Questions & Answers
from
March 5 Committee of the Whole

Monday, March 19, 2012

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

Presentation Structure:

1. **Special Education/Vocational Education**
   1. Definitions
   2. Questions and Answers
2. **Additional Information for Decisions**
   1. Questions and Answers

Special Education and Vocational Education

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VOCATIONAL EDUCATION
Definition

- Focus on workplace preparation with emphasis on:
  - Literacy;
  - Numeracy;
  - Personal life management; and
  - Employment skills.

- First-hand learning

- For students in all pathways

Vocational Education is based on providing practical activities related to a specific trade, occupation, or vocation. It consists of programs that focus on workplace preparation with a strong emphasis on the development of literacy, numeracy, personal life management and employment skills. Students participate in first-hand learning through job shadowing, work experience and co-operative education. Vocational education can be appropriate for students participating in any pathway: workplace, apprenticeship, college, or university.

SPECIALIST HIGH SKILLS MAJORS (SHSMs)
Definition

- Ministry-approved specialized program
- Learning focused on a specific economic sector
- Meets graduation requirements
- Gain job skills
- Industry certifications
- Pathways to community, employment, apprenticeship, college, and/or university .

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SPECIALIST HIGH SKILLS MAJORS (SHSMs) are a Ministry-approved specialized program in which students focus their learning on a specific economic sector, matching their skills and interests, while meeting graduation requirements. Students gain job skills with employers in their chosen field and at schools, all while earning valuable industry certifications such as Standard First Aid or CPR. SHSM students graduate with a special designation on their Ontario Secondary School Diploma (OSSD) noting their focus area. Our SHSMs have pathways that lead to the community, employment, apprenticeship, college, and/or university. In this way, SHSMs can offer much of what would be formerly referred to as vocational education. These programs are already very well represented across HWDSB.

SPECIAL EDUCATION PROGRAMS
Definition

- Informed by assessment and evaluation
- May have Individual Education Plan (IEP)
- Supports, services meet identified needs
- Participate in SHSMs with support
- Student needs span all academic levels

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SPECIAL EDUCATION PROGRAMS are educational programs that are based on and modified by the results of assessment and evaluation and include a plan containing specific objectives (an Individual Education Plan or IEP). Special Education supports and services are provided in order to meet those identified needs. Students who have IEPs can choose to take part in SHSM pathways, which offer vocational opportunities in the same manner as all students. Special Education supports provide them with the necessary supports to participate in those opportunities. Students with Special Education needs span all academic levels. Having an IEP does not necessarily limit a student's choices, nor does accessing a vocational pathway choice indicate an inability to perform academically or necessitate the development of an IEP.

Question – Spec. & Voc. Ed.

HAMILTON-
WENTWORTH
DISTRICT
SCHOOL
BOARD

Please provide clarification around the different Tiers (1, 2, 3) and how it is determined as to where each student will go and how each school is designated?

TRUSTEE BRENNAN

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Answer – Spec. & Voc. Ed.

'Tiered' approach tailors programming to meet unique learning needs of each student.

- What do all students need? – Tier 1

- What do some students need? – Tier 2

- What do a few students need? – Tier3

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The "tiered" approach is designed to meet the learning needs of all our students. To do this we will ask: What do all students need? What do some students need? And what do a few students need? This involves teachers and schools identifying students who are having difficulty and then planning specific assessment and instructional interventions to address their needs. Data and information is collected from a variety of sources in order to identify both the need and the level of intervention required to meet that need.

Tier 1: Universal Programming - All Students. Instruction in the classroom is differentiated to meet students' preferences for learning and their learning styles. Students are provided with different ways to practice and demonstrate what they know. Tier 1 interventions are in all schools.

Tier 2: Selected Interventions - Some Students. When students are identified as needing more than what is available to all students, then specific, time-definite, interventions are introduced. Some Tier 2 interventions are positioned in schools based on the schools identifying the need for the intervention (ex. Empower High School; Wilson Reading), or placed regionally to support students in that cluster area (ex., Centre for Success at the elementary level). However, tier 2 interventions can be developed and provided in all schools.

Tier 3: Targeted Interventions - Few Students. When a few of our students are identified as needing more intensive and longer term interventions, programs are provided to meet those needs. Tier 3 classes are located in each cluster based on the number of students coming forward for that particular service (ex., developmental services and autism services). Transportation is provided to the nearest available class. Glenwood Special Day School serves the entire system.

Question – Spec. & Voc. Ed.

What does the schedule of special education and vocational education students who are in composite high schools (every school except Mountain and Parkview) look like? How much do these students interact with other students?

STUDENT TRUSTEE SHEN

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Answer – Spec. & Voc. Ed.

- Tier 1: Resource support
- Tier 2: Additional specific support (may include a resource period)
- Tier 3: specialized classes

- All students benefit from positive peer-to-peer interaction

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Students who require occasional support receive that support through the Resource area. This is provided to all students with academic needs in all high schools, including students accessing locally developed, essential level courses and/or students with special education needs. Students requiring Tier 2 support, particularly in the areas of literacy and numeracy, may have a resource period scheduled to receive that support in the Resource area. In some schools, students are scheduled into specific programs for support such as the Empower High School reading program. Many students with the same profiles as students currently at Parkview and Mountain are fully included into regular programs at their home high schools, receiving support as needed according to their IEPs.

Other students with IEPs, including students who benefit from work placement and co-op experiences, are in tier 3 programs, currently called Comprehensive classes, and these are located in specific high schools across the district. There is some limited interaction between these classes and the general student body, however the Program Strategy is looking at defining the needs of these students more specifically , which will allow for greater inclusion in whole school activities.

In some of our more intensive Special Education classes, students have less interaction with general education students for a variety of reasons: levels of anxiety; sensory issues; bussing scheduling. However, all students, including those in our most structured and intensive programs, can and should interact with general education students as much as possible. Students with significant needs benefit from peer social interaction and role modelling. All our secondary students, no matter the extent of their needs, are adolescents and teenagers first – all students benefit from interacting with their peers. We would

encourage all secondary school student leadership groups to promote positive social interaction opportunities, such as Best Buddies programs, to ensure that all students feel welcomed, included, and safe in their secondary school.

Answer – Spec. & Voc. Ed.

- Original staff recommendation - Parkview and Mountain students attend home schools
- At North and South ARCs, staff heard concerns about preserving program/student safety.
- Staff revised recommendation
- Post-ARC committee based on ARC request to assist with directions

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The original staff recommendation was for students from both Parkview and Mountain Secondary Schools to return to their home high schools, because the SHSMs and tiered interventions being offered in their home schools would effectively meet their educational needs. All high schools already offer support programs for students with similar profiles who have chosen to attend their home school.

Based on the feedback from the community during the public meetings, the North ARC came to the conclusion that the Parkview program is not defined by the physical structure of the building. They concluded that the program would be successful in a potential new school, as long as the programming and safety of students were factored into the design. This is why the North ARC recommended the creation of a post-ARC committee. The committee would provide assistance in what the transition, program, facilities, and supports would look like to accomplish the integration of the program into a new school.

Staff also learned from the comments in the public information sessions. We heard the concerns and the anxiety from families about providing a safe environment for students and keeping the aspects of the program that the families felt had led to the success of students. Based on this information, staff amended the original staff recommendation to support the creation of a post—ARC committee, recognizing that some students may choose to return to their home schools and access the support mechanisms that are in all schools.

Question – Spec. & Voc. Ed.

Noted ARCs requested post-ARC recommendations; is that possible to have and how will that be put together and how soon?

TRUSTEE JOHNSTONE

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Answer – Spec. & Voc. Ed.

- A post-ARC committee based on the ARC recommendations is certainly possible
- Membership identified in recommendation
- Committee may form as early as 2012-13

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A post-ARC committee based on the ARC recommendations is certainly possible and essential to receiving input and feedback as plans move forward. Staff would refer to the recommended membership identified in the recommendation (school council members, students, parents, staff, community members) when striking the committee, and invitations would be sent out to invite membership. In addition, both the Parent Involvement Committee (PIC) and the Special Education Advisory Committee (SEAC) would be consulted. Depending on the final Board decisions with regard to secondary schools, a committee may be struck as early as the 2012-13 school year.

Answer – Spec. & Voc. Ed.

- Contacted:
  - all 16 school boards in the London Region
  - the Ministry of Education Regional office
  - other additional contacts in Toronto Region school boards.

- All school boards, including HWDSB, provide SHSM opportunities in their high schools, with a focus on offering all pathways.

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Inquiries were made to all 16 school boards in the London Region, the Ministry of Education Regional office, and other additional contacts in Toronto Region school boards.

As the information gathered often overlapped, the responses to follow are in relation to all 3 of these questions.

All school boards, including HWDSB, provide SHSM opportunities in their high schools, with a focus on offering all pathways.

Answer – Spec. & Voc. Ed.

- Grand Erie DSB = one similar high school
- Lambton-Kent DSB = one vocational high school
- Thames Valley DSB = two vocational high schools
- Peel DSB = two vocational high school

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- Grand Erie DSB has one similar high school, called Tollgate Technological Skills Centre, where "there is no minimum or maximum educational level at which the student must be functioning."

- Lambton-Kent DSB has one vocational high school where they offer courses called ABLE – Academics Based on Life Experiences and where the students are linked back to their home school for athletic and other course purposes.

- Thames Valley DSB currently has two vocational high schools, both of which are being considered for closure.

- Peel DSB has two vocational high schools among their 36 secondary schools. The schools are West Credit and Judith Nyman. Both schools have large enrolments. Judith Nyman Secondary School, as an example, has an enrolment of over 800 students and thus is able to offer a wide range of vocational possibilities and locally developed courses.

Answer – Spec. & Voc. Ed.

- Hamilton-Wentworth Catholic DSB offers a Work Experience Program
- Thames Valley DSB three of their more rural high schools
- Waterloo DSB offers a program in seven of their 16 high schools

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- The Hamilton-Wentworth Catholic DSB offers a Work Experience Program whereby students with special education needs are engaged in work site placements. This is generally offered in the last two secondary years.

We offer similar work experiences opportunities. This is a strong focus of the Graduated Support model in our Program Strategy.

- Of the 28 secondary schools in Thames Valley DSB , three of their more rural high schools offer programs similar to the programs we offer at Mountain and Parkview.

- Waterloo DSB offers a program in seven of their 16 high schools that could be considered a program within a school approach – the program is called FastForward, which is predominately designed for students transitioning from school directly to the workplace. This is not unlike some tier 2 programming outlined in our Program Strategy.

Answer – Spec. & Voc. Ed.

