

# COMMITTEE OF THE WHOLE

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**MONDAY FEBRUARY 13, 2012**

6:00 pm

1. Call to Order R. Barlow
2. Approval of Agenda
3. Declaration of Conflict of Interest
4. Approval of Minutes
  - Special CTW Hearing – King George Area Delegation Night, Jan. 24 2012

## **ACTION ITEMS**

5. King George ARC – Final Recommendation K. Bain
6. North Area Accommodation Review
  - A. ARC Committee Recommendation M. Currie/N. Leach/B. Wachner/S. Barr
  - B. Staff Recommendation J. Malloy/K. Bain
7. South Area Accommodation Review
  - A. ARC Committee Recommendation K. Robinson/A. Pollard/G. Deveau/S. Pretula
  - B. Staff Recommendation J. Malloy/K. Bain
8. West Area Accommodation Review
  - A. ARC Committee Recommendation D. Knoll/H. MacDonald/B. Howell/S. Ricci/  
B. Williams
  - B. Staff Recommendation J. Malloy/K. Bain

## **MONITORING ITEMS**

9. Public Questions for Clarification
10. Adjournment

### **Upcoming Public Meetings**

<b><u>Meeting</u></b>	<b><u>Date</u></b>	<b><u>Time</u></b>	<b><u>Location</u></b>
Finance Advisory Sub-Committee	Wednesday Feb. 15, 2012	12:30 pm	Ed Centre, Room 1
Parent Involvement Committee	Tuesday Feb. 21, 2012	6:30 pm	Ed Centre, Lower Auditorium
Board Meeting	Monday Feb. 27, 2012	6:30 pm	Board Room

Meeting times and locations are subject to change. Please refer to our website for the latest information.  
[www.hwdsb.on.ca/aboutus/meetings/meetings.aspx](http://www.hwdsb.on.ca/aboutus/meetings/meetings.aspx)



## EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

**DATE:** Monday February 13, 2012

**TO:** Committee of the Whole

**FROM:** John Malloy, Director of Education

**RE:** Accommodation Review Reports for Delta Secondary, Glendale Secondary, Orchard Park Secondary, Sir John A. Macdonald Secondary and Sir Winston Churchill Secondary

Action  Monitoring

### **Recommended Action:**

That Trustees receive the Accommodation Review Reports re: Delta Secondary, Glendale Secondary, Orchard Park Secondary, Sir John A. Macdonald Secondary and Sir Winston Churchill Secondary and defer a final decision until May 2012.

### **Rationale/Benefits:**

At HWDSB, we are committed to creating the most effective, innovative learning environments so that every one of our students will reach their full potential in schools and beyond as they prepare for the 21<sup>st</sup> century.

We undertook accommodation reviews to help make this a reality. The reviews were one way HWDSB could maximize limited resources, by reducing the space we don't need and upgrading the facilities that remain. Ultimately, this will result in better learning environments for students. We want our students to have quality spaces that support student achievement.

Concentrating our finite resources to create the best learning environments is an effort that goes hand-in-hand with our efforts to provide the best, most engaging programs that prepare them for success.

In reviews of 15 secondary schools, we had an expanded dialogue with our community about the challenges and opportunities our students face. HWDSB has approximately 2,600 extra spaces in our secondary schools, a number expected to reach nearly 6,000 extra places by 2020; this has led to discussion about closing some facilities.

These reviews have been about much more than space, however. We know today's learners require new approaches, and that we must respond with engaging programs and safe, nurturing and innovative learning environments.

This is why the public dialogue also highlighted the HWDSB Program Strategy we envision for our schools. It is through this Program Strategy that we hope to provide programming that reflects our Board's strategic priorities of achievement, engagement, and equity.

We are restructuring what we offer, where we offer it and how we can help all students achieve their full potential. We envision a school system in which all students can find what they need at any of our schools. This is about providing a pathway to success for every single one of our students.

In real terms, the Program Strategy will ensure equity of access, opportunity and outcome as each student attends a school with programs that lead to their success. Every school will provide all postsecondary pathways: college, community, university and workplace, and each school will host specialized programs based on a Board-wide view of how best to serve our students.

### **Our Program Strategy:**

- Ensures Academic Excellence so all students achieve their full potential.
- Provides Equity of Access, Opportunity and Outcome (every student in HWDSB is able to attend the school that provides the programs that facilitate their success)
- Provides all pathways (university, college, workplace and community) in every school.
- Offers specialized programs in each school based on a Board-wide view of how to best serve our students.
- Engages every student by honouring student voice and student choice with a wide range of program options to meet the interests and needs of each student.
- Supports effective and seamless transition for each student.
- Promises that all students benefit from effective instruction, and appropriate intervention leading to graduation for every student.
- Creates effective learning environments that are equitable, inclusive, and diverse, bringing together students with different strengths, needs and backgrounds.

These guiding principles will assist administration to implement the program strategy over the next few years. Many of our programs will be offered in all three clusters, while some may only be offered in two clusters or as one system program. Program viability is dependent upon student interest; therefore program placement will be reviewed regularly.

By concentrating our limited resources, placing programs in an equitable and accessible way, and focusing on student voice and student choice, we will create a more responsive system in which students find the programs they need, where transitions are smooth, and where effective instruction and appropriate intervention will lead to graduation for each student.

Our Strategic Directions in HWDSB focus our efforts for our students and communicate the importance of achievement, engagement, and equity. Further, we believe that by knowing our students, their interests, strengths and needs, we can provide engaging programs in effective learning environments leading to improved student achievement.

Please refer to the attached reports as per the Board approved Terms of Reference and the Accommodation Review Policy.

## **Executive Summary**

At the March 22, 2010 Board meeting, Trustees of the Hamilton-Wentworth District School Board (HWDSB) approved a recommendation to initiate an Accommodation Review Process for the north cluster of secondary schools which included Delta, Glendale, Orchard Park, Parkview, Sir John A. Macdonald and Sir Winston Churchill. The mandate of the Accommodation Review Committee (ARC) was to produce an Accommodation Report to the Board of Trustees which addressed the accommodation issues within the review area through the recognition of a number of different criteria including accommodation, facility condition, program, transportation, funding and implementation of the ARC recommendation.

The North ARC, which consisted of parents, teaching and non-teaching staff, principals, trustees and community representatives began its work on January 11, 2011. The committee met over a 12-month period and held 10 working group meetings and 4 public “town hall” style meetings. On January 12, 2012, the ARC submitted its official report to the Director of Education which included the following accommodation strategy.

- The closure of Delta Secondary School, Parkview Secondary School and Sir John A. Macdonald Secondary School in June 2015 and the construction of a new secondary school to be located on a site between Delta Secondary School and Sir John A. Macdonald Secondary School with a target opening date of September 2015.

After being engaged in this accommodation review process over the past year, it is the opinion of staff that the recommendation developed by the North ARC would best address the Objectives and Reference Criteria as outlined in the ARC’s Terms of Reference.

The following report identifies the post-ARC timelines and provides an analysis of the North ARC recommendation and additional considerations. The report also provides the original accommodation option developed by Board staff and analyses how each option addresses the mandate of the committee as it relates to accommodation, facility condition, program, transportation, funding and implementation.

## **Timelines**

The following timelines for completion of the North ARC are consistent with those outlined in the Ministry of Education guideline and the Board’s *Pupil Accommodation Review Policy* (No. 12.0).

<b>Process</b>	<b>Timelines</b>
The ARC will complete its work and submit its report to the Director of Education by Thursday, January 12, 2012	<b>January 12, 2012</b>
ARC report posted on the Board website	<b>January 12, 2012</b>
Staff report posted on the Board website	<b>February 10, 2012</b>
ARC and Staff reports received by Trustees (Committee of the Whole)	<b>February 13, 2012</b>
Board of Trustees to ratify Committee of the Whole Report (Board Meeting)	<b>February 27, 2012</b>
Meeting to receive public input on the reports created by the ARC and Staff	<b>March 27, 2012</b>
Board of Trustees to make final recommendation (Committee of the Whole)	<b>May 14, 2012*</b>
Board of Trustees to ratify Committee of the Whole Report (Board Meeting)	<b>May 28, 2012</b>

\* Please note that the earliest scheduled date that Trustees can make their final decision regarding the proposed recommendations will be at the Committee of the Whole meeting on May 14, 2012.

### **North ARC Accommodation Recommendation and Additional Considerations**

The accommodation recommendation and additional considerations were proposed by the North ARC as part of their final report submitted to the Director of Education on January 12, 2012, and can be described as follows:

1. The closure of Delta Secondary School, Parkview Secondary School and Sir John A. Macdonald Secondary School in June 2015 and the construction of a new secondary school to be located on a site between Delta Secondary School and Sir John A. Macdonald Secondary School with a target opening date of September 2015.

Please Note: It is the expectation of the North ARC that the new school will include a 700-seat theatre and that space for community partnerships be included where interest and support is evident.

2. The proposed boundaries for the new school, as outlined in Map #2, would include all of the existing Sir John A. Macdonald catchment area and the majority of the Delta boundary along with the Parkview program. Under this boundary proposal, Queen Mary (currently an associate school for Delta) would become an associate school for Sir Winston Churchill.
3. That all schools remain open until such time as the new facility is ready to open in September 2015 and the students will move en masse to the new school.
4. The creation of a post-ARC committee comprised of school council members, students, parents, staff and community members to inform direction around the transition, program, facilities and supports for the preservation of the Parkview Program.
5. That the Facilities Management Department will consult with the principal and specialists to ensure that the remaining facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee.

