conducive to learning.
  - e) **Transportation:** The Accommodation Review Committee should consider the Board’s existing Transportation Policy and how it may be impacted by or limit proposed accommodation recommendations.
  - f) **Partnerships Opportunities:** As a requirement of the Policy and Ministry guidelines, the Accommodation Review Committee should also consider opportunities for partnerships.
  - g) **Equity:** The Accommodation Review Committee should consider the Board’s Equity Policy, specifically as it relates to accessibility, both in terms of the physical school access as well as transportation and program environments.
- 4.2 The Accommodation Review Committee may add additional reference criteria.





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## Pupil Accommodation Review Terms of Reference

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The Terms of Reference were developed in accordance with the Ministry's 2009 revised *Pupil Accommodation Review Guidelines*.

### 1.0 Mandate of the Accommodation Review Committee

- 1.1 With school valuation as its focus and the Board's strategy for supporting student achievement, the Accommodation Review Committee is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision.
- 1.2 A separate Accommodation Review Committee shall be established for each group of schools being studied.
- 1.3 This Accommodation Review Committee is charged with the review of the following schools:
  - **Bell-Stone (JK-6)**
  - **Mount Hope (JK-8)**

### 2.0 Membership of the Accommodation Review Committee

- 2.1 The Accommodation Review Committee should consist of the following persons:
  - The Accommodation Review Committee Chair as appointed by Executive Council;
  - Two (2) parent representatives who are members of School Council and/or Home and School Association from each school under review;
  - One (1) parent representative who is not a member of School Council or Home and School Association from each school under review;
    - If only one school is being reviewed then the representatives may be increased to two (2);
  - One (1) teaching representative from each school under review;
  - One (1) non-teaching staff from each school under review;

- 2.2 The Accommodation Review Committee membership will be deemed to be properly constituted whether or not all of the listed members are able to participate.
- 2.2.1 Written invitation to participate on the Accommodation Review Committee will be issued with a deadline date for acceptance. No response by that date will be considered as non-acceptance.
- 2.3 Accommodation Review Committee membership may be adjusted so that the Committee may function effectively.
- 2.4 All members of the Accommodation Review Committee are voting members with the exception of the Accommodation Review Committee Chair, feeder school representative and student leader who and are non-voting members.
- 2.4.1 When a vote is called only the voting members present will cast their vote via ballot. A vote shall be passed when fifty percent (50%) plus one of the Accommodation Review Committee members vote in favour of the motion. Should there be a tie vote the motion/recommendation is defeated.
- 2.4.2 Quorum shall be defined as fifty percent (50%) plus one of the Accommodation Review Committee members.
- 2.5 Recognizing the value of the Accommodation Review Committee's contribution to the Board's ability to provide quality educational opportunities for its students, Accommodation Review Committee members must be prepared to make a commitment to attend all, or nearly all of the working meetings and public meetings
- 2.6 In the event that an Accommodation Review Committee member is unable to commit to attending all, or nearly all of the meetings, the Accommodation Review Committee Chair has the authority to address the attendance issue and recommend a solution.
- 2.7 The Accommodation Review Committee will have resource support available to provide information when requested or to provide expertise not already within the Accommodation Review Committee. The following people are available resources:
- The Trustee(s) of each school(s) under review;
  - The Trustee(s) of associated schools;
  - The Superintendent(s) of Student Achievement for each school(s) under review;
  - The Principal from each school under review
  - Administrative support for minute taking;
  - Dedicated resources to enable the Accommodation Review Committee to understand the issues that exist and to provide:
    - support to ensure compliance with the Board's policy and procedure;
    - information relevant to the mandate of the Accommodation Review Committee as requested by the Accommodation Review Committee;
    - information relevant to the mandate of the Accommodation Review Committee to support community questions or requests;
- 2.7.1 If the Accommodation Review Committee Chair sees a need for additional expertise or if additional expertise is requested by the Accommodation Review Committee, guest Accommodation Review Committee resources may be invited to attend specified meetings

(i.e. students, HWDSB staff, members of the community or local economy) as approved by the ARC members.

### 3.0 Operation of the Accommodation Review Committee

3.1 Executive Council will be responsible for appointing the Chair of the Accommodation Review Committee.

The Accommodation Review Committee Chair is responsible for:

- Convening and chairing Accommodation Review Committee meetings;
- Managing the development of the process according to the Accommodation Review Committee mandate, the *Terms of Reference* and the supporting School Information Profile (SIP);
- Coordination of the activities of the Accommodation Review Committee, requesting support, resources, and information relevant to the Accommodation Review Committee's mandate from the HWDSB staff;
- Ensuring completion of the *Accommodation Review Committee Accommodation Report*.

3.2 A SIP for each affected school necessary to permit the Accommodation Review Committee to carry out its mandate will be provided at or prior to the Accommodation Review Committee's first working meeting.

3.3 For each affected school the SIP will include the following and will be made available to the public via a posting on the Board's website and in print format at the Education Centre upon request:

- The section of the Board's most recent Long-Term Facilities Master Plan that deals with the municipality or area under review;
- Relevant background information regarding the schools located within the area of the accommodation review.

3.4 The Accommodation Review Committee will meet as often as required to review and analyze all pertinent data and prepare for the mandatory public meetings.

3.5 The Accommodation Review Committee shall determine a schedule of the dates, times and location of meetings. This should be established at the first meeting of the Accommodation Review Committee subject to Section 6.1 of this Policy.

3.6 Working meetings of the Accommodation Review Committee may be held regardless of all voting members being present.

3.7 The Accommodation Review Committee will complete its work within the timelines outlined in this Policy.

3.8 In the event that a member is unable to fulfill his/her duties on the Accommodation Review Committee, the Principal of the affiliated school(s) working with the Chair of the Accommodation Review Committee, may co-opt another representative. If a replacement cannot be found, the Accommodation Review Committee will continue to function.

3.9 The Accommodation Review Committee will provide information to the affected school communities on an ongoing basis.



- 3.10 Board staff will respond to reasonable requests for additional information that has been approved by the Accommodation Review Committee and will include the response(s) to the question(s), in the Accommodation Review Committee's working binder under the appropriate section, and will post the responses on the Board's website.
- 3.11 Requests for information in keeping with the Accommodation Review Committee's mandate and in keeping with the schools under review, will be provided by Accommodation Review Committee Resource staff in a timely manner for the Accommodation Review Committee's use and if the information is requested from an external party, for the Accommodation Review Committee's approval. It may not always be possible to obtain responses to requests for information in time for the next scheduled meeting. If this occurs, Accommodation Review Committee Resource staff will provide an estimated availability time.
- 3.12 All Accommodation Review Committee meetings will be structured to encourage an open and informed exchange of views.
- 3.13 The Accommodation Review Committee may create alternative accommodation option(s), consistent with the objectives and Reference Criteria outlined above.
- 3.14 Where the Accommodation Review Committee recommends accommodation option(s) that include new capital investment, the Accommodation Review Committee Chair will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, the Accommodation Review Committee, will propose how students would be accommodated if funding does not become available. Accommodation Review Committee Resource staff will provide analysis support for this process.
- 3.15 All accommodation options developed by the Board or by the Accommodation Review Committee are to address, at a minimum, where students would be accommodated; changes that may be required to existing facilities; program availability and transportation.

#### 4.0 Reference Criteria

- 4.1 The key criteria that will be used by the Accommodation Review Committee to fulfill its mandate include, but are not limited to, the following:
- a) **Facility Utilization:** Facility Utilization is defined as enrolment as a percentage of "on-the-ground" capacity. The goal is to maximize the use of Board owned facilities over the long-term.
  - b) **Permanent and Non-permanent Accommodation:** Permanent accommodation refers to "bricks and mortar" while non-permanent construction includes structures such as portables and port-a-paks. The goal is to minimize the use of non- permanent accommodation as a long-term strategy while recognizing that it may be a good short- term solution.
  - c) **Program Offerings:** The Accommodation Review Committee must consider program offerings, each with their own specific requirements, at each location.
  - d) **Quality Teaching and Learning Environments:** The Accommodation Review Committee should consider the program environments and how well they are conducive to learning.
  - e) **Transportation:** The Accommodation Review Committee should consider the Board's existing Transportation Policy and how it may be impacted by or limit proposed accommodation recommendations.
  - f) **Partnerships Opportunities:** As a requirement of the Policy and Ministry guidelines, the Accommodation Review Committee should also consider opportunities for partnerships.

- g) **Equity:** The Accommodation Review Committee should consider the Board's Equity Policy, specifically as it relates to accessibility, both in terms of the physical school access as well as transportation and program environments.

4.2 The Accommodation Review Committee may add additional reference criteria.

## 5.0 Working Meetings

- 5.1 The goal of the working meetings is to ensure that information is prepared for presentation at each of the minimum four (4) public meetings. The materials prepared will support the objectives and the Reference Criteria of this Terms of Reference and will help the Accommodation Review Committee in its development of the Accommodation Review Committee Accommodation Report.
- 5.2 The Accommodation Review Committee Resource staff will work with the Accommodation Review Committee to prepare all working meeting and Public Meeting agendas and materials. Meeting agendas and materials are to be made available by e-mail to the Accommodation Review Committee members and posted on the Board's website when possible at least 24 hours in advance of the scheduled meeting.
- 5.3 Accommodation Review Committee Resource staff will ensure that accurate minutes are recorded. These minutes are to reflect the discussions that take place and decisions that are made at working meetings and at Public Meetings. Accommodation Review Committee meeting minutes will be posted to the Board's website after the minutes have been approved by the Accommodation Review Committee.
- 5.4 All information provided to the Accommodation Review Committee is to be posted on the board's website and made available in hard copy if requested.
- 5.5 Working Meetings of the Accommodation Review Committee shall be open to observation by the public.

## 6.0 Public Meetings

- 6.1 In addition to Accommodation Review Committee working meetings, the Accommodation Review Committee will hold a minimum of four (4) public meetings. Public meetings will occur in one of the affected schools, provided the school is an accessible facility, or at an alternate facility within the local community. These meetings will be organized as follows:
- At the first public meeting, the Accommodation Review Committee will present the Preliminary School Accommodation Review Report prepared by the Director of Education, including the Board/Staff proposed alternative accommodation option(s). As well, the Accommodation Review Committee will describe the Terms of Reference, including its mandate; outline its study process; give the public a briefing on the data and issues to be addressed and receive community input;
  - At the second public meeting, the Accommodation Review Committee will present a completed SIP (refer to Appendix D) for the school(s) under consideration and receive community input;
  - At the third public meeting, the Accommodation Review Committee will present the accommodation option(s) and request community input;
  - At the fourth public meeting, the Accommodation Review Committee will present to the public, the draft Accommodation Review Committee Accommodation Report with its interim accommodation recommendation(s) and receive community input. The Accommodation Review Committee may make changes to the report based upon feedback at this meeting.

- 6.2 The Accommodation Review Committee Chair will call the first public meeting no earlier than thirty (30) calendar days after the date of its appointment.
- 6.3 Notice of the first public meeting will be provided no less than thirty (30) calendar days in advance of the meeting.
- 6.4 Notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include the date, time, location, purpose, contact name and email address.

## 7.0 Accommodation Review Committee Accommodation Report

7.1 The Accommodation Review Committee Accommodation Report, which is a mandatory outcome of the Accommodation Review Committee's work, is to be submitted to the Director of Education, by the Chair of the Accommodation Review Committee. The *Accommodation Review Committee Accommodation Report* is to be drafted in plain language.

7.1.1 The Accommodation Review Committee will prepare a report that will make accommodation recommendation(s) consistent with the objectives and *Reference Criteria* outlined in the Terms of Reference.

7.1.2 The Accommodation Review Committee should also consider the following issues and try to address these as well as possible in the *Accommodation Review Committee Accommodation Report*:

- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
- The effects of consolidation, closure or program relocation on the following:
  - The attendance area defined for the school(s)
  - The need and extent of transportation
- The financial effects of consolidating or not consolidating the school, including any capital implications.
- Savings expected to be achieved as a result of the consolidation, closure or program relocation:
  - School operations (heating, lighting, cleaning, routine maintenance)
  - Expenditures to address school renewal issues which will no longer be required
- Revenue implications as a result of the consolidation, closure or program relocation.
- Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
  - School operations (heating, lighting, cleaning, routine maintenance)
  - School administration
  - School renewal
  - Transportation

7.1.3 The Chair of the Accommodation Review Committee will deliver the *Accommodation Report* to the Director of Education not earlier than ninety (90) calendar days and not later than one hundred and twenty (120) calendar days after the beginning of the

Accommodation Review Committee's first public meeting. The Director of Education will post the *Accommodation Review Committee Accommodation Report* on the Board's website.

7.1.4 The Accommodation Review Committee shall present the *Accommodation Review Committee Accommodation Report* to the Board of Trustees.

7.2 In the event that, in preparing its *Accommodation Report*, the Accommodation Review Committee cannot agree on recommendations regarding the future of the school(s) being considered, then the *Accommodation Report* with no recommendations shall be delivered to the Director of Education and shall be posted to the HWDSB website. The report shall include a statement indicating that the Accommodation Review Committee members were unable to agree upon recommendations to the Board of Trustees.

## 8.0 Capital Planning Objectives and Partnership Opportunities

8.1 The Board is to outline its capital planning objectives for the area under review in order to provide the Accommodation Review Committee with context for the accommodation review processes and decisions.

- The Board is to provide five-year enrolment projections, by grade, for each school included in the review. In addition, if requested by the Accommodation Review Committee, longer-term enrolment projections and/or school-age population data for the subject review area will be provided in order to support effective decision-making by the Accommodation Review Committee.
- These capital planning objectives should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.
- The Board is to inform the Accommodation Review Committee of such known or reasonably anticipated partnership opportunities, or lack thereof, at the beginning of the Accommodation Review Committee process.

## 9.0 Alternative Accommodation Option(s) by the Board

9.1 The Board must present at least one alternative accommodation option at the beginning of the accommodation review process that addresses the objectives and the *Reference Criteria* outlined in the Terms of Reference.

9.2 Where the Board's proposed alternative accommodation option(s) include new capital investment, the Board staff will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, Board staff will propose how students would be accommodated if funding does not become available.

9.3 Accommodation Review Committee resource staff will provide the necessary data to enable the Accommodation Review Committee to examine the options proposed. This analysis is necessary to assist the Accommodation Review Committee in finalizing the Accommodation Review Committee Accommodation Report to the Director of Education.



**West Glanbrook Accommodation Review Committee**

**Public Meeting # 1**

**Wednesday, October 09, 2013**

**6:00 p.m.**

**Mount Hope Elementary School  
9149 Airport Road, Hamilton, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair (Acting)** - Pam Reinholdt

**Voting Members-** Theresa Weylie, Steve Paul, Janet Lewis, Alyson Brave, Melanie Holjak, Trisha Woehrle, Karen Stewart

**Non-Voting Members-** Alex Johnstone, Rob Maudsley

**Regrets**

**Voting Members-** Amie Vandevrie

**Non-Voting Members-** Krys Croxall

**Resource Staff**

Ian Hopkins, Daniel Del Bianco, Mark Taylor, Bill Yull, Teresa Movre, Sandie Rowell

**Recording Secretary**

Colleen Pyke

**Public** – 9 public attendees present

**1. Welcome and Introductions**

Superintendent Pam Reinholdt introduced herself as acting Chair for the West Glanbrook Accommodation Review Committee. She introduced resource staff and the facilitators for the evening. She noted that the purpose of this meeting is to gather input from the public, to provide their thinking, words of wisdom and knowledge of the area. The working group committee members will be listening and participating. They will take back information learned from public meetings to better form their recommendation. Ultimately, the Board of Trustees will make the final decision.

The Mandate of the Accommodation Review and Committee Norms were reviewed.

Next Public Meeting - Wednesday, November 06, 2013

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*

**2. What is an Accommodation Review Committee (ARC)?**

The Chair explained that an Accommodation Review Committee is struck when the Board of Trustees considers closing schools. Board staff is required to present an option. This is an initial option to generate discussion. In the end, this may not be the final recommendation. The Accommodation Review Committee (ARC) is responsible for creating a recommendation as well. There many possibilities and the staff option is just the initial piece in order to be transparent. The Chair reviewed types of members, both voting and non-voting and noted that the ARC is made of parents and staff from both schools involved.

Public meeting format was reviewed. Facilitators will be assigned to a group to assist and take notes. All group feedback will be posted on the HWDSB website.

**3. Where are we in the Accommodation Review Process?**

Ian Hopkins reviewed where we are in the process. In June 2013, staff took the preliminary Accommodation Review report to Board for approval to begin Accommodation Reviews. Currently we are in the Community Review phase from October 2013 to January 2014. There will be four public meetings and approximately eight working group meetings (subject to change). The ARC will then come up with a recommendation to bring to Board. Following this, there will be a Board review phase. Staff will create a recommendation which will go to Board. There will be a 60 day period of public delegation and the projected decision by Trustees is May 2014.

**4. Why HWDSB are conducting Accommodation Reviews**

Ian Hopkins provided an overview noting HWDSB is seeing a decline in enrolment, underutilized schools, an excess of 5,000 pupil places, an aging inventory of schools (many built in the 1950s and 60s) and limited provincial dollars. Provincial funding is largely based on enrolment, which means our funding is spread thinly throughout our Board.

The Terms of Reference were reviewed.

**5. How does the ARC process work?**

Ian Hopkins reviewed the Reference criteria, noting this is an open ended list and that items can be added by the ARC. During working group meetings the ARC will analyze and discuss accommodation items. Public meetings will be an opportunity for members of the community to give their input. All meetings are open to the public; however public participation will be limited to public meetings.

**6. Why an Accommodation Review for West Glanbrook**

Daniel Del Bianco noted that there are four Accommodation Reviews currently running across HWDSB. The first four Accommodation Reviews are grouped together for a number of reasons including, geographic area (associated school), underutilized schools and non JK-8 program models. West Glanbrook is one of three ARCs that were identified in 2010. The next number of years of Accommodation Reviews has been outlined in the Long Term Facilities Master Plan.

<http://www.hwdsb.on.ca/board/facilities-master-plan/>

### **7. Current Situation and Staff Option**

Daniel Del Bianco reviewed the current situation, including boundaries, enrolment and facility conditions. He noted that the enrolment is from the 2012 school year. Facility condition index (repair costs relative to total replacement value) was reviewed, citing that as the items within the school age (boilers, roof, flooring, etc.), the FCI increases. The goal is to alleviate the gap between enrolment and capacity. Schools must be heated and maintained as if they are completely full, but are not receiving the funding for that.

The Ministry requires the presentation of a staff option. This is a starting point and is not 'final'. Staff will take what has been learned throughout the Accommodation Review and apply it to the final staff recommendation.

The staff option recommends that the two schools combine, which sees the closure of Bell-Stone. All students will consolidate into Mount Hope. Recommended timeline would be closure of Bell-Stone in June 2014 and consolidation in September 2014. This option does bridge the enrolment versus capacity gap and creates the JK-8 model, as per the LTFMP guiding principles. Mount Hope may require the construction of an additional kindergarten room. Students that are currently attending Bell-Stone or Mount Hope as out-of-catchment will maintain their status however; no new out-of-catchment students will be accepted.

### **8. Small group discussions**

The Chair gave instructions for group work.  
See attached for facilitator feedback.

### **9. Next Steps**

Next working group meeting- October 16, 2013 Mount Hope  
Next public meeting- November 06, 2013 Bell-Stone

### **10. Adjournment**

The Chair thanked everyone for attending and participating.  
The meeting adjourned at 8:04 p.m.






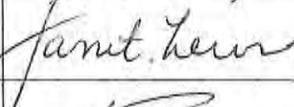

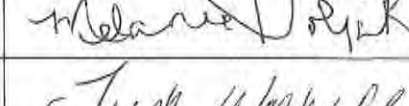
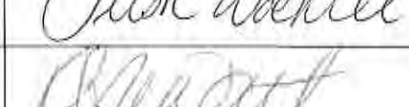

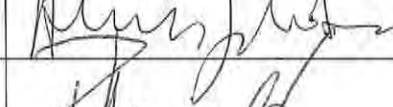

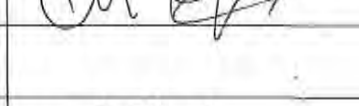



**Facilitator Feedback – West Glanbrook Public Meeting #1 – October 09, 2013**

Facilitators reported on the top three priorities raised in group discussion as noted below. Information will be provided to Committee Members for information and consideration as an alternate recommendation is developed.