- All Catholic Boards contacted offer integrated services
- Lambton-Kent DSB offers two full service high schools
- Peel DSB offers three full service high schools
- Thames Valley DSB is proposing to offer similar programming

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- None of the Catholic school boards contacted provide separate vocational schools, but all offer integrated services in mainstream programs.

- Lambton-Kent DSB has two other "full service" high schools that also offer the ABLE programming. Again, this would be similar to programs outlined in our Program Strategy.

- Thames Valley DSB is currently proposing to offer these types of programs in three of their London high schools, to replace the programs in their current vocational schools.

- Peel DSB has three other high schools that would be considered "full service" high schools, offering similar programs within the composite high school.

HWDSB's program strategy includes similar opportunities and directions that are occurring in other boards. We currently offer a wide variety of supports, based on student needs: work experience opportunities, co-op opportunities, graduated supports (solidification of basic skills leading to connections in the community), reading and math intervention programs, and more intensive supports. The Program Strategy outlines how we intend to support students in even more personalized and specific ways than we do now.

Answer – Spec. & Voc. Ed.

- Very difficult to determine

- Key expectation is that all SHSM's offer four pathways (work, apprenticeship, college university)

It is difficult to determine what would be considered vocational enrolment in other boards as the options in each board are unique, and do not necessarily target any one population that would participate in a vocational program.

For example, all boards offer SHSMs. It is the expectation that all SHSMs offer 4 pathways (work, apprenticeship, college, university) but whether or not they do so is dependent on the choices made by the students in those schools. Also, all Catholic school boards include all students in mainstream programming.

Although all comparable larger public boards offer specific interventions, such as the FastForward and ABLE programs mentioned earlier, each program is tailored according to each board's directions, so they are not necessarily comparable to each other.

Both Parkview and Mountain are offering courses at the locally developed/essential level in grades 9 and 10.   Locally developed/essential level courses provide foundational literacy, mathematical and science-related knowledge and skills, as well as communication skills to prepare students for success in everyday life (personal life management skills), and in the workplace (employability skills).

In Grades 9 and 10, Essential Level Math and English courses are offered along with the Wilson Reading and JumpMath programs. Both Parkview and Mountain also offer a general learning strategies guidance course. Science is also offered at the locally developed/essential Level in Gr. 9 at both schools. Locally developed/essential level courses in Math, English, and Science are also offered in our composite high schools. Some composite high schools also offer Empower High School as a reading intervention.

Grade 9 and 10 courses at Mountain and Parkview lead to workplace level courses offered in grade 11. Neither school is able to offer Music or French, which are available at composite high schools. There is some level of Visual Arts being offered. There are a number of technology programs and co-op opportunities, but not as many as can be offered in larger composite secondary schools. Health and Physical Education is offered but in some cases, because there are not as many students taking the courses, grades have to be combined (i.e., a grade 9, 10 and 11 Health and Phys Ed. course).
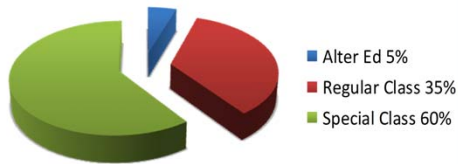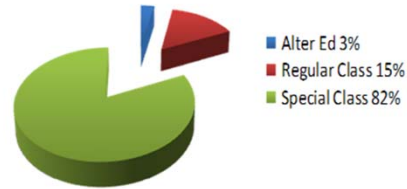
Students at both Parkview and Mountain come from all areas of the district. However, more students at Parkview live closer to Parkview, while Mountain students are more spread out across the district.

Students come from various elementary classroom settings, with many having attended special class settings at the elementary level. It should be noted that, because of greater emphasis at the elementary level on tiered interventions and differentiated instruction, fewer students are currently coming forward for special class placements.
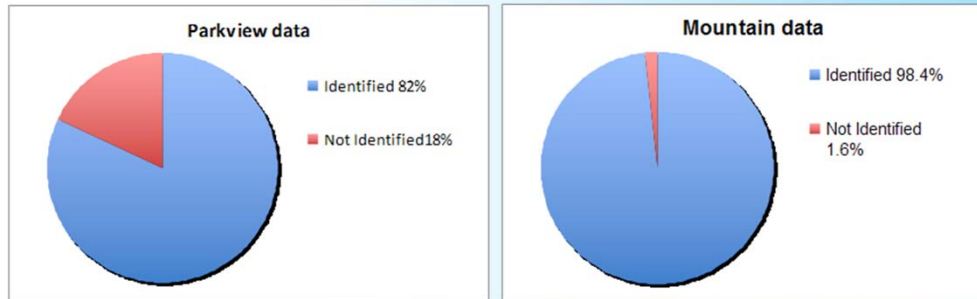
Students at both schools have Individual Education Plans (IEPs), although not all students have been identified as having an exceptionality. Some students (more at Parkview than at Mountain) have IEPs in order to receive special education supports and services, without an identification.

The most common identification at the schools is Mild Intellectual Disability (60% at Mountain; 44% at Parkview).

Students with *mild intellectual disabilities* (MID) demonstrate a significant range of strengths, abilities, and needs. Some characteristics may include:

- having literacy and numeracy levels that are below their age-appropriate peers;
- having shorter attention and interests spans with a tendency to be easily distracted;
- having difficulty understanding non-verbal cues (e.g., body language, gestures), social language and behaviour;
- demonstrating more immature behaviour;
- thinking more concretely thus having difficulty with more abstract concepts.

Students with an MID designation are more likely to:

- require consistency in routines;
- become easily frustrated;
- be vulnerable to peer pressure, teasing, and embarrassment;

and need support to:

- take risks or to try new things;
- develop independent work habits and organizational skills;

while having the potential to:

- live independently;
- achieve sustained employment;
- use their local community's facilities and services;
- participate in meaningful family and social relationships;
- participate in leisure and recreational activities.

As we support the students through the school system, we work to move from dependence to independence, and thus enable them to be ready for independent living when they leave our schools.

Answer Continued

Parkview Educational Assistant (EA) Support:	**Mountain** Educational Assistant (EA) Support:
1 Student Success 1 Mentoring 8 Special Education (Note: there is one special educational class at Parkview)	1 Student Success 1 Mentoring 5.5 Special Education

While this data may demonstrate some student success in terms of credit accumulation and graduation rate, at Mountain and Parkview there are fewer program options offered, which may have contributed to higher absence rates and fewer post-secondary choices.

Although we have begun to collect this data in response to this question, we do not as yet have it all collected and collated. The data has to be collected individually from schools with regard to their individual students, as we do not collect it centrally at this time. We will supply the information as soon as we have received all of it.

Answer – Spec. & Voc. Ed.

- Difficult to determine what our future needs may be
- Through greater variation in all classrooms, fewer students require more specialized supports
- Co-op and work experience programs for all students
- Other information will come as option sheets are processed this time of year

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It is difficult to determine what our future needs may be as there are many factors at play. For example, students with Learning Disabilities may have taken more workplace oriented pathways in the past than they do today. This is directly related to the increase in the use of assistive technology that allows students to get past their learning disability and perform equally with their peers.

Similarly, as we provide more precise early interventions, we anticipate that this will prevent learning difficulties from becoming entrenched and requiring more intensive supports later on. Through greater variation in all classrooms, fewer students require more specialized supports.

On the other hand, vocational experiences will likely increase in all pathways as a result of more SHSMs. Co-op and work experience programs offer valuable opportunities for all students to explore their possible career choices. There will always be students who need our support to successfully transition to the community, to the workplace, to apprenticeships, to colleges and to universities.

Both Parkview and Mountain have a variety of supports for students through Student Success teams and a caring adult model that are also present in all of our composite secondary schools.

At both schools, staff-to-student mentoring is provided through mentoring EAs, Learning Resource Teachers, Guidance Counsellors, and Social Workers. Parkview also has an Aboriginal Youth Advisor to mentor a number of self-identified aboriginal students. Students also receive additional mentoring and support through the Wilson Reading and JumpMath Programs for literacy and numeracy skill development.

Student-to-student mentoring opportunities are provided at both Parkview and Mountain through the GPP3O1 Leadership and Peer Support course offered in grade 11. A few students in each school take advantage of this program to help them develop skills in communication, interpersonal relations, coaching, leadership, teamwork, and conflict management, and apply them in roles such as tutoring, mentoring, and student council involvement.

Option sheets are currently being processed for the 2012-13 school year, which will give a clearer picture of the enrolment for next year.

Answer – Spec. & Voc. Ed.

- System support staff
- Central Intake Committee
- Student specific transitions

Moving forward:
- Transition committee is reviewing the 7-10 transitions

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System staff, such as Special Education Consultants and Social Workers, currently support transitions from school to school for many students. Additionally, when a student transitions from Parkview or Mountain to another school, staff at both the sending and receiving schools work together with the student and his/her family to plan for the transition.

HWDSB has a Central Intake Committee consisting of administrative and support staff (i.e., principals, teachers, social workers) from system Alternative Education and Supervised Alternative Learning programs, and both Mountain and Parkview High Schools. This team reviews applications from composite high schools for individual students needing addition system types of supports. The team makes recommendations for system program placement, transitions for students from program to program, and supports required at the home school.

A committee is currently looking at transition supports for students identified at the elementary level of needing additional support at the secondary level. The committee is looking at supports at the grades 7 and 8 levels prior to high school as well as supports that need to be in place during grades 9 and 10, leading to various pathways in grades 11 and 12. These same resources can also be used to determine program supports for students transitioning from school to school, or who are new to our district.

Question – Spec. & Voc. Ed.

How will we accommodate students who are struggling in a composite school setting?

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Answer – Spec. & Voc. Ed.

Tier 1

• Student Success Teams in all our high schools
• System support staff

Moving forward:

Tier 2

• Empower High School
• Best Buddies program
• committee currently looking at transition supports

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There are already Student Success Teams in all our high schools that connect with and accommodate the needs of students who are struggling (i.e., Student Success leads, Guidance staff, Learning Resource staff, Social Work staff). System support staff are also available to respond to staff and student needs.

As part of moving forward with the Program Strategy, additional supports are being introduced, such as Empower High School for academic support, and social communication and social skills supports through the Mental Health Strategy. The Best Buddies program has been introduced in several of our high schools to encourage the development of supportive friendships.

Question – Spec. & Voc. Ed.

In terms of vocational schools and in light of bullying and social concerns, what are ways schools can be designed and organized to provide safe areas and reduce bullying?

TRUSTEE BISHOP

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Foster positive school climate
Build positive student social skills
Staff modelling, teaching, reinforcing skills
Best Buddies programs
Recognize needs of individual students
Provide safe places

Foundational to preventing bullying is providing a positive school climate. As part of our Safe Schools, Promoting Positive Behaviour initiatives, and the Mental Health Strategy, schools are working to enable staff to teach and reward the skills and attitudes that promote a caring and safe school.