### Original Staff Recommendation (February 2011)

As outlined in the Ministry of Education Accommodation Review Guideline and the HWDSB Pupil Accommodation Review Policy, the Board was required to provide an alternate accommodation strategy to the ARC which addresses the Objectives and Reference Criteria as outlined in the Terms of Reference. The original HWDSB staff recommendation was presented to the North ARC at Working Group Meeting #2 (February 1, 2011) and to school communities at Public Meeting #1 (February 22, 2011). The recommendation proposed the closure of Delta and Parkview in June 2013 and the relocation of those students to the remaining facilities in September 2013. The original staff recommendation did not propose the construction of a new facility and attempted to address the accommodation, program and renewal needs through the closure of Delta and Parkview. Under the original staff recommendation, those students attending Parkview Secondary School would be reassigned to their homes schools while the existing Delta Secondary School boundary would be consolidated with Sir John A. Macdonald Secondary School.

### Analysis of Recommendations

As outlined in the *Terms of Reference* for the North ARC, the mandate of this committee, acting in accordance with the Board's Pupil Accommodation Review Policy, is to produce a report to the Board that encompasses the accommodation, facility condition, program, transportation, funding and implementation. The following section provides an analysis of both the North ARC recommendation and the original HWDSB staff recommendation based on these criteria.

#### **Accommodation:**

Develop recommendations to maximize the utilization (enrolment as a percentage of Ministry "on-the-ground capacity") of Board facilities in the review area with a target of 100% utilization for a future ten-year period achieved through accommodation changes including, but not limited to, school closures, new school construction, permanent additions, (i.e., bricks and mortar structure), non-permanent additions (i.e., portables or portapaks), and partial decommissions (i.e., the demolition or shut-down of part of a building).

**Current Situation:** As of October 2010 there were 5,421 students attending the six schools located within this cluster for an overall utilization rate of 77% (Map 1). Long-term projections indicate that over the course of the next ten years, enrolment is projected to decline to approximately 4,300 students with the overall utilization at 62% (Table 1). During that same

time period the number of surplus pupil spaces is projected to increase from 1,614 to approximately 2,700.

**Table 1: Historical and Projected Enrolment (Current Situation)**

Secondary School	2010 OTG Capacity	2010/ 2011	% Utiliz.	2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Delta	1,431	775	54%	635	44%	641	45
Glendale	1,122	930	83%	883	79%	809	72%
Orchard Park	1,290	1,137	88%	1,096	85%	1,133	88%
Parkview	534	266	50%	244	46%	229	43%
Sir John A. Macdonald	1,569	1,122	72%	793	51%	726	46%
Sir Winston Churchill	1,089	1,191	109%	992	91%	806	74%
<b>Total</b>	<b>7,035</b>	<b>5,421</b>	<b>77%</b>	<b>4,643</b>	<b>66%</b>	<b>4,344</b>	<b>62%</b>
Number of (Surplus)/Deficit Pupil Places		<b>(1,614)</b>		<b>(2,392)</b>		<b>(2,691)</b>	

**ARC Recommendation:** The closure of Delta Secondary School, Parkview Secondary School and Sir John A. Macdonald Secondary School in June 2015 and the construction of a new secondary school to be located on a site between Delta Secondary School and Sir John A. Macdonald Secondary School with a target opening date of September 2015.

The proposed boundaries for the new school, as outlined in Map 2, would include all of the existing Sir John A. Macdonald catchment area and the majority of the Delta boundary along with the Parkview program. Under this boundary proposal, Queen Mary (currently an associate school for Delta) would become an associate school for Sir Winston Churchill.

**Table 2: Projected Enrolments (North ARC Recommendation)**

Secondary School	2015 OTG Capacity		2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Delta	--		--	--	--	--
Glendale	1,122		883	79%	809	72%
Orchard Park	1,290		1,096	85%	1,133	88%
Parkview	--		--	--	--	--
Sir John A. Macdonald	--		--	--	--	--
Sir Winston Churchill	1,089		1,189	109%	1,050	92%
New School	1,250*		1,475	118%	1,397	112%
<b>Total</b>	<b>4,751</b>		<b>4,643</b>	<b>98%</b>	<b>4,344</b>	<b>91%</b>
Number of (Surplus)/Deficit Pupil Places			<b>(108)</b>		<b>(407)</b>	

\*Note: Proposed capacity, may be subject to change

**Staff Recommendation:** The original option proposed by Board staff includes the closure of Delta and Parkview in June 2013 and the relocation of those students to the remaining facilities, effective September 2013. The following table outlines the current and projected enrolments/utilization rates under the original staff recommendation.

**Table 3: Projected Enrolments (Original Staff Recommendation)**

Secondary School	2015 OTG Capacity	2013/ 2014	% Utiliz.	2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
<b>Delta</b>	--	--	--	--	--	--	--
<b>Glendale</b>	<b>1,122</b>	903	80%	907	81%	832	74%
<b>Orchard Park</b>	<b>1,290</b>	1,078	84%	1,106	86%	1,142	89%
<b>Parkview</b>	--	--	--	--	--	--	--
<b>Sir John A. Macdonald</b>	<b>1,569</b>	1,761	112%	1,586	101%	1,516	97%
<b>Sir Winston Churchill</b>	<b>1,089</b>	1,171	108%	1,044	96%	854	78%
<b>Total</b>	<b>5,070</b>	<b>4,913</b>	<b>97%</b>	<b>4,643</b>	<b>92%</b>	<b>4,344</b>	<b>86%</b>
<b>Number of (Surplus)/Deficit Pupil Places</b>		<b>(157)</b>		<b>(427)</b>		<b>(726)</b>	

Under the North ARC recommendation, the combined utilization rate for the cluster is projected to increase from 66% (status quo) to 98% (recommended option) upon implementation resulting in the elimination of approximately 2,800 surplus pupil places. Enrolment is projected to continue to decline over the long-term with the cluster operating at 91% utilization by 2020 and the number of surplus pupil spaces increasing to approximately 400 over that same time period.

The North ARC has recommended that the new school be constructed on a site to be located between the existing Delta and Sir John A. Macdonald school sites. A new school in this location would ensure that it is centrally located within its proposed boundary while minimizing the walking distance. Although the Hamilton-Wentworth District School Board does not currently own a site in this location, the North ARC believes that this is the ideal location and that rebuilding on one of the existing sites (i.e., Sir John A. Macdonald, Parkview or Delta) would be challenging as a result of the site sizes and also because this would leave too large of a void between the remaining schools. Furthermore, the construction of a new school in this location would complement the City of Hamilton's Neighbourhood Development Strategy.

With the proposed closure of Delta and Parkview in the staff recommendation, the combined utilization rate is projected to increase to 97% (2013) before declining to 86% by 2020. As there are no new schools proposed under the original staff recommendation the timing of implementation differs from the North ARC recommendation. The staff recommendation would see the number of surplus pupil places decrease from 2,700 to 726 by 2020.



To date, the HWDSB has only received one letter of interest from a suitable organization willing to explore the possibility of a potential partnership as it relates to a new secondary school. The possibility of a partnership will be explored in more detail once the Board of Trustees have made their final decision and a suitable site for the new school has been located.

**Facility Condition:**

Develop recommendations for capital improvements (i.e., repairs, renovations or major capital projects such as new construction) in existing facilities and sites along with a funding strategy to pay for those improvements.

According to ReCAPP® (Renewal Capital Asset Planning Process) software, the current back-log of renewal needs for the six schools is estimated to be approximately \$55,000,000. Assuming that no additional repair work is undertaken in the interim, this total is projected to increase to approximately \$90,000,000 by 2020 (Table 4).

The ReCAPP® software is intended to be a planning tool introduced by the Ministry of Education to assist school boards throughout the province in assessing their long-term renewal needs. Introduced in 2003, the software identifies a lifecycle for each component of a building and based on surveys of each facility, engineering consultants, with input from board staff, were able to identify where each of these components were in their lifecycle at each school. Each school is comprised of hundreds of individual components from windows, roofs and boilers to door handles, tiles and paint. Along with a lifecycle, each component of a school is provided with an approximate (like-for-like) replacement cost. ReCAPP® is based on a province-wide standard and is used as a tool by all 72 school boards throughout the province to assess their future renewal needs.

**Table 4: Estimated Renewal Needs (Current Situation)**

<b>Secondary School</b>	<b>2010</b>	<b>2010 FCI</b>	<b>2020</b>	<b>2020 FCI</b>
<b>Delta</b>	\$14,381,717	31%	\$26,132,092	57%
<b>Glendale</b>	\$4,448,173	18%	\$9,280,413	38%
<b>Orchard Park</b>	\$6,795,521	21%	\$12,102,735	37%
<b>Parkview</b>	\$4,142,059	33%	\$6,892,082	56%
<b>Sir John A. Macdonald</b>	\$15,475,567	41%	\$20,419,480	55%
<b>Sir Winston Churchill</b>	\$9,923,629	32%	\$15,191,957	49%
<b>Total</b>	<b>\$55,166,666</b>		<b>\$90,018,759</b>	

**ARC Recommendation:** The following table identifies the impact on the long-term renewal needs in the cluster as a result of the North ARC recommendation to close Delta, Parkview and Sir John A. Macdonald.

**Table 5: Estimated Renewal Needs (North ARC Recommendation)**

Secondary School	2010	2010 FCI	2020	2020 FCI
Delta	\$14,381,717	31%	--	--
Glendale	\$4,448,173	18%	\$9,280,413	38%
Orchard Park	\$6,795,521	21%	\$12,102,735	37%
Parkview	\$4,142,059	33%	--	--
Sir John A. Macdonald	\$15,475,567	41%	--	--
Sir Winston Churchill	\$9,923,629	32%	\$15,191,957	49%
<b>Total</b>	<b>\$55,166,666</b>		<b>\$36,575,105</b>	
<b>Difference vs. Current Situation</b>			<b>(\$53,443,654)</b>	

**Original Staff Recommendation:** The following table identifies the impact on the long-term renewal needs in the cluster as a result of the original staff recommendation to close Delta and Parkview.

