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## EXECUTIVE REPORT TO STANDING COMMITTEE

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

**TO:** Standing Committee

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

**RE:** Central Mountain Accommodation Review

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Action  Monitoring

### Recommended Action:

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

- Cardinal Heights (6-8)
- Eastmount Park (JK-6)
- Franklin Road (JK-8)
- G.L. Armstrong (JK-8)
- Linden Park (JK-5)
- Pauline Johnson (JK-5)
- Queensdale (JK-6)
- Ridgemount (JK-5)

An accommodation review committee for the above mentioned schools will be struck in September 2013. The accommodation review committee final report will be submitted to the Director of Education no earlier than Friday January 24<sup>th</sup> 2014 and no later than Friday February 21<sup>st</sup> 2014. The Accommodation Review will adhere to the scope and guiding principles of the Terms of Reference (Appendix A) and Pupil Accommodation Policy (Appendix B). The first public meeting will be Tuesday October 8<sup>th</sup> 2013, location TBA.

### Rationale/Benefits:

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

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

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

## Background:

The schools identified represent eight of the nine schools in the Central Mountain Planning Area as identified in the Long Term Facilities Master Plan – 2012 (LTFMP). The planning area, school location and boundaries are depicted in Appendix C. The planning area's eight elementary schools serve a variety of neighborhoods from the Sherman Access to as far south as Rymal Road West and from Upper James East to Upper Gage. There is an assortment of grade structures throughout the planning area. Both Eastmount Park and Queensdale are JK-6 elementary schools and both schools graduate into George L. Armstrong for grade 7 and 8. G.L. Armstrong acts as a middle school for these two associated schools and as a JK-8 school for the students within its junior elementary boundary. Linden Park, Pauline Johnson and Ridgemount are all JK-5 elementary schools that graduate into Cardinal Heights Middle School for grades 6, 7 and 8. Cardinal Heights Middle School shares a site with Pauline Johnson junior school. Franklin Road is a JK-8 elementary school which serves the Berkholme and Macassa neighborhoods in the east side of the planning area. All grade 8 classes currently graduate into Hill Park Secondary. Below, in Table 1, are the projected enrolments and utilizations of all 8 elementary schools.

School	OTG		2012	2017	2022
Cardinal Heights	308	Enrolment	318	279	302
		Utilization	103%	90%	98%
Eastmount Park	348	Enrolment	219	210	208
		Utilization	63%	60%	60%
Franklin Road	463	Enrolment	351	342	336
		Utilization	76%	74%	73%
George L. Armstrong	633	Enrolment	338	287	236
		Utilization	53%	45%	37%
Linden Park	319	Enrolment	157	149	136
		Utilization	49%	47%	43%
Pauline Johnson	314	Enrolment	254	297	323
		Utilization	81%	94%	103%
Queensdale	279	Enrolment	190	197	181
		Utilization	68%	71%	65%
Ridgemount	250	Enrolment	260	234	259
		Utilization	104%	93%	104%
Total	2,914	Enrolment	2,087	1,993	1,981
		Utilization	72%	68%	68%

Table 1: October Projected Headcount Enrolment and Utilization

OTG: On-the-Ground Capacity

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

### Background Continued:

Central Mountain Planning Area has a current utilization of 72% meaning there are approximately 800 empty seats within these 8 schools. The schools within the planning area range from 49% utilization to 104% utilization. There is also a large range in size of school throughout the eight schools in the planning area, the largest being G.L. Armstrong with a capacity of 633 and smallest being Ridgemount with a capacity of 250 students. The Central Mountain planning area is projected to fall in enrolment over the next 10 years leaving approximately 900 empty pupil places in 2022. This trend can be seen in figure 1 below which shows the enrolment of the planning area in chart format. The planning areas capacity can potentially be reduced by a combination of closing schools, creating new boundaries, reorganizing grade structures and/or creating new schools.