Helping students learn how to get along with others is a key strategy. While many students come to school with some social skills already in place, most students benefit from direct teaching of appropriate social skills, such as thinking before acting, listening, establishing and maintaining relationships, dealing with feelings, accepting consequences, and dealing with peer pressure. As part of our Mental Health strategy, staff are exploring evidence-based programs that schools can employ to assist students with acquiring these skills.

Staff can provide consistent modelling, teaching, and reinforcement of positive social skills as an important part of successfully encouraging positive social behaviour among students. Staff can help to enhance students' self-control, respect for the rights of others, and sense of responsibility for their own actions.

Best Buddies programs provide opportunities for friendships to develop between students with intellectual disabilities and their peers, which assists in promoting positive social interactions during non-structured times.

It is the responsibility of all to recognize and meet the particular needs of individual students, including the complex and additional challenges faced by some students with special education needs. Students Services and Special Education staff can assist with helping teachers to develop strategies to understand communication and other learning difficulties.

Opening the resource room and/or library areas before & after school and during lunch periods are strategies used in some schools to provide safe places during less structured times.

Answer – Spec. & Voc. Ed.

Experiential learning:

- Can happen for any destination

- Gain experience

- Future career choices

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Vocational education can happen at any destination – community, workplace, apprenticeship, college, or university. It allows students to gain experience that can inform their future career choices.

Vocational does not just equal apprenticeship. It is about experiential learning and it can happen at any level.

Question – Spec. & Voc. Ed.

Does special education mean community living pathway in new program model?

TRUSTEE SIMMONS

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Answer – Spec. & Voc. Ed.

- Student with Special Education Needs can participate in all pathways

- Tier 3 more likely into community, or workplace

- Tiers 1 or 2 more likely apprenticeship, college, or university

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A L L S T U D E N T S A C H I E V I N G T H E I R F U L L P O T E N T I A L

Students receiving special education supports and services can also participate in all pathways. Generally, students receiving Tier 3 supports would be more likely to move into community or workplace destinations. These Tier 3 students would be ones with significant intellectual, developmental, physical, or social-emotional concerns, requiring the future assistance of community supports.

Students receiving Tier 1 or Tier 2 supports would be more likely to pursue opportunities for apprenticeship, college, or university.

Whatever pathway destination they choose, it is important that we have high expectations for all our students.

Answer – Spec. & Voc. Ed.

- Yes, students can move from one pathway to another in a school with many options

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Depending on their individual interests and preferences, students can move from one pathway to another. SHSM experiences can help students decide on their particular path. For example, students who do not have sufficient credits for a Secondary School diploma could be supported into a workplace destination, but return to continuing education to pursue a different choice at a later date.

As we continue to explore and strengthen our connections with partners such as Mohawk College, there will be opportunities for more of our students to engage in that pathway.

Answer – Spec. & Voc. Ed.

- Excerpts from variety of quality sources
- Reflects current research, provincial direction
- Global perspective on comparable systems
- Information from Principals and students

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The research excerpts provided to SEAC are taken from a variety of significant sources. Excerpts from the publications of Douglas Willms, Avis Glaze, Ruth Mattingley, and Ben Levin reflect current research from leaders in education in Ontario and current provincial direction.

The research from David Mitchell gives us international information from countries with educational systems that are comparable to our own. In addition, the references from Sheila Bennett, Don Dworet, Ken Weber, and Jacqueline Specht provide important contextual information of the history, current practices and research on Special Education in Ontario from researchers at our local universities (Brock, Western, and Toronto). The materials, then, provide a brief review of local, provincial, and international perspectives.

In addition to this quantitative data, SEAC has also collected qualitative data as part of its deliberation on the Program Strategy. This consisted of presentations from Mountain, Parkview, Orchard Park, and Waterdown principals, as well as supporting a Student Voices open house, to hear from students receiving a variety of student support and Special Education services in all high schools.

Question – Spec. & Voc. Ed.

It was quoted that students of mixed ability have increased student achievement. How is that looked at, e.g., by levels or compared to those students who already have some skills with them?

TRUSTEE TURKSTRA

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In the literature on inclusion, mixed ability is used to describe integrated classrooms in which students with special education needs are educated alongside their peers.

Studies on inclusion indicate that students with special education needs demonstrate higher levels of social interaction in settings with typical peers. Social competence, communication, and academic skills have been shown to improve. There is research to indicate that parents of children with special needs report their children to be "in better general health, progress very well/well at school, interact very well/well with their peers, and more frequently look forward to going to school in higher inclusive educational settings than in mid-range or lower inclusion settings" (Timmons and Wagner: *Inclusive Education Knowledge Exchange Initiative,* 2009, pg. ii).

The literature also indicates that the quality of the instruction (i.e., strategies such as differentiated instruction and tiered intervention strategies) is a significant factor in this improvement. In addition, friendships that develop between students with disabilities and their typical peers is also an important factor in this success.

In some school districts and jurisdictions, inclusive education is interpreted as taking place in a full inclusion setting, where students with special needs are always educated alongside other students in regular classes, even those that require the most substantial educational and behavioral supports and services, and the elimination of special, or self-contained, classes. This is not the model followed in HWDSB, nor is it the model outlined in the Program Strategy. We will continue to offer a spectrum of services including regular class support, withdrawal support, partial integration, self-contained special classes, off-site programming, and a special day school program.

Question – Appraisal

On the Ground Capacity for each School?

Number of Portables at each School?

Closed or Open to Out of Catchment?

Sub-set number of Grade 7 and Grade 8 at each School?

Feeds "X" Secondary (looking for a list of feeder schools to each secondary school)?

TRUSTEE PEDDLE

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Elementary Panel- Data request

ASC West	OTG	Enrolment 2011-2012	Portable	Portapak	OOC Request Gr. 1-8	OOC JK	OOC SK	OOC K Licensed Daycare Only	Grade 7 Population	Grade 8 Population	Total	Associated High School
Allan A. Greenleaf School	492	509.5	4	0	NO	NO	NO	SK Only	67	101	168	Waterdown
Ancaster Meadow	578	673	7	0	NO	NO	NO		74	91	165	Ancaster High
Ancaster Sr PS	331	286	0	0		n/a	n/a	n/a	137	149	286	Ancaster High
Balaclava PS	397	355.5	0	6	NO	NO	NO	NO	41	54	95	Waterdown
Bell-Stone PS	181	65.5	0	0					-	-	0	Ancaster High
Beverly Central PS	213	154.5	0	0		NO	NO	NO	-	-	0	Highland
C H Bray PS	201	286	1	6	NO	NO	NO		-	-	0	Ancaster High
Central	297	160	0	0		NO	Yes	SK Only	-	-	0	Westdale
Dalewood	392	390	2	0	NO	n/a	n/a	n/a	127	101	228	Westdale
Dr John Seaton PS	348	241.5	0	0		NO	NO	NO	47	47	94	Highland
Dundana PS	386	305.5	2	0	NO	Limited	Limited		-	-	0	Highland
Dundas Central S	526	450.5	2	0	NO	NO		SK Only	77	47	124	Parkside
Earl Kitchener	532	435.5	0	0	NO	Limited	Limited		-	-	0	Westdale
Fessenden PS	372	368	3	0	NO	Limited	Limited		-	-	0	Ancaster High
Flamborough Centre Sr PS	240	293.5	0	6	NO	NO	NO	SK Only	63	83	146	Waterdown
George R Allan	498	395	0	0	NO	Limited	Limited	SK Only	-	-	0	Westdale
Greensville PS	248	192	1	0		NO	NO	NO	-	-	0	Parkside
Guy B Brown PS	638	450	0	0	NO	NO	NO	NO	29	-	29	Waterdown
Mary Hopkins PS	385	269.5	0	6		NO		SK Only	-	-	0	Waterdown
Millgrove PS	227	149.5	1	0		NO		SK Only	-	-	0	Parkside
Mount Hope PS	365	282	0	0		NO	NO	NO	37	39	76	Ancaster High
Norwood Park	443	493.5	10	0	NO	NO	NO	SK Only	30	56	86	Westdale
Prince Philip	247	159	0	4					-	-	0	Westdale
Queens Rangers PS	190	133.5	1	0		NO	NO	NO	-	-	0	Ancaster High
Rousseau PS	279	237.5	0	0	NO	NO	NO	NO	-	-	0	Ancaster High
Ryerson	297	378	4	0	NO	n/a	n/a	n/a	123	112	235	Westdale
Sir William Osler ES	644	576	1	0	NO	NO	NO	SK Only	92	110	202	Highland
Spencer Valley PS	248	207	0	0		n/a	n/a	n/a	47	84	131	Parkside
Strathcona	247	170	1	0	NO	NO	NO	SK Only	-	-	0	Westdale
Yorkview S	213	174	0	4		NO	NO	NO	-	-	0	Parkside