**Table 6: Estimated Renewal Needs (Original Staff Recommendation)**

Secondary School	2010	2010 FCI	2020	2020 FCI
Delta	\$14,381,717	31%	--	--
Glendale	\$4,448,173	18%	\$9,280,413	38%
Orchard Park	\$6,795,521	21%	\$12,102,735	37%
Parkview	\$4,142,059	33%	--	--
Sir John A. Macdonald	\$15,475,567	41%	\$20,419,480	55%
Sir Winston Churchill	\$9,923,629	32%	\$15,191,957	49%
<b>Total</b>	<b>\$55,166,666</b>		<b>\$56,994,585</b>	
<b>Difference vs. Current Situation</b>			<b>(\$33,024,174)</b>	

While both recommendations will eliminate a significant amount of future renewal needs, by including Sir John A. Macdonald for closure the North ARC option has the potential to remove an additional \$20,000,000 in future renewal needs compared to the original staff recommendation.

Capital improvements have been proposed under both the ARC and staff recommendation in order to ensure that the remaining facilities receive the upgrades required to accommodate the Board's program strategy.

**ARC Recommendation:** That the Facilities Management Department will consult with the principals and specialists to ensure that the remaining facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee.

**Staff Recommendation:** The recommendation created by staff proposes upgrading the remaining facilities in order to accommodate the Board's program strategy.

The total cost of construction associated with the upgrades proposed under the ARC recommendation is approximately \$2,700,000. Completion of proposed upgrades could be funded through a portion of the proceeds of disposition from the sale of the Delta, Parkview and Sir John A. Macdonald school sites and/or additional funding provided by the Ministry of Education through a business case submission.

The capital improvement cost associated with the staff recommendation is approximately \$3,600,000. The funding would be generated through the proceeds of disposition from the sale of the Delta and Parkview school sites (approximately \$4,500,000).

A complete summary of the proposed funding strategy for each option has been outlined below.

**Program:**

Develop recommendations around the strategic locations of Secondary School programs, including, but not limited to, Regular, Vocational, Programs of Choice, Specialist High Skills Majors, French Immersion, Community and Continuing Education, Special Education, Alternative Education, Supervised Alternative Learning for Excused Pupils, Gateway, Care Treatment and Correctional Programs. Take into consideration the Secondary Education of the Future report

**ARC Recommendation:** The following tables outline the proposed location of programs under the North ARC recommendation.

**Table 7: New Secondary School Program Strategy (North ARC Recommendation)**

<b>Programs of Choice (POC)/ Specialization</b>	<b>Specialist High Skills Major (SHSM)</b>	<b>Special Education</b>
Arts Academy	Energy: Alternative Sources & Energy Efficiency	Tier 1: Resource Support Program
Basketball Academy	Hospitality & Tourism: Food Services	Tier 2: Comprehensive Support Program
ESL/ELD	Arts & Culture: Fine Arts	Tier 3: Graduated Support Program
NYA:WEH Program	Horticulture & Landscaping	
OPS (Ontario Public Service): Learn and Work Program	Information & Communication Technology	
ALPHA Program (ELL)		
Advanced Placement (A.P)		
Cosmetology		

**Table 8: Glendale Program Strategy (North ARC Recommendation)**

<b>Programs of Choice (POC)/ Specialization</b>	<b>Specialist High Skills Major (SHSM)</b>	<b>Special Education</b>
ALPHA Program	Arts & Culture	Tier 1: Resource Support
ESL/ELD	Health & Wellness*	Tier 3: Extensive Support Program, Autism
International Baccalaureate (IB)	Business*	Tier 2: Comprehensive Support*
Soccer Academy	Non-Profit*	
Strings*	Transportation*	
French Immersion (FI)*		

**Table 9: Orchard Park Program Strategy (North ARC Recommendation)**

<b>Programs of Choice (POC)/ Specialization</b>	<b>Specialist High Skills Major (SHSM)</b>	<b>Special Education</b>
Basketball Academy	Hospitality & Tourism: Food Services	Tier 1: Resource Support
Fashion & Aesthetics Industry	Construction*	Tier 3: Specific Support Program, Developmental
Football Academy	Health & Wellness (Fitness Focus)*	Tier 3: Graduated Support Program
Robotics	Justice & Community Service*	Tier 2: Comprehensive Support*
Advanced Placement*		

**Table 10: Sir Winston Churchill Program Strategy (North ARC Recommendation)**

<b>Programs of Choice (POC)/ Specialization</b>	<b>Specialist High Skills Major (SHSM)</b>	<b>Special Education</b>
Environmental Program, Grd 12	Health & Wellness	Tier 1: Resource Support
Hockey Academy	Personal Support Worker	Tier 3: Specific Support Program, Developmental
Outbound*	Hospitality & Tourism: Food Services*	Tier 3: Graduated Support Program
NYA:WEH Program*	Arts & Culture: Digital Media*	Tier 2: Comprehensive Support Program*
	Aviation & Aerospace*	
	Environment*	
	Manufacturing*	

\*New programs and/or those that have been relocated from one of the schools being recommended for closure.

**Original Staff Recommendation:** Our HWDSB Strategic Directions focus our efforts for our students and communicate the importance of achievement, engagement, and equity. We believe that by knowing our students, their interests, strengths and needs, we can provide engaging programs in effective learning environments, which will lead to improved student achievement.

**Our Program Strategy:**

- Ensures Academic Excellence so all students achieve their full potential.
- Provides Equity of Access, Opportunity and Outcome (every student in HWDSB is able to attend the school that provides the programs that facilitate their success).
- Provides all pathways (university, college, workplace and community) in every school.
- Offers specialized programs in each school based on a Board-wide view of how to best serve our students.
- Engages every student by honouring student voice and student choice with a wide range of program options to meet the interests and needs of each student.

## 6B-11

- Supports effective and seamless transitions for each student.
- Promises that all students benefit from effective instruction, and appropriate intervention leading to graduation for every student.
- Creates effective learning environments that are equitable, inclusive, and diverse, bringing together students with different strengths, needs and backgrounds.

These guiding principles will assist administration to implement the program strategy over the next few years. Many of our programs will be offered in all three clusters, while some may only be offered in two clusters or as one system program. Program viability is dependent upon student interest; therefore program placement will be reviewed regularly.

### ALL CLUSTERS

Programs / Specialization	SHSM	Special Education
Strings Advanced Placement (A.P.) Social Justice Basketball Hockey Football Fitness / Wellness ALPHA Program NYA:WEH Program Native Studies	Arts & Culture Horticulture & Landscaping Hospitality & Tourism Justice & Community Service Environment Construction Health & Wellness Information & Communication Technology Business Manufacturing Transportation	Targeted/Specific Interventions for a few students (Tier 1, Tier 2, Tier 3)

### TWO CLUSTERS

Programs / Specialization	SHSM	Special Education
International Baccalaureate (I.B.) French Immersion Robotics Outbound Soccer	Non-Profit	

## SYSTEM PROGRAMS

<b>Programs / Specialization</b>	<b>SHSM</b>	<b>Special Education</b>
Self-Paced Learning Bio-tech Global Connection Arts Academy Arts Smart Musical Theatre DECA - Business Focus OPS (Ontario Public Service) Learn and Work Program Militia Co-op Sports Academy Rugby	Aviation & Aerospace Energy	Glenwood Special Education Day School

## STUDENT SUPPORT

In addition to a variety of programming, we know every student is different and schools require a variety of supports to meet the needs of all learners. This is called a tiered approach to programming. It looks at what all students need, what some students need and what a few students need. The following outlines the three tiers of support:

**Tier 1** – Instruction for all students

**Tier 2** – Specific instruction and intervention for some students (5-15%)

**Tier 3** – Targeted instruction and programming for a few students (1-5%)

By using these tiers, we offer a range of options designed to support students that are based on their individual strengths, needs and interests. These supports ensure students can be successful in their selected programs.

## VOCATIONAL EDUCATION

In addition to the program recommendations above, staff is recommending the closure of Parkview Secondary School and moving the program to another facility.

These recommendations are based on the following insights:

- Vocational education is offered in every secondary school in HWDSB

- School environments that serve a diverse populations of students are known to improve student achievement
- Students who need special supports and unique learning environments may still receive these supports in a composite secondary school

Vocational education 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 experiential learning through job shadowing, work experience and co-operative education.

These programs are already well represented across HWDSB in our Specialist High Skills Majors that allow students to customize their high school experience, our Ontario Youth Apprenticeship Program that open the doors to apprenticeship occupations through co-operative education, and through a variety of other system programs.

We know student achievement improves when students learn alongside peers of mixed abilities . An inclusive education is based on the principles of acceptance and inclusion of all students. Current research supports these assumptions and indicates there is a strong, positive effect for all students, both those with identified needs as well as those in the general student population (Willms, 2011). The concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged (Skrtic et al., 1996).

Transitioning will be important as students move from one school environment to another. We are developing plans with specific supports that will assist students and their families based on a student's age, grade, individual progress, readiness, interests and selected pathway. In the event of a closure, Staff would be committed to creating a committee comprised of parents/guardians, staff, students, and community members to help inform the direction around the transition of students from Parkview as well as students with similar abilities attending schools identified for closure. This committee would look at the types of programs and supports necessary to ensure the continued success of students.

It is important to note that elements of the programming at Parkview that have proven to be effective will be incorporated into the new school setting. This will ensure students are provided with the necessary tiered supports that will allow them to be successful as they access a greater range of programming in the



new school. Smaller class instruction, individual instructional support and peer-to-peer programs will all continue and students would only access broader programs according to their individual readiness.

### **Transportation:**

Develop recommendations that address the implications of other recommendations on pupil transportation.