- Appropriate resources to support programming for all students, in particular our students with special needs
- Site readiness – washrooms, accessibility, air conditioning, bus loading/unloading area
- Consideration for long term planning- boundaries and future developments
- How transitions will be handled
- Timelines may be too tight
- Planned pathways for all students- some may be closer to Ancaster High, some are not
- Class size- how will the school organization look

Accommodation Review Committee- West Glanbrook  
Public Meeting #1 – October 09, 2013  
Sign-in Sheet

Position	Name	Signature
Accommodation Review Committee Chair (Acting)	Pam Reinholdt	
Accommodation Review Committee Chair	Krys Croxall	
<b>Voting Members</b>		
Bell-Stone parent representative from School Council/Home and School	Amie Vandevrie	
Bell-Stone parent representative from School Council/Home and School	Theresa Weylie	
Bell-Stone parent representative <u>not</u> from School Council/Home and School	Steve Paul	
Bell-Stone teaching or non-teaching staff	Janet Lewis	
Mount Hope parent representative from School Council/Home and School	Alyson Brave	
Mount Hope parent representative from School Council/Home and School	Melanie Holjak	
Mount Hope parent representative <u>not</u> from School Council/Home and School	Trisha Woehrle	
Mount Hope Teaching or non-teaching staff	Karen Stewart	
<b>Non- Voting Representatives</b>		
Area Trustee	Alex Johnstone	
Bell-Stone/Mount Hope Principal	Rob Maudsley	
Planning and Accommodation Resource Staff	Ian Hopkins	
Facilities Management Resource Staff	Daniel Del Bianco	
Administrative Support Staff	Colleen Pyke	



**Accommodation Review – West Glanbrook**

**Public Attendees**

**Public Consultation Meeting # 1 – October 09, 2013**

**Sign-in Sheet**

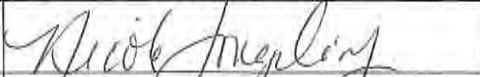
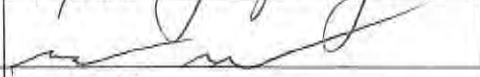

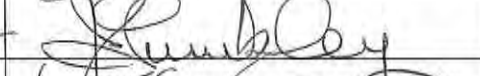
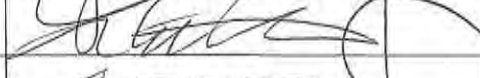
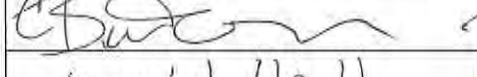

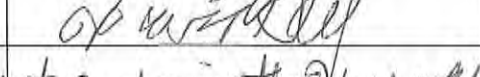
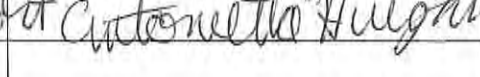
Name (Please Print)	School Affiliation (if any)	Signature
Mark Taylor	Corp. Comm.	
Teresa Moyre	SOSA's office	<i>Teresa Moyre</i>
Bill Yull	VP Bell-Stone	<i>B. Yull</i>
Sandie Rowell	VP Norwood / GRA	<i>S. Rowell</i>

Accommodation Review – West Glanbrook

Public Attendees

**Public Consultation Meeting # 1 – October 09, 2013**

**Sign-in Sheet**

Name (Please Print)	School Affiliation (if any)	Signature
Nicole Jongeling	Bell-Stone	
Michael Jongeling	Bell-Stone	
Teresa Betting	Pres.	
Janice Gumbley	Glanbrook Home Support	
Lori Whyte	Bell-Stone	
	Bell-Stone	
David Hall	Bell Stone	
ANTONIA Hughes	Glanbrook Home Support	





*Elementary*

# ACCOMMODATION Review Committee



**West Glanbrook Accommodation Review Committee  
Public Consultation Meeting # 2  
Wednesday, November 6<sup>th</sup>, 2013  
6:00 p.m.**

**Bell-Stone Elementary School  
6025 White Church Road and Nebo Road, Mount Hope**

## Agenda

1. Welcome and Introductions
2. Overview of Accommodation Review Process
3. Work Completed by Accommodation Review Committee
4. Review of School Information Profiles (SIPs)
5. Review of Public Meeting #1 – Key Themes
6. Facilitated Group Discussion
7. Next Steps

Next Public Meeting – December 4<sup>th</sup> 2013 – Mount Hope Elementary – 6:00 pm – 9:00 pm  
\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*



# **West Glanbrook**

## **Accommodation Review Committee**

### **Public Meeting # 2**

**Bell-Stone    Mount Hope**

**Bell-Stone – November 6<sup>th</sup>, 2013**



## Meeting Norms

- Promote a positive environment
- Treat all other members and guests with respect
- Recognize and respect the personal integrity of each member of the committee
- Acknowledge democratic principles and accept the consensus and votes of the committee
- Use established communication channels when questions or concerns arise
- Promote high standards of ethical practice at all times

## **Why we are here tonight?**

- Provide an overview of the Accommodation Review Process
- Why is HWDSB conducting Accommodation Reviews?
- Review the work completed to dated by the Accommodation Review Committee (ARC)
- Review the School Information Profiles
- Review of Major Themes from Public Meeting #1
- Group Discussion and Community Input

# Overview of Accommodation Review Process

## Accommodation Review Committee Mandate

“...is to lead the public *review and act in an advisory role* that will study, report and *provide recommendations* on accommodation option(s) with respect to the group of schools or school being reviewed for *the Board of Trustees'* consideration and decision.”

## Committee Membership

- Chair

Voting Members	Non-Voting Members
Two (2) parent representatives who are members of School Council and/or Home and School Association from each school	The Trustee(s) of each school(s) under review
One (1) parent representative who is not a member of School Council or Home and School Association from each school	The Superintendent(s) of Student Achievement for each school(s) under review;
One (1) teaching representative from each school under review;	The Principal from each school under review
One (1) non-teaching staff from each school under review;	

- Also available are an administrative support for minute taking and a dedicated resource staff to ensure compliance of the Board's policy and information relevant to the Accommodation Review.

## **What will the ARC consider when developing their options?**

Reference Criteria (as outlined in the Board policy):

- a) Facility Utilization
- b) Permanent and Non-Permanent Accommodation
- c) Program Offerings
- d) Quality of Teaching and Learning Environments
- e) Transportation
- f) Partnerships
- g) Equity

Additional items identified by the committee and community are also considered.

## **How does the ARC process work?**

There are two kinds of meetings.

**Working meetings** – ARC committee works to identify various options to present to the community and trustees. Public can attend but not participate.

**Public meetings** – There are four public meetings. This is where the ARC presents its options to gain feedback from the community. Public will provide input that will be used by the ARC as it prepares its final recommendations.

# Where Are We in the Accommodation Review Process?



## Board Approval June 2013

- Preliminary School Accommodation Review Report



## Preparation Phase June 2013-Sept 2013

- Preparation of background material
- Committee members are appointed



## Community Review Phase Oct 2013-Jan 2014\*

- Board Staff share school accommodation option
- Accommodation Review Committee develops recommendation(s)



## Board Review Phase Feb 2014 – May 2014\*

- Director's Accommodation Review Report
- Public delegations at Standing Committee Meeting



## Projected Decision by Trustees May 2014\*

## Public Meetings

October 9<sup>th</sup>, 2013 - Complete  
November 6<sup>th</sup>, 2013  
December 4<sup>rd</sup>, 2013  
January 22<sup>nd</sup>, 2014

## Working Group Meetings

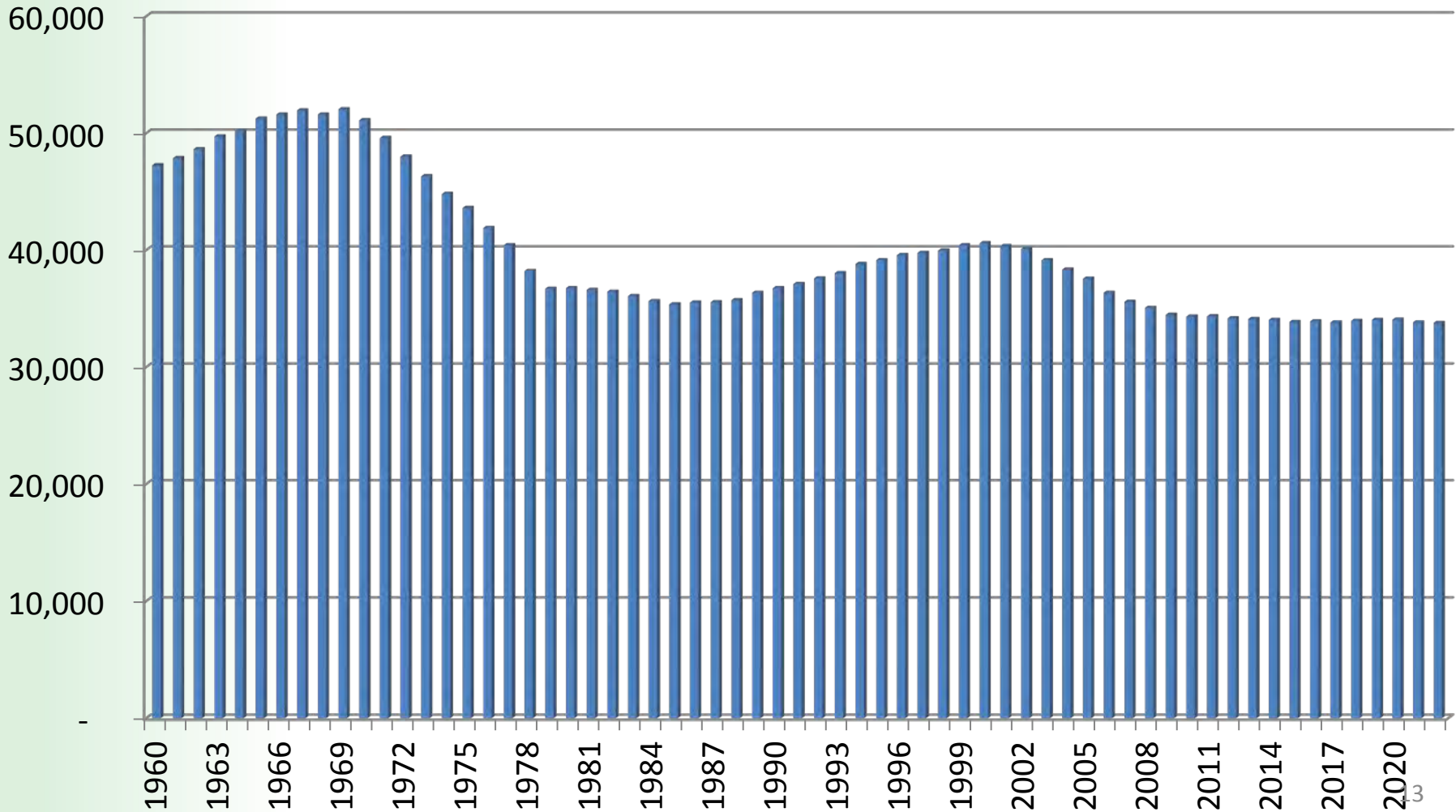
October 2<sup>nd</sup>, 2013 – Complete  
October 16<sup>th</sup>, 2013 – Complete  
October 30<sup>th</sup>, 2013 – Complete  
November 13<sup>th</sup>, 2013  
November 27<sup>th</sup>, 2013  
December 11<sup>th</sup>, 2103  
January 15<sup>th</sup>, 2014  
January 29<sup>th</sup>, 2014

# **Why is HWDSB conducting Accommodation Reviews?**

## **Challenges faced by HWDSB and Community:**

- Aging facilities - average age of our buildings is 51 yrs.  
Even after accounting for an aggressive building program that has seen the closure of 29 elementary schools and the construction of 9 new schools and 6 rebuilds since 2000
- Declining Student Enrolments  
Leaves over 5000 excess elementary pupil places
- Ministry of Education funding for facility enhancements and provincial benchmarks are insufficient to cope with our current facility needs

## Historic and Projected Elementary Enrolment



## Provincial funding for schools:

- Funding formulas largely based on enrolment
  - Declining enrolment generates financial and operational pressures for school boards
- When enrolment declines, a school may be underutilized, but the costs of maintaining the school do not decline correspondingly.

# **Work Completed by the Accommodation Review Committee**

## **Since Our Last Public Meeting:**

- 2<sup>nd</sup> and 3<sup>rd</sup> Working Group Meetings
- Requested additional data/ information
  - Development, school organization, capital upgrades info
- Reviewed data contained in the School Information Profiles (SIPs)
- School Tours (completed 1 of 2 schools)
- Analysis of community feedback from public meeting #1 - key themes

# School Information Profiles



## **School Information Profiles (SIPs)**

- Required by Ministry of Education Pupil Accommodation Review Guidelines (June 2009)
- Assembled by Hamilton-Wentworth District School Board Staff

## Intent of the SIP

- Familiarize the ARC members and the community with the schools under review
- Provide the foundation for discussion and analysis of accommodation options
- Help ARC members and the community to understand how well the schools meet the objectives of the *Reference Criteria* as outlined in the *Terms of Reference*

	<b>1. Enrolment vs. Available Space</b>	<b>Bell-Stone</b>	<b>Mount Hope</b>	<b>Total</b>
#	<b>Data to be Provided to the ARC</b>			
1	Current Enrolment	61	290	351
2	Projected Enrolment in 5 years	62	316	379
3	Projected Enrolment in 10 years	63	331	394
4	On-The-Ground (OTG) Capacity	181	365	546
5	Number of Portables on Site	0	0	0.0
6	Current Utilization Rate	34%	79%	57%
7	Projected Utilization Rate in 5 years	34%	87%	61%
8	Projected Utilization Rate in 10 years	35%	91%	63%
9	Current Space Surplus / Shortage (Pupil Places)	120	75	195
10	Projected Space Surplus / Shortage (Pupil Places) in 5 years	119	49	168
11	Projected Space Surplus / Shortage (Pupil Places) in 10 years	118	34	152

## 2. Administrative and Operational Costs Associated with Schools

**Bell-Stone**

**Mount Hope**

**Total**

### # Data to be Provided to the ARC

1 Expenditures on School Administration at School

\$179,769

\$182,049

\$361,818

2 Expenditures on School Operations at School

\$160,292

\$247,642

\$407,934

3 Administrative Costs per m<sup>2</sup>

\$124.49

\$55.84

\$180

4 Administrative Costs per Student

\$2,947

\$627

\$3,575

5 Operational Costs per m<sup>2</sup>

\$111

\$75

\$187

6 Operational Costs per Student

\$2,572

\$783

\$3,356

## 3. Condition of School

**Bell-Stone**

**Mount Hope**

**Total**

### # Data to be Provided to the ARC

1 What is the replacement value of the School?

\$4,638,168.64

\$7,363,885

\$12,002,054

2 Current Facilities Condition Index (FCI) for the School?

38.48%

16.56%

3 Expected Facilities Condition Index (FCI) for the School in 10 years

49.83%

23.27%

4. School's Physical Space to Support Student Learning and Child Care Services		Bell-Stone	Mount Hope	Total
#	Data to be Provided to the ARC			
1	Does the School have a Library/Resource Centre?	Yes	Yes	
2	Does the School have at least one dedicated Science Room?	No	Yes	
3	Number of Science Rooms in School	0	1	
4	Does the School have a Gymnasium/ General Purpose Room?	Yes	Yes	
5	Is there a stage in the Gymnasium	Yes	Yes	
6	Does the school have a Computer Lab?	Yes	No	
7	Does the school have a dedicated Learning Resource Room?	Yes	Yes	
8	Is there a childcare centre located on site	No	No	
9	Is there a Before & After school program	No	Yes	
10	Is there a Breakfast / Nutrition program available for students at the school?	Yes- Nutrition	Yes- Nutrition	
11	Other			22

6. Range of Extracurricular Activities		Bell-Stone	Mount Hope
#	Data to be Provided to the ARC		
1	List of Extracurricular Activities at each school	<p>Bell-Stone: Track, Cross Country, Library helpers, bus patrol, PA Announcers, Kindergarten assistants, Playground monitors (Kindergarten), School Store helpers, Milk Moovers, Mad Science, After School scholars, Boys book club, checkers, dance club, Student Safe-school Team</p>	<p>Mount Hope: Lunch helpers, Animal Awareness Club, Newspaper Club, Silver Birch Reading, Red Maple Reading, Bus Monitors, Mad Science, Highland Dancing, Floor Hockey, Go Girls, Sister Act, Swimming, Recycling, 3 Pitch, Basketball, Volleyball, Choir, Cross Country, Zumba, Yearbook, Talent Show, PA Announcers, School Store helpers, After School scholars, Soccer, Art Club</p>

## 7. Adequacy of the School's Grounds for Healthy Physical Activity and Extracurricular Activity

Bell-Stone

Mount Hope

### # Data to be Provided to the ARC

1 Does the School have hard surfaced outdoor play area(s)?

Yes

Yes

2 Does the School have a Playing Field?

Yes

Yes

3 List types of playing fields available (e.g. baseball, football, soccer, track etc.)

-

-

## 8. Accessibility of the School for Students with Disabilities

Bell-Stone

Mount Hope

### # Data to be Provided to the ARC

1 Does the school have at least one barrier-free entrance?

Yes

No

2 Are all levels of the school wheelchair accessible?

Yes

No

3 Does the school have appropriate communication systems for the visually impaired?

No

No

4 Does the school have appropriate communication systems for the hearing impaired?

No

No

5 Do students have access to barrier free washrooms?

No

No<sup>24</sup>

<b>9. Location of School</b>		<b>Bell- Stone</b>	<b>Mount Hope</b>
<b>#</b>	<b>Data to be Provided to the ARC</b>		
1	What percentage of the students are provided transportation services to and from school?	66%	74%
2	Longest bus ride to school (minutes)	49.0	41.0
3	Shortest bus ride to school (minutes)	18.0	27.0
4	Average bus ride to school (minutes)	38.3	32.0
5	What percentage of the students live outside the school's catchment area?	31.1%	6.9%
6	Is the school within 500m of a municipal bus route?	No	Yes



## 11. Location of the School (within community)

Bell-Stone

Mount  
Hope

### # Data to be Provided to the ARC

1 How far is the school from its nearest HWDSB school (distance/name)?

Bellmoore/  
4.7 km

Bell-  
Stone/6.5  
km

## 12. Facility for Community Use

Bell-Stone

Mount  
Hope

### # Data to be Provided to the ARC

1 List of co-curricular or extracurricular activities in which community members actively participate on a regular basis

All School  
use

House  
League  
Practice,  
Gymnastics

2 Average Number of Hours per Week that School Grounds are scheduled for use by Community Groups

NA

0.0

3 Average Number of Hours per Week that School Building is scheduled for use by Community Groups

0

9  
26

13. School as Local Employer		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Does the School have a Full-time Principal?	0.00	1.00	1.0
2	Number of Vice-Principals at the School (FTE)	0.50	0.00	0.5
3	Number of Office Administrators at the School (FTE)	1.00	1.00	2.0
4	Number of Teachers at the School (FTE)	5.00	16.50	21.5
5	Number of Education Assistants at the School (FTE)	0.00	2.00	2.0
6	Number of Caretaking Staff at the School (FTE)	1.50	2.25	3.8
7	Number of designated Early Childhood Educators	0.00	2.00	2.0

15. Additional Information		Bell-Stone	Mount Hope
#	<b>Data to be Provided to the ARC</b>		
1	Number of Parking Spaces	21 + 1 Handicap**	36 + 1 Handicap

\*\* Bell-Stone also has a gravel parking lot that can hold an additional 15-20 cars

# Key Themes from Public Meeting #1

## Process of Identifying Key Themes

- Analyzing recorded data from public meeting using qualitative analysis techniques
- Reading through data
- Focusing of main ideas and identifying patterns in the data
- Summarizing the main themes and developing a list of important findings