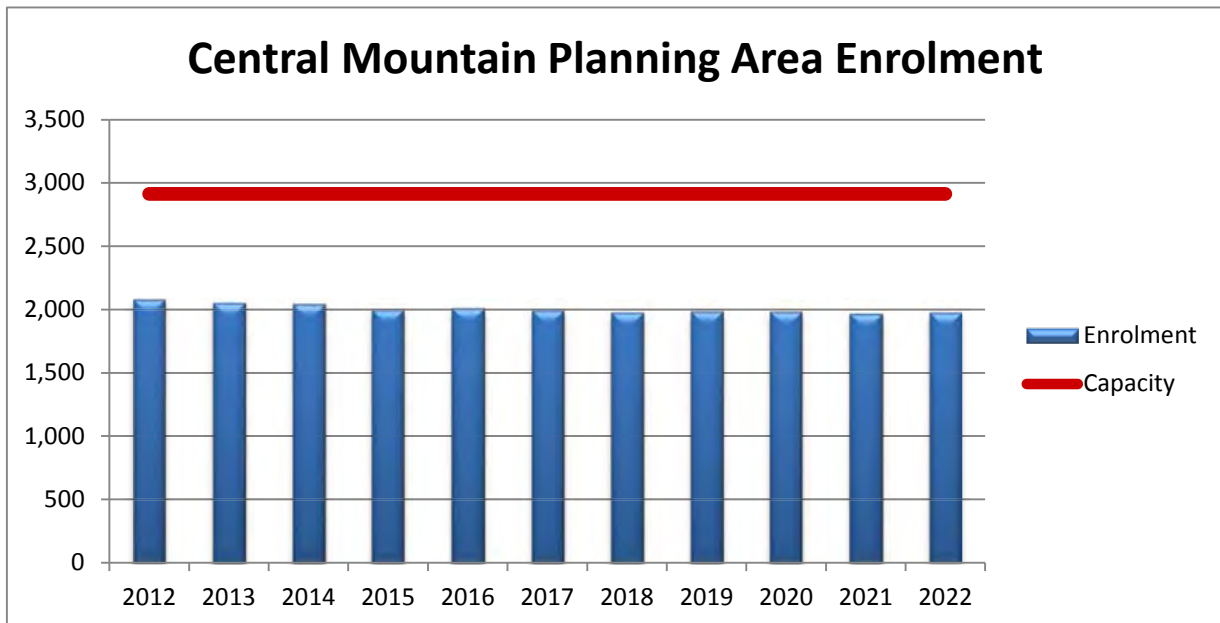


Figure 1: Enrolment Projections Chart



## Background Continued:

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

School	FCI Level
Cardinal Heights	Fair
Eastmount Park	Average
Franklin Road	Average
George L. Armstrong	Fair
Linden Park	Poor
Pauline Johnson	Average
Queensdale	Fair
Ridgemount	Average

Table 2: Impact of Condition Index on Asset Performance

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

- 1) Implementation for ARC Recommendation: Upon Board approval of recommendation/s, implementation is projected to occur no earlier than the commencement of the 2014-15 school year. Estimated implementation would likely occur in the 2015-16 school year contingent on variables such as the scope of implementation (e.g. capital requirements), available funding, or unforeseen logistical challenges.
- 2) Composition of ARC: The ARC Policy in Section 2.3 allows for a modification of the number of voting members. The standard number of voting members per school in the ARC is five (Two parent council reps, one non-parent council rep, one teaching rep, and one non-teaching rep). For this ARC, the number of voting members per school has been modified to three (one parent council rep, one non parent council rep and one teaching rep or one non-teaching rep). The change reduces the committee size from 40 voting members to 24 voting members.

## HWDSB School Reports

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



# HWDSB School Report

June 6, 2013

## Cardinal Heights

Address:	70 Bobolink Road	Grades:	6 to 8
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 2P5	FDK Implementation Date:	n/a
Portables:	0	Capacity:	308
Portapaks:	0	2012 Enrolment:	318
		Utilization	103%
Number Of Storeys:	1	2017 Enrolment:	279
Original Construction Year:	1963	Utilization:	90%
Building Addition Years:	1964	2022 Enrolment:	302
Site Acres:	9.2	Utilization	98%
Building Gross (Ft2):	38,542		
Building Gross (M2):	3,581		

\*\*All Enrolments are Nominal Counts







# HWDSB School Report

May 17, 2013

## Eastmount Park

Address:	155 East 26th Street	Grades:	JK-6
City:	Hamilton	Current FI Grades:	
Postal Code:	L8V 3C5	FDK Implementation Date:	2014-2015
Portables:	0	Capacity:	348
Portapaks:	0	2012 Enrolment:	219
		Utilization:	63%
Number Of Storeys:	1	2017 Enrolment:	210
Original Construction Year:	1959	Utilization:	60%
Building Addition Years:	1962	2022 Enrolment:	208
Site Acres:	1.7	Utilization:	60%
Building Gross (Ft2):	29,196	**All Enrolments are Nominal Counts	
Building Gross (M2):	2,712		