The Board's existing Transportation Policy states that secondary students residing in "all developed urban areas" will be eligible for transportation services when the walking distance exceeds 3.2km. Approximately 83% of the total student population across the entire north cluster presently reside within walking distance to their home school, while 17% are eligible for transportation.

**ARC Recommendation:** The proposed ARC option would result in approximately 79% of the total student population in the North cluster residing within walking distance to their home school, thereby increasing the total number of students eligible for transportation to 21%.

**Original Staff Recommendation:** The original staff recommendation would result in approximately 69% of the students residing within walking distance to their home school, thereby increasing the total number of students eligible for transportation to 31%. The increase in the number of students eligible for transportation can be attributed to the size of the proposed Sir John A. Macdonald catchment area and the location of the school in the western portion of the boundary.

There are a number of additional factors, such as the exact location of the new school site, which must be considered prior to determining the full impact that the North ARC recommendation could have on transportation.

### **Funding:**

Develop a funding strategy to address any capital works that are contemplated in the recommendations above.

The following table outlines the proposed funding strategy for both the North ARC and the original HWDSB staff recommendations.

**Table 11: Proposed Funding Strategy**

	<b>Estimated Costs</b>	<b>North ARC Recommendation</b>	<b>Original Staff Recommendation</b>
1.	<b>New Construction (1,250 Pupil Place School)</b>	\$32,513,395	N/A
2.	<b>Land Acquisition (15 acre site @ \$400,000/acre)</b>	\$6,000,000	N/A
3.	<b>Program Strategy</b>	\$2,700,000	\$3,650,000
4.	<b>Other (i.e. parkland dedication, moving costs, etc.)</b>	\$350,000	\$50,000
5.	<b>Sub Total (Line 1 through 4)</b>	<b>\$41,563,395</b>	<b>\$3,700,000</b>
	<b>Potential Funding Sources</b>	<b>North ARC Recommendation</b>	<b>Original Staff Recommendation</b>
6.	<b>Proceeds of Disposition</b>	(\$8,945,000)	(\$4,567,000)
7.	<b>Ministry of Education (New School)</b>	(\$32,513,395)	N/A
8.	<b>Sub Total (Line 4 + 6)</b>	<b>(\$41,458,395)</b>	<b>(\$4,567,000)</b>
	<b>Potential Cost to the Board (Line 5 – 8)</b>	<b>\$105,000</b>	<b>(\$867,000)</b>

The capital costs associated with the North ARC recommendation are greater than those of the original staff option as a result of the North ARC's proposal to construct a new secondary school. The staff recommendation only proposes additional upgrades to the remaining facilities to meet the requirements of the Boards program strategy.

Under the North ARC recommendation, approximately \$9,000,000 or 22% of the entire project can be self-funded through the proceeds of disposition from the sale of the school sites proposed for closure. The balance of funds would be requested from the Ministry of Education through the submission of a business case.

The total costs associated with the original staff recommendation (\$3,700,000) have the potential to be self-funded through the proceeds of disposition. It is important to note that, while the total capital costs associated with the staff recommendation are less than the ARC recommendation, by keeping Sir John A. Macdonald open the future renewal needs (legacy costs) as outlined in the Facility Condition section of this report will be higher in the long-term under the staff recommendation.

As identified in the Ministry of Education's Accommodation Review Guideline and the Board's Pupil Accommodation Review Policy, 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.”* Board administration has advised the North ARC that a significant portion of the funding required under their recommendation can be achieved through future proceeds of disposition. Should the Board of Trustees approve the North ARC recommendation, the Hamilton Wentworth District School Board would work in conjunction with the Ministry of Education to explore additional funding opportunities such as access to other Ministry of Education funding sources or Partnership supports.

**Implementation:**

Develop recommendations for implementation timeframes for any of the above recommended changes.

**ARC Recommendation:** The North ARC has proposed the closure of Delta, Parkview and Sir John A. Macdonald in June 2015 and the construction of a new facility with a target opening date of September 2015.

**Original Staff Recommendation:** The original staff recommendation proposes the closure of Delta and Parkview in June 2013 and the relocation of those students to the remaining facilities, effective September 2013. Staff will attempt to schedule the construction of any capital improvements in a manner that minimizes any potential disruption to students and staff at the remaining facilities.

**Analysis of Additional Recommendations and Considerations:**

The following section provides an analysis of the additional considerations that the North ARC has recommended to Trustees.

1. *The North ARC has also recommended that all schools remain open until such time as the new facility is ready to open in September 2015 and the students will move en masse to the new school.*

As part of any accommodation review process, a *Transition Committee* will be created to assist developing a “transition” strategy to minimize the impact on students and staff. The strategy may fluctuate depending on potential delays in new school construction.

2. *The creation of a post-ARC committee comprised of school council members, students, parents, staff and community members to inform direction around the transition, program, facilities and supports for the preservation of the Parkview Program.*

Throughout the entire ARC process, the one issue that resonated most with Committee members and the public was the safe environment and programming offered at Parkview Secondary School. The Parkview community including students, staff and family members were present at all of the public meetings to ensure that their voices were heard. The Committee, through numerous hours of deliberation, came to the conclusion that the Parkview program is not solely defined by the physical structure of the building. What makes the program successful is the staff and as long as the students and staff remain together, in this case as part of a new school, then the program will remain successful. The recommendation to include the Parkview students as part of the proposed new school ensures that the needs of both the students and the program can be factored into the design of the new facility.

3. *It is the expectation of the North ARC that the new school will include a 700-seat theatre and that space for community partnerships be included where interest and support is evident.*

The North ARC has proposed the construction of a new 700-seat theatre as part of the new school design to replace the loss of the theatre at Sir John A. Macdonald should the school close. Benchmark funding, set by the Ministry of Education, for the construction of new schools does not provide any allocation for a traditional theatre. The HWDSB would either have to self-fund the construction of a theatre, similar to the one located in Sir John A. Macdonald or explore the potential for community partnership. One alternative to a traditional theatre can be seen in Waterdown District High School which includes a theatre/gym combination with retractable theatre seating.

### **Final HWDSB Staff Recommendation**

After being engaged in this secondary accommodation review process over the past year, HWDSB staff believe that the following recommendations, as developed by the North ARC, will best address the short- and long-term accommodation requirements of the lower city while at the same time satisfying all of the criteria as outlined in the *Terms of Reference*.

1. Closure of Delta Secondary School in June 2015 and the relocation of those students to Sir John A. Macdonald Secondary School as defined in outlined in Map 4.

2. The closure of Parkview Secondary School in June 2015 and the relocation of those students to Sir John A. Macdonald Secondary School.
3. The closure of Sir John A. Macdonald Secondary School in July 2015 pending the availability of funding and approval from the Ministry of Education for the construction of a new school with a target opening date of September 2015.

The primary differences between the recommendation provided by staff in February 2011 and these final staff recommendations include the closure of Sir John A. Macdonald and the construction of a new secondary school. As outlined in this report, the construction of a new secondary school (pending the availability of funding and Ministry approval) and the subsequent closure of Sir John A. Macdonald has the potential to further increase the overall utilization rate of the north cluster while at the same time eliminating an estimated \$20,000,000 in future renewal costs.

### **Summary**

Upon completion of this analysis, it is the opinion of staff that the North ARC recommendation to close Delta, Parkview and Sir John A. Macdonald June 2015 and the construction of a new secondary school with a target opening date of September 2015 would best serve the short- and long-term needs of the community and the Board as a whole. Furthermore, the proceeds of disposition from the sale of three school sites will assist the Board in self-funding a large portion of the costs associated with new school construction and program upgrades to the remaining facilities.

The North Secondary Accommodation Review was a lengthy process including six school communities and various stakeholders. Through discussion and input received over the course of fourteen public meetings (including ten working group and four “town hall” style meetings) the North ARC has recommended the closure of Delta, Parkview, Sir John A. Macdonald and the construction of a new secondary school. All participants in the process were committed to the same objectives of ensuring suitable and equitable learning environments for all students. The staff option, which was introduced early in the process, recommended the closure of Delta and Parkview and the relocation of those students to the remaining facilities. Although the recommendation created by the North ARC differs from the original staff proposal, the Committee members believe that the ARC recommendation maintains viable learning environments for all students impacted by this accommodation review while at the same time satisfying the Committee’s mandate as outlined in the Terms of Reference.