## Key Themes

### 1) Boundaries

Bell-Stone/Bellmoore

High school

Urban boundary

## Key Themes

### 2) Facility

- Accessibility
- Capital repairs including:
  - Tarmac (play area)
  - Additional parking
  - Air conditioning
  - More washrooms/upgrades
  - Additional FDK room
  - New windows
  - Revamp of bus loading zone
- Preference for brick and mortar over portables

## Key Themes

### 3) Transportation

- Concern over lengthy bus ride times
- Reduction in bus times for some students

### 4) Timeline/Transition

- Closing June 2014 is too quick
- Building readiness

## Key Themes

### 5) Programming

- Class sizes
- New opportunities
- Support for Special Education Students



# Group Discussion



## Facilitated Group Discussion

- Please refer to the package on your table
  - Agenda
  - Questions
  - Key Themes
  - Reference Criteria
  
- Discuss one question/issue at a time
- ARC Working members will take notes on the discussions

1. Are the common themes capturing the concerns of the public and which common themes resonate most with your group?

2. In creating an ideal elementary learning facility, what considerations do you feel are most important?

## Next Steps:

- Next two working group meetings the committee will formulate accommodation options
- At public meeting 3 they will share those options
- If you have any ideas of your own please share with an accommodation committee member from your school

Thank You

**Next Public Meeting : December 4<sup>th</sup>,  
2013 at Mount Hope School  
6:00 – 9:00 pm**

# Hamilton-Wentworth District School Board

## School Information Profile



1. Enrolment vs. Available Space		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Current Enrolment	61	290	351.0
2	Projected Enrolment in 5 years	62	316	378.5
3	Projected Enrolment in 10 years	63	331	394.1
4	On-The-Ground (OTG) Capacity	181	365	546.0
5	Number of Portables on Site	0	0	0.0
6	Current Utilization Rate	34%	79%	57%
7	Projected Utilization Rate in 5 years	34%	87%	61%
8	Projected Utilization Rate in 10 years	35%	91%	63%
9	Current Space Surplus / Shortage (Pupil Places)	120	75	195.0
10	Projected Space Surplus / Shortage (Pupil Places) in 5 years	119	49	167.5
11	Projected Space Surplus / Shortage (Pupil Places) in 10 years	118	34	151.9

2. Administrative and Operational Costs Associated with Schools		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Expenditures on School Administration at School	\$179,769	\$182,049	\$361,818
2	Expenditures on School Operations at School	\$160,292	\$247,642	\$407,934
3	Administrative Costs per m <sup>2</sup>	\$124.49	\$55.84	\$180
4	Administrative Costs per Student	\$2,947.03	\$627.76	\$3,575
5	Operational Costs per m <sup>2</sup>	\$111.01	\$75.96	\$187
6	Operational Costs per Student	\$2,572.91	\$783.18	\$3,356

3. Condition of School		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	What is the replacement value of the School?	\$4,638,168.64	\$7,363,885	\$12,002,054
2	Current Facilities Condition Index (FCI) for the School?	38.48%	16.56%	
3	Expected Facilities Condition Index (FCI) for the School in 10 years	49.83%	23.27%	

4. School's Physical Space to Support Student Learning and Child Care Services		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Does the School have a Library/Resource Centre?	Yes	Yes	
2	Does the School have at least one dedicated Science Room?	No	Yes	
3	Number of Science Rooms in School	0	1	
4	Does the School have a Gymnasium/ General Purpose Room?	Yes	Yes	
5	Is there a stage in the Gymnasium	Yes	Yes	
6	Does the school have a Computer Lab?	Yes	No	
7	Does the school have a dedicated Learning Resource Room?	Yes	Yes	
8	Is there a childcare centre located on site	No	No	
9	Is there a Before & After school program	No	Yes	
10	Is there a Breakfast / Nutrition program available for students at the school?	Yes- Nutrition	Yes- Nutrition	
11	Other			



## Hamilton-Wentworth District School Board School Information Profile



5. Range of Program Offerings (and extent of student participation)		Bell-Stone	Mount Hope	Total
#	Data to be Provided to the ARC			
1	Projected FTE English-as-a-Second-Language (ESL) Staff for 2013-13?	0	0	
2	Does the School offer a French Immersion program?	No	No	
3	Other	-	-	

6. Range of Extracurricular Activities		Bell-Stone	Mount Hope	Total
#	Data to be Provided to the ARC			
1	List of Extracurricular Activities at each school	BellStone: Track, Cross Country, Librarry helpers,bus patrol, PA Announcers, Kindergarten assistants, Playground monitors (Kindergarten), School Store helpers, Milk Moovers,Mad Science, After School scholars,Boys book club, checkers,dance club,Student Safe-school Team	Mount Hope: Lunch helpers,Animal Awareness Club,Newspaper Club,Silver Birch Reading, Red Maple Reading, Bus Monitors,Mad Science, Highland Dancing,Floor Hockey, Go Girls, Sister Act, Swimming, Recycling,3 Pitch, Basketball, Volleyball, Choir,Cross Country, Zumba, Yearbook,Talent Show, PA Announcers, School Store helpers,After School scholars, Soccer,Art Club	

7. Adequacy of the School's Grounds for Healthy Physical Activity and Extracurricular Activity		Bell-Stone	Mount Hope	Total
#	Data to be Provided to the ARC			
1	Does the School have hard surfaced outdoor play area(s)?	Yes	Yes	
2	Does the School have a Playing Field?	Yes	Yes	
3	List types of playing fields available (e.g. baseball, football, soccer, track etc.)	-	-	

8. Accessibility of the School for Students with Disabilities		Bell-Stone	Mount Hope	Total
#	Data to be Provided to the ARC			
1	Does the school have at least one barrier-free entrance?	Yes	No	
2	Are all levels of the school wheelchair accessible?	Yes	No	
3	Does the school have appropriate communication systems for the visually impaired?	No	No	
4	Does the school have appropriate communication systems for the hearing impaired?	No	No	
5	Do students have access to barrier free washrooms?	No	No	

# Hamilton-Wentworth District School Board

## School Information Profile



9. Location of School		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	What percentage of the students are provided transportation services to and from school?	66%	74%	
2	Longest bus ride to school (minutes)	49.0	41.0	
3	Shortest bus ride to school (minutes)	18.0	27.0	
4	Average bus ride to school (minutes)	38.3	32.0	
5	What percentage of the students live outside the school's catchment area?	31.1%	6.9%	
6	Is the school within 500m of a municipal bus route?	No	Yes	
10. Provincial Assessment		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	EQAO Test Results -- Grade 3 (Reading) - <i>if applicable</i>	-	60	
2	EQAO Test Results -- Grade 3 (Writing) - <i>if applicable</i>	-	70	
3	EQAO Test Results -- Grade 3 (Mathematics) - <i>if applicable</i>	-	57	
4	EQAO Test Results -- Grade 6 (Reading) - <i>if applicable</i>	-	83	
5	EQAO Test Results -- Grade 6 (Writing) - <i>if applicable</i>	-	83	
6	EQAO Test Results -- Grade 6 (Mathematics) - <i>if applicable</i>	-	57	
11. Location of the School (within community)		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	How far is the school from its nearest HWDSB school (distance/name)?	Bellmoore/4.7 km	Bell-Stone/6.5 km	
12. Facility for Community Use		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	List of co-curricular or extracurricular activities in which community members actively participate on a regular basis	All School use	House League Practice, Gymnastics	
2	Average Number of Hours per Week that School Grounds are scheduled for use by Community Groups	NA	0.0	
3	Average Number of Hours per Week that School Building is scheduled for use by Community Groups	0	9	
13. School as Local Employer		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Does the School have a Full-time Principal?	0.00	1.00	1.0
2	Number of Vice-Principals at the School (FTE)	0.50	0.00	0.5
3	Number of Office Administrators at the School (FTE)	1.00	1.00	2.0
4	Number of Teachers at the School (FTE)	5.00	16.50	21.5
5	Number of Education Assistants at the School (FTE)	0.00	2.00	2.0
6	Number of Caretaking Staff at the School (FTE)	1.50	2.25	3.8
7	Number of designated Early Childhood Educators	0.00	2.00	2.0
14. Community Partnerships		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	List of partnerships that currently exist at the school	-	-	
15. Additional Information		Bell-Stone	Mount Hope	Total
#	<b>Data to be Provided to the ARC</b>			
1	Number of Parking Spaces	21 + 1 Handicap**	36 + 1 Handicap	

\*\* Bell-Stone also has a gravel parking lot that can hold an additional 15-20 cars



**Question 1: Are the common themes capturing the concerns of the public and which common these resonate most with your group?**

- **Key Theme of Number 4 Timeline and Transition:**
- Closing of June 2014 is a concern – extreme push and short timeline
- Renovations might take years so can we wait?
- It will confuse the students with renovations going on
- **Key Theme of Number 2 Facility:**
- Air Conditioning
- Is there enough room for all of the students at Mount Hope?
- Do not want portables - concerns of washrooms and going out into the cold in winter to go into the school
- **Key Theme of Number 1 Boundaries:**
- Siblings might not be able to go to Mount Hope if they are out of catchment depending on number of students
- 
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- Accessibility
- Parking needs to be increased
- Have a traffic flow study
- Environment – clean, organized , well maintained and clean
- Resources of teachers and programs need to be a focus
- Specialty programming – such as Musical Instrument Program at Mount Hope
- Drama Program
- Extra-curricular activities should be a focus which are evident at Mount Hope with intramural and Board wide event participation
- The Boys’ Reading Club
- Boys’ Read to Succeed Program
- Community with parent support at Bellstone and Mount Hope
- 
- 
- 
- 
- 

**3. What are some other options that the community would like to put forth?**

- Add more Kindergarten Classes to Bellstone and make it a JK-3 School and Mount Hope become Grade 4-8
- Bellstone to become Grade 6-8 and Mount Hope become JK-5
- Take overflow from Bellmoore till the new school is built
- Michelle Jean School (French Immersion School) – use it as a dual track school and keep Bellstone open
- Please revisit the Boundaries to include a conversation with Bellmoore School (ARC Meetings should include Bellmoore)
- Semi-private school

**West Glanbrook Accommodation Review Committee  
Public Consultation Meeting # 2  
Wednesday, November 6<sup>th</sup>, 2013  
6:00 p.m.**

**Bell-Stone Elementary School  
6025 White Church Road and Nebo Road, Mount Hope**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** – Sue Dunlop

**Voting Members** –Theresa Weylie, Steve Paul, Janet Lewis, Melanie Holjak, Trisha Woehrle, Karen Stewart

**Non-Voting Members** – Alex Johnstone, Rob Maudsley

**Regrets**

**Voting Members** – Amie Vandevrie, Alyson Brave

**Non-Voting Members** - Nil

**Resource Staff**

Ian Hopkins, Kyle Wilson, Mark Taylor, Mark Degner, Sumona Roy, Bill Yull

**Recording Secretary**

Colleen Pyke

**Public** - 4 public attendees present

**1. Welcome and Introductions**

Superintendent Sue Dunlop called the meeting to order at 6:08 p.m. She welcomed everyone and introduced herself. There was a round table introduction of ARC members.

**2. Overview of Accommodation Review Process**

Sue Dunlop reviewed meeting norms and the Accommodation Review Mandate. She reminded everyone that the Accommodation Review Committee will formulate a recommendation to present to the Board of Trustees. Ultimately, the Trustees will be the final vote. The ARC is comprised of voting members, which includes parents and staff from both schools, and non-voting members; the Area Trustee, Principal and Superintendent. There are two types of meetings; working group and public. All meetings are open to the public; however participation is limited to only Public Meetings.

She outlined the purpose for tonight's meeting. She explained that there will be presentations from the ARC members which will include the school information profiles (SIPs), a review from Public Meeting # 1 and key themes derived from that meeting. Following the presentations, there will be small group discussions. The reference criteria were reviewed, as well as where we are in the process. To date, there have been 3 Working Group meetings and 1 Public Meeting. There were no questions regarding the process so far.

Ian Hopkins outlined why we are conducting Accommodation Reviews. There are a number of challenges facing HWDSB including an aging inventory (average of 51 years), declining enrolment (5,000 excess pupil spaces), and limited funding (per student as opposed to per facility). These issues create a large funding gap. Declining enrolment in particular creates financial and operational pressures. Ian displayed a historic and projected enrolment graph to discuss the declining enrolment.

### **3. Work Completed by Accommodation Review Committee**

Janet Lewis explained what the West Glanbrook ARC has accomplished so far. Since our last Public Meeting, the ARC has had their second and third Working Group meetings. In these meetings, the Committee has requested further data from Board staff including; any development in the area, a mock school organization and capital upgrade information. In addition, the Committee reviewed and approved the School Information Profiles. The ARC has also done a tour of Mount Hope, and will be taking a tour of Bell-Stone at the next Working Group meeting. Information that was obtained by facilitators at the first Public Meeting was analyzed by the ARC, and common themes were derived.

### **4. Review of School Information Profiles (SIPs)**

Melanie Holjak presented the School Information Profiles (SIPs). She explained that they are required by the Ministry of Education Pupil Accommodation Review Guidelines. The information is gathered by the Board. SIPs are intended to help the ARC members understand how well the schools meet the reference criteria. The SIPs include current and projected the enrolment, operational costs, facility condition index (the replacement value against any deferred maintenance cost), the schools' physical space to support student learning and child care services, extracurricular activities, adequacy of school grounds, accessibility (Bell-Stone does have a barrier free entrance, while Mount Hope does not), transportation and geographic location of the schools, percentage of students living out-of-catchment, staffing and parking spaces.

### **5. Review of Public Meeting #1 – Key Themes**

Trisha Woehrle and Karen Stewart presented the key themes derived from the group notes taken at the first Public Meeting, regarding reference criteria. The ARC members analyzed the input and were asked to identify the main ideas, patterns and themes. The information was then summarized into key themes.

#### **1) Boundaries**

- Bellmoore/Bell-Stone boundaries
- High school
- Urban boundary

#### **2) Facility**

- Accessibility- Bell-Stone is accessible, but Mount Hope is not (required to be upgraded by 2025)
- Capital repairs at Mount Hope (play area, parking lot, floors, washrooms, air conditioning)

Next Public Meeting – December 4<sup>th</sup> 2013 – Mount Hope Elementary – 6:00 pm

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*

**3) Transportation**

**4) Timeline/transition**

**5) Programming**

A question was posed regarding whether or not the facility issues were directed to both schools. Karen Stewart explained that most of the notes received were regarding Mount Hope, as the staff option had been presented that evening suggesting the closure of Bell-Stone and consolidation into Mount Hope.

**6. Facilitated Group Discussion**

Sue Dunlop explained that there are questions to be discussed in your group. Your facilitators will take notes.

**7. Next Steps**

Sue Dunlop explained to the ARC members that their request for capital information will take some time to acquire. Due to this, it was posed to the group to cancel the next Working Group meeting on November 13, 2013. The Committee agreed by consensus that without the requested information, the meeting will be cancelled.

- Next Working Group Meeting - November 27, 2013 at Bell-Stone
- Next Public Meeting #3 – December 04, 2013 at Mount Hope – *ARC Option Presentation*

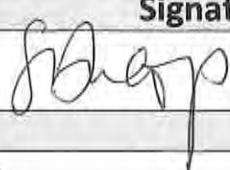

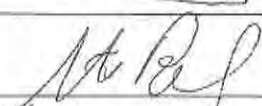
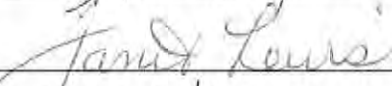
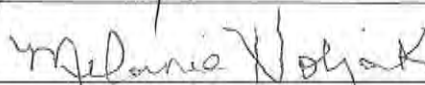
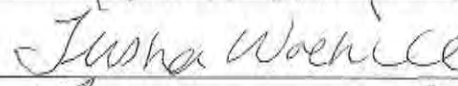
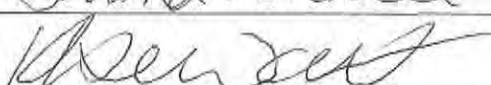
There was a request from the Committee for past Accommodation Review information (particularly capital requests) from the initial staff option, to the ARC recommendation and the final Trustee vote, in order to get a better idea of what has/has not been approved.


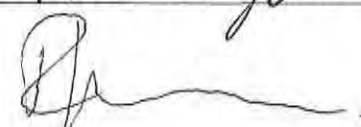


**The meeting adjourned at 7:46 p.m.**





Accommodation Review Committee- West Glanbrook  
Bell-Stone Elementary School  
Public Meeting #2 - November 06, 2013  
Sign-in Sheet


Position	Name	Signature
Accommodation Review Committee Chair	Sue Dunlop	
<b>Voting Members</b>		
Amie Vandevrie	NA	
Theresa Weylie		
Steve Paul		
Janet Lewis		
Alyson Brave	NA	
Melanie Holjak		
Trisha Woehrle		
Karen Stewart		

Non- Voting Representatives		Signature
Area Trustee	Alex Johnstone	
Bell-Stone Principal	Rob Maudsley	
Mount Hope Principal		
Planning and Accommodation Resource Staff	Ian Hopkins	
Administrative Support Staff	Colleen Pyke	



# Elementary ACCOMMODATION Review Committee

# ARC

Position	Name	Signature
E-BEST	<del>Tracy Weaver</del> Kyle Wilson	
Facilitator	Mark Degner	
Facilitator	Sumona Roy	
Corporate Communications	Mark Taylor	

Accommodation Review Committee- West Glanbrook  
Bell-Stone Elementary School  
Public Meeting #2 - November 06, 2013

Public Attendees - Sign-in Sheet

Name (Please print)	School Affiliation (if any)	Signature
<u>C. Barton</u>	Bell Stone	
Amara Botting	media	
Lori White	Bell Stone	
NICOLE JONGELING	BELL STONE	





*Elementary*

# ACCOMMODATION Review Committee



**West Glanbrook Accommodation Review Committee  
Public Consultation Meeting # 3  
Wednesday, December 4<sup>th</sup>, 2013  
6:00 p.m.**

**Mount Hope Elementary School  
9149 Airport Road, Mount Hope**

## Agenda

1. Welcome and Introductions
2. Overview of Accommodation Review Process
3. Work Completed by Accommodation Review Committee
4. Accommodation Review Committee Options
5. Facilitated Group Discussion
6. Next Steps
7. Adjournment



# **West Glanbrook**

## **Accommodation Review Committee**

### **Public Meeting # 3**

**Bell-Stone    Mount Hope**

**Mount Hope – December 4<sup>th</sup>, 2013**



## **Why we are here tonight?**

- Provide an overview of the Accommodation Review Process
- Review the work completed to date by the Accommodation Review Committee (ARC)
- Review Accommodation Review Committee Options
- Group Discussion and Community Input

# Overview of Accommodation Review Process

## Accommodation Review Committee Mandate

“...is to lead the public *review and act in an advisory role* that will study, report and *provide recommendations* on accommodation option(s) with respect to the group of schools or school being reviewed for *the Board of Trustees'* consideration and decision.”

## Committee Membership

- Chair

Voting Members	Non-Voting Members
Two (2) parent representatives who are members of School Council and/or Home and School Association from each school	The Trustee(s) of each school(s) under review
One (1) parent representative who is not a member of School Council or Home and School Association from each school	The Superintendent(s) of Student Achievement for each school(s) under review;
One (1) teaching representative from each school under review;	The Principal from each school under review
One (1) non-teaching staff from each school under review;	

- Also available are an administrative support for minute taking and a dedicated resource staff to ensure compliance of the Board's policy and information relevant to the Accommodation Review.

## **What will the ARC consider when developing their options?**

Reference Criteria (as outlined in the Board policy):

- a) Facility Utilization
- b) Permanent and Non-Permanent Accommodation
- c) Program Offerings
- d) Quality of Teaching and Learning Environments
- e) Transportation
- f) Partnerships
- g) Equity

Additional items identified by the committee and community are also considered.

## **How does the ARC process work?**

There are two kinds of meetings.

**Working meetings** – ARC committee works to identify various options to present to the community and trustees. Public can attend but not participate.

**Public meetings** – There are four public meetings. This is where the ARC presents its options to gain feedback from the community. Public will provide input that will be used by the ARC as it prepares its final recommendations.