# HWDSB School Report

May 17, 2013

## Franklin Road

Address:	500 Franklin Road	Grades:	JK-8
City:	Hamilton	Current FI Grades:	
Postal Code:	L8V 2A4	FDK Implementation Date:	2013-2014
Portables:	0	Capacity:	463
Portapaks:	0	2012 Enrolment:	351
		Utilization:	76%
Number Of Storeys:	1	2017 Enrolment:	342
Original Construction Year:	1954	Utilization:	74%
Building Addition Years:	1956, 1959, 1961	2022 Enrolment:	336
Site Acres:	7.75	Utilization:	73%
Building Gross (Ft2):	37,416	**All Enrolments are Nominal Counts	
Building Gross (M2):	3,476		







# HWDSB School Report

May 17, 2013

## George L. Armstrong

Address:	460 Concession Street	Grades:	JK-8
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 1C3	FDK Implementation Date:	2013-2014
Portables:	0	Capacity:	633
Portapaks:	0	2012 Enrolment:	338
		Utilization:	53%
Number Of Storeys:	3	2017 Enrolment:	287
Original Construction Year:	1930	Utilization:	45%
Building Addition Years:	1952, 1987	2022 Enrolment:	236
Site Acres:	4.55	Utilization:	37%
Building Gross (Ft2):	58,133	**All Enrolments are Nominal Counts	
Building Gross (M2):	5,401		







# HWDSB School Report

May 17, 2013

## Linden Park

Address:	4 Vickers Road	Grades:	JK-6
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 1Y1	FDK Implementation Date:	2014-2015
Portables:	0	Capacity:	319
Portapaks:	0	2012 Enrolment:	157
		Utilization:	49%
Number Of Storeys:	1	2017 Enrolment:	149
Original Construction Year:	1957	Utilization:	47%
Building Addition Years:		2022 Enrolment:	136
Site Acres:	5.26	Utilization:	43%
Building Gross (Ft2):	28,187	**All Enrolments are Nominal Counts	
Building Gross (M2):	2,619		







# HWDSB School Report

June 6, 2013

## Pauline Johnson

Address:	25 Hummingbird Lane	Grades:	JK-5
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 4B1	FDK Implementation Date:	2010-2011
Portables:	0	Capacity:	314
Portapaks:	0	2012 Enrolment:	254
		Utilization:	81%
Number Of Storeys:	2	2017 Enrolment:	297
Original Construction Year:	1967	Utilization:	94%
Building Addition Years:		2022 Enrolment:	323
Site Acres:	9.2	Utilization:	103%
Building Gross (Ft2):	32,280		
Building Gross (M2):	2,999		

\*\*All Enrolments are Nominal Counts







# HWDSB School Report

May 17, 2013

## Queensdale

Address: 67 Queensdale Avenue East

Grades: JK-6

City: Hamilton

Current FI Grades:

Postal Code: L9A 1K4

FDK Implementation Date: 2014-2015

Portables: 0

Capacity: 279

Portapaks: 0

2012 Enrolment: 190

Utilization 68%

Number Of Storeys: 1

2017 Enrolment: 197

Utilization: 71%

Original Construction Year: 1948

Building Addition Years: 1950

Site Acres: 4.72

2022 Enrolment: 181

Utilization 65%

Building Gross (Ft2): 30,198

Building Gross (M2): 2,805

\*\*All Enrolments are Nominal Counts







# HWDSB School Report

May 17, 2013

## Ridgemount

Address:	65 Hester Street	Grades:	JK-5
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 2N3	FDK Implementation Date:	2013-2014
Portables:	4	Capacity:	250
Portapaks:	0	2012 Enrolment:	260
		Utilization:	104%
Number Of Storeys:	1	2017 Enrolment:	234
Original Construction Year:	1961	Utilization:	93%
Building Addition Years:		2022 Enrolment:	259
Site Acres:	6.42	Utilization:	104%
Building Gross (Ft2):	25,563	**All Enrolments are Nominal Counts	
Building Gross (M2):	2,375		



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## Pupil Accommodation Review Terms of Reference