■ OOC applications may be accepted
■ No OOC acceptances

OTG= On the Ground Capacity
OOC= Out of Catchment

Elementary Panel- Data request

ASC North	OTG	Enrolment 2011-2012	Portable	Portapak	OOC Request Gr. 1-8	OOC JK	OOC SK	OOC K Licensed Daycare Only	Grade 7 Population	Grade 8 Population	Total	Associated High School
A. M. Cunningham	406	390.5	6	0	NO	Limited	Limited		-	-	0	Delta
Adelaide Hoodless	555	386	0	0		NO	NO	NO	44	58	102	Delta
Bennetto	765	542	0	0		NO	NO	NO	50	55	105	Sir John A. Macdonald
Cathy Wever ES	791	668	0	0		NO	NO	NO	58	54	112	Sir John A. Macdonald
Collegiate Avenue PS	345	241.5	0	0		NO		SK Only	26	24	50	Orchard Park
Dr. J. E. Davey	768	604	0	0		NO	NO	NO	52	49	101	Sir John A. Macdonald
Eastdale PS	236	197.5	0	0		NO	NO	NO	23	32	55	Orchard Park
Elizabeth Bagshaw	653	311.5	0	0		NO		SK Only	31	34	65	Glendale
Glen Brae Md	271	246	0	0	NO	n/a	n/a	n/a	91	72	163	Glendale
Glen Echo	328	265.5	4	0	NO	Limited	Limited		-	-	0	Glendale
Green Acres PS	381	293	0	0					34	23	57	Orchard Park
Hess Street	446	334.5	0	0		NO		SK Only	49	36	85	Sir John A. Macdonald
Hillcrest	690	468.5	0	0					83	96	179	Sir Winston Churchill
King George	443	238	0	0		NO	NO	NO	-	-	0	Delta
Lake Avenue	532	558	6	0	NO	NO	NO	NO	48	68	116	Glendale
Memorial PS (Hamilton)	634	431	0	0	NO	NO	NO	NO	85	86	171	Delta
Memorial PS (Stoney Creek)	334	291.5	0	0		NO		SK Only	34	34	68	Orchard Park
Mountain View PS	285	303.5	0	6	NO	NO	NO	NO	39	37	76	Orchard Park
Parkdale	291	178	0	0		NO	NO	NO	-	-	0	Sir Winston Churchill
Prince of Wales (New)	746	545	0	0	NO	NO	NO	NO	57	47	104	Delta
Queen Mary	671	532	0	0		NO	NO	NO	43	57	100	Delta
Queen Victoria (New)	723	433.5	0	0		NO	NO	NO	35	46	81	Sir John A. Macdonald
R. L. Hyslop	285	186.5	0	0		NO		SK Only	22	23	45	Orchard Park
Rosedale	236	146.5	0	0					-	-	0	Sir Winston Churchill
Roxborough Park	371	214	0	0		NO	NO	NO	-	-	0	Sir Winston Churchill
Sir Isaac Brock	256	205	0	0		NO	NO	NO	-	-	0	Glendale
Sir Wilfrid Laurier	756	491.5	0	0		NO		SK Only	61	57	118	Glendale
Viscount Montgomery	469	315.5	0	0					55	63	118	Sir Winston Churchill
W. H. Ballard	837	579	0	0					75	107	182	Sir Winston Churchill
Winona New	770	575.5	5	0		NO	NO	NO	51	59	110	Orchard Park
Woodward	201	122.5	0	0					-	-	0	Sir Winston Churchill

OOC applications may be accepted
No OOC acceptances

OTG= On the Ground Capacity
OOC= Out of Catchment

Elementary Panel- Data request

ASC South	OTG	Enrolment 2011-2012	Portable	Portapak	OOC Request Gr. 1-8	OOC JK	OOC SK	OOC K Licensed Daycare Only	Grade 7 Population	Grade 8 Population	total	Associated High School
New Bellmoore	734	n/a	0	0		NO	NO	NO	33	26	59	Saltfleet
Bellmoore FI on HWY 56	282	50	3	0		NO	NO	NO	-	-	0	Westdale
Billy Green E S	328	338	0	6	NO	NO	NO	NO	36	47	83	Sherwood
Buchanan Park	236	171.5	0	0		NO	NO	NO	-	-	0	Sir Allan MacNab
Cardinal Heights	308	294	0	0	NO	n/a	n/a	n/a	120	113	233	Hill Park
Cecil B. Stirling	293	358.5	0	6	NO	NO	NO	NO	71	62	133	Barton
Chedoke	502	451	0	0		NO	NO	NO	78	69	147	Sir Allan MacNab
Eastmount Park	348	188	0	0					-	-	0	Hill Park
Franklin Road	463	346	0	0		NO		SK Only	32	47	79	Hill Park
Gatestone	575	605.5	3	0	NO	NO	NO		70	76	146	Saltfleet
George L. Armstrong	633	349.5	0	0		NO		SK Only	67	80	147	Hill Park
Gordon Price	428	419	2	0	NO	NO	NO	NO	52	62	114	Sir Allan MacNab
Helen Detwiler	452	515.5	0	6	NO	NO	NO	NO	64	58	122	Barton
Highview	462	369	0	0		NO	NO	NO	38	32	70	Sherwood
Holbrook	302	210	0	0		NO		SK Only	-	-	0	Sir Allan MacNab
Huntington Park	457	401.5	0	6	NO	NO	NO	SK Only	56	53	109	Sherwood
James Macdonald	339	220.5	0	0		NO		SK Only	-	-	0	Sir Allan MacNab
Janet Lee PS	328	362.5	0	6	NO	NO	NO	NO	40	42	82	Saltfleet
Lawfield Elementary School	633	726	6	0	NO	NO	NO	NO	81	88	169	Barton
Lincoln M. Alexander	326	162.5	0	0		NO	NO	NO	-	-	0	Barton
Linden Park	319	149.5	0	0					-	-	0	Hill Park
Lisgar	380	262	0	0		NO	NO	NO	27	30	57	Sherwood
Mount Albion PS	245	404	0	10	NO	NO	NO	NO	52	52	104	Saltfleet
Mountview	256	191.5	0	0					-	-	0	Sir Allan MacNab
Pauline Johnson	314	257	0	0		NO	NO	NO	-	-	0	Hill Park
Queensdale	279	151.5	0	0					-	-	0	Hill Park
R A Riddell	521	658.5	7	0	NO	NO	NO	SK Only	104	110	214	Sir Allan MacNab
Ray Lewis	599	588.5	2	0	NO	NO	NO	SK Only	62	59	121	Sherwood
Richard Beasley	256	177	0	0		NO	NO	NO	-	-	0	Barton
Ridgemount	250	249.5	4	0	NO	NO	NO	SK Only	-	-	0	Hill Park
Tapleytown PS	331	180	0	0		NO	NO	NO	26	20	46	Saltfleet
Templemead	495	561	6	0	NO	NO	NO	SK Only	64	68	132	Sherwood
Westview	308	281	0	0		n/a	n/a	n/a	91	117	208	Sir Allan MacNab
Westwood	325	261	0	0		NO	NO	NO	-	-	0	Sir Allan MacNab

■ (green) OOC applications may be accepted
■ (red) No OOC acceptances

OTG= On the Ground Capacity
OOC= Out of Catchment

Question - Appraisal

Please provide an amenities comparison of Parkside vs. Highland, including but not limited to:

- physical tech classes,
- number of lockers,
- gyms,
- cafeteria square footage,
- community use of schools,
- condition of football & soccer fields,
- condition, use and number of baseball diamonds,
- condition, use and number of tennis courts,
- condition and use of outdoor beach volleyball court,
- condition and use of skating area,
- condition and use of running track?

TRUSTEE TURKSTRA

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Comparision of amenities at Parkside and Highland

	PARKSIDE * (1)		HIGHLAND
Football Field	No		Yes, with portable bleachers
Soccer field(s)	Portable goal nets. Soccer and baseball would conflict.		Yes. Portable goal nets.
Baseball Diamonds	Yes, 4		No
Tennis Courts	Yes, 5		Yes, 3
Beach Volleyball	Yes		No
Lawn Bowling	Yes		No
Splash Pad	Yes		No
Running Track	No		Yes
Skating Area	Yes		No
Pavillions	Yes		No

* (1) All amenities are located in Driving Park owned by City of Hamilton

Comparison of Parkside and Highland

INSTRUCTIONAL SPACES	PARKSIDE HIGH SCHOOL				HIGHLAND SECONDARY			
	Number	Size(sqft)	Area(sqft)	Gross floor area	Number	Size(sqft)	Area(sqft)	Gross floor area
Classrooms	19	789	14999		20	700	14000	
Science Labs	5	1112	5560		5	780	3900	
Computer Rooms	4	750	3000		4	1020	4080	
Music Room	1	1100	1100		3	1446	4340	
Arts	3	856	2568		3	2026	6080	
Technology Labs	1	1440	1440		7	2200	15400	
Family Studies	1	1200	1200		1	1600	1600	
Special Ed Area			800				700	
Resource Area			750				700	
Cafeteria/Cafetorium	1	2580	2580		1	3685	3685	
Stage	1	1200	1200		1	1000	1000	
Library	1	5000	5000		1	6000	6000	
Gymnasium/Exercise		7000	7000			6270	6270	
Change Rooms	2	690	1380		4	1070	4280	
TOTAL	39			48577				72035
OPERATIONAL AREAS								
General Office	1	1550	1550		1	2000	2000	
Guidance	1	1500	1500		1	1000	1000	
Cooperative Ed Office	1	250	250		1	250	250	
Staff Room/Work Area	1	800	800		1	800	800	
Meeting Room	0	0	0					
Gym Storage	1	800	800		1	4000	4000	
Custodial Areas	1	1000	1000		1	1000	1000	
Acedemic Storage	1	2000	2000		1	1000	1000	
Kitchen/Servery	1	1100	1100		1	1100	1100	
Washrooms	1	3200	3200		1	3200	3200	
Mechanical Areas	1	6000	6000		1	6740	6740	
				18200			21090	21090
			Subtotal	66777			Subtotal	93125
Circulation, walls, stairs and unassigned space				28047				44700
			Total gross floor area	94824			Total gross floor area	137825

Lockers (Information provided by school staff)

Parkside	1186
Highland	1129

Answer

Dundas	Community Population			Student Population
2001	24,394	2001		3,538
2006	24,702	2006		3,180
2011	24,907	2011		2,949
Projected 2031	-2.15%	Projected 2020		2,360
Ancaster	Community Population			Student Population
2001	27,485	2001		3,399
2006	33,232	2006		3,207
2011	36,911	2011		3,210
Projected 2031	18.3%	Projected 2020		3,237

Source: Stats Canada, City of Hamilton

Note: The student populations are Hamilton-Wentworth District School Board K-12 students

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A L L   S T U D E N T S   A C H I E V I N G   T H E I R   F U L L   P O T E N T I A L

Concerns with Parkside site-

i) Access to school site is through an established residential community

ii) expanded building and required parking would cover entire site. There may be variances required as part of the Site Plan approval process for any additions to the school. This could be a lengthy process and may impact on the overall schedule.

iii) Process to acquire additional land in the area would be time consuming or may even be impossible.

Most of the sports items listed in item 2 above could be included on the Highland site subject to budget approval. An allowance of $250,000.00 was carried for upgrades to existing sports and recreation areas at Highland and did not include a budget to provide new amenities.

Evaluation of the existing Driving Park amenities is provided in handout.

Question - Process

Guiding Principles for how we make decisions – and who would create. For example:

- Create excellent learning environments
- No portables
- Minimal transportation
- School will be centralized within the recommended boundary
- Create mini school systems (clusters)

I could encourage this to occur by my peers, but are staff willing to assist?

TRUSTEE PEDDLE
64

The purpose of the Accommodation Review process included ensuring that the remaining schools in HWDSB are able to offer a range of programs and pathways leading to any post graduation destination. Larger schools can also offer a wider selection of extracurricular opportunities for students.

The development of clearly defined guiding principles for future facilities planning is currently underway. These guiding principles will be clearly articulated in the Long-Term Facilities Master Plan that is currently under development by the Facilities Management department. This work is not slated for completion until the fall of 2012.

In the interim, the terms of reference for the Secondary School Accommodation reviews clearly indicated the prime objectives to undertake the ARCs. It is the responsibility of the ARCs and staff, and subsequently the Trustees to ensure these objectives are met for the ARCs currently under consideration.