# Where are we in the Accommodation Review Process?

## Board Approval June 2013

- Preliminary School Accommodation Review Report



## Preparation Phase June 2013-Sept 2013

- Preparation of background material
- Committee members are appointed



## Community Review Phase Oct 2013-Jan 2014\*

- Board Staff share school accommodation option
- Accommodation Review Committee develops recommendation(s)



## Board Review Phase Feb 2014 – May 2014\*

- Director's Accommodation Review Report
- Public delegations at Standing Committee Meeting



## Projected Decision by Trustees May 2014\*

## Public Meetings

October 9<sup>th</sup>, 2013 - Complete  
November 6<sup>th</sup>, 2013 - Complete  
December 4<sup>rd</sup>, 2013  
January 22<sup>nd</sup>, 2014

## Working Group Meetings

October 2<sup>nd</sup>, 2013 – Complete  
October 16<sup>th</sup>, 2013 – Complete  
October 30<sup>th</sup>, 2013 – Complete  
November 13<sup>th</sup>, 2013 – Cancelled  
November 27<sup>th</sup>, 2013 - Complete  
December 11<sup>th</sup>, 2013  
January 15<sup>th</sup>, 2014  
January 29<sup>th</sup>, 2014



# **Why is HWDSB conducting Accommodation Reviews?**

## **Challenges faced by HWDSB and Community:**

- Aging facilities - average age of our buildings is 51 yrs.  
Even after accounting for an aggressive building program that has seen the closure of 29 elementary schools and the construction of 9 new schools and 6 rebuilds since 2000
- Declining Student Enrolments  
Leaves over 5000 excess elementary pupil places
- Ministry of Education funding for facility enhancements are insufficient to cope with our current facility needs

# **Work completed by the Accommodation Review Committee**

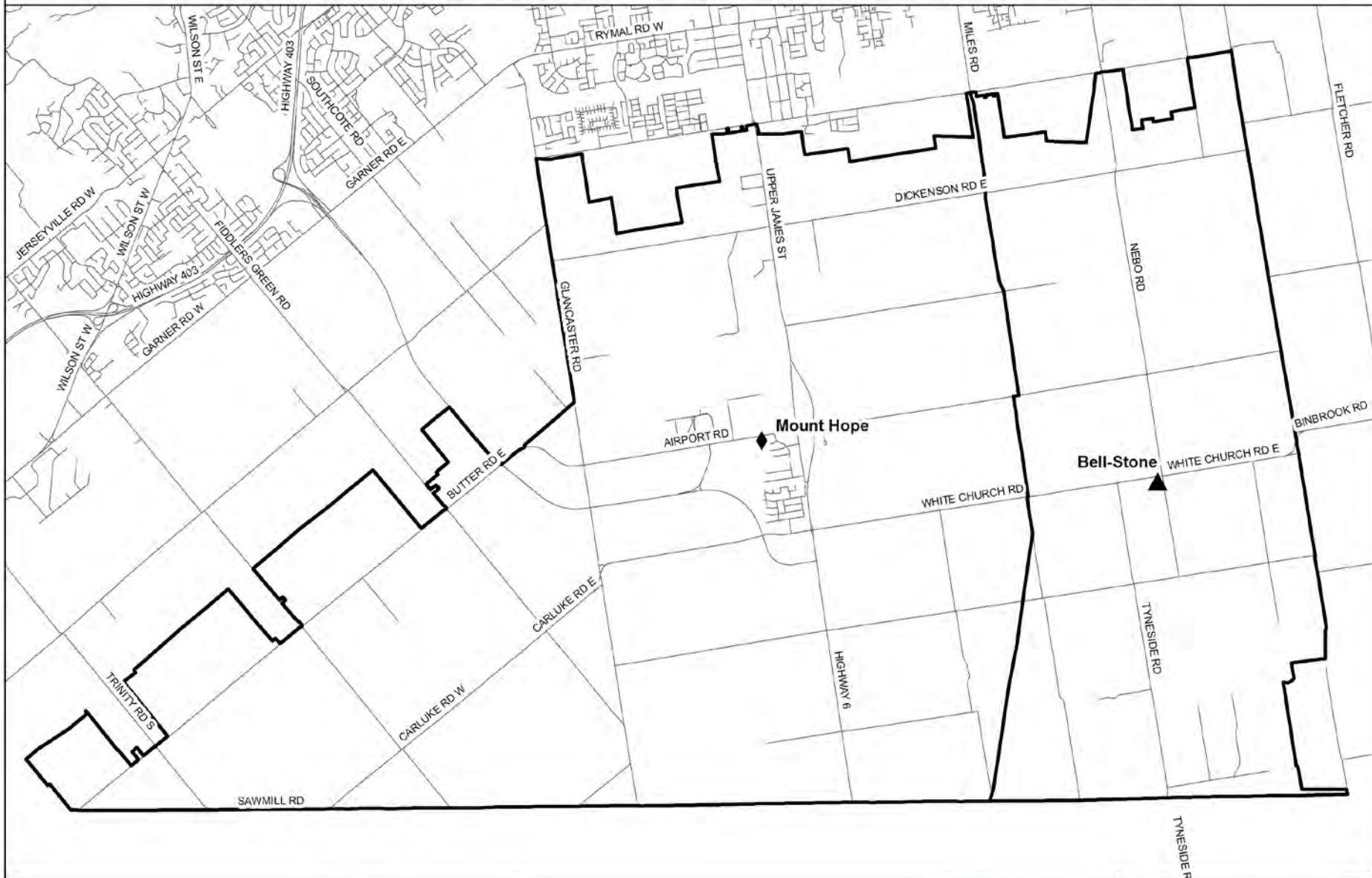
## **Since Our Last Public Meeting:**

- Fourth (4<sup>th</sup>) Working Group Meeting
- Requested additional data/ information
  - Capital Renovation Needs and Cost Projections
- School Tours (completed 2 of 2 schools)
- Analysis of community feedback from public meeting #2
- Created two Accommodation Options for public consideration

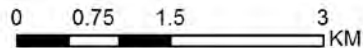
**Current Situation  
&  
Accommodation Review Committee  
Options**

# West Glanbrook Accommodation Current Boundaries

P.3b



- ▲ Jr Elementary    ◆ K-8 Elementary    □ Elem Boundary
- \* Closed School    ● Middle School



**Planning & Accommodation**

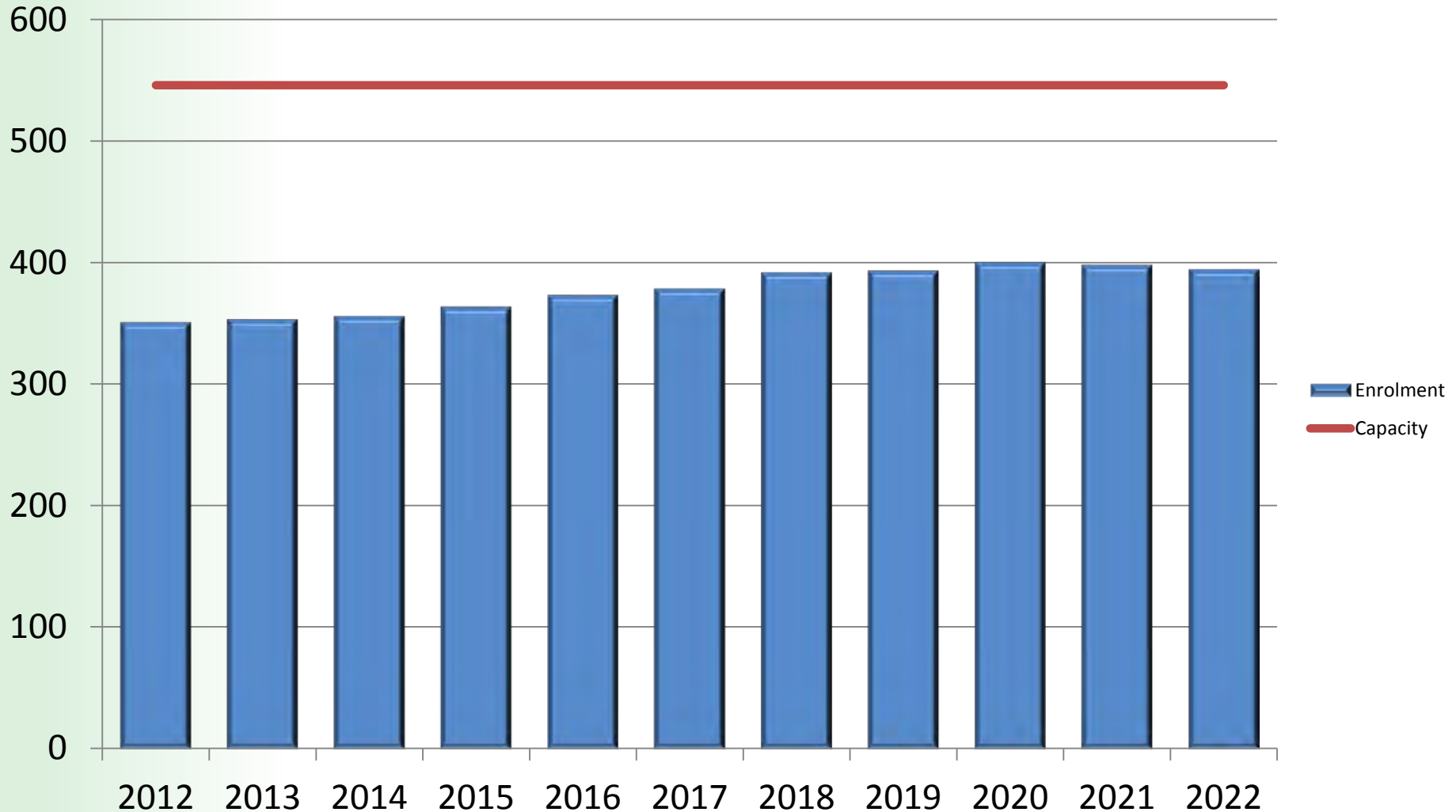
September 2013

Planning and Accommodation

## Current Situation:

School	2012 OTG	2012 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)
Bell-Stone (JK-6)	181	61 (34%)	62 (34%)	63 (35%)
Mount Hope(JK-8)	365	290 (79%)	316 (87%)	331 (91%)
<b>TOTAL</b>	<b>546</b>	<b>351 (64%)</b>	<b>378 (69%)</b>	<b>394 (72%)</b>

## West Glanbrook Current Enrolment vs Capacity



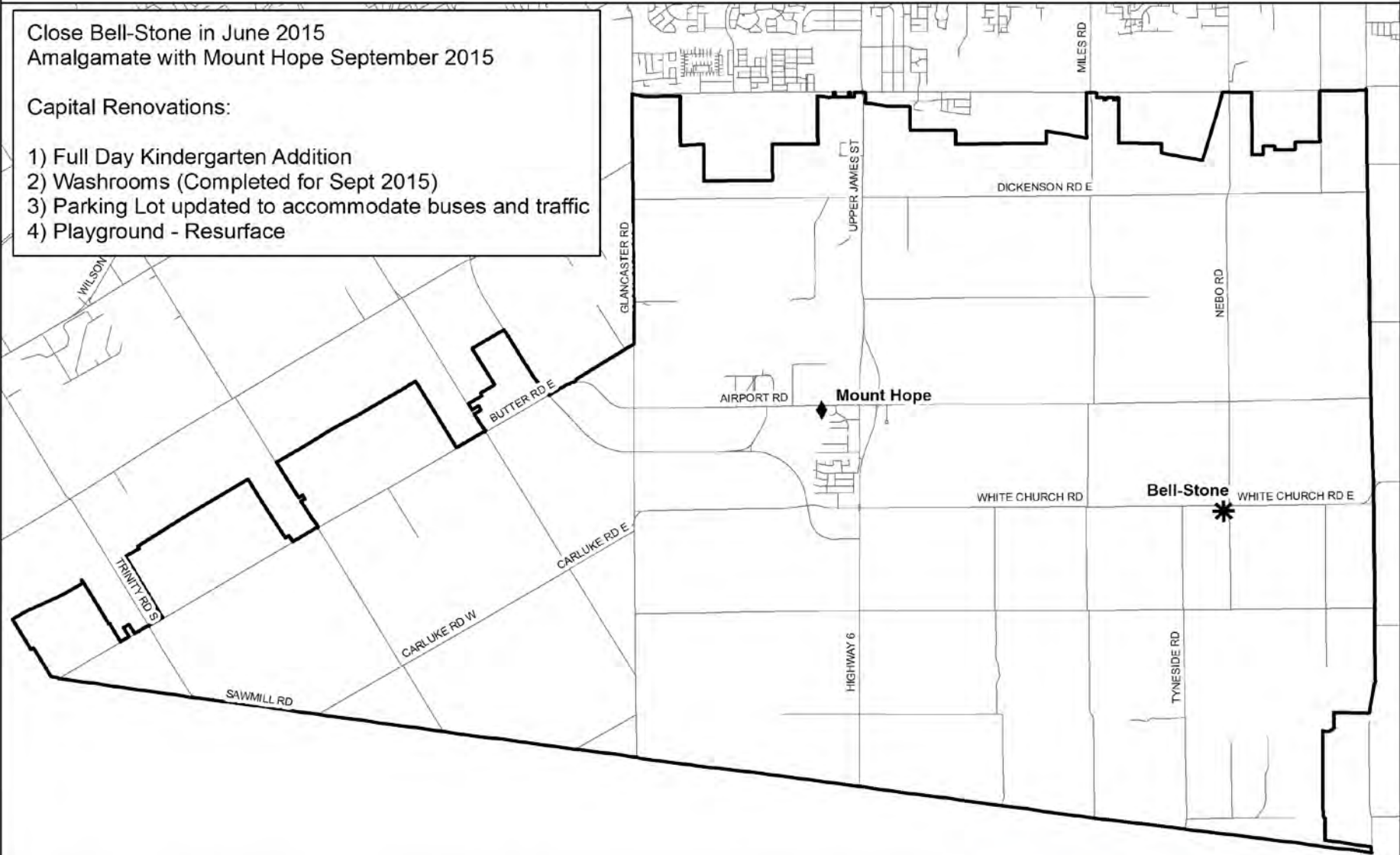


# Accommodation Review Committee Option # 1

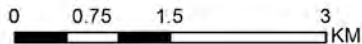
Close Bell-Stone in June 2015  
 Amalgamate with Mount Hope September 2015

**Capital Renovations:**

- 1) Full Day Kindergarten Addition
- 2) Washrooms (Completed for Sept 2015)
- 3) Parking Lot updated to accommodate buses and traffic
- 4) Playground - Resurface



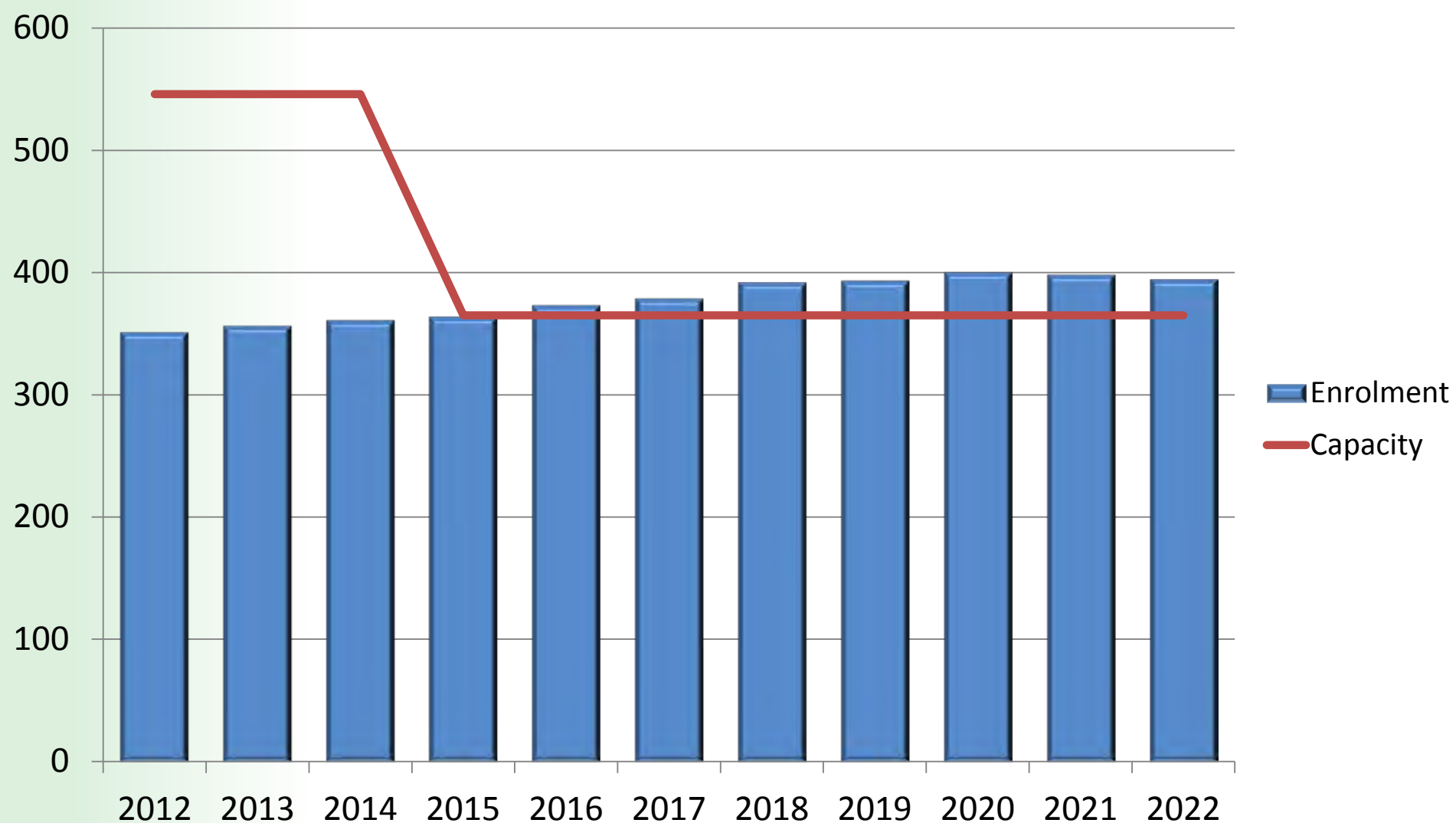
- ▲ Jr Elementary     ♦ K-8 Elementary
- \* Closed School     ● Middle School
- ▭ Proposed Mount Hope Boundary



## Option #1:

School	2012 OTG	2015 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)
Bell-Stone (JK-6)	181	-	-	-
Mount Hope(JK-8)	365	364 (100%)	378 (104%)	394(108%)
<b>TOTAL</b>	365	364 (100%)	378 (104%)	394 (108%)

## West Glanbrook ARC Option #1 Enrolment vs Capacity



## Option #1:

Pros	Cons
Meets all reference criteria	Prolonged closing time could reduce Bell-Stone enrolment even further
Capital renovations can be completed before students move to Mount Hope	Concerns about community morale at Bell-Stone
Allows for transition time to be longer for students/community	Concerns about program and extra-curriculars at Bell-Stone
	Prolonged closing allows more anxiety to build in students
	Difficulty staffing at Bell-Stone