**List of Attachments**

- Map #1: Current Situation
- Map #2: North ARC Recommendation (Proposed Boundaries)
- Map #3: Staff Recommendation (Proposed Boundaries)
- Map #4: Proposed Boundaries (Closure of Delta and Parkview only)
- North ARC Terms of Reference
- HWDSB Pupil Accommodation Policy (No. 12)

North Secondary Accommodation Review - 2010 - 2011 School Locations and Boundaries

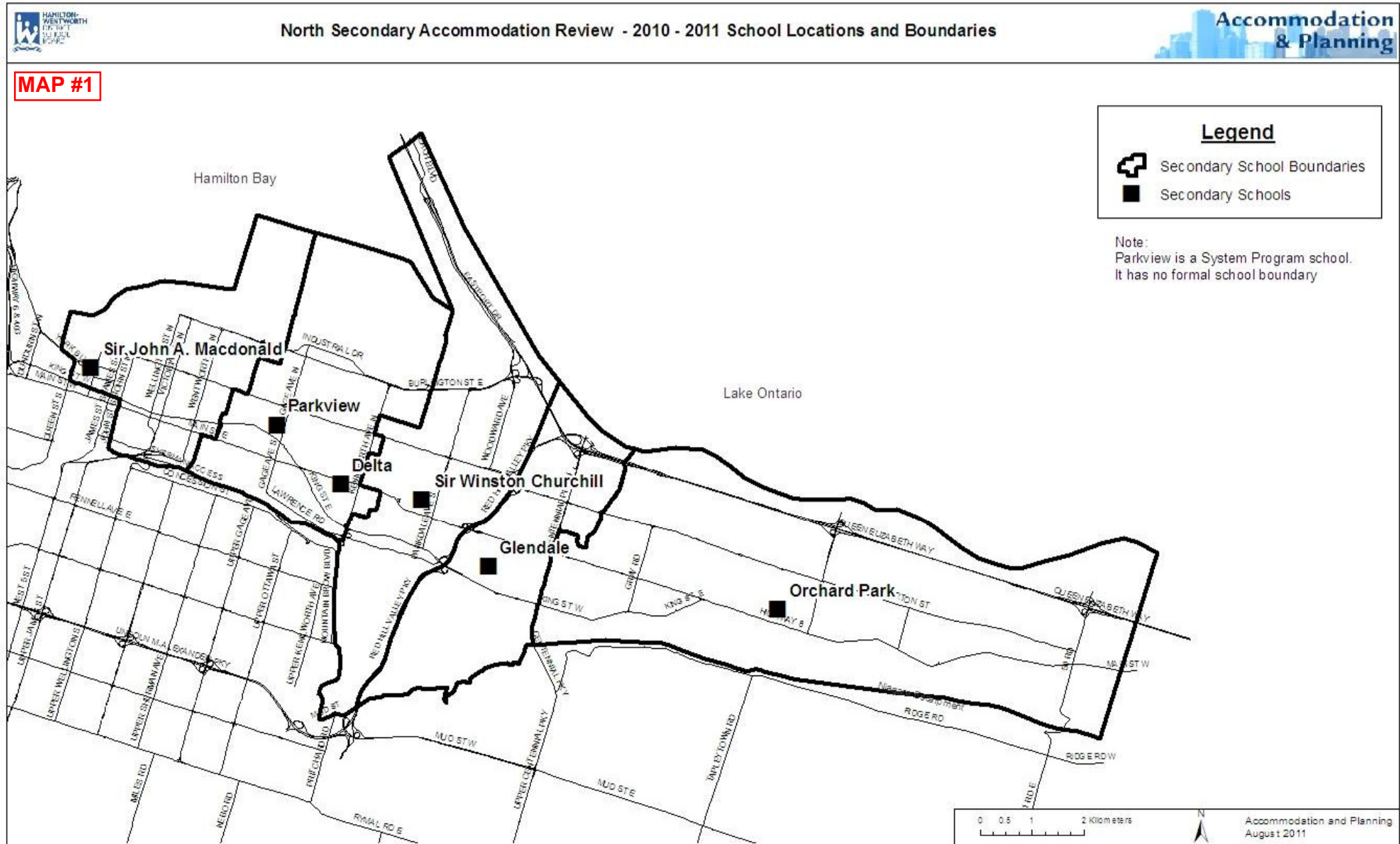


MAP #1

**Legend**

- Secondary School Boundaries
- Secondary Schools

Note:  
Parkview is a System Program school.  
It has no formal school boundary



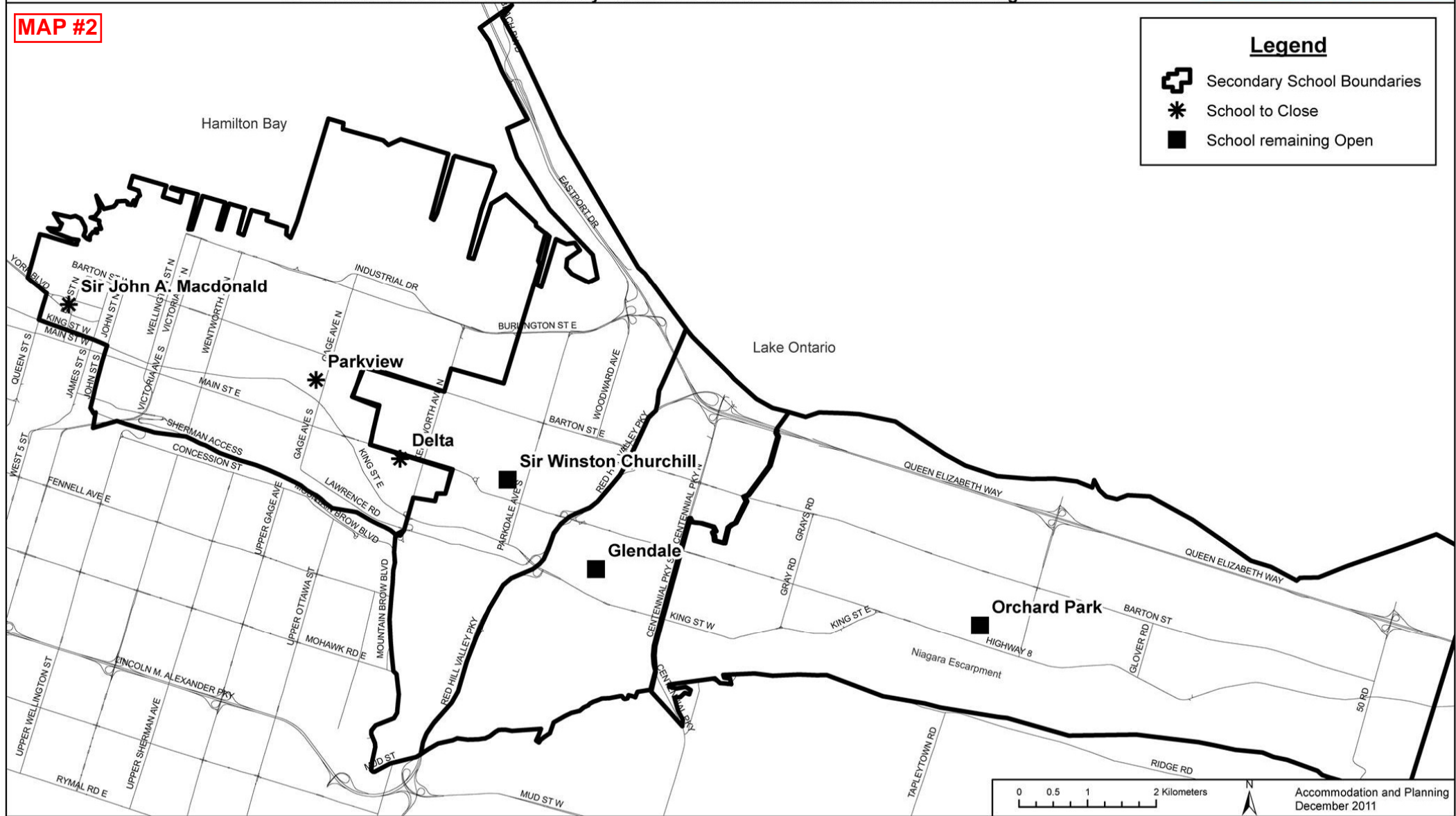
**North Accommodation Review Committee Concept-  
Closure of Delta, Parkview and Sir John A. Macdonald  
Construct a New School on A Centrally Located Site which will include the Parkview Program**



**MAP #2**

**Legend**

- Secondary School Boundaries
- School to Close
- School remaining Open






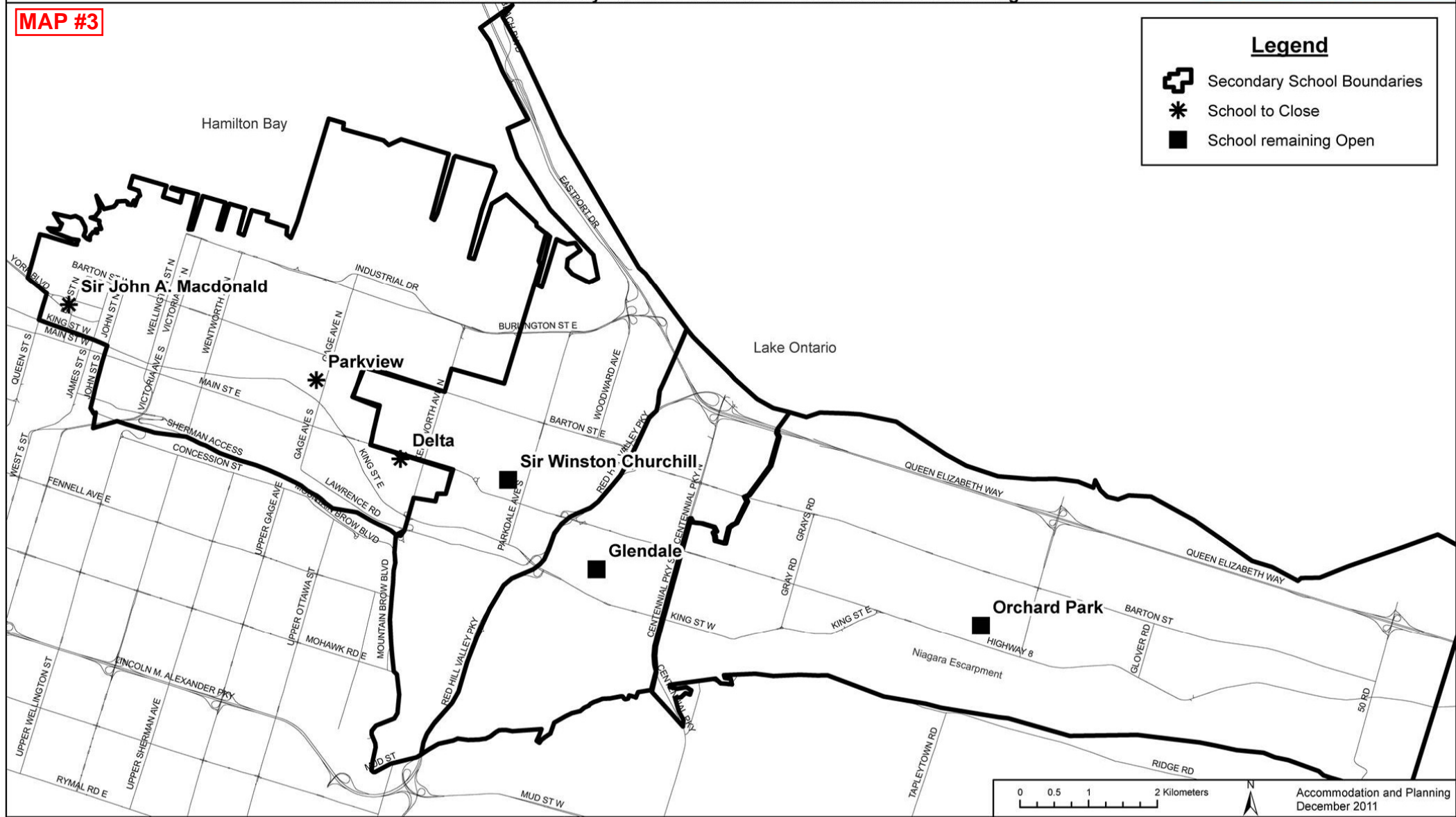


**Final Staff Recommendation**  
**Closure of Delta, Parkview and Sir John A. Macdonald**  
**Construct a New School on A Centrally Located Site which will include the Parkview Program**