Staff are unable to assist to develop these additional criteria at this time (simply workload issue) however, it is very fair to assume that as the staff recommendations have been prepared, our recommendations reflect planning objectives and longer-term sustainability issues that will eventually manifest itself into the long-term facility master plan.

Question - Process

Was unable to find the Policy statement that any school involved in an ARC is safe from another ARC for a period of 5 years. Where does it state this in our Policy or Ministry guideline/Policy?

TRUSTEE TURKSTRA

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

Answer

Ministry of Education – Pupil Accommodation Review Guidelines (Revised June 2009)

- 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

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ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

Ministry of Education – Pupil Accommodation Review Guidelines (Revised June 2009)

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

Question - Process

Why did staff's recommendation change from what was presented at the beginning of the ARC process?

TRUSTEE ORBAN

68

Answer

Recommendation revised due to:

- Work of the ARCs
- Community presentations
- Public consultations

A L L   S T U D E N T S   A C H I E V I N G   T H E I R   F U L L   P O T E N T I A L

HWDSB staff, along with the individual ARCs and the public have learned a lot over the course of this accommodation review process. In two of the three ARCs (North and South), the options originally developed by staff at the beginning of the process differ slightly from those recommendations contained in the final reports. In both of these cases, it was the work of the ARCs, presentations by community members and public consultations which helped refine the final staff recommendations.

Answer

- Staff recommendations eliminate an official "Plan B"

- Closure of Sir John A MacDonald and Hill Park, and building of new schools, requires Ministry of Education approval

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The staff recommendations, as they have been presented to Trustees, would eliminate the need to formally approve an official "Plan-B" as the closure of SJAM (North ARC)/ Hill Park (South ARC) and the construction of the new schools is contingent on MoE approval.

Question - Process

The Board of Trustees designed the ARCs in three exclusive clusters. As such, in May/June trustees will make three separate decisions. If trustees wanted to examine the closure or building of a new school that affected more than one ARC, how could that debate proceed given the current format?

72

The Board of Trustees have received the final recommendations developed by the ARCs and have also received staff recommendations with justification for supporting the ARC's recommendations at the Committee of the Whole meeting on February 13, 2012. These recommendations (both ARC and staff) fall within the Terms of Reference for each ARC and have been subject to a year long public consultation period consistent with the Ministry of Education guidelines. Trustees may decide to consider the ARC's or the staff's recommendations or they may choose to examine another solution. Under the current format, any recommendations proposed by Trustees that could potentially affect more than one ARC would require additional transparent and meaningful public consultation since it would be recognized that the Trustees' proposed solution was not considered as part of the minimum of 4 required public meetings undertaken by the individual ARCs. Board staff could facilitate additional consultation between Trustees and the community and would be prepared to provide an analysis of the long-term implications of the proposed option.

The Board of Trustees have received the final recommendations developed by the ARCs and have also received staff recommendations with justification for supporting the respective recommendations at the Committee of the Whole meeting on February 13, 2012. These recommendations (both ARC and staff) fall within the Terms of Reference for each ARC and have been subject to a year long public consultation period consistent with the Ministry of Education guidelines. Trustees may decide to consider the ARC's or the staff's recommendations or they may choose to examine another solution. Under the current format, any recommendations proposed by Trustees that could potentially affect more than one ARC would require additional transparent and meaningful public consultation since it would be recognized that the Trustees' proposed solution was not considered as part of the minimum of 4 required public meetings undertaken by the individual ARCs. Board staff could facilitate additional consultation between Trustees and the community and would be prepared to provide an analysis of the long-term implications if trustees wished to consider an option outside of any one Terms of Reference.

Question - Process

Any thought given to HWDSB's opportunities to collaborate with the Catholic Board

TRUSTEE BRENNAN

76

Answer

- Current recommendations give this no consideration

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A L L   S T U D E N T S   A C H I E V I N G   T H E I R   F U L L   P O T E N T I A L

The existing staff recommendations do not include the concept of sharing facilities with the Hamilton-Wentworth Catholic District School Board.

Question - Process

In taking a big system approach, what other ARCs are upcoming in both the elementary and secondary?

TRUSTEE JOHNSTONE

78

Answer

- Future ARC recommendations will become part of the Long Term Facilities Master plan "recommendations"

- Validity and priority of future ARCs will form part of the fall 2012 recommendations to be made

- Also, see Handout F

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ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

Future ARC recommendations will become part of the Long Term Facilities Master plan "recommendations" that will be submitted on an annual basis to the Board for review and approval. Currently, the initial Long-term facilities master plan and its recommendations are scheduled for delivery to the Board in the fall of 2012.

At this time, there are several ARCs that have been recommended for execution, the validity and priority of these ARCs will form part of the fall 2012 recommendations to be made. The recommendations will be based on developed planning strategies and guiding principles that are intended to develop a long-term sustainable facilities portfolio to house and operate the needs of the HWDSB.

Please find the additional handout which is a summary of associated elementary school clusters as they relate to Secondary schools, and relevant data on current utilization and enrolment.

☐ School Involved in current/approved ARC

Ancaster High Cluster	OTG	Enrolment 2011-2012	% Utilization
Ancaster Meadow	578	673	116%
Ancaster Sr PS	331	286	86%
Bell-Stone PS	181	65.5	36%
C H Bray PS	201	286	142%
Fessenden PS	372	368	99%
Mount Hope PS	365	282	77%
Rousseau PS	279	237.5	85%
Total	**2307**	**2198**	**95%**

Barton Cluster	OTG	Enrolment 2011-2012	% Utilization
Cecil B. Stirling	293	358.5	122%
Helen Detwiler	452	515.5	114%
Lawfield Elementary School	633	726	115%
Lincoln M. Alexander	326	162.5	50%
Richard Beasley	256	177	69%
Total	**1960**	**1939.5**	**99%**

Delta Cluster	OTG	Enrolment 2011-2012	% Utilization
Adelaide Hoodless	555	386	70%
King George	443	238	54%
Memorial PS (Hamilton)	634	431	68%
Prince of Wales (New)	746	545	73%
Queen Mary	671	532	79%
Total	**3049**	**2132**	**70%**

Glendale Cluster	OTG	Enrolment 2011-2012	% Utilization
Glen Brae Md	271	246	91%
Glen Echo	328	265.5	81%
Lake Avenue	532	558	105%
Sir Isaac Brock	256	205	80%
Sir Wilfrid Laurier	756	491.5	65%
Total	**2143**	**1766**	**82%**

Highland Cluster	OTG	Enrolment 2011-2012	% Utilization
Dr John Seaton PS	348	241.5	69%
Dundana PS	386	305.5	79%
Queens Rangers PS	190	133.5	70%
Sir William Osler ES	644	576	89%
Total	**1568**	**1256.5**	**80%**

Hill Park Cluster	OTG	Enrolment 2011-2012	% Utilization
Eastmount Park	348	188	54%
Franklin Road	463	346	75%
George L. Armstrong	633	349.5	55%
Linden Park	319	149.5	47%
Pauline Johnson	314	257	82%
Queensdale	279	151.5	54%
Ridgemount	250	249.5	100%
Total	**2606**	**1691**	**65%**

Orchard Park Cluster	OTG	Enrolment 2011-2012	% Utilization
Eastdale PS	236	197.5	84%
Green Acres PS	381	293	77%
Memorial PS (Stoney Creek)	334	291.5	87%
Mountain View PS	285	303.5	106%
R. L. Hyslop	285	186.5	65%
Winona PS	770	575.5	72%
Total	**2291**	**1847.5**	**81%**

Parkside Cluster	OTG	Enrolment 2011-2012	% Utilization
Greensville PS	248	192	77%
Millgrove PS	227	149.5	66%
Spencer Valley PS	248	207	83%
Yorkview S	213	174	82%
Total	**936**	**722.5**	**77%**

Saltfleet Cluster	OTG	Enrolment 2011-2012	% Utilization
Gatestone	575	605.5	105%
Janet Lee PS	328	362.5	111%
Mount Albion PS	245	404	165%
New Bellmoore	668	n/a	n/a
Tapleytown PS	331	180	54%
Total	**2147**	**1552**	**72%**

Sherwood Cluster	OTG	Enrolment 2011-2012	% Utilization
Highview	462	369	80%
Huntington Park	457	401.5	88%
Lisgar	380	262	69%
Ray Lewis	599	588.5	98%
Templemead	495	561	113%
Total	**2393**	**2182**	**91%**

Sir Allan MacNab Cluster	OTG	Enrolment 2011-2012	% Utilization
Chedoke	502	451	90%
Gordon Price	428	419	98%
Holbrook	302	210	70%
James Macdonald	339	220.5	65%
Mountview	256	191.5	75%
R A Riddell	521	658.5	126%
Westview	308	281	91%
Westwood	325	261	80%
Total	**2981**	**2692.5**	**90%**

Sir John A. Macdonald Cluster	OTG	Enrolment 2011-2012	% Utilization
Cathy Wever ES	791	668	84%
Dr. J. E. Davey	768	604	79%
Hess Street	446	334.5	75%
Queen Victoria (New)	723	433.5	60%
Total	**2728**	**2040**	**75%**

Sir Winston Churchill Cluster	OTG	Enrolment 2011-2012	% Utilization
Parkdale	291	178	61%
Rosedale	236	146.5	62%
Roxborough Park	371	214	58%
Viscount Montgomery	469	315.5	67%
W. H. Ballard	837	579	69%
Woodward	201	122.5	61%
Total	**2405**	**1555.5**	**65%**

Waterdown Cluster	OTG	Enrolment 2011-2012	% Utilization
Balaclava PS	397	355.5	90%
Flamborough Centre Sr PS	240	293.5	122%
Guy B Brown PS	638	450	67%
Mary Hopkins PS	385	269.5	70%
Total	**1660**	**1368.5**	**82%**

Westdale Cluster	OTG	Enrolment 2011-2012	% Utilization
Bellmoore FI	282	n/a	n/a
Dalewood	392	390	99%
Earl Kitchener	532	435.5	82%
George R Allan	498	395	79%
Norwood Park	443	493.5	111%
Prince Philip	247	159	64%
Ryerson	297	378	127%
Strathcona	247	170	69%
Total	**2938**	**2421**	**82%**

School Involved in current/approved ARC

Question - Programming

The ARCs made recommendations as part of template report versus the staff report that did not make recommendations. Further, Trustees have received an email from the Director indicating staff will make program placement decisions in the Fall 2012 after closures decided. Why didn't staff follow the same process as the ARC Committee's?