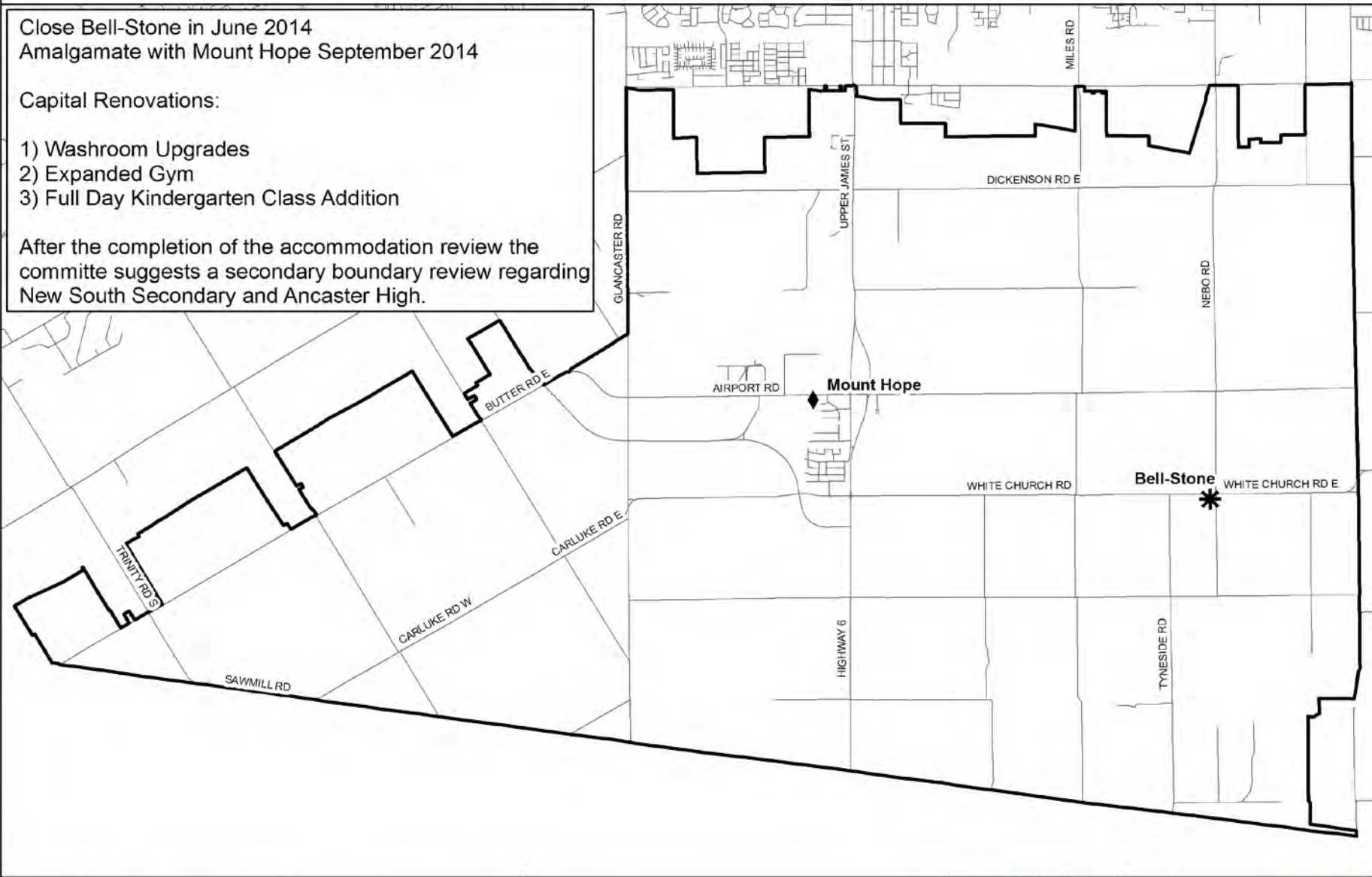
# Accommodation Review Committee Option # 2

Close Bell-Stone in June 2014  
 Amalgamate with Mount Hope September 2014

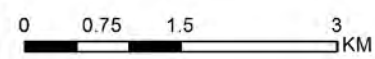
**Capital Renovations:**

- 1) Washroom Upgrades
- 2) Expanded Gym
- 3) Full Day Kindergarten Class Addition

After the completion of the accommodation review the committee suggests a secondary boundary review regarding New South Secondary and Ancaster High.



- ▲ Jr Elementary    ♦ K-8 Elementary
- \* Closed School    ● Middle School
- ▭ Proposed Mount Hope Boundary



November 2013

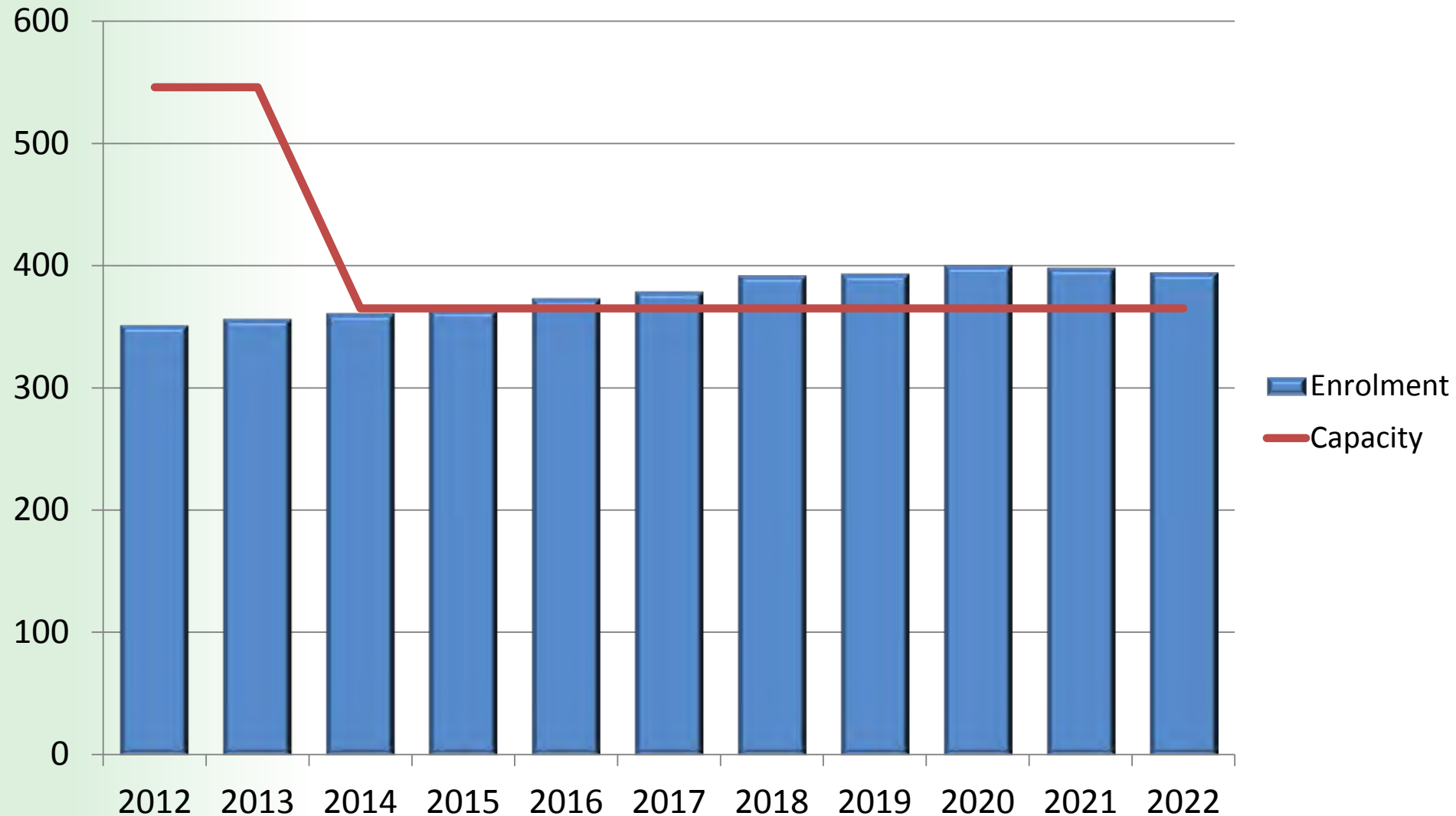
Planning and Accommodation

## Option #2:

School	2012 OTG	2014 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)
Bell-Stone (JK-6)	181	-	-	-
Mount Hope (JK-8)	365	361 (99%)	378 (104%)	394 (108%)
<b>TOTAL</b>	365	361 (99%)	378 (104%)	394 (108%)



## West Glanbrook ARC Option #2 Enrolment vs Capacity



## Option #2:

Pros	Cons
Meets all reference criteria	Short timelines – transition time
More staff/community/program for students	Capital renovations would not be complete
More extracurricular activities	
Relieves anxiety by not waiting an entire year to close Bell-Stone	
Transition committee could be struck at any point to help with students transition	

# Group Discussion



## **Facilitated Group Discussion**

- Please refer to the package on your table
  - Questions
  - Accommodation Option information
  - Reference Criteria & Guiding Principles
  
- Discuss one question/issue at a time with facilitators

1. Are there any additional pros and cons to both options?

2. A transition committee will be struck: What do you think would make the transition easier?

## Next Steps:

- Finalization of Accommodation Review Committee Recommendation(s)
- Accommodation Review Committee Draft Report
- Final Public Meeting to Present Draft Report
- Completion of Report



# Thank You

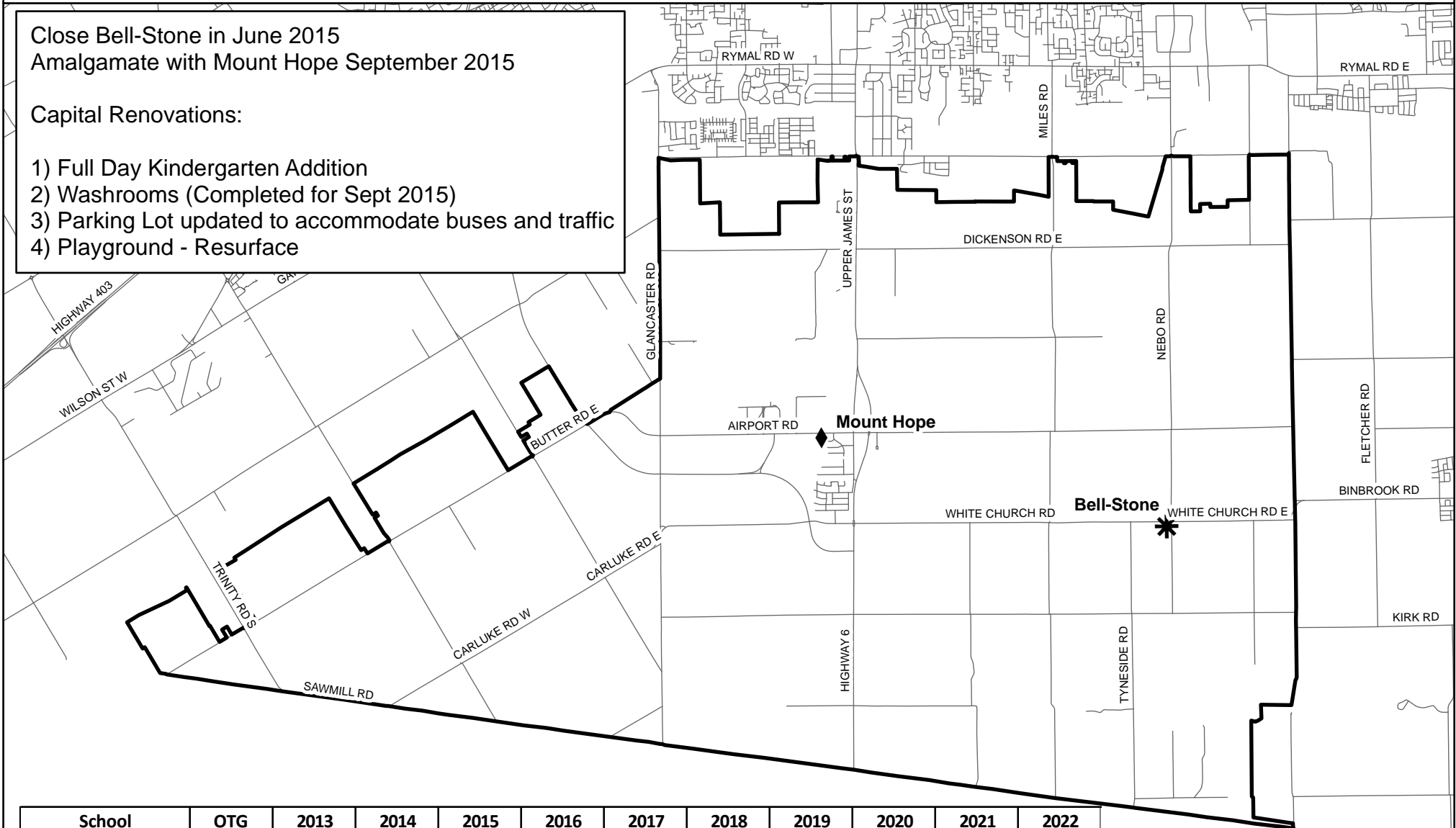
**Next Public Meeting :**  
**January 22<sup>nd</sup>, 2014**  
**Bell-Stone Elementary**  
**6:00 – 9:00 pm**

# West Glanbrook Accommodation - Option #1

Close Bell-Stone in June 2015  
 Amalgamate with Mount Hope September 2015

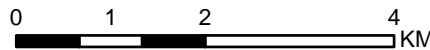
**Capital Renovations:**

- 1) Full Day Kindergarten Addition
- 2) Washrooms (Completed for Sept 2015)
- 3) Parking Lot updated to accommodate buses and traffic
- 4) Playground - Resurface



School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Bell-Stone	181	63	61								
		35%	34%								
Mount Hope	365	293	299	364	373	378	392	393	400	398	394
		80%	82%	100%	102%	104%	107%	108%	110%	109%	108%

- ▲ Jr Elementary     ◆ K-8 Elementary
- \* Closed School     ● Middle School
- ▭ Proposed Mount Hope Boundary



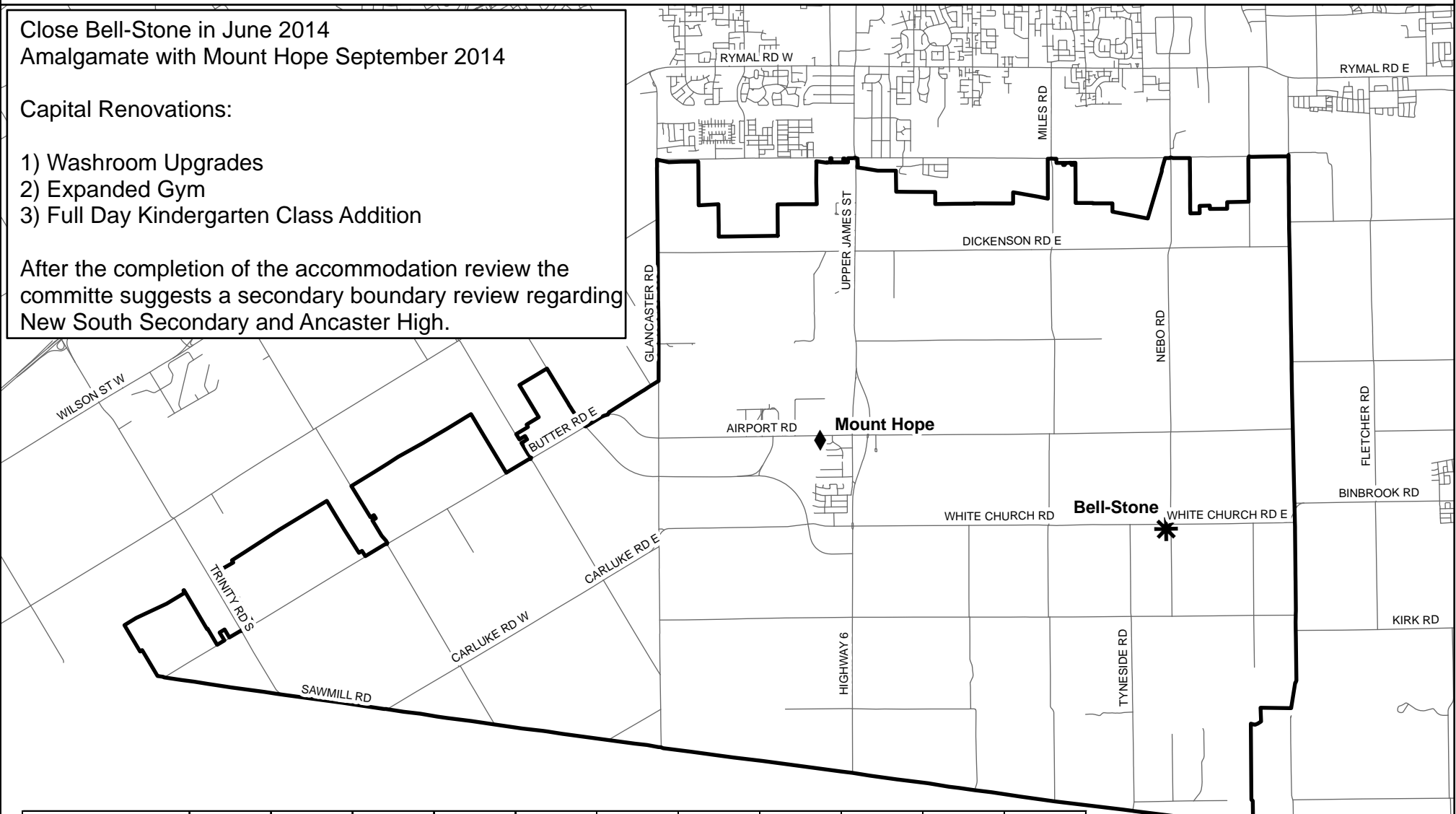
# West Glanbrook Accommodation - Option #2

Close Bell-Stone in June 2014  
 Amalgamate with Mount Hope September 2014

Capital Renovations:

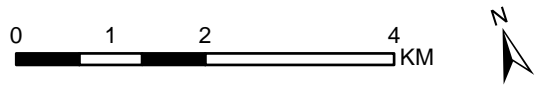
- 1) Washroom Upgrades
- 2) Expanded Gym
- 3) Full Day Kindergarten Class Addition

After the completion of the accommodation review the committee suggests a secondary boundary review regarding New South Secondary and Ancaster High.



School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Bell-Stone	181	63									
		35%									
Mount Hope	365	293	361	364	373	378	392	393	400	398	394
		80%	99%	100%	102%	104%	107%	108%	110%	109%	108%

- ▲ Jr Elementary     ◆ K-8 Elementary
- \* Closed School     ● Middle School
- ▭ Proposed Mount Hope Boundary



**Question 1: Are there any additional pros and cons to both options?**

**Option 1: Closing Bell-Stone June 2015**

<b><u>Pros</u></b>	<b><u>Cons</u></b>
Like the idea of one extra year to give more transition time for young primary students to work in smaller class sizes	Do not want triple splits at Bell-Stone next year
Not having to attend Mount Hope during renovations	Lose lots of students to Mount Hope next year and without transportation
Keep out of catchment students	Washrooms?
	Delays in construction
	Concern about over capacity
	Do we want our kids so close to airport noise pollution as they are expanding?

## Option 2: Closing Bell-Stone June 2014

<u>Pros</u>	<u>Cons</u>
Before and after school program JK-Grade 5	Too fast for kids, not enough time to prep kids for transition
	Not enough transition times for students
	Drastic change for kids in terms of class size coming from Bell-Stone (small) to Mount Hope (larger)
	Leaving a very family oriented school community. Very personal staff/student/parent culture
	Renovations would not be ready
Save in tax dollars	Too much confusion doing construction with extra bodies
	Concern about over capacity
	Do we want kids so close to airport noise pollution as they are expanding?

**Question 2: A transition committee will be struck: What do you think would make the transition easier?**

- Having staff at Mount Hope that will continue to provide resources and support such as LLI and other special education support to students
  - Having multiple opportunities for students to visit Mount Hope, not only to see building but also to start building community (i.e play day/fair incorporating both schools)
  - Provide opportunities for kids to meet teachers and students at Mount Hope. Have existing teachers from Bell-Stone make transition with students to Bell-Stone. Seeing a familiar face will be comforting for Bell-Stone students.
  - Provide opportunities for parents of both school communities to meet and discuss their experiences with Mount Hope school. This may alleviate some of the fears and anxiety.
- 
- Let students have several days of transition to Mount Hope- play days, team building, and collaboration activities
  - Planned events at Mount Hope to build cohesive school culture
  - Orientation of building
  - Parent open house/Welcome Day
  - Family open house

**Questions from the public:**

- 1) What is the reality of Bell-Stone teachers coming over to Mount Hope?
- 2) Does the public have any input on teaching staff coming over?
- 3) Why can't Bell-Stone be a holding school for a new Binbrook school? Bellmoore has portables
- 4) What will happen to Bell-Stone's property?