**MAP #3**

**Legend**




-  Secondary School Boundaries
-  School to Close
-  School remaining Open

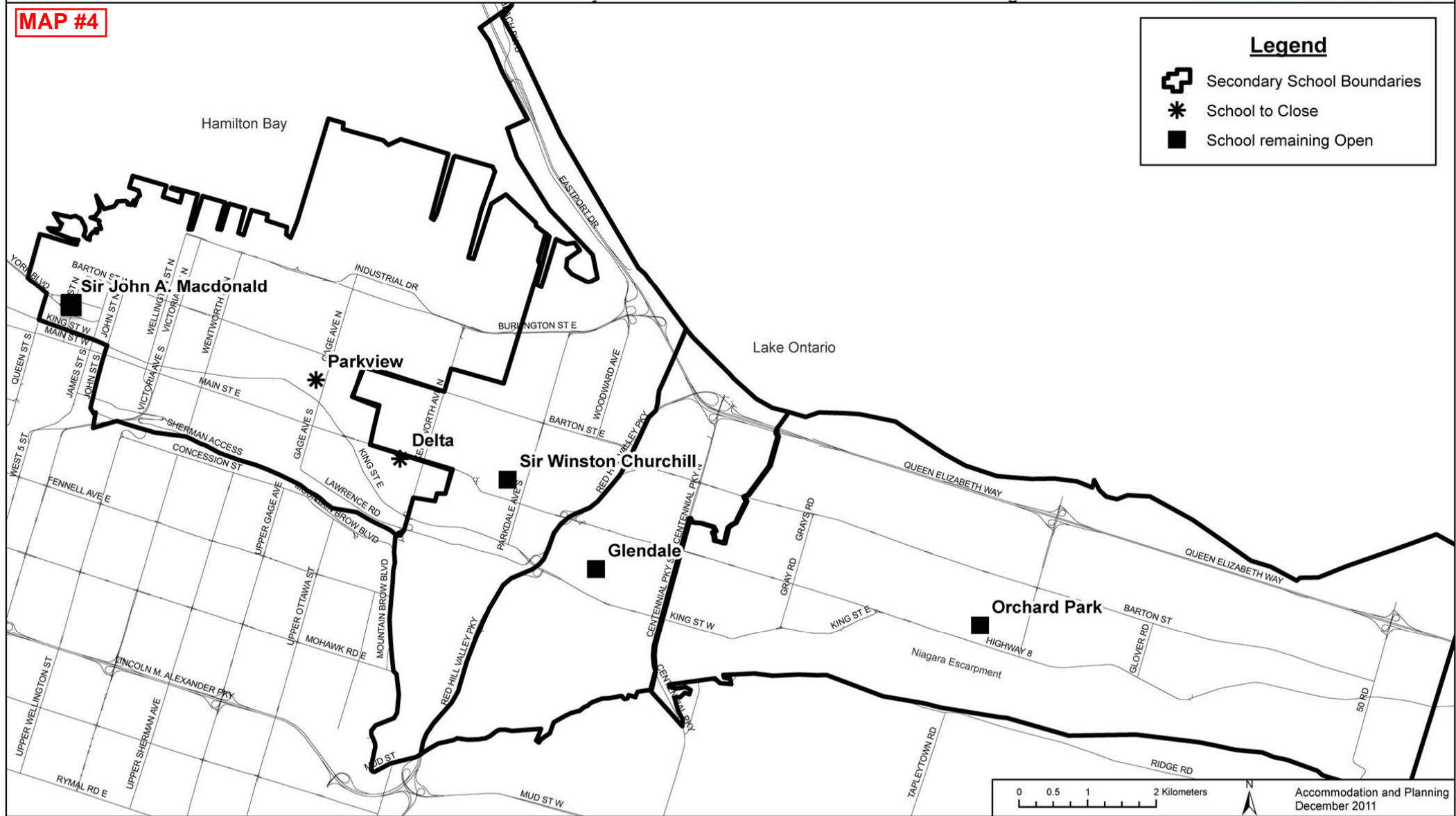


Closure of Parkview and Delta  
Proposed Boundaries

MAP #4

**Legend**

-  Secondary School Boundaries
-  School to Close
-  School remaining Open



**1. Mandate:**

The pupil Accommodation Review Committee (the “ARC”) serves as an advisory body to the Board of Trustees of the Hamilton-Wentworth District School Board. The mandate of this committee, acting in accordance with the Board’s Pupil Accommodation Review Policy, is to produce a report to the Board that encompasses the following:

**(a) Accommodation**

- Develop recommendations to maximize the utilization (enrolment as a percentage of Ministry “on-the-ground capacity”) of Board facilities in the review area with a target of 100% utilization for a future ten-year period achieved through accommodation changes including, but not limited to, school closures, new school construction, permanent additions, (i.e. Bricks and Mortar structure), Non-permanent additions (i.e. portables or portapaks), and partial decommissions (i.e. the demolition or shut-down of part of a building).

**(b) Facility Condition**

- Develop recommendations for capital improvements (i.e. repairs, renovations or major capital projects such as new construction) into existing facilities and sites along with a funding strategy to pay for those improvements.

**(c) Program**

- Develop recommendations around the strategic locations of Secondary School programs, including, but not limited to, Regular, Vocational, Programs of Choice, Specialist High Skills Majors, French Immersion, Community and Continuing Education, Special Education, Alternative Education, Supervised Alternative Learning for Excused Pupils, Gateway, Care Treatment and Correctional Programs. An overview of these programs can be found in Appendix “A”.
- Take into consideration the Secondary Education of the Future report.

**(d) Transportation**

- Develop recommendations that address the implications of other recommendations on pupil transportation.

**(e) Funding**

- Develop a funding strategy to address any capital works that are contemplated in the recommendations above.

**(f) Implementation**

- Develop recommendations for implementation timeframes for any of the above recommended changes.

**(g) Scope**

- The Committee’s work (i.e. discussion and recommendations) applies only to the following schools: Sir John A Macdonald, Parkview, Delta, Sir Winston Churchill, Glendale, and Orchard Park.

**(h) Timeline**

- The ARC will complete its work and submit its report to the Director of Education by January 12, 2012.

## 2. **Reference Criteria**

The key criteria that will be used by the ARC 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 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, Vocational, Programs of Choice, Specialist High Skills Majors, French Immersion, Community and Continuing Education, Special Education, Alternative Education, Supervised Alternative Learning for Excused Pupils, Gateway, Care, Treatment and Correctional Programs, etc...

### **(d) Quality Teaching and Learning Environments**

- The ARC should consider the program environments and how well they are conducive to learning. This includes spaces such as Science Labs, gymnasiums, other speciality 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.

3. **Membership**

(a) **Role of Members**

- In accordance with Board's Pupil Accommodation Review Policy, the ARC is expected to work toward consensus on recommendations and the overall Direction of the report to Board.
- The role of voting members is to provide direction in cases where consensus cannot be achieved.
- Non-voting members bring expertise to the table and provide their opinions on issues and recommendations.
- Board staff (other than those included in the membership) act as a resource to the ARC. Staff from various departments will be in attendance at meetings to present data, strategies, other information and to respond to inquiries. These staff do not have a role in approving the ARC's recommendations or providing opinions.

(b) **Committee Composition:**

- The table in Appendix "B" identifies the individual's that form the ARC:
- The ARC will be deemed to be properly constituted whether or not all the listed members are willing and able to participate.
- Alternates: Should a member miss two consecutive meetings, the Chair of the ARC may invite an alternate member in accordance with the Board's Pupil Accommodation Review Policy, Section 4.5(f).

#### 4. **Operating Procedures**

##### (a) **Meeting Dates**

- The ARC is scheduled to meet on the following dates from 6pm to 9pm at location(s) to be determined.
- Dates and/or Times may be subject to change depending on ARC member's availability. Date or Time changes are subject to the ARC's approval, either by consensus or through a vote as done per the Board's Pupil Accommodation Review Policy.
- In the case that a meeting date falls on a Board identified Key Holy Day, the meeting shall be rescheduled on an alternative date subject to member's availability per the date and time changes clause above.
  - Tuesday, January 11, 2011
  - Tuesday, February 1, 2011
  - Tuesday, February 22, 2011 – Public Meeting #1
  - Tuesday, March 22, 2011
  - Tuesday, April 12, 2011
  - Tuesday, May 3, 2011 – Public Meeting #2
  - Tuesday, May 24, 2011
  - Tuesday, June 14, 2011
  - Tuesday, September 13, 2011
  - Tuesday, October 4, 2011 – Public Meeting #3
  - Tuesday, October 25, 2011
  - Tuesday, November 15, 2011
  - Tuesday, December 6, 2011 – Public Meeting #4
  - Tuesday, January 10, 2012

##### (b) **Agendas and Minutes**

- Agendas and minutes from the previous meeting will be circulated to all ARC members at least 24 hours prior to the ARC meeting.
- Minutes will be approved by the ARC prior to being made available to the general public.
- The ARC shall have the opportunity to add or remove items from the agenda by consensus or vote if necessary and done per the Board's Policy. This shall only be done at the start of the meeting.