TRUSTEE PEDDLE

80

Answer

- Each ARC approached recommendations differently

- Staff used guiding principles – provides most flexibility

- Will engage in community consultation on program placement

81

Each ARC approached their recommendations surrounding program differently. While the North and West ARC chose to identify specific programs/schools, the South ARC proposed a number of "guiding principles". Staff have also chosen to recommend a number of guiding principles as part of their program strategy which would provide the most flexibility moving forward by allowing for further community consultation as it relates specifically to secondary programming at the HWDSB.

Question - Programming

What is staff planning for the system program placements ? Will there be a review of their placement and full public consultation, when and for which ones?

82

A L L   S T U D E N T S   A C H I E V I N G   T H E I R   F U L L   P O T E N T I A L

Where programs are placed within HWDSB is an essential part of the accommodation review process. After the final decisions are made related to school closures, staff will work closely with school administrators and the facilities management department to finalize a program plan. We want to ensure programs are placed in schools that will enhance student learning as well as fit within the physical environment of the school.

We recognize that there will be enhanced community interest in program placement where only one program is offered within HWDSB. Similar to our French Immersion consultation process, we will engage in wide community consultation to ensure all stakeholders (students, parents, civic leaders, trustees) are involved in the process. Consultation will begin in the fall once the school closure decisions are made.

Answer

- Each Secondary school: Student Success Teams
- Holistic approach to meeting student needs

- Cluster Team idea: not currently formalized
- Can be explored

A L L   S T U D E N T S   A C H I E V I N G   T H E I R   F U L L   P O T E N T I A L

Each secondary school has a Student Success Team which includes administration, Student Success, Special Education and Social Work, as well as Guidance. The team reviews students in the school that are deemed in need of additional support or a specific program. Various team members take on more or less of a role, depending on the specific student's needs. Other staff, such as co-op teachers, may also be involved, based on a program need. In this way, rather than looking at Guidance in isolation, the school-based supports are looked more holistically at ways to support students.

A Cluster Student Success Team approach which could support the school-based teams is not something we have looked into in a formalized way, although various informal connections have been made (i.e., dual credit, cross enrolment opportunities). It is an interesting idea and one which we can explore as we move forward.

Answer

- Requirement to develop a proposed funding strategy as part of ToR

- Funding only through vacant sites or schools proposed for closure

- Remaining schools viewed as capital assets

87

A L L   S T U D E N T S   A C H I E V I N G   T H E I R   F U L L   P O T E N T I A L

As part of the Terms of Reference, the ARCs and staff were required to develop a proposed funding strategy to support their recommendations. To date, the potential funding generated through the proceeds of disposition <u>only</u> include vacant sites or schools proposed for closure. The secondary accommodation reviews represent a significant phase in the Boards long-term accommodation strategy and as such all of the remaining school sites in the Boards inventory should be viewed as capital assets which could potentially be used for the funding of future accommodation needs.

The sale of surplus lands associated with schools not slated for closure has not been considered by staff for the following reasons;

- Staff recommendations clearly indicate no sale of lands for either of Ancaster High or the Sir Allan MacNab sites.

- These associated lands represent corporate assets that would be better utilized at a future date when the long-term viability and sustainability of the site(s)is better understood and would better serve those future redevelopments.

Staff continues to explore potential locations for the new secondary school proposed as part of the ARC/staff recommendation. At this time there are no expropriation plans or consideration being given to the Parkview property as staff is confident that, pending the final recommendation by Trustees, a more central site can be located in the lower city.

Expropriation of any kind can be a time consuming and costly endeavor and should only be considered as a last resort.

Question - Property

If land cannot be acquired in the best central location, will a boundary review be required for Sir John A. Macdonald School and its surrounding schools to the west and east to more evenly distribute the students?

TRUSTEE TURKSTRA

90

At the present time, staff is not recommending a boundary review should a new school not be constructed on a centrally located site in the lower city. In the absence of a new school, the capacity of SJAM (OTG = 1,569) could still accommodate the entire Parkview program and the majority of the existing Delta catchment area (with the exception of Queen Mary which would be realigned with SWC).

If Trustees wish to explore the impact of alternate catchment areas in the absence of a new school they can request that staff initiate a boundary review process prior to the approved implementation timelines.

Answer

- Requirement to develop a proposed funding strategy as part of ToR

- Funding only through vacant sites or schools proposed for closure

- Remaining schools should be viewed as capital assets

93

A L L   S T U D E N T S   A C H I E V I N G   T H E I R   F U L L   P O T E N T I A L

As part of the Terms of Reference, the ARCs and staff were required to develop a proposed funding strategy to support their recommendations. To date, the potential funding generated through the proceeds of disposition <u>only</u> include vacant sites or schools proposed for closure. The secondary accommodation reviews represent a significant phase in the Boards long-term accommodation strategy and as such all of the remaining school sites in the Boards inventory should be viewed as capital assets which could potentially be used for the funding of future accommodation needs.

Question - Property

If Parkside were the school to be left open, could staff consider a land swap with the City for the few acres it may need to make the Parkside property more amenable?

TRUSTEE TURKSTRA

A L L   S T U D E N T S   A C H I E V I N G   T H E I R   F U L L   P O T E N T I A L

Answer

- Trustees can direct staff to engage in discussions for a possible "land swap"

- Would first need to determine
  - extent of the upgrades (both to the school and the site)
  - amount of additional land required to facilitate those proposed changes

A L L   S T U D E N T S   A C H I E V I N G   T H E I R   F U L L   P O T E N T I A L

Trustees can direct staff to engage in discussions for a possible "land swap" with the City of Hamilton or any other stakeholder should they recommend/approve a proposal to close Highland and reinvest in Parkside. The first step in that process would include determining the extent of the upgrades (both to the school and the site) and the amount of additional land required to facilitate those proposed changes. Swapping land that the Board has <u>not</u> deemed surplus can be a very time consuming process as it will require MoE approval.
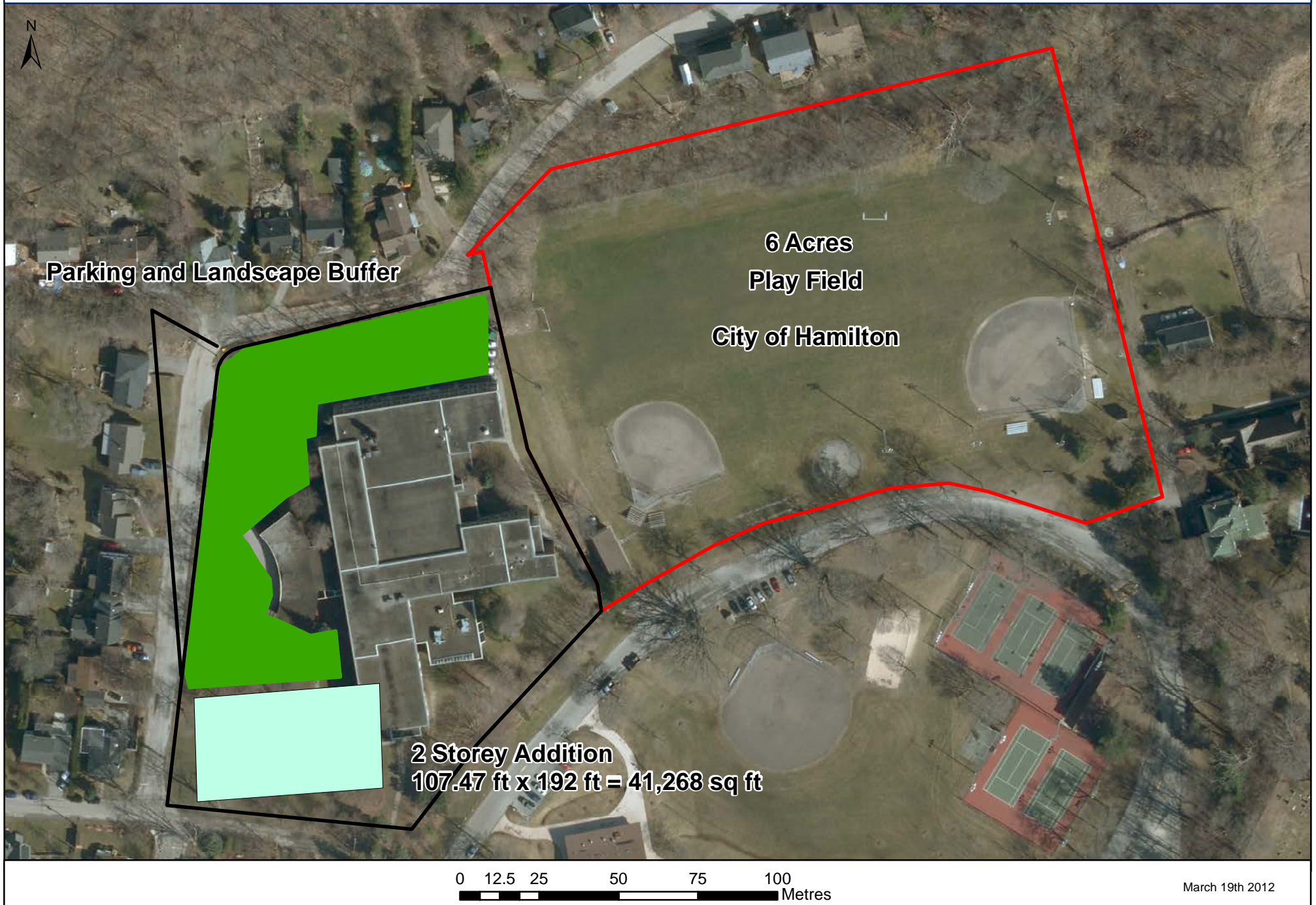
Question - Property

Like to see sketch from staff for the upgrade of Parkside on a 4-acre property

TRUSTEE BISHOP

96

Parkside High School (4.09 Acres)- Proposed Additon to Accommodate 1029 Students - March 2012

HANDOUT G

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

N

Parking and Landscape Buffer

6 Acres
Play Field

City of Hamilton

2 Storey Addition
107.47 ft x 192 ft = 41,268 sq ft

0   12.5   25   50   75   100
Metres

March 19th 2012

Question - Property

What will happen to the attached recreation centres of a school if it is closed?

TRUSTEE ORBAN

98

Answer

- No impact on the recreation centres

A L L   S T U D E N T S   A C H I E V I N G   T H E I R   F U L L   P O T E N T I A L

It is our understanding that the closure of a secondary school will not impact the operation of the recreation centres.

Question - Property

What is the actual downside to re-building
Parkside beside the Driving Park?

100

The fundamental challenges associated with rebuilding/upgrading on the existing Parkside site have to do with the site size (4.08 acres) and location within the community.