**West Glanbrook Accommodation Review Committee**

**Public Consultation Meeting # 3**

**Wednesday, December 4<sup>th</sup>, 2013**

**6:00 p.m.**

**Mount Hope Elementary School**

**9149 Airport Road, Mount Hope**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** – Sue Dunlop

**Voting Members** –Theresa Weylie, Steve Paul, Melanie Holjak, Trisha Woehrlle, Karen Stewart, Alyson Brave, Amie Vandevrie

**Non-Voting Members** – Alex Johnstone, Rob Maudsley

**Regrets**

**Voting Members** – Janet Lewis

**Non-Voting Members** - Nil

**Resource Staff**

Ian Hopkins, Mark Taylor, Daniel Del Bianco

**Recording Secretary**

Colleen Pyke

**Public** - 8 public attendees present

**1. Welcome and Introductions**

Sue Dunlop introduced herself as acting Superintendent for the West cluster and the Chair of this Accommodation Review. She explained that the Committee will conduct the presentation this evening and there will be a portion of the evening dedicated to public feedback.

**2. Overview of Accommodation Review Process**

Melanie Holjak provided the group with an overview of the Accommodation Review process including the ARC mandate, committee membership, reference criteria, the two types of meetings (Working Group and Public), where we are in the process (Community review phase), and why accommodation reviews are being conducted across HWDSB.

Next Public Meeting –January 22<sup>nd</sup> 2013 – Bell-Stone Elementary – 6:00 pm – 9:00 pm

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*



### **3. Work Completed by Accommodation Review Committee**

Melanie explained the work that the Accommodation Review Committee has done since the last public meeting including requested capital information, 2 school tours, and an analysis of public feedback. In addition, the ARC has begun creating their recommendations.

### **4. Accommodation Review Committee Options**

Theresa Weylie explained the current situation (boundary maps, enrolment, and utilization). She explained that the Committee has created two options.

#### **Alyson Brave presented Option 1:**

Close Bell-Stone in June 2015; amalgamate into Mount Hope in Sept 2015. Capital renovations would include an FDK addition, renovated washrooms (completed by September 2015), update parking lot to accommodate buses and parent traffic and resurfacing the playground. She noted that bringing Bell-Stone students to Mount Hope would result in 100% utilization by 2015 for this review area. Some of the pros to this option include; it meets reference criteria, capital renovations could be completed before students come, and provides longer transition time for students. She explained some possible cons to the option including; waiting a year could reduce Bell-Stone enrolment even further, concerns about morale at Bell-Stone, concerns about availability of programming and extracurricular activities, could build more anxiety in students by waiting a year, and difficulty staffing Bell-Stone.

#### **Theresa Weylie presented Option 2:**

Close in Bell-Stone in June 2014; amalgamate into Mount Hope in Sept 2014. Capital renovations would include renovated washrooms, expansion of gymnasium, and an addition of an FDK room. The Committee would like to include a recommendation to have the secondary boundaries (New South Secondary and Ancaster High) reviewed. This option would also result in 100% utilization for the review area. Some of the pros to this option include; it meets reference criteria, there would be more staff, programs, extracurricular activities, it may relieve some anxiety by not waiting a year, and a transition committee could be struck at any point. The cons include; the timeline is short and capital renovations would not necessarily be completed by 2014.

### **5. Facilitated Group Discussion**

Alyson Brave explained that everyone will be split into 2 and each group will have a facilitator to take notes. She pointed out that there are packages available on your tables that include the options that were presented to you, the reference criteria and two questions for feedback. The questions asked of the public are as follows:

1. Are there any additional pros and cons to both options?
2. A transition committee will be struck: What do you think would make the transition easier?

After the small group discussions, Sue Dunlop asked if there were further questions.

**Q1) After the ARC figures out their option, do all the Trustees have a vote?**

A1) The ARC will make their recommendation and it is sent to Board staff to review. Board staff will then reevaluate their initial recommendation. Both the ARC recommendation and Staff recommendation will be presented to Trustees. There is then a period of public delegation. Following this, the all the Trustees will vote.

**Q2) Have the public delegations made a difference in Trustee decisions in the past?**

A2) Trustee Johnstone noted that it certainly made a difference in her mind. She explained that the Trustees try to take everything into consideration and really appreciate the public opinions presented to them during this phase.

**6. Next Steps**

- Next Working Group Meeting - December 11, 2013 at Mount Hope 6-9 p.m.  
The ARC will be looking at all the information received at Public Meeting #3, for consideration. They will formulate their final recommendation at this meeting.
- Next Public Meeting #4 – January 22, 2013 at Bell-Stone 6-9 p.m.  
The ARC will present their final recommendation.

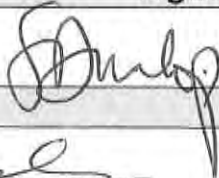
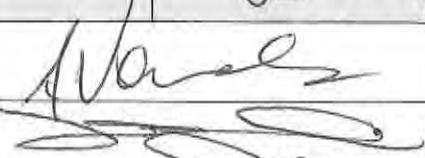

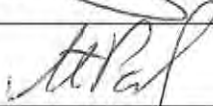




**7. Adjournment**





Sue Dunlop thanked everyone for attending.

**The meeting adjourned at 7:22p.m.**



**Accommodation Review Committee- West Glanbrook  
Mount Hope Elementary School  
Public Meeting #3 - December 04, 2013  
Sign-in Sheet**

Position	Name	Signature
Accommodation Review Committee Chair	Sue Dunlop	
<b>Voting Members</b>		
Amie Vandevrie		
Theresa Weylie		
Steve Paul		
Janet Lewis		
Alyson Brave		
Melanie Holjak		
Trisha Woehrle		
Karen Stewart		

Non- Voting Representatives		Signature
Area Trustee	Alex Johnstone	
Bell-Stone Principal	Rob Maudsley	
Mount Hope Principal		
Planning and Accommodation Resource Staff	Ian Hopkins	
Administrative Support Staff	Colleen Pyke	

Accommodation Review Committee- West Glanbrook  
Mount Hope Elementary School  
Public Meeting #3 - December 04, 2013

Public Attendees - Sign-in Sheet

Name (Please print)	School Affiliation (if any)	Signature
JEFF ROWAN	BELL STONE	
HORI WHITE	Bell stone	
BARON	Bell Stone	
NICOLE JONGELING	Bell-stone	
MIKE JONGELING	Bell-stone	
Dan Weylie	Bell-stone	
Amelia Klyn	Bell Stone	
Shelley Later	Bell Stone	

**West Glanbrook Accommodation Review Committee  
Public Consultation Meeting # 4  
Wednesday, January 22<sup>nd</sup>, 2014  
6:00 - 7:45 p.m.**

**Bell-Stone Elementary School  
6025 White Church and Nebo Road, Mount Hope, On**

**Agenda**

1. Welcome and Introductions
2. Overview of Accommodation Review Process
3. Work Completed by Accommodation Review Committee
4. Accommodation Review Committee Recommendations
5. Facilitated Group Discussion
6. Next Steps
7. Adjournment





# **West Glanbrook**

## **Accommodation Review Committee**

### **Public Meeting # 4**

**Bell-Stone    Mount Hope**

**Bell-Stone – January 22<sup>nd</sup>, 2014**





## **Why we are here tonight?**

- Provide an overview of the Accommodation Review Process
- Review the work completed to date by the Accommodation Review Committee (ARC)
- Review Accommodation Review Committee Recommendations
- Facilitated Group Discussions



# Overview of Accommodation Review Process



## Accommodation Review Committee Mandate

“...is to lead the public *review and act in an advisory role* that will study, report and *provide recommendations* on accommodation option(s) with respect to the group of schools or school being reviewed for *the Board of Trustees'* consideration and decision.”



## Committee Membership

- Chair

Voting Members	Non-Voting Members
Two (2) parent representatives who are members of School Council and/or Home and School Association from each school	The Trustee(s) of each school(s) under review
One (1) parent representative who is not a member of School Council or Home and School Association from each school	The Superintendent(s) of Student Achievement for each school(s) under review;
One (1) teaching representative from each school under review;	The Principal from each school under review
One (1) non-teaching staff from each school under review;	

- Also available are an administrative support for minute taking and a dedicated resource staff to ensure compliance of the Board's policy and information relevant to the Accommodation Review.



## **What will the ARC consider when developing their options?**

Reference Criteria (as outlined in the Board policy):

- a) Facility Utilization
- b) Permanent and Non-Permanent Accommodation
- c) Program Offerings
- d) Quality of Teaching and Learning Environments
- e) Transportation
- f) Partnerships
- g) Equity

Additional items identified by the committee and community are also considered.



## **How does the ARC process work?**

There are two kinds of meetings.

**Working meetings** – ARC committee works to identify various options to present to the community and trustees. Public can attend but not participate.

**Public meetings** – There are four public meetings. This is where the ARC presents its options to gain feedback from the community. Public will provide input that will be used by the ARC as it prepares its final recommendations.



# Where are we in the Accommodation Review Process?



## Board Approval June 2013

- Preliminary School Accommodation Review Report



## Preparation Phase June 2013-Sept 2013

- Preparation of background material
- Committee members are appointed



## Community Review Phase Oct 2013-Jan 2014\*

- Board Staff share school accommodation option
- Accommodation Review Committee develops recommendation(s)



## Board Review Phase Feb 2014 – May 2014\*

- Director's Accommodation Review Report
- Public delegations at Standing Committee Meeting



## Projected Decision by Trustees May 2014\*

## Public Meetings

October 9<sup>th</sup>, 2013 - Complete  
November 6<sup>th</sup>, 2013 - Complete  
December 4<sup>rd</sup>, 2013 - Complete  
January 22<sup>nd</sup>, 2014

## Working Group Meetings

October 2<sup>nd</sup>, 2013 – Complete  
October 16<sup>th</sup>, 2013 – Complete  
October 30<sup>th</sup>, 2013 – Complete  
November 13<sup>th</sup>, 2013 – Cancelled  
November 27<sup>th</sup>, 2013 - Complete  
December 11<sup>th</sup>, 2013 - Complete  
January 15<sup>th</sup>, 2014 - Complete  
January 22<sup>nd</sup>, 2014





# **Work completed by the Accommodation Review Committee**



## **Since Our Last Public Meeting:**

- 5<sup>th</sup> & 6<sup>th</sup> Working Group Meeting
- Accommodation recommendation discussion and analysis
- Analysis of community feedback from public meeting #3
- Created two accommodation recommendations for the final report
- Revised draft accommodation review report



# Accommodation Review Committee Draft Report



## **ARC Report**

**Section 1:** Overview of process and purpose of accommodation review. Summary of the composition of the committee, meetings held(public and working) and resources available to the committee. Outline of the communication strategy and community input.

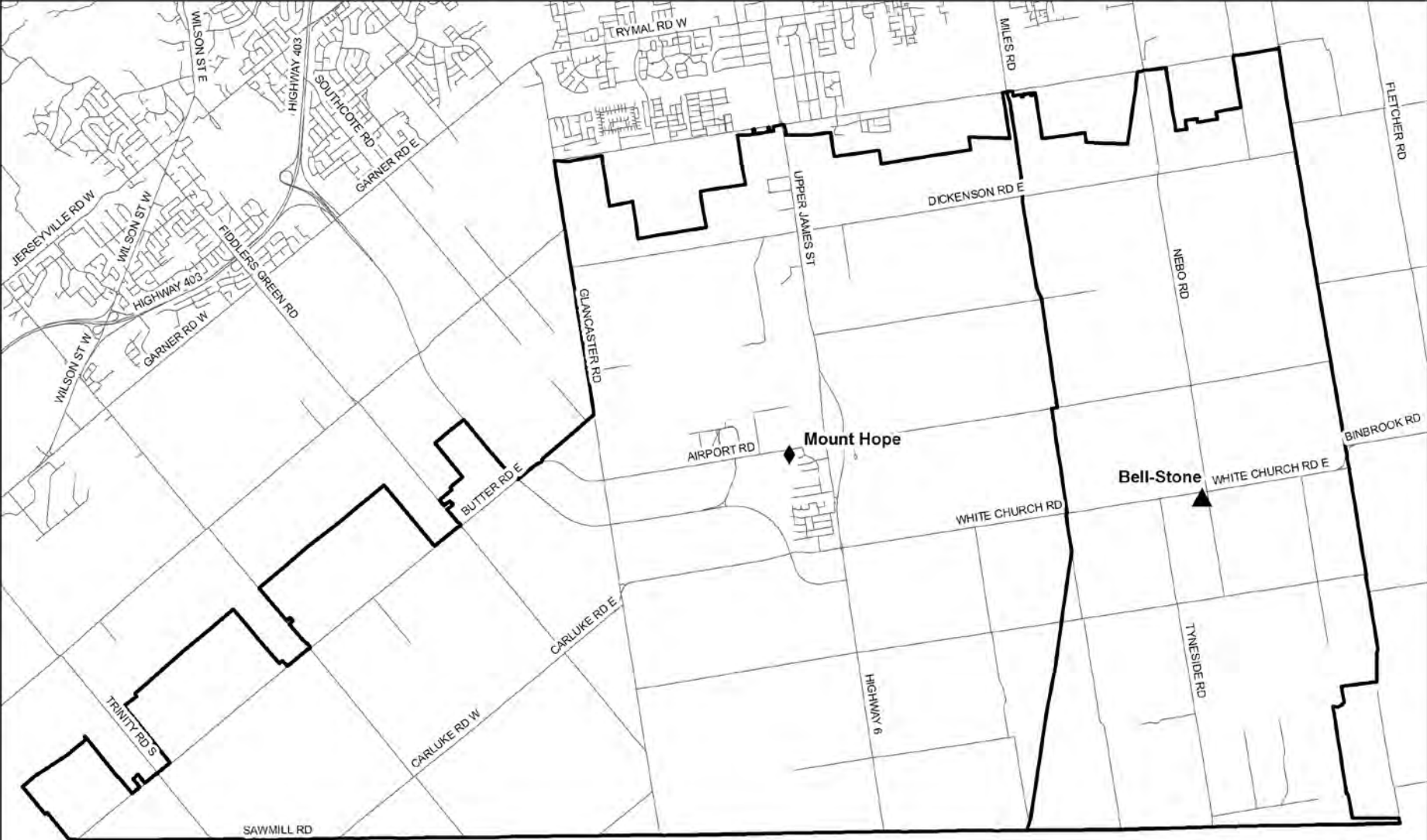
**Section 2:** Description of the Accommodation Review Committee recommendations and rationale.

There will be copies of the draft report in the folders during the facilitated group discussion portion of the evening.

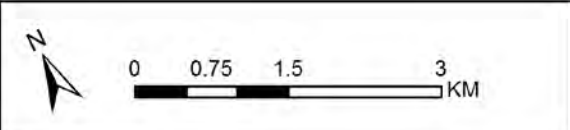


# **Current Situation & Accommodation Review Committee Options**

# West Glanbrook Accommodation Current Boundaries



- ▲ Jr Elementary    ◆ K-8 Elementary    □ Elem Boundary
- \* Closed School    ● Middle School





## Current Situation:

School	2012 OTG	2012 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)
Bell-Stone (JK-6)	181	61 (34%)	62 (34%)	63 (35%)
Mount Hope(JK-8)	365	290 (79%)	316 (87%)	331 (91%)
<b>TOTAL</b>	<b>546</b>	<b>351 (64%)</b>	<b>378 (69%)</b>	<b>394 (72%)</b>

OTG Capacity: On-the-Ground Capacity  
FCI: Facility Condition Index



# Accommodation Review Committee Option # 1





## ARC Recommendation #1:

- Closure of Bell-Stone Elementary School in June of 2014 and the relocation of Bell-Stone students to Mount Hope Elementary School in September 2014 with capital improvements to Mount Hope Facility

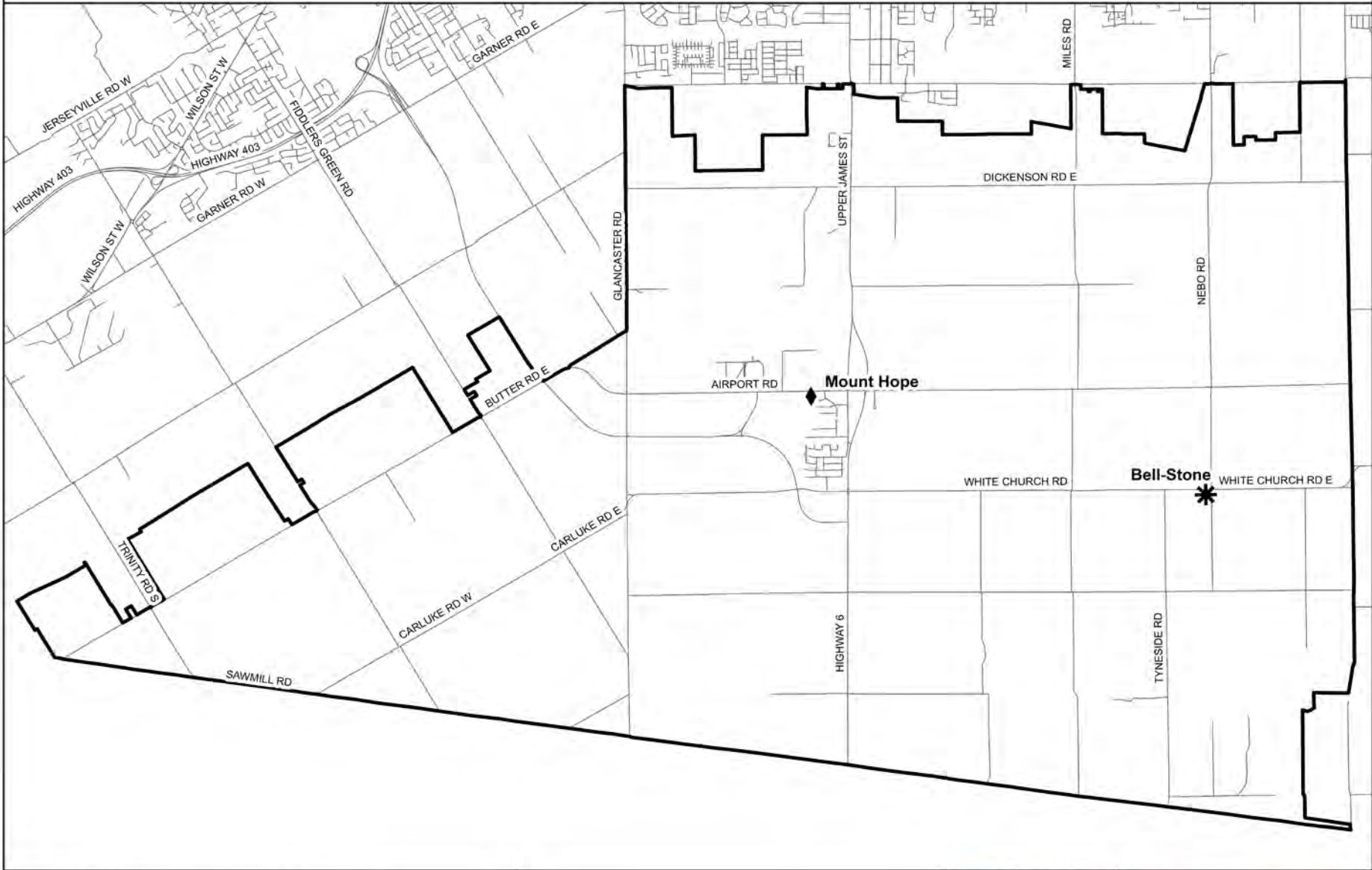
Capital Request	Year of Completion
Upgraded Student Washrooms	2014
Full Day Kindergarten Addition	2015
Parking Lot – Configuration	2015
Playground – Surface	2015
Gym Expansion	2015



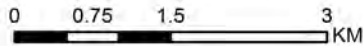
## **ARC Recommendation #1 Continued:**

- The committee is also requesting a secondary school boundary review to be completed after the West Glanbrook Accommodation Review conclusion to consider the possibility of Mount Hope Elementary School graduates attending either the New South Secondary School or Ancaster High School based on location of student residence.

# West Glanbrook Accommodation - Option #1



- ▲ Jr Elementary     ♦ K-8 Elementary
- \* Closed School     ● Middle School
- Proposed Mount Hope Boundary



Planning & Accommodation

January 2014

Planning and Accommodation



# **Rationale for Accommodation Review Committee Option # 1**



## Reference Criteria:

### A) Facility Utilization:

School	2012 OTG	2014 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)
Bell-Stone (JK-6)	181	-	-	-
Mount Hope (JK-8)	365	361 (99%)	378 (104%)	394 (108%)
<b>TOTAL</b>	365	361 (99%)	378 (104%)	394 (108%)

OTG: On-the-Ground Capacity



## **B) Permanent and Non-permanent**

**Accommodation:** The ARCs proposal includes only the use of permanent space for the long term future. Temporary accommodation may be needed while a full day kindergarten room is added to the facility.