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

### 1.0 Mandate of the Accommodation Review Committee

- 1.1 With school valuation as its focus and the Board's strategy for supporting student achievement, the Accommodation Review Committee is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision.
- 1.2 A separate Accommodation Review Committee shall be established for each group of schools being studied.
- 1.3 This Accommodation Review Committee is charged with the review of the following schools:
  - Cardinal Heights (6-8)
  - Eastmount Park (JK-6)
  - Franklin Road (JK-8)
  - G.L. Armstrong (JK-8)
  - Linden Park (JK-5)
  - Pauline Johnson (JK-5)
  - Queensdale (JK-6)
  - Ridgemount (JK-5)

### 2.0 Membership of the Accommodation Review Committee

- 2.1 The Accommodation Review Committee should consist of the following persons:
  - The Accommodation Review Committee Chair as appointed by Executive Council;
  - One (1) parent representatives who are members of School Council and/or Home and School Association from each school under review;
  - One (1) parent representative who is not a member of School Council or Home and School Association from each school under review;
  - One (1) teaching representative from each school under review;

**OR**

  - One (1) non-teaching staff from each school under review;



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

### 3.0 Operation of the Accommodation Review Committee

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

The Accommodation Review Committee Chair is responsible for:

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

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

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

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

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

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

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

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

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

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

3.10 Board staff will respond to reasonable requests for additional information that has been approved by the Accommodation Review Committee and will include the response(s) to the question(s), in the

Accommodation Review Committee's working binder under the appropriate section, and will post the responses on the Board's website.

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

#### 4.0 Reference Criteria

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

4.2 The Accommodation Review Committee may add additional reference criteria.

## **5.0 Working Meetings**

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

## **6.0 Public Meetings**

- 6.1 In addition to Accommodation Review Committee working meetings, the Accommodation Review Committee will hold a minimum of four (4) public meetings. Public meetings will occur in one of the affected schools, provided the school is an accessible facility, or at an alternate facility within the local community. These meetings will be organized as follows:
- At the first public meeting, the Accommodation Review Committee will present the Preliminary School Accommodation Review Report prepared by the Director of Education, including the Board/Staff proposed alternative accommodation option(s). As well, the Accommodation Review Committee will describe the Terms of Reference, including its mandate; outline its study process; give the public a briefing on the data and issues to be addressed and receive community input;
  - At the second public meeting, the Accommodation Review Committee will present a completed SIP (refer to Appendix D) for the school(s) under consideration and receive community input;
  - At the third public meeting, the Accommodation Review Committee will present the accommodation option(s) and request community input;
  - At the fourth public meeting, the Accommodation Review Committee will present to the public, the draft Accommodation Review Committee Accommodation Report with its interim accommodation recommendation(s) and receive community input. The Accommodation Review Committee may make changes to the report based upon feedback at this meeting.
- 6.2 The Accommodation Review Committee Chair will call the first public meeting no earlier than thirty (30) calendar days after the date of its appointment.

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

## 7.0 Accommodation Review Committee Accommodation Report

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



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

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

## 8.0 Capital Planning Objectives and Partnership Opportunities

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

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

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

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

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

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

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Policy No. TBA

## Pupil Accommodation Review Policy

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Date Approved:

Projected Review Date:

### **Purpose:**

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

### **Guiding Principles:**

Accommodation review decisions should take into account the following:

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

### **Intended Outcomes:**

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

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

### **Responsibility:**

- Director of Education

## **Terminology:**

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

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

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

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

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

## **Action Required:**

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

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

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

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

**Timelines:**

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

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

**Progress Indicators:**

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

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

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

**HWDSB Strategic Directions**

- Achievement Matters
- Engagement Matters
- Equity Matters

**HWDSB Documents**

- Long-Term Facilities Master Plan



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

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

Figure 7: Impact of Condition Index on Asset Performance



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

Note:

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

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase

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

Note:

- Year 1 and 2 FDK are complete and not shown on this list
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Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>9 West Hamilton Mountain</b>								
Buchanan Park	FDK				ARC			
Chedoke	FDK				ARC			
Gordon Price	FDK				ARC			
Holbrook			FDK		ARC			
James Macdonald			FDK		ARC			
Mountview				FDK	ARC			
RA Riddell			FDK		ARC			
Westview					ARC			
Westwood					ARC			
<b>10 Ancaster</b>								
Ancaster Meadow			LP	FDK	ARC			
Ancaster Senior					ARC			
CH Bray				FDK	ARC			
Fessenden				FDK	ARC			
Queen's Rangers	FDK				ARC			
Rousseau	FDK				ARC			
<b>11 East Hamilton City 2</b>								
Elizabeth Bagshaw			FDK		ARC			
Glen Brae					ARC			
Glen Echo				FDK	ARC			
Lake Avenue	FDK							
Sir Isaac Brock					ARC			
Sir Wilfrid Laurier			FDK		ARC			