Site size: As the footprint for the building increases, the availability of programmable space on the site will decrease. The existing site already limits the ability of the HWDSB to accommodate bus access and could limit future on site parking placing a heavy reliance on our community partners for assistance.

Location within the community: The student population for Parkside would double with the proposed consolidation with Highland. The local roads would provide limited ability to introduce adequate traffic calming measures designed to handle the additional buses/cars which would accompany the consolidation. Also, increased traffic volume on the local roads including Parkside Avenue, Cayley Street and Alma Street may prove disruptive to residents, particularly those fronting on to the school site during the start/end of the school day.

Question - Transportation

Given the large school consolidation being recommended, would staff consider and cost out for us one yellow school bus (mini or full size) loop daily in the a.m. and p.m. to pick up and possibly drop off our most vulnerable/at risk students?

102

Due to geographical considerations, policy ride time restrictions and most notably bell time constraints it is very difficult to setup a shuttle bus across all high schools that will be able to transport students to every school location for the bell times.

If the bell times for all of the Secondary schools were to be changed in an attempt to accommodate this type of school-to-school service, it would undo all of the existing pairings of Secondary / Elementary bus routes. This system-wide unravelling of the service model would be a massive project and in order to try and minimize the fleet additions we would need to move many of the Elementary bell times throughout the system. Consideration would also need to be given regarding ride time parameters for students given the increased distance and routing challenges associated with this model.

If the HWDSB is looking to pursue "all day" inter-school shuttles, the same geographical and bell time constraints exist. Also, the service agreement with our bus operators would need to be revisited and rates negotiated for this service addition.

The estimated home-to-school (AM run and PM run) annual cost for a full size school bus is in the $40,000 range with a maximum Secondary student ridership capacity of 48 students. The estimated home-to-school (AM run and PM run) annual cost for a mini school bus is in the $33,000 range with a maximum Secondary student ridership capacity of 16 students.

Question - Transportation

If Parkside were the school to be left open instead of Highland, what does the transportation model look like on a map and in terms of busing cost?

104

Answer

- No service cost impacts for students in rural areas
- If Highland remains, ~100 students eligible for busing
- If Parkside remains, ~200 students eligible
- Additional students accommodated on two buses (approximate cost $80,000)
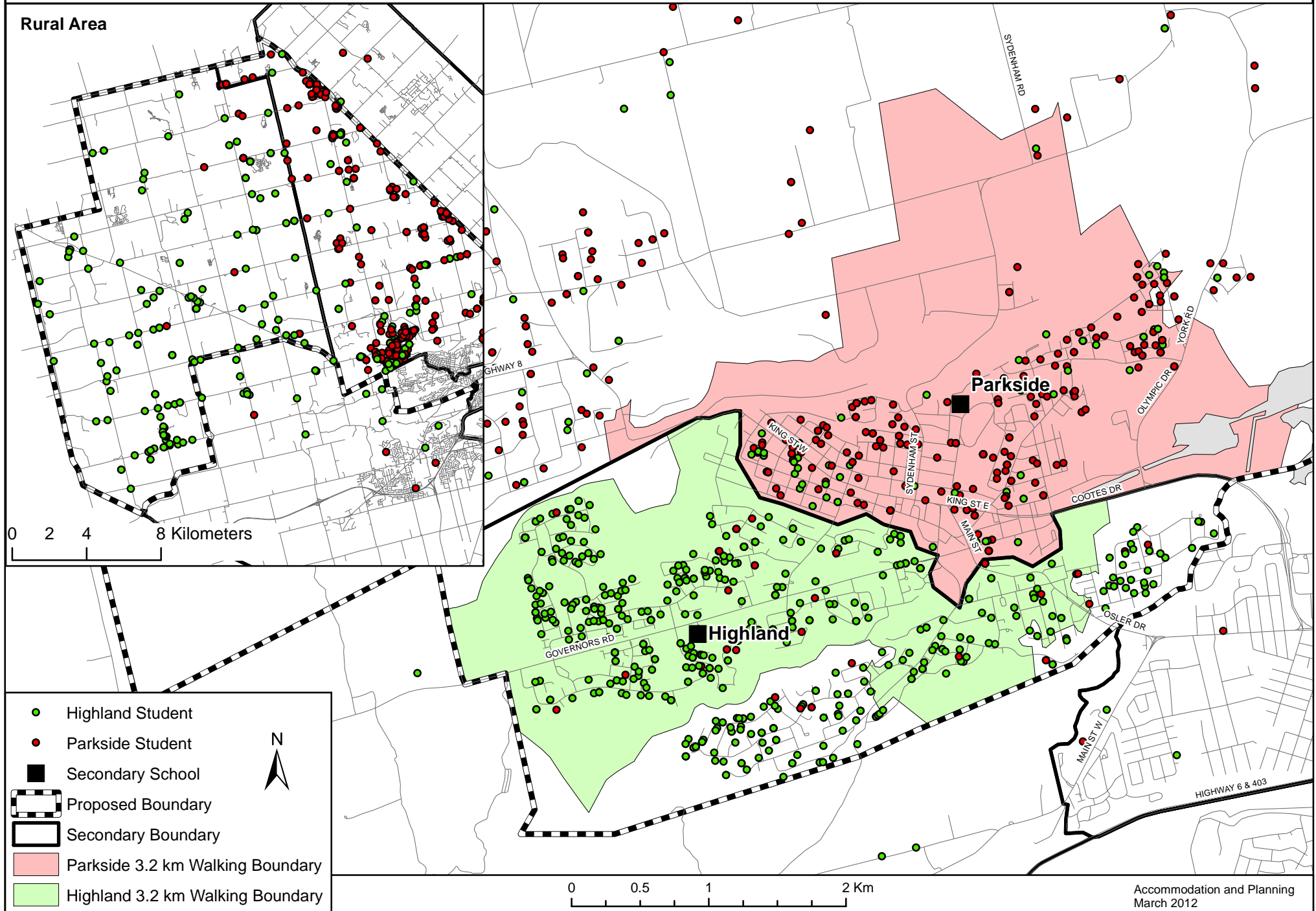
- Please see Handout C

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

a) There will be essentially no service cost impacts for the students in rural areas. These students will be transported to either school site and any differences in mileage will be insignificant and quite possibly self-cancelling.

b) If Highland is the designated site, there will be approximately 100 additional "urban Dundas" students who reside in the current walk boundary for Parkside that will become eligible for transportation service to Highland.

c) If Parkside is the designated site, there will be approximately 200 additional "urban Dundas" students who reside in the current walk boundary for Highland that will become eligible for transportation service to Parkside.

d) The net impact to transportation in comparing the two school sites is approximately 100 "urban Dundas" students. We would estimate that these additional students could be accommodated on two additional full size school buses. The estimated home-to-school (AM run and PM run) annual cost for a full size school bus is in the $40,000 range with a maximum Secondary student ridership capacity of 48 students.

Highland and Parkside Student Location

HANDOUT C

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Rural Area

0 2 4 8 Kilometers

Parkside

Highland

SYDENHAM RD

YORK RD

OLYMPIC DR

KING ST W

SYDENHAM ST

KING ST E

MAIN ST

COOTES DR

OSLER DR

GOVERNORS RD

HIGHWAY 8

MAIN ST W

HIGHWAY 6 & 403

Legend

- ● Highland Student
- ● Parkside Student
- ■ Secondary School
- ▢ Proposed Boundary
- ▢ Secondary Boundary
- ▢ Parkside 3.2 km Walking Boundary
- ▢ Highland 3.2 km Walking Boundary

N

0   0.5   1   2 Km

Accommodation and Planning
March 2012

Question - Transportation

What is the impact on transportation costs if we're moving students across the system in order to access programs?

106

For the purpose of costing equity of access within the proposed Program Strategy, we have based the costing on the following assumptions:

- current boundaries
- changes to Transportation Policy re: service eligibility
- 10% of students attending a school other than their designated home school
- where today's students live
- today's numbers of students
- today's provision of HSR service
- today's costs for different modes service (Taxi, HSR and Yellow and Black School Bus)
- providing transportation to non-Special Education programs

Based upon these assumptions, the incremental costs associated with providing equity of access to programs within the cluster is approximately $ 1.4 million dollars.

Question - Transportation

What is the cost of operating a shuttle bus across all high schools?

TRUSTEE JOHNSTONE

108

Answer

- Currently operating two shuttle buses
- Cost is a portion of two bus routes
- Works because of location and bell times
- Cost could be stated as 1/2 of the annual bus cost for each of the shuttles ($20k x 2 = $40k).

109

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

There are two shuttle buses in place currently for these schools (one coming from each school going to the other in both the morning and afternoon). This service is incorporated into the beginning / end of existing school bus routes so the cost is essentially a portion of the two bus routes. This model works in this area due to the physical locations of the schools and the bell times. Given that the routes are rural and that the opportunity cost of using the vehicles for the shuttle results is the inability to use those vehicles for service at other schools. I believe the cost could be stated as 1/2 of the annual bus cost for each of the shuttles ($20k x 2 = $40k).

Answer

- $250,000 was considered for these costs

An allowance of $250,000 was carried for upgrades to sports and recreation areas.

Question - Facilities

Highland site regarding staff recommendation: What are the specific recommendations in the upgrades for Highland?

TRUSTEE BRENNAN

112

Staff Recommendations

1 Construction/Renovations

    1 New Single Gym, Change Rooms and Storage
    2 6 New Science Labs
    3 Expanded Cafeteria and Storage
    4 Renovations to provide New Staff Room/Work Room
    5 Interior Renovations to create 3 additional classrooms

	Sub Total	$	5,000,000.00

2 Facility Upgrades

    1 Proposed renewal work to meet student objectives (not program)

        Above ground Utilities
        Boilers
        Chillers
        Water circulating pumps
        Gas piping system
        Stacks and Breaching
        Plumbing Pumps
        Plumbing Piping Systems
        Primary Switchgear
        Secondary Switchgear
        Cabling, Raceways & Bus Ducts

    2 Asbestos remediation
    3 Renovations to provide barrier free access to all areas
    4 Paint all areas of school
    5 replace all windows
    6 replace flooring as required
    7 replace ceilings and lights
    8 Allowance for grounds, parking, site access and sports field upgrades

	Sub Total	$	10,000,000.00

3 Program Strategy

    1 Proposed renovations to accommodate Program recommendations

	Sub Total	$	575,000.00
	Total	$	15,575,000.00

Question - Facilities

What are secondary school fields meant to contain?

114

Secondary schools recently constructed in the area have included soccer, football, running track, track and field accessories and rugby fields. Other options could include multi use court(s), lighting, field house and bleachers.

Question - Facilities

What kinds of things are expected for secondary school fields if building a new school?