##### (c) **Meeting Conduct**

- The chair of the ARC shall guide the meeting in accordance with the agenda and scheduled ending time.
- A "speakers list" approach shall be used during discussions, question and answer periods and any other time deemed appropriate by the Chair.
- The goal is to always work toward consensus on key issues. At times when it is clear that consensus cannot be achieved, the Chair may call a vote. In this case, only voting members are eligible to vote.
- The Chair will also endeavour to ensure that all ARC member's voices have an opportunity to be heard. At times, this may require a time limit on individual member's speaking time.
- Meetings shall be adjourned at the scheduled time except if a minimum two-thirds majority of the ARC agree to extend the ending time.

##### (d) **Materials, Support and Analysis**

- Board staff will be on hand at meetings to present data, information, strategies, analysis, recommendations and/or to answer questions as required under the Board's Policy.

- The ARC may request additional information from Board staff through consensus of the ARC or by vote if required. Board staff will endeavour to provide requested information at the next meeting and where this is not possible, will provide an reasonable estimated date when the information will be available.

**(e) Voting Procedures**

- A vote is to be called only when a quorum of the voting members is present. When a vote is called only the voting members present will cast their vote. Should there be a tie vote the motion/recommendation is defeated. Quorum shall be defined as fifty percent (50%) plus one of the number of voting members on the ARC. The definition of consensus and the determination of voting procedures (e.g. by ballot or show of hands) is to be established by the ARC at its first meeting.

**(f) Accommodation Review Process: 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.

**(g) Accommodation Review Process: Accommodation Options**

- Board administration 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 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.
- The ARC 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.

**(h) Accommodation Review Process: Community Consultation, Public Information and Access**

- Public consultation is to be at the heart of the accommodation review process. A minimum of four public meetings, structured to encourage an open and informed exchange of views, are to be held by the ARC. If possible the meetings are to be held at the school(s) under review, or in a nearby facility if physical accessibility cannot be provided at the school(s).
- The ARC is responsible to ensure that a wide range of local groups is consulted.
- These groups may include the School Council of the schools in the review area, parents, guardians, students, teachers, the local community and other interested parties.

- The ARC is responsible to ensure that public meetings are well publicized, well in advance of the scheduled meeting date. The School Board and ARC 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.
- 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.

**(i) Accommodation Review Process: Accommodation Report to 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.
- The Board of Trustees will hold the following public meetings in order to complete the decision-making process regarding the closure of a school or schools:
  - A meeting to receive the report of the ARC (to be presented by the ARC's chair or delegate) and the Staff report (to be presented by the Associate Director or delegate). Following this meeting both reports will be made available to the public on the Board's website.
  - A meeting to receive public input on the ARC report and the Staff Report.
  - A meeting for the Board of Trustees to make the final decision regarding the future of the schools. As part of any resolution to close a school, the Board will outline anticipated timelines for the school closure. The ARC is to submit its final report to the Superintendent of Business who shall direct Board staff to analyze the ARC's report and prepare their proposals and recommendations regarding the future of the schools for the Board of Trustees.



**Appendix “A”: Program Definitions**

**Alternative Education** - Programs to address the needs of students who require an alternative setting to achieve success in attaining secondary school credits. Five programs are currently available for secondary school students in the Hamilton-Wentworth District School Board: Phoenix, STRIVE, James Street, N-Gage and Turning Point.

**Care Treatment and Correctional Programs** – programs that are funded by the Ministry of Education to allow school boards to deliver educational services to young people who are unable to attend regular community schools because they are either in care facilities (i.e., hospitals), treatment facilities (i.e., children’s mental health centres) or correction/custody facilities (i.e., detention centres, open custody group homes).

**Community and Continuing Education** - specially designed programs for learners of any age such as Credit Upgrades, English as a Second Language (ESL), International Languages, Independent study, Literacy and basic skills, Employability training

**French Immersion** – Students take a minimum of ten French Immersion courses in order to qualify for Certificate of French Immersion.

**Gateway** – a Safe & Caring Schools program for students who are on suspension for 6 to 20 days or who have been expelled from all HWDSB schools. Students are able to continue their education through homework completion and independent study.

**Programs of Choice** - a number of alternative programs that focus on one of the following areas: Sports, Academics, Science, Arts and languages

**Self-Directed, Self-Paced** – programs where students are encouraged and required to take responsibility for their own learning to work through their credit course in sequence and at their own pace.

**Special Education** – educational programming for students with special needs.

**Specialist High Skills Majors** – customized high school education to fit with career interests in one of the following areas: Arts & Culture, Aviation and Aerospace, Construction, Health and Wellness, Horticulture and Landscaping, Hospitality and Tourism, Manufacturing

**Supervised Alternative Learning for Excused Pupils** – programs offered under Regulation 308, a committee considers applications made by guardians to have their children participate in supervised alternative learning programs, or SALEP. Alternative programs could consist of academic credits, work, work skills, independent life/personal skills, alternative learning experiences, volunteer work and/or any other activity considered to be “directed towards the pupil’s needs and interests”. The pupil is excused from attendance at their home school on a full or part-time basis.

**Vocational** – programs that focus on workplace preparation as a School to Work Transition program with a strong emphasis on the development of literacy, numeracy, personal life management and employability skills. Students participate in experiential learning through job shadowing, work experience and co-operative education.

<b>Position (per Policy)</b>	<b>Name</b>
Chair	<i>To be determined by Exec Council</i>
<b>Voting Members</b>	
One Principal <i>(not directly associated with any of the schools in the review area)</i>	<i>To be appointed by the Principal's Association</i>
One Teacher <i>(not directly associated with any of the schools in the review area)</i>	<i>To be appointed by the Teacher Union Executive</i>
Two Student Leaders <i>(from outside the review area)</i>	<i>To be appointed by Student Senate</i> <i>To be appointed by Student Senate</i>
Two Public School Supporter Community Leaders <i>(not directly associated with any of the schools in the review area)</i>	<i>To be appointed by the Parent Involvement Committee</i> <i>To be appointed by the Parent Involvement Committee</i>
Two Parent Reps from Sir John A. Macdonald	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
Two Parent Reps from Parkview	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
Two Parent Reps from Delta	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
Two Parent Reps from Sir Winston Churchill	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
Two Parent Reps from Glendale	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
Two Parent Reps from Orchard Park	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
<b>Non-Voting Members</b>	
Area Superintendents of Education	<i>All Superintendents with a school under their responsibility</i>
Area Trustees	<i>All Trustees with a school in their ward</i>
Area Ward Councillors	<i>All Councillors with a school in their ward</i>
Principal from Sir John A. Macdonald	<i>School Principal as of January 1, 2011</i>
Principal from Parkview	<i>School Principal as of January 1, 2011</i>
Principal from Delta	<i>School Principal as of January 1, 2011</i>
Principal from Sir Winston Churchill	<i>School Principal as of January 1, 2011</i>
Principal from Glendale	<i>School Principal as of January 1, 2011</i>
Principal from Orchard Park	<i>School Principal as of January 1, 2011</i>
Teacher from Sir John A. Macdonald	<i>To be appointed by School Teaching peers</i>
Teacher from Parkview	<i>To be appointed by School Teaching peers</i>
Teacher from Delta	<i>To be appointed by School Teaching peers</i>
Teacher from Sir Winston Churchill	<i>To be appointed by School Teaching peers</i>
Teacher from Glendale	<i>To be appointed by School Teaching peers</i>
Teacher from Orchard Park	<i>To be appointed by School Teaching peers</i>
Non-Teaching Staff from Sir John A. Macdonald	<i>To be appointed by School Non-teaching staff members</i>

Non-Teaching Staff from Parkview	<i>To be appointed by School Non-teaching staff members</i>
Non-Teaching Staff from Delta	<i>To be appointed by School Non-teaching staff members</i>
Non-Teaching Staff from Sir Winston Churchill	<i>To be appointed by School Non-teaching staff members</i>
Non-Teaching Staff from Glendale	<i>To be appointed by School Non-teaching staff members</i>
Non-Teaching Staff from Orchard Park	<i>To be appointed by School Non-teaching staff members</i>



## Pupil Accommodation Review Policy

Date Approved: December 2009

Projected Review Date: December 2013

### 1. Purpose

- 1.1 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.
- 1.2 The purpose of the Pupil Accommodation Review Policy is to provide direction regarding public accommodation reviews undertaken to determine the future of a school or group of schools.
- 1.3 The policy ensures that where a decision is taken regarding the future of a school, that decision is made with the full 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 policy also ensures that the decision making process is in accordance with the revised guidelines established by the Ministry of Education. A copy of those guidelines is provided in Appendix A.