**C) Program Offerings:** The ARC has not proposed any changes to the programs currently offered at Mount Hope.



## **D) Quality Teaching and Learning Environments:**

- More teacher collaboration
- Shared technology
- More resources for students
- Larger school allows for flexible class composition, program offerings and teacher assignments
- Greater choice of co-curricular (e.g., school events, excursions) and extra-curricular activities (e.g., clubs, athletics)



## **E) Transportation:**

No additional transportation funding would be required to bus current Bell-Stone students to Mount Hope.

**F) Partnerships Opportunities:** On June 26<sup>th</sup>, 2013 a letter from HWDSB's Director of Education was sent to potential facility partners to share space in many underutilized buildings. There were no responses to appropriately use the excess space in the West Glanbrook Accommodation Review area.





**G) Equity:** All students will also continue to have the same access to program, extra-curriculars and learning resources. In accordance with the Integration Accessibility Standards Regulation to create a barrier free and accessible Ontario - all HWDSB schools must be accessible by 2025.



## Financial Impact:

Renovation/FDK/Renewal	Current Situation	ARC Recommendation #1
<b>ARC Recommended Capital Projects</b>	\$0	\$1,425,000
<b>Full Day Kindergarten</b>	\$0	\$475,000
<b>1-10 Year Renewal Costs</b>	\$4,300,977	\$1,990,000
<b>Allowance to Meet Ministry Benchmark</b>	\$900,000	\$300,000
<b>Projected Total</b>	<b>\$5,200,977</b>	<b>\$4,190,000</b>

FDK Funding and Proceeds of Disposition	Current Situation	ARC Recommendation #1
<b>Projected Total</b>	\$0	\$875,000

<b>Balance to Fund</b>	<b>\$5,200,977</b>	<b>\$3,315,000</b>
------------------------	--------------------	--------------------



## Savings

### Potential Annual Savings

### ARC Recommendation #1

**Annual Administration Savings**

**\$179,769**

**Annual Operational Savings**

**\$160,292**

### Projected 10 Year Renewal Savings

### ARC Recommendation #1

**Projected Total**

**\$1,885,977**



# Accommodation Review Committee Option # 2



## **ARC Recommendation #2:**

Allow Bell-Stone School and Mount Hope School to remain open and complete a second accommodation review including Bell-Stone and Mount Hope, as well as Bellmoore School.

By including Bellmoore School in an accommodation review with Mount Hope and Bell-Stone Schools the committee believes there are more solutions to the accommodation issues in the area.



# Group Discussion





## Facilitated Group Discussion

- Break into small groups at the tables
- Please refer to the package on your table
  - Questions
  - Accommodation Recommendations
  - Accommodation Recommendations Rationale
  - ARC Draft Report
- Discuss one question at a time with facilitators





1. What are your thoughts on the options presented?



2. Is there anything else you think we should consider before we make our final recommendation?



## Next Steps:

- Working Group #7
  - Review of public feedback from tonight
  - Discussion of ARC Recommendations
  - Approval of ARC Report
  - ARC Report submitted to Director of Education
  - ARC Committee Presentation of Report to Trustees



## Public Delegations

- Any member of the public may request a delegation with Trustees.
- Public member may request 5 to 10 minutes of time to make a presentation
- Trustees may ask the presenter questions of clarification
- Instructions for requesting delegations and delegation procedures will be circulated by the board
- Dates in which the delegations will occur will be advertised and circulated through the schools.
- Approximate date: March or April of 2014.



# Thank You

**Question 1: What are your thoughts on the options presented?****Option 1:**

- makes sense cost wise
- concerns about the renovations: will they really happen? Be on schedule?
- over capacity 2017; the building at Mt. Hope is older than Bell-stone
- based on a financial decision and not on students

**Option 2:**

- it's a good option
- it's a better option because there's a great need in Binbrook for a school so if you are going to bus students you might as well bus them the other direction; Bellmoore is closer to bell-stone than Mt. Hope
- explore option two more
- land available at Bell-stone to expand if needed
- well system at bell-stone can accommodate more students
- Bellmoore has portables and the board has stated that the best situation for children is to be in a brick and mortar building

**Question 2: Is there anything else you think we should consider before we make our final recommendation?**

- Option two
- if you want to utilize the school to its capacity, re-visit the boundaries
- with more information through exploring option two, it would give an explanation to the parents – a reason why it happened
- parents feel that this option needed to be explored in the process earlier
- ARC stated that this was not allowed
- would it be financially sound to keep the property, as opposed to buy some property in the future

**West Glanbrook Accommodation Review Committee  
Public Consultation Meeting # 4  
Wednesday, January 22<sup>nd</sup>, 2014  
6:00 - 7:45 p.m.**

**Bell-Stone Elementary School  
6025 White Church and Nebo Road, Mount Hope, On**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** – Sue Dunlop

**Voting Members** – Amie Vandevrie, Trisha Woehrle, Karen Stewart, Janet Lewis, Melanie Holjak, Theresa Weylie, Alyson Brave

**Non-Voting Members** –Rob Maudsley, Alex Johnstone

**Regrets**

**Voting Members** – Steve Paul

**Non-Voting Members** - Nil

**Resource Staff**

Ian Hopkins

**Recording Secretary**

Colleen Pyke

**Public** - 5 public attendees present

**1. Welcome and Introductions**

There was a round table introduction of the Committee members and support staff.

**2. Overview of Accommodation Review Process**

Amie Vandevrie provided an overview of the Accommodation Review process including the mandate, Committee membership, Reference Criteria, types of meetings (working group and public) and where we are in the process.

**3. Work Completed by Accommodation Review Committee**

Alyson Brave provided an overview of the work completed by the ARC since the last public meeting including 5<sup>th</sup> and 6<sup>th</sup> working groups and the creation of the final report. She also explained the layout of



the final report and what is included in it. She also explained that copies of the draft report would be available at your table during the facilitated discussion period.

#### 4. Accommodation Review Committee Recommendations

Alyson Brave reviewed the current situation in West Glanbrook including the boundary map, enrolment and utilization. She then presented the options the ARC has come up with.

##### Option 1:

Closure of Bell-Stone Elementary school in June 2014, relocation of students to Mount Hope Elementary school in September 2014, with capital improvements to Mount Hope including:

Washrooms 2014

FDK 2015

Parking lot 2015

Playground surface 2015

Gym expansion 2015

The ARC would also like to include a recommendation for a secondary boundary review including the new South Secondary School and Ancaster High School.

##### *The rationale for option 1:*

- Utilization increases to 99% in 2014
- ARC is requesting only the use of permanent space for the long term future. Temporary accommodation may be needed while the full day kindergarten room is added to the facility
- The ARC is not requesting any program changes offered at Mount Hope Elementary School
- Quality Teaching and learning environments: More teacher collaboration, flexible class compositions, shared technology, more resources for students, greater choice of co-curricular and extra-curricular activities
- No additional transportation funding would be needed
- All schools will be fully accessible by 2025 in accordance with the Integration Accessibility Standards Regulation to create a barrier free and accessible Ontario

##### *Financial impact:*

Melanie Holjak explained the cost of the renovations requested by the ARC. She also explained the potential savings including administrative, operational and renewal.

##### Option 2:

Allow Bell-Stone School and Mount Hope School to remain open and complete a second accommodation review with Bellmoore included in the process. The Committee believes that with this recommendation there are more solutions to the accommodation issues in the area.

#### 5. Facilitated Group Discussion

Facilitated discussion was held in a small group. The Committee provided questions for discussion:

1) What are your thoughts on the options presented?

\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*

2) Is there anything else you think we should consider before we make our final recommendation?

**6. Next Steps**

Sue Dunlop briefly explained public delegations and encouraged everyone to come out. She noted that the dates will be circulated once they are finalized (approximately March or April of 2014). She thanked everyone for coming.

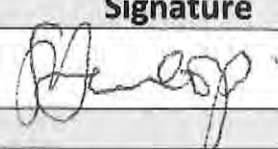
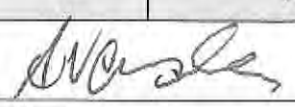

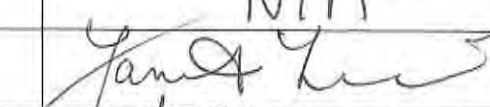
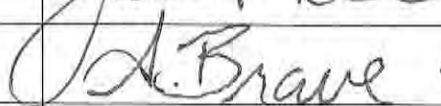
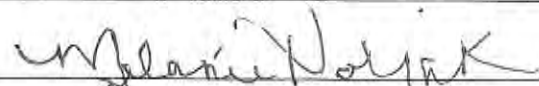
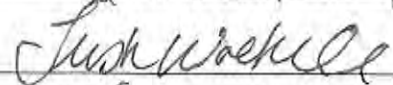

Working Group #7 Wednesday January 22, 2014 7:30 p.m. - Bell-Stone Elementary School

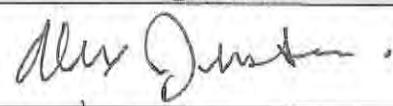
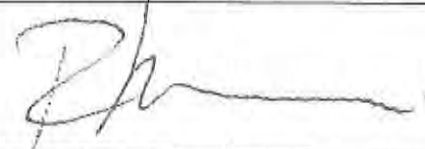


**7. Adjournment**


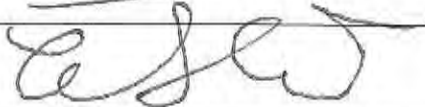
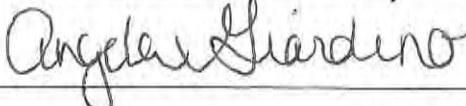


**The meeting was adjourned at 7:08 p.m.**



**Accommodation Review Committee- West Glanbrook  
 Bell-Stone Elementary School  
 Public Meeting #4 - January 22, 2014  
 Sign-in Sheet**

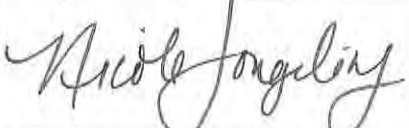




Position	Name	Signature
Accommodation Review Committee Chair	Sue Dunlop	
<b>Voting Members</b>		
Amie Vandevrie		
Theresa Weylie		
Steve Paul		NIA
Janet Lewis		
Alyson Brave		
Melanie Holjak		
Trisha Woehrle		
Karen Stewart		

Non- Voting Representatives		Signature
Area Trustee	Alex Johnstone	
Bell-Stone Principal	Rob Maudsley	
Mount Hope Principal		
Planning and Accommodation Resource Staff	Ian Hopkins	
Administrative Support Staff	Colleen Pyke	

Position	Name	Signature
E-BEST	NIA	
Facilitator	C. Skirrow	
Facilitator	A. Giardino	
Corporate Communications	Mark Taylor	
Facilities Management	Daniel Del Bianco	

**Accommodation Review Committee- West Glanbrook  
 Bell-Stone Elementary School  
 Public Meeting #4 - January 22, 2014**

**Public Attendees - Sign-in Sheet**

Name (Please print)	School Affiliation (if any)	Signature
Nicole Jongeling	Bell-stone	
Mike Jongeling	Bell-stone	
Tanara Betting	Gazette	
LORI WHITE	Bell Stone	
Brenda Johnson	City of Hamilton	





**Dr. John Malloy**

Director of Education

TEL: 905.527.5092 EXT: 2291

FAX: 905-521-2539

June 26, 2013

Dear Sir or Madame:

As one of Hamilton-Wentworth District School Board's (HWDSB) potential facility partners, you know the value and impact partnership can have on improving student achievement. Cooperation and collaborative partnerships are part of the foundation of a strong, vibrant and sustainable publicly funded education system.

We want to make the best use of public assets by offering space, on a cost-recovery basis, in our schools to our community partners. By doing this, we can strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for our students and the wider community.

Across the province, school boards have entered into successful facility partnerships with community agencies to reduce facility costs and improve educational opportunities. The Ministry of Education is encouraging us to build on that success by adding community partnerships that support student achievement.

HWDSB currently has surplus space in many of its buildings. We want to hear from community partners looking to share facilities to the benefit of students and the community. Community agencies are invited to indicate their interest by going to [www.hwdsb.on.ca/community/facility-partnerships](http://www.hwdsb.on.ca/community/facility-partnerships). You can also find more information by reviewing the Ministry of Education guidelines at [www.hwdsb.on.ca/community/facility-partnerships/documents/media.pdf](http://www.hwdsb.on.ca/community/facility-partnerships/documents/media.pdf). Please note that all partnerships are on a cost-recovery basis and applications should be received by September 13, 2013.

We value your service within the community and look forward to the possibility of working together to improve services, programs and supports for our students as well as maximize the use of public infrastructure through increased flexibility and use.

Sincerely,

A handwritten signature in black ink that reads "John Malloy". The signature is written in a cursive, flowing style.

Dr. John Malloy  
Director of Education







Tim Simmons  
Chair of the Board  
Tel (905) 527-5092 ext 2279

Q.1b

November 12, 2013

Elementary Accommodation Review Committees:

Central Mountain, Michael Prendergast, Chair

East Hamilton, Peter Joshua and Peter Sovran, Co-Chairs

West Flamborough, Mag Gardner, Chair

West Glanbrook, Sue Dunlop, Chair

Dear Elementary Accommodation Review Committee Members;

On November 11, 2013, our Board of Trustees reviewed communications received from Mr. Sékaly, Assistant Deputy Minister in regards to School Board Efficiencies and Modernization Consultations.

By way of resolution, the Board of Trustees asked that this letter and guide be provided to each Elementary Accommodation Review Committee for your information.

**RESOLUTION #13-127:** Trustee Turkstra, seconded by Trustee Hicks, moved: **That the letter from Gabriel F. Sekaly, Assistant Deputy Minister - October 25, 2013 be referred to staff and the Accommodation and Review Committees (ARCs) and that this letter be posted on HWDSB website.**

**CARRIED UNANIMOUSLY.**

It is our hope that members of the Elementary ARC will have a further understanding of why Hamilton-Wentworth District School Board is currently going through the accommodation process and help others in the community to understand that the current situation of declining enrolment (which also affects funding for schools) is not just a local issue in Hamilton, but a provincial issue as well.

Thank you for taking the time to review this document as part of an upcoming agenda item. The document is also being posted to the website at [www.hwdsb.on.ca](http://www.hwdsb.on.ca) so that members of the community may also have access to this information.

Sincerely,

A handwritten signature in black ink, appearing to read "Tim Simmons".

Tim Simmons  
Chair of the Board

Enclosure: School Board Efficiencies and Modernization Consultations

16-1

**Ministry of Education**

Office of the ADM

Business & Finance Division  
20th Floor, Mowat Block  
Queen's Park  
Toronto ON M7A 1L2**Ministère de l'Éducation**

Bureau du sous-ministre adjoint

Division des opérations et des finances  
20e étage, édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2**Memorandum To:**Directors of Education  
Board Chairs  
Education Partners and Stakeholders**From:**Gabriel F. Sékaly  
Assistant Deputy Minister**Date:**

October 25, 2013

**Subject:****School Board Efficiencies and Modernization Consultations**

On September 20, 2013, Minister Sandals wrote to you on the steps that we are taking in developing the school board efficiencies and modernization strategy. I am writing today to advise you that we are now ready to begin formal consultations on the strategy with stakeholder groups. These consultation sessions will begin the week of November 18th in Toronto. Members of my staff will be contacting the various association offices with details on timing, location, and attendance at these sessions.

To help the process along, we have prepared a consultation document for stakeholders. This guide is attached. As you can see, the list of topics and questions covered in the document is by no means exhaustive, but we hope that this short guide will contribute to focusing the discussions. We encourage you to comment on the topics in the guide. We would also welcome any other ideas and suggestions that you might have. Feel free to provide your comments directly to Joshua Paul, Director of the Education Finance Branch, at [joshua.paul@ontario.ca](mailto:joshua.paul@ontario.ca), or to us through your respective association.

While we are always interested in discussing school board efficiencies and funding issues, we are hoping to conclude this year's consultation process by the end of November, 2013.

*Original signed by*

Gabriel F. Sékaly  
Assistant Deputy Minister

c: The Honourable Liz Sandals  
Minister of Education

George Zegarac  
Deputy Minister

Enclosure:

School Board Efficiencies and Modernization Consultations

**SCHOOL BOARD  
EFFICIENCIES AND  
MODERNIZATION  
CONSULTATIONS**

Over the past ten years, Ontario has become a global leader in education and a highly successful model for other jurisdictions. These accomplishments reflect the hard work, dedication, and collaboration of those in our education community. We have been successful together and intend to continue to work as partners through a collaborative process as we develop a School Board Efficiencies and Modernization Strategy.

Continuous improvement is a necessary practice for any organization, including government. Our government is looking for new ways to deliver key priorities within current fiscal realities. This means we need to evaluate underlying funding assumptions to find new and creative approaches to modernize and transform the way we deliver education and the way funds are used at the ministry, board, school, and class level.

This booklet is intended to guide consultations with you, our partners in the publicly funded education system, who are critical to achieving this goal. And, while this booklet sets out topics to help guide the discussion, I would expressly stress that the reason for bringing us together is to hear your ideas on how we can continue to improve the delivery of education in Ontario. I look forward to starting this important conversation.



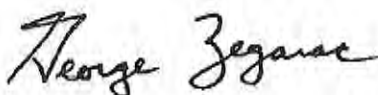
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School board modernization presents an important opportunity to transform the way funding is allocated and used at the board and school level, so that activities on the ground are more closely aligned with our goals for student achievement.

This exercise is especially welcome because the arrangements underlying board resourcing have not changed significantly in recent years, and there is a new level of openness for fresh ideas from across the system.

There is also an opportunity to refine our accountability arrangements, so that we can focus on school boards that need the most support in meeting the expectations of their students, families, and communities. This will help us identify the best performers and share their approaches, with the aim of raising the performance of all.

We look forward to hearing your valuable insights as we shape a more modern education system in Ontario.



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## INTRODUCTION

Crafting the strategy that has made Ontario's public education system a leading international model took visionary thinking. Through the Great to Excellent initiative, we are discussing how to build on this vision to provide improved support for student achievement.

At the same time, our school systems must be able to support the success of students today and tomorrow. Like many other jurisdictions, Ontario continues to deal with the challenges of the global economic downturn and slower-than-expected recovery. Living within our means, while accelerating the achievements of students, will require creative thinking across the public education system. We believe that a collaboratively developed School Board Efficiencies and Modernization Strategy is the best way forward.

One critical task is modernizing school board funding to have more efficient operations on the ground. Our partners in the public education system are crucial to reaching this goal. Through this consultation, we are asking you for your insights into both small adjustments and broader changes that could create a more efficient system. We believe focusing consultation on the following areas will generate a variety of legitimate and lasting solutions, which will be used to inform future decision-making:

- Underutilized and small schools;
- Declining enrolment supports;
- Improving accountability;
- Sharing efficiency savings;
- E-books and e-learning;
- New technologies;
- Getting the balance right;
- Moving ahead together.

Forward-thinking organizations strive constantly for greater operational efficiency. This is especially important in today's highly uncertain economic environment. That is why the central goal of these consultations is hearing about barriers as well as considering fresh new ideas to create an education system that operates efficiently and in alignment with a renewed student achievement strategy.

A critical strand of this discussion is how centrally driven this change should be, in both the short and longer terms. This is something on which we are also seeking your input. We need open and frank discussion around the systems' requirements, expectations, and challenges.



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The timing is right for change; the underlying assumptions on how the sector is resourced have not changed significantly in several years and our government is looking for new approaches to continue to deliver key priorities within current fiscal realities. In addition, the national demographic data used in several grants may now be less reliable owing to recent changes in the collection process. As a result, new data sources may need to be explored. We will look at the best ideas and practices in Ontario, other Canadian jurisdictions, and education systems around the globe. At all times, we must keep in mind and respect our constitutional framework and resulting rights, as well as Ontario's great diversity.