116

The Ministry does not allocate funds for specific items to be included in the playing fields. Amenities provided would be determined to some extend by Program requirements and budget allocated for the work. Some or all of the features outlined above could be included subject to budget.

Question - Accommodation

Is there a school review area that would benefit from a grade 7-12 or 8-12 secondary school to alleviate accommodation pressures at both the elementary and secondary level?

TRUSTEE TURKSTRA

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HAMILTON·
WENTWORTH
DISTRICT
SCHOOL
BOARD

- Researched this topic and found:
  - Not of educational benefit
  - Student achievement is higher for students in schools with an elementary configuration (K-8, K-12).
  - Attending school with an elementary configuration is beneficial for students attendance, motivation and behavior.
  - Please see Handout H

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A L L   S T U D E N T S   A C H I E V I N G   T H E I R   F U L L   P O T E N T I A L

In general, research on this topic focused on 11- to 13-year-olds as

1) it is for these students that the most variability exists with regard to grade configuration and

2) these students are in a sensitive developmental period due to the onset of puberty.

The main findings are as follows:

- Student achievement is higher for students in schools with an elementary configuration (K-8, K-12) versus a middle (6-8, 7-9) or secondary configuration (7-12).

- Attending school with an elementary configuration is beneficial for students attendance, motivation and behavior.

- Why are elementary configurations more advantageous?

      - Reduces stress and demands students may experience when transitioning from an elementary school to a middle or early secondary school.

      - Elementary schools are often thought of as more emotionally supportive than secondary schools.

      - Later school transition are more predictive of later negative outcomes (e.g., secondary school drop outs).

- Important to note that the above findings were from studies with US students. There are

fewer studies with Canadian students. From the Canadian research that does exits, findings don't show similar detrimental effects of transitions on academic achievement.

- Researchers have hypothesized that students who attend schools with a wide-grade composition benefit from a feeling of community and accountability that develops among students & staff in larger schools (K-9 or K-12).

Grade Configurations and Students' Academic Achievement and Socio-Emotional Well-Being:
A summary of research evidence

<u>Background</u>

Grade span or grade configuration refers to the range of grades that a school comprises. Schools in different countries use several types of grade configuration models including the K-8 model (Kindergarten to grade 8), K-5 model (K to grade 5), 6-8 model (grades 6 to 8), 7-12 model (grades 7 to 12) and K-12 model (K to grade 12). This brief report summarizes empirical research on the association between grade configuration, students' academic achievement and socio-emotional well-being.

The studies reviewed were limited to those that met basic methodological and scientific requirements (e.g., published in peer-reviewed journals and included control for possibly confounding variables). It should also be noted that the research examining grade configuration has been conducted primarily in the United States and has largely focused on comparing students educated in a school with an elementary configuration (e.g., K-8) versus those that transition in grades 5 to 6 to a middle or secondary school.

The large focus on students in grades 5 to 6 is not without good reason. Students 11- to 13-years of age are in a sensitive developmental period characterized by the onset of puberty. It is during this developmental phase that *"…prevention and intervention efforts can be particularly effective in deterring negative trajectories or outcomes"* (Combs, et al., 2011). Coincidentally, it is for these students that most variability exists with regard to the school configuration they are educated in. Given this sensitive developmental period, interventions that alter 5th and 6th graders' school configuration have the potential of having lasting influence. As a result, decisions regarding grade configuration warrant ample consideration. The following sections briefly highlights main research findings with regard to outcomes associated with grade configuration for middle grade students.

<u>Limitations</u>

The studies summarized below have several shortcomings:

1) The existing literature examining grade composition is surprisingly very small and limited primarily to the elementary and early secondary grades. Therefore, one should caution generalizing these findings to other age groups.
2) The research summarized is primarily from the United States and it is possible that the findings might not generalize to Canadian students.
3) Although all of the studies were carried out with adequate scientific methodology none were conducted using random assignment; therefore it is possible that the influence of additional variables not controlled for might be responsible for the associations reported herein.

<u>Grade configurations and academic achievement</u>

Research studies on the association between grade configuration and academic achievement show a consistent pattern of results: Student achievement for grade 6, 7, 8 is *higher* for students in schools with an elementary configuration (K-8, K-12) versus a middle (e.g., 6-8, 7-9) or a secondary configuration (7-12). For example:

Moore (1984) compared reading achievement of grade 7 and 8 students from 18 New York City schools with different grade configurations. Grade 7 and 8 students in schools with an elementary configuration (K-8) showed higher reading achievement than their peers in a 6-8 configuration. These differences were stable after the researchers took into account differences in ethnicity, parental education and parental income.

Wihry and colleagues (1992) found that 8th graders (from 163 Maine schools) in schools with an elementary configuration (e.g., K-8, K-9) showed higher total achievement than their grade 8 peers in schools configured around the middle grade (e.g., 5-8, 6-8) or those with a junior/senior high school configuration (6-12, 7-12 or 8-12).

Maine and colleagues (1992) found that 8[th]graders' performance on standardized tests was higher among students in schools with elementary configuration (K-8, 3-8, K-9) than students in schools with secondary configurations (grades 6-12, 7-12, and 8-12).

Franklin and Glascock (1998) examined performance on standardized tests for Louisiana's students in grades 6 to7 in 700 rural schools with four configuration models: elementary (e.g., K-8), middle (e.g., 6-8), secondary (9-12) and K-12 schools. Sixth- and seventh-graders performed equally well than their peers in schools with any elementary configuration (K-6, K-7 and K-12) but performed better than their peers in schools with middle configurations (6-8 or 7-9). These results were stable after accounting for differences in school size and community economic status.

Grade configurations and students' social-emotional well-being

Research findings indicate that attending a school with an elementary configuration is beneficial for middle grade students' (ages 11 to 13) attendance, motivation and behavior. Franklin and Glascock (1998) found that grade 6 and 7 students in schools with elementary configurations including K-6, K-7 and K-12,had higher attendance, fewer suspensions and fewer behavioral problems relative to students in schools with 6-8 or 7-9 configurations. Moore (1984) examined the self-esteem of grade 7 and 8 students from 18 New York City schools with different grade configurations. Grade 7 and 8 students in schools with an elementary configuration (K-8) showed higher self-esteem than their peers from a 6-8 school configuration.

Conclusions

The consistency in research findings for the advantages of elementary configuration for middle grade students, leads to the question of why this may be. An important factor discussed at length in all of the studies reviewed for this report concerns the stress and demands of transitioning from an elementary to a middle or early secondary school. It is known that school transition have a detrimental influence on school achievement (Lupart & Beran, 2007) and self-esteem (Moore, 1984). The stress associated with school transitions may be particularly intense for students who at the same time are negotiating the physiological and emotional changes brought on by puberty. Furthermore, elementary schools are generally thought of as more emotionally supportive than secondary schools, given that students in elementary classrooms are able to bond with primarily one teacher and share most of their time with one set of peers. In contrast, the secondary setting introduces the expectation of greater autonomy and responsibility, new social networks and limited opportunity to bond with one particular teacher. It is suggested that perhaps these changes place too many demands on students at a time when they are most vulnerable to stress. An additional interesting issue with regard to school transitions includes the age at which the transition occurs, with later age being more strongly predictive of negative academic outcomes including secondary school dropout (Renchler, 2002).

In Canada, research does not find similar detrimental effects of transitions on academic achievement (e.g., Whitley et al., 2007) as shown in the United States. Research has not identified reasons that make Canadian students more resilient to school transitions but some have proposed that they may include family characteristics (Seidman et al., 2003), teacher and parent characteristics (Balfanz et al., 2002) and cultural, national and structural differences between (Oplatka & Tubin, 2009).

A second interesting pattern that emerged from the studies reviewed concerned the benefits of educating middle grade students in schools with wide-grade compositions (e.g., K to 9, K-12) versus small grade composition (e.g. grade 6-9, 7-9). It is hypothesized that wide-grade composition in which all students from a neighborhood attend the same 'Educational Center' help to facilitate strong feelings of community and accountability among students and staff.

The authors of the research summarized above recommend that educators and administrators be mindful of students' experiences with school-to-school transition and with 'fragmented' grade models. Steps should be taken to create a strong feeling of community and unity among students and staff, with a shared vision for their 'Educational Center'. It is suggested that teachers increase their awareness of the social world in which students interact with daily. To facilitate smooth transitions, it is recommended that teachers increase their awareness of the social context of a school in which students would transition in order to design meaningful transition activities and plans.

Question - Accommodation

What are the program issues with a 7-12 model? Does this structure affect course offerings?

TRUSTEE BISHOP

120

Answer

- Population of secondary students won't increase which means no increase in programming choice.

- Secondary school of 1100-1200 students (9-12) offers increased choice

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ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

While a 7-12 model may be a way to resolve accommodation issues in a school (total number of students in the building), the population of secondary students will not change and therefore there will be no impact on credit granting course offerings.

A school with 1100 to 1200 secondary school students (9-12), will result in a greater variety of course offerings and therefore increase choice for secondary students.

One of the primary goals of the accommodation review process is to "right-size" the Boards inventory of schools thereby allowing for our annual renewal funding to be dispersed among fewer facilities. Consistent with past practice, renewal funding will be allocated according to the following priorities.

Health and Safety Issues

Regulatory Compliance Issues

The risk that the failure of one or more components might cause a program of the building itself to close or cause secondary damage

High & Urgent Events as identified in Condition Assessments (formally ReCAPP)

New Program Initiative Requirements

We will be placing programs strategically in each cluster or in the system (if there will only be one or two programs) so that we could better afford the transportation that would be needed to provide all students with access. We have begun the initial work on the cost for this transportation.

Specific staff may currently be connected to specific special programs for a variety of reasons: e.g., special qualifications, certifications, interests, or they may have been instrumental in introducing the program. There are currently no provisions in our Collective Agreement with OSSTF that would support the combined move of staff with programs. There is an assumption that staff members who are at a school where a special program is being relocated, who have the basic Ontario College of Teachers qualifications, can be trained to teach the specialized programs (e.g., Hockey Skills Canada, IB). Any change to this is something that would have to be negotiated.

As part of the Terms of Reference, each ARC was required to develop a proposed funding strategy. Once Trustees have made their final decision regarding the secondary ARCs, any business case submitted to the MoE will aggregate the proposed costing, funding, school utilization rates, etc. to a board-wide level as opposed to submitting three separate business cases.

The total combined cost of the staff recommendations is approximately $80 million of which the Board is in a position to be able to "self-fund" an estimated $40 million through the proceeds of disposition from the sale of sites and schools proposed for closure. The amount that the Board can generate to "self-fund" the project has the potential to increase should additional funding sources (i.e. potential partnerships) become available