### 2. Initiation of a Pupil Accommodation Review:

- 2.1 The Hamilton-Wentworth District School Board ("the Board") is committed to provide viable learning programs in quality facilities in a fiscally responsible manner. Various factors may result in the need to consolidate, close or relocate one or more schools in order to align pupil accommodation with resident enrolment. These factors include changes in demographics and student enrolment; mobility rates and migration patterns; government policies and initiatives; curriculum and program demands; operating costs; and the physical limitations of buildings.
- 2.2 Periodically the Associate Director shall ensure that a report is prepared to update the Board's Long-term Capital Plan. The capital update report is part of the ongoing capital planning process and is intended to provide for a review of capital needs and the determination of priorities. The report will also serve to identify the need to consider closure of a school or schools<sup>1</sup>. Additionally, recommendations to consider school closures will also factor in the potential for partnerships. Generally, such a need would result from one or more of the following factors:
  - (a) Program Issues, i.e.
    - the number of students in a school and/or study area has declined or is projected to decline to a point where program delivery is negatively impacted;
    - the specialized facilities required to meet current curriculum requirements are not available in a school and the cost to upgrade the school to address this deficiency is prohibitive;
  - (b) Occupancy Issues, i.e.
    - the potential exists within a review area to accommodate current and/or projected enrolment in fewer educational facilities than currently exist;
    - enrolment levels at one or more existing schools will be negatively impacted as a result of the construction of new schools to accommodate enrolment from recent or newly proposed residential developments within the area;

<sup>1</sup> Following a decision by the Board to close a school, the Board will determine if the school/ property will be deemed surplus to its needs. Should the Board deem a school/property surplus to its needs, the process for disposition will be in accordance with the approved "Property Disposition Protocol" (Appendix C)

- the operating costs (i.e. the costs of school administration and the costs for heating, lighting and cleaning) of one or more schools in the area negatively affect the Board's ability to operate all of its schools within the grants provided for these purposes;
- (c) School Condition Issues; i.e.
- the cost to address existing and/or expected facility renewal needs in one or more schools in the area (e.g. mechanical condition; code compliance) is prohibitive.
- (d) Parental Requests; i.e.
- a high percentage of the parents in a particular school has requested that it be closed in the interests of current or future students
- 2.3 Except as noted below<sup>2</sup>, if the Board believes that it may be necessary to close one or more schools offering elementary or secondary regular day-school programs in an area it will establish an Accommodation Review Committee (ARC) to undertake a public review of the facilities and learning opportunities for students.
- 2.4 Whenever possible, accommodation reviews will focus on a group of schools rather than examine a single school to facilitate the development of viable and practical solutions for student accommodation. In normal circumstances, it is expected that it will not be necessary to undertake an accommodation review for schools within an area more than once every five years.

### 3. Accommodation Review Committee Terms of Reference:

- 3.1 The Accommodation Review is lead by an 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.
- 3.2 The membership of the ARC is defined under Section 4 of this Policy.
- 3.3 The Board will provide the ARC with a Terms of Reference that includes the following components:
- (a) Mandate – refers to the Board's educational and accommodation objectives in undertaking the ARC and reflects the Board's strategy for supporting student achievement.
  - (b) Reference Criteria – frames the parameters of the ARC discussion and includes the educational and accommodation criteria for examining schools under review and accommodation options, i.e. grade configuration, school utilization, and program offerings.
  - (c) ARC Membership and the role of voting and non-voting members, including Board and School administration.

<sup>2</sup> Consistent with Ministry guidelines, an accommodation review is not required when:

- a replacement school is to be rebuilt by the board on the existing site or located within the existing school attendance boundary as identified through the board's existing policies; (e.g. replacement school of a rural school within its existing rural community);
- a lease is terminated;
- a board is considering the relocation of a grade or grades, or a program in any school year or over a number of school years, where the enrolment in the grade or grades, or program, 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.
- 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;
- a facility has been serving as a holding school for a school community whose permanent school is under construction or repair.

In such circumstances, although a full accommodation review is not required, the board will provide appropriate notice of decisions that would affect the accommodation situation of students.

- (d) Operating Procedures – includes meetings, materials, support and analysis to be provided by Board administration and the material to be produced by the ARC.

#### 4. Composition of the Accommodation Review Committee:

- 4.1 Each ARC will include membership drawn from the education community and the broader community. Consequently it will include educators, Board officials, students, parents, community and municipal leaders. The Associate Director (i.e. the Senior Official responsible for accommodation, planning and facilities) will be responsible to facilitate the work of the ARC.
- 4.2 The committee will include individuals that are not directly associated with any of the schools in the Review Area to provide an objective perspective, as well as individuals directly associated with the schools in the Review Area to provide the community perspective.
- 4.3 The ARC is expected to work towards consensus among all committee members on recommendations and the overall direction of the report to the Board of Trustees. Where consensus cannot be achieved, the Chair will rely on the “Voting” members of the committee to provide direction.
- 4.4 A vote is to be called only when a quorum of the voting members is present. When a vote is called only the voting members present will cast their vote. Should there be a tie vote the motion/recommendation is defeated. Quorum shall be defined as fifty percent (50%) plus one of the number of voting members on the committee. The definition of consensus and the determination of voting procedures (e.g. by ballot or show of hands) is to be established by the committee at its first meeting.
- 4.5 ARC Committee Representation: The membership of the ARC will be defined by the Board in the ARC Terms of Reference. The following individuals will be invited to be a member of the ARC:
- (a) **Chair - One Member of Executive Council** *(to be appointed by the Office of the Director who will not have any “Voting” status);*
- (b) **Voting Members:**
- **One Principal** that is not directly associated with any of the schools in the Review Area *(to be chosen by the respective Principal's Association);*
  - **One Teacher** that is not directly associated with any of the schools in the Review Area *(to be chosen by the respective Teacher Union Executive)*
  - **Two Student Leaders** from outside the review area (to be chosen by Executive Council in the case of an Elementary ARC and Student Senate in the case of a Secondary ARC);
  - **Two “Public School Supporter” Community Leaders** *(Community Leaders must not be directly associated with any of the schools in the Review Area. Community Leaders are to be appointed by the Parent Involvement Committee);*
  - **Two Parent Representatives** from each of the schools directly affected by the accommodation review *(to be appointed by School Council)*
- (c) **Non-voting Members:**
- **Any Superintendent of Education** whose direct responsibilities include a school in the Review Area;
  - **The Trustee(s)** whose ward includes a school in the Review Area;
  - **The Ward Councilor(s)** whose ward includes a school in the Review Area;
  - **One Principal** from each of the schools directly affected by the accommodation review;

- **One Teacher** from each of the schools directly affected by the accommodation review (*to be chosen by teaching peers*);
  - **One Non-Teaching Staff Representative** from each of the schools directly affected by the accommodation review (to be chosen by non-teaching staff members at each of the schools)
- (d) *Note: The total number of individuals on the committee will depend upon the number of schools in the review area:*
- (e) The ARC will be deemed to be properly constituted whether or not all the listed members are willing and able to participate.
- (f) **Alternates:** Should a member miss two consecutive meetings, the Chair of the ARC may invite an alternate member. The alternate member must meet the same criteria as outlined in parts (a), (b) or (c) above of the member being replaced (i.e. an alternate parent representative must be from the same school and be designated by the School Council of the member that they are replacing).

## 5. School Information Profile

- 5.1 Board administration are required to develop a School Information Profile to help the ARC and the community understand how well schools meet the objectives and the Reference Criteria outlined in the Terms of Reference. The School
- 5.2 Information Profile includes data for each of the following four considerations about the school(s):
- (a) Value to the student
  - (b) Value to the school Board
  - (c) Value to the community
  - (d) Value to the local economy
- 5.3 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.
- 5.4 The School Information Profile Template attached in Appendix "B" provides a sample of the information that will be provided.

## 6. The Accommodation Review Process

- 6.1 Accommodation Options and School Information Profile
- (a) Board administration 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.
  - (b) 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.

- (c) 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.
- (d) 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.
- (e) 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.

## 6.2 Community Consultation, Public Information and Access

- (a) Public consultation is to be at the heart of the accommodation review process. A minimum of four public meetings, structured to encourage an open and informed exchange of views, are to be held by the Accommodation Review Committee. If possible the meetings are to be held at the school(s) under review, or in a nearby facility if physical accessibility cannot be provided at the school(s).
- (b) The ARC is responsible to ensure that a wide range of local groups is consulted.
- (c) These groups may include the School Council of the schools in the review area, parents, guardians, students, teachers, the local community and other interested parties.
- (d) The ARC is responsible to ensure that public meetings are well publicized, well in advance of the scheduled meeting date. The School Board and ARC 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.
- (e) 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.
- (f) 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.
- (g) 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.
- (h) 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.
- (i) 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.

## 6.3 ARC Accommodation Report to the Board



- (a) 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.
- (b) The Board of Trustees will hold the following public meetings in order to complete the decision-making process regarding the closure of a school or schools:
- A meeting to receive the report of the Accommodation Review Committee (to be presented by the committee's chair or delegate) and the Staff report (to be presented by the Associate Director or delegate). Following this meeting both reports will be made available to the public on the Board's website.
  - A meeting to receive public input on the ARC report and the Staff Report.
  - A meeting for the Board of Trustees to make the final decision regarding the future of the schools. As part of any resolution to close a school, the Board will outline anticipated timelines for the school closure. The ARC is to submit its final report to the Superintendent of Business who shall direct Board staff to analyze the committee's report and prepare their proposals and recommendations regarding the future of the schools for the Board of Trustees.

## 7. Timelines

- 7.1 Board decisions to establish an Accommodation Review Committee will also include the date in which the final (ARC) report is to be presented with due regard for the following provisions related to the timelines for an accommodation review process as specified in the Ministry of Education's Pupil Accommodation Review Guidelines:
- (a) Following the establishment of the ARC to conduct an accommodation review, there must be no less than thirty (30) days notice before the first public meeting of the ARC.
- (b) Beginning with the first public meeting, the public consultation period must be no less than ninety (90) days.
- (c) After receipt of the ARC and Staff Reports 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.
- 7.2 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.