While this booklet has been produced to provide a focus for discussions, describe specific areas for possible action based on Ministry analysis, as well as set out a number of questions, the main purpose of the sessions is to hear your ideas. To that end, discussions with key stakeholders will take place through a series of consultation sessions throughout November. Sessions will involve:

- School board representatives, including directors of education, senior school board officials, and trustee associations;
- Principals and vice-principals;
- Teachers' federations;
- CUPE and other support staff unions;
- The Minister's Advisory Council on Special Education;
- Parent groups (People for Education, Ontario Federation of Home and School Associations, Ontario Association of Parents in Catholic Education, Parents partenaires en éducation); and
- Student groups (Ontario Student Trustees Association, Regroupement des élèves conseiller.ère.s francophones de l'Ontario, Fédération de la jeunesse franco-ontarienne).

Our goals are ambitious, and we recognize that achieving them will require discipline, hard work, and rigorous thinking across the system. We look forward to a useful, in-depth discussion focused on improving how school boards operate to ensure that our world-class education system focuses the maximum resources possible on student achievement.



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## UNDERUTILIZED AND SMALL SCHOOLS

The current funding formula provides supports to keep underutilized and small schools operating. Support is available to schools with underutilized space (that is, operating at less than full capacity), and to very small schools (those with no more than 100 students). Roughly 70% of all Ontario schools receive some financial support for underutilized space. As well, almost 500 very small schools receive enhanced financial support. Under the current funding framework, the Ministry may be subsidizing space used for non-educational purposes or non-core educational purposes.

The main components of support are the School Foundation Grant, which was created in 2006 and guarantees support for principals and secretaries in each school, and top-up funding through the School Facility Operations and Renewal Grant, which provides funding to help heat, light, clean, repair, and renovate schools under 100% capacity. Top-up funding is further enhanced for more than 1,000 schools that are defined as either rural or supported to help them stay open where necessary.

The involvement of the local community is an important aspect in board decisions about underutilized schools. A school board usually undertakes a pupil accommodation review process led by an Accommodation Review Committee (ARC) when contemplating closing a school. Community consultation through representation on the ARC and public meetings is a central element of this process, which can be lengthy and contentious. In addition, boards have pointed out that the school and/or the local community often find other uses for space defined as underutilized.

More targeted support at the Ministry level toward underutilized space and small schools could support a more efficient school system and free up resources for improved student achievement. However, funding underutilized and small schools is a complex, multi-dimensional issue and communities use space and resources in different ways to meet different needs.

### Key Facts:

- Ontario has 3,750 elementary and 885 secondary/combined schools.
- Almost 600 schools in Ontario are less than half full.
- In the GTA alone, there are about 140 half-empty schools and almost 70 very small schools.
- 13% (almost \$300M) of total school operations and school renewal funding is dedicated to funding empty spaces.
- Almost \$80M is allocated to enhanced top-up funding for school operations and school renewal for those schools.



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## Discussion Questions

1. How can the School Foundation Grant and top-up funding be restructured so as to avoid unintentionally promoting the continued operation of non-viable schools?
2. Under what conditions should the Ministry provide financial support for an underutilized school?
3. How can the accommodation review process be improved?
4. What are the alternatives to providing base funding for principals and secretaries on a per-school basis for all schools?
5. What are the barriers to change?
6. What can be done to allow the system to get more value from existing space?



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## DECLINING ENROLMENT SUPPORTS

The number of school-aged children has been decreasing in recent years, and enrolment is currently declining in 53 of 72 boards. About two-thirds of education funding is based on enrolment. Board costs tend to decline with enrolment, since lower enrolment reduces the need for teachers and services. Not all costs go down at the same rate as enrolment, however, and in some cases costs will never fall as much as revenue does.

The funding system recognizes this challenge with grants and allocations that, as enrolment declines, are intended to help boards adjust their cost structures over time.

Of those supports, the Declining Enrolment Adjustment (DEA) is a true transitional grant, since its level of support reduces over time. Other supports for declining enrolment boards are available, but they are not transitional. These include the top-up funding for school operations and renewal and the School Foundation Grant, both discussed in the previous section. They also include higher student /teacher ratios in “supported” schools, and provisions in the Transportation Grant and the High Need Amount Allocation of the Special Education Grant that protect these funding lines from the full impact of enrolment decline.

### Key Facts:

- Average Daily Enrolment (ADE) is expected to decline to 1.85 million in 2013-14, the lowest level since 1992.
- Provincial ADE is projected to increase beginning in 2014-15, but enrolment in most rural and northern boards will continue to decline.
- There are wide regional gaps in enrolment trends. Since 2002-03, Halton DSB's enrolment is up by more than 22%, while Superior-Greenstone's has fallen by 45%.

### Discussion Questions

1. After over 10 years of helping boards address declining enrolment, how can these supports be reduced or redistributed among boards?
2. Which supports should be restructured from ongoing to transitional support?
3. How might e-learning and/or broadband capacity be expanded to reduce the costs of supported schools and improve programming?



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## IMPROVED ACCOUNTABILITY

As the major source of funding for school boards, the government wants to make sure that the resources it provides are used to support key goals. To that end, funding is often tied to specific policy aims, such as student achievement or safe schools. The Ministry's preference for stronger accountability around policy-aligned grants is key to achieving important province-wide goals. On the other hand, school boards tend to prefer greater flexibility in the use of funding and less reporting for programs funded through Education Programs – Other (EPO).

This underpins the relationship between accountability and flexibility. Many accountability frameworks now use measures of performance to help resolve this challenge. For example, the level of focus on school boards can be adjusted based on board performance, with increased accountability for weakly performing boards and less onerous reporting for strong performers.

An early application of such an approach might be in student achievement. Boards that are high performers in this area would have reporting requirements reduced. This approach would not, however, relieve boards of requirements to use certain components for specific purposes. For example, each board would still be required to hire a co-ordinator under the Student Success Allocation of the Learning Opportunities Grant (LOG). As modernization efforts develop, decisions about how flexibly a board could use its funding might be linked to looking at a wider range of performance measures.

### Discussion Questions

1. How can EPO program reporting be consolidated to reduce reporting volume without losing reporting effectiveness?
2. How can accountability for targeted GSN funds be improved without increasing the administrative burden on boards?
3. What are ways of linking school boards' results (academic, financial, and/or other) more closely to reporting requirements?
4. How can demographic-based grants be redesigned if recent demographic data shows markedly different trends?

#### Key Facts:

- Almost \$200M in EPO funding (excluding FDK) has been publicly announced to boards in 2013-14 for about 40 programs.
- About \$172,000 is provided to each board for one dedicated position as co-ordinator for Student Success, Grades 7-12.
- Boards may use the LOG's Demographic Allocation (\$346.4M) as they wish.



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## SHARING EFFICIENCY SAVINGS

Over the years, the Province has tried to address operating pressures with increased funding, for example for utilities or transportation. At the same time, it has also pulled back some funding where it appeared that board spending was running well below provincial funding levels.

This is one of the challenges in finding efficiencies in the education sector. Efficiencies are seen as a source of funding flexibility by those delivering programs and services (school boards), but they look like savings opportunities for the funding body (the Province). As a result, school boards may be reluctant to pursue efficiencies as vigorously as they might otherwise, because it is felt that efficiency gains will ultimately result in reduced provincial funding.

The development of a shared savings protocol might be a way of providing boards with an incentive to find additional efficiencies.

Under such a protocol, efficiency savings could be shared between the Province and the school board, with each board's share being redirected into an enveloped fund. The use of this fund could be determined in consultation at the Partnership Table or some other governance mechanism.

### Discussion Questions

1. What are the impediments, if any, to a shared savings protocol incenting boards to find additional efficiencies?
2. What are some approaches by which boards could share savings from school closures, consolidations, or shared facilities?

#### Key Facts:

- In 2009, the Report of the Declining Enrolment Working Group recommended that "a Transition Adjustment Fund be established to make savings from school closures/consolidations available for school facility improvements that would support education programs for the students affected by the consolidation." (Rec.#19)



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## E-BOOKS AND E-LEARNING

Teachers use different types of learning resources (print, electronic, or a combination of the two), to support the learning and teaching of the Ontario curriculum.

The Ministry is talking to stakeholders about the use of such electronic learning resources as e-books, including licensing for board or school-level use, copyright law, international discussion of Open Educational Resources (OER), and the currency, accuracy, and reliability of resources.

Unlike other forms of distance education, such as correspondence or computer-based instruction, e-learning courses offered through the provincial virtual learning environment (vLE) are teacher-taught, with student interaction being much the same as regular face-to-face classroom-based courses.

Funding for a student enrolled in an e-learning credit course is the same as that for a face-to-face course. However, the scheduling flexibility of e-learning allows boards to meet the academic needs and interests of some students in small or remote schools, and achieve class sizes that support a wider range of course offerings.

More robust data on student achievement in e-learning courses need to be collected and analyzed to inform potential expansion in this area.

### Key Facts:

- The GSN allocates over \$560M a year in funding for textbooks and learning materials.
- Licensing considerations for e-books include number of users, period of use, and portion of text.
- All approved learning resources must meet standards of alignment with the Ontario curriculum and Canadian content.
- Roughly 125 secondary English-language and 79 French-language e-learning credit courses are available.
- More than 110,000 English-language and 12,500 French-language students used the vLE in the 2012-13 school year.

### Discussion Questions

1. What would be the implications for students, teachers, schools and boards if all students were required to complete one course, or a specific course, by e-learning to complete their secondary school graduation requirements?
2. How could the increased use of e-learning and e-books support Ministry goals of increased student achievement and closing the gaps?
3. What are the barriers to change?
4. What opportunities are there to improve efficiencies through e-learning?



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## NEW TECHNOLOGIES

School boards are responsible for local decisions about designing and equipping schools to meet the needs of their students and staff. This includes communications technology such as broadband, as well as computers and other hardware.

Some boards are looking at new developments like cloud-based learning environments and bring-your-own-device (BYOD) policies, both to find efficiencies and to help students and teachers adapt to ongoing changes in teaching and learning. This evolution, however, depends on high-speed internet access.

For purchasing and servicing, such entities as the Ontario Educational Collaborative Marketplace and the Ontario Software Acquisition Program Advisory Committee negotiate strategically sourced agreements and value-added services that are available to Ontario's Broader Public Sector, including the education community.

### Key Facts:

- The bulk of GSN funding to school boards for computers/classroom technology is flowed through the Pupil Foundation Grant (PFG), which provides for core classroom needs common to all students.
- In 2012-13, the PFG provided \$150.1M for classroom computer technology –\$34.52 per elementary student and \$45.03 per secondary student.
- In 2012-13, the \$25M reduction in the Classroom Computers component of the PFG was made permanent.

### Discussion Questions

1. How can the use of new technologies make board administration and program delivery more efficient?
2. How can the sector address barriers to wider use of new technologies?
3. What are the financial and other implications of boards adopting BYOD, cloud-based learning environments, and similar policies and practices?
4. How can joint procurement of technology-related goods and services be better leveraged to reduce costs for school boards?



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## GETTING THE BALANCE RIGHT

The main purpose of the consultation process is a long-term rethinking of funding that will better align school board business practices with Ontario's student achievement strategy. Given the current fiscal context, we envision that this will require specific short-term savings goals while we develop a long-term strategy.

An important consideration in both the short and long term is the decision-making balance between local boards and the Ministry of Education. Closely related is the question of how focused the savings strategy should be on specific targets.

Unquestionably, each board in Ontario is unique in both the challenges it faces and the opportunities it sees. Boards are best positioned to find internal savings, especially in the short term. In the longer term, as well, some boards or groups of boards may collaborate strategically to drive specific savings targets for them.

The Ministry's involvement is essential; its perspective ensures provincial alignment of goals for student achievement and well-being. The Ministry is also well positioned to assess what approaches work in specific situations and to share best practices from across the system, supporting a more consistent and strategic approach in the longer term.

No matter the balance ultimately struck between the Ministry and school boards, accountability for results will be crucial, whether a board follows central guidelines and practices, or develops its own savings strategy.

### Discussion Questions:

1. Which are the best areas where boards and the Province can work together to find efficiencies on the ground to achieve modernization?
2. In which areas might school boards be best positioned to find efficiencies in their specific circumstances, given provincial goals?
3. If left up to school boards, what are the best ways of ensuring actions support modernization and align with student achievement goals?



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## MOVING AHEAD TOGETHER

Directing as many resources as possible into student achievement is essential if Ontario is to meet the challenges of the Great to Excellent initiative, which aims to take our school system to even greater heights. To do this, we need to have an open and constructive discussion about how our school system can run its business activities as effectively as possible. The School Board Efficiencies and Modernization Strategy is the primary driver of this transformation.

This booklet outlines some of the approaches the Ministry of Education believes would help move this strategy forward. To realize our goals, we need ideas and help from our partners in the education sector. By bringing together your perspectives, and hearing about both challenges and opportunities, we can find the way forward.

After the consultations are completed, we will release a report summarizing the highlights and outlining the next steps. We will continue working with the dedicated people in the education system to create a new approach to the business activities of schools that is as visionary and forward-looking as our curriculum.



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ARC



## Parents, have your say!

Hamilton-Wentworth District School Board (HWDSB) is holding four elementary accommodation review public meetings to provide an opportunity for the community to explore accommodation options for their schools.

An accommodation review takes into account school space, programming and possible school closures.

*The public meetings will take place from 6 to 9 p.m. on the following dates:*

### CENTRAL MOUNTAIN REVIEW AREA:

*Cardinal Heights, Eastmount Park, Franklin Road, G.L. Armstrong, Linden Park, Pauline Johnson, Queensdale and Ridgemount.*

**Tuesday, October 8, 2013**  
Cardinal Heights Elementary School  
70 Bobolink Road  
Hamilton, L9A 2P5

### EAST HAMILTON CITY AREA ONE REVIEW:

*Hillcrest, Parkdale, Rosedale, Roxborough Park, Viscount Montgomery, W.H. Ballard and Woodward*

**Thursday, October 10, 2013**  
Hillcrest Elementary School  
40 Eastwood Street  
Hamilton, L8H 6R7

### WEST FLAMBOROUGH REVIEW AREA:

*Beverly Central, Greenville, Dr. John Seaton, Millgrove and Spencer Valley*

**Wednesday, October 2, 2013**  
Spencer Valley Elementary School  
441 Old Brock Road  
Greenville, L9H 6A7  
*\*Please note, public meeting begins at 7:30 p.m.*

### WEST GLANBROOK REVIEW AREA:

*Bell-Stone and Mount Hope*

**Wednesday, October 9, 2013**  
Mount Hope Elementary School  
9149 Airport Road  
Mount Hope, L0R 1W0



Iranian President Hassan Rouhani: Economic sanct

## Rouhani talks peace in first L

In what may have been the day's most widely awaited speech at the United Nations, Iran's new president, Hasan Rouhani, preached tolerance and understanding on Tuesday, decried as a form of violence the Western sanctions imposed on his country and said nuclear weapons had no place in its future.

Rouhani, whose speech followed President Barack Obama's by more than six hours, also acknowledged Obama's outreach to Iran aimed at resolving more than three decades of estrangement and recrimination, and expressed hope that "we can arrive at a framework to manage our differences."

But the Iranian leader also asserted that the "short-sighted interests of warmongering pressure groups" in the United States had resulted in an inconsistent American message on the nuclear dispute and other issues.

Rouhani restated Iran's insistence that it would never pursue nuclear weapons in its uranium enrichment program, saying, "this will always be the position of Iran."

**We believe there are no violent solutions to world crises.**

HASSAN ROUHANI

Bus tickets are available upon request. Childminding is also available by registering more than 48 hours before the meeting. Please contact HWDSB switchboard at 905-527-5092 ext.2291 or info@hwdsb.on.ca

www.hwdsb.on.ca/elementary



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*Parents,  
have your say!*

Hamilton-Wentworth District School Board (HWDSB) is holding a public meeting for the West Glanbrook accommodation review. This provides an opportunity for the community to explore accommodation options for their schools. An accommodation review takes into account school space, programming and possible school closures.

**The West Glanbrook Review Area** includes the following schools:  
*Bell-Stone and Mount Hope*

The public meeting will take place from 6 to 9 p.m. on the following date:

**Wednesday, November 6, 2013  
Bell-Stone Elementary School  
6025 White Church & Nebo Rd., Mount Hope, L0R 1W0**

Bus tickets are available upon request. Childminding is also available by registering more than 48 hours before the meeting. Please contact HWDSB switchboard at 905-527-5092 ext.2291 or info@hwdsb.on.ca

[www.hwdsb.on.ca/elementaryarc](http://www.hwdsb.on.ca/elementaryarc)

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course appeal that forced the city to refund nearly \$2 million to local courses.

The city will be lobbying the province for changes to simplify the property valuation process and speed up appeals, Zegarac said.

■ \$7.7 million for west harbour redevelopment

mvandongen@thespec.com  
905-526-3241 | @Mattatthespec

## Ferguson pushing for arena renovations

Councillor Lloyd Ferguson again has his sights set on upgrading the more than 40-year-old Spring Valley Arena in 2014.

Ferguson is proposing to spend \$400,000 on the arena during this round of budget deliberations.

The veteran politician had talked to recreation officials and discovered the arena wasn't going to get the necessary improvements, especially to the dressing rooms and washroom areas, because it wasn't on the department's list.

Ferguson will be introducing a motion at the Dec. 4 general issues committee to include the money in the 2014 budget. He had attempted to get council to spend the money

in this year's budget, but the funding was deferred until 2014.

The arena, built in 1969, has seen better days. As described in an Ancaster News article in 2012, the washrooms are considered "dingy" and "may leave you looking for the nearest gas station or coffee shop," while the dressing rooms are about 35 per cent smaller than other city arenas with barely enough space to accommodate a 10-member team.

Still, the Ancaster Minor Hockey league and the Ancaster Avalanche Girls Hockey Association continue to use the facility because ice time is a precious commodity.

Hamilton Community News

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*Parents,  
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The West Glanbrook Review Area includes the following schools:  
*Bell-Stone and Mount Hope.*

The public meeting will take place from 6:00 p.m. to 9:00 p.m. on the following date:

**Wednesday, December 4, 2013**  
Mount Hope Elementary School  
9149 Airport Road, Mount Hope, ON L0R 1W0

Bus tickets are available upon request. Childminding is also available by registering more than 48 hours before the meeting. Please contact HWDSB switchboard at 905-527-5092 ext.2291 or info@hwdsb.on.ca

[www.hwdsb.on.ca/elementaryarc](http://www.hwdsb.on.ca/elementaryarc)

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# Parents, have your say!

Hamilton-Wentworth District School Board (HWDSB) is holding four elementary accommodation review public meetings to provide an opportunity for the community to explore accommodation options for their schools.

An accommodation review takes into account school space, programming and possible school closures.

*The public meetings will take place from 6 to 9 p.m. on the following dates:*

**CENTRAL MOUNTAIN REVIEW AREA:**

*Cardinal Heights, Eastmount Park, Franklin Road, G.L. Armstrong, Linden Park, Pauline Johnson, Queensdale and Ridgemount*

**Tuesday, February 4, 2014**  
Hill Park Secondary School  
465 East 16th Street  
Hamilton, L9A 4K6

**EAST HAMILTON CITY AREA ONE REVIEW:**

*Hilcrest, Parkdale, Rosedale, Roxborough Park, Viscount Montgomery, W.H. Ballard and Woodward*

**Tuesday, January 28, 2014**  
W.H. Ballard Elementary School  
801 Dunsmure Road  
Hamilton, L8H 1H9

**WEST FLAMBOROUGH REVIEW AREA:**

*Beverly Central, Greensville, Dr. John Seaton, Millgrove and Spencer Valley*

**Wednesday, January 22, 2014**  
Greensville Elementary School  
625 Harvest Road  
Dundas, L9H 5K8

**WEST GLANBROOK REVIEW AREA:**

*Bell-Stone and Mount Hope*

**Wednesday, January 22, 2014**  
Bell-Stone Elementary School  
6025 White Church and Nebo Rd.  
Mount Hope, L0R 1W0

Bus tickets are available where applicable upon request.

Childminding is also available by registering more than 48 hours before the meeting. Please contact HWDSB switchboard at 905-527-5092 ext.2291 or info@hwdsb.on.ca

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