Note:

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

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

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

Note:

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

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase



## Section 5: LTFMP Guiding Principles

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

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

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

### Elementary

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

### Secondary

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

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



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

## **PURPOSE**

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

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

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

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

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

## **SCHOOL BOARD ACCOMMODATION REVIEW POLICIES**

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

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

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

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

## **ACCOMMODATION REVIEW TERMS OF REFERENCE**

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

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

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

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

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

## **SCHOOL INFORMATION PROFILE**

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

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

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

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

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

### **Value to the Student**

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

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

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

### **Value to the Community**

- facility for community use;



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

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

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

### **ACCOMMODATION REVIEW PROCESS**

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

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

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

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

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

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

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

### ***Accommodation Options***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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





## MINISTRY OF EDUCATION ADMINISTRATIVE REVIEW OF ACCOMMODATION REVIEW PROCESS

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

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

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

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

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

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

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

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



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## **Pupil Accommodation Review Policy**

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**Date Approved:****Projected Review Date:**

### **Purpose:**

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

### **Guiding Principles:**

Accommodation review decisions should take into account the following:

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

### **Intended Outcomes:**

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

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

### **Responsibility:**

- Director of Education

### **Terminology:**

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

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

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

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

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

### **Action Required:**

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

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

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

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

**Timelines:**

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

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

**Progress Indicators:**

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



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

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

**HWDSB Strategic Directions**

- Achievement Matters
- Engagement Matters
- Equity Matters

**HWDSB Documents**

- Long-Term Facilities Master Plan




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## Pupil Accommodation Review Terms of Reference

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

### 1.0 Mandate of the Accommodation Review Committee

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

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

### 2.0 Membership of the Accommodation Review Committee

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

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

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

### 3.0 Operation of the Accommodation Review Committee

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

The Accommodation Review Committee Chair is responsible for:

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

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

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

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

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

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

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

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

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

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



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

#### 4.0 Reference Criteria

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

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

4.2 The Accommodation Review Committee may add additional reference criteria.

## 5.0 Working Meetings

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

## 6.0 Public Meetings

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

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

## 7.0 Accommodation Review Committee Accommodation Report

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

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

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

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

## 8.0 Capital Planning Objectives and Partnership Opportunities

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

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

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

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

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

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





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## Pupil Accommodation Review Policy Directive

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### **Rationale:**

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

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

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

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

## **Terminology:**

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

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

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

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

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

## **Procedures:**

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

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

The review is to consider, at a minimum:

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

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

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

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

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

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

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

### 3.0 Information to the Accommodation Review Committee

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

#### 4.0 Final Accommodation Review Committee Report

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

#### 5.0 Director's Report

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

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

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

## 7.0 Board Meeting to decide on School Accommodation Review

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

## 8.0 Administrative Review of the Accommodation Review Process

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

## 9.0 Timelines

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



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




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## Pupil Accommodation Review Terms of Reference

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

### 1.0 Mandate of the Accommodation Review Committee

- 1.1 With school valuation as its focus and the Board's strategy for supporting student achievement, the Accommodation Review Committee is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision.
- 1.2 A separate Accommodation Review Committee shall be established for each group of schools being studied.
- 1.3 This Accommodation Review Committee is charged with the review of the following schools:
  - Cardinal Heights (6-8)
  - Eastmount Park (JK-6)
  - Franklin Road (JK-8)
  - G.L. Armstrong (JK-8)
  - Linden Park (JK-5)
  - Pauline Johnson (JK-5)
  - Queensdale (JK-6)
  - Ridgemount (JK-5)

### 2.0 Membership of the Accommodation Review Committee

- 2.1 The Accommodation Review Committee should consist of the following persons:
  - The Accommodation Review Committee Chair as appointed by Executive Council;
  - One (1) parent representatives who are members of School Council and/or Home and School Association from each school under review;
  - One (1) parent representative who is not a member of School Council or Home and School Association from each school under review;
  - One (1) teaching representative from each school under review;

**OR**

  - One (1) non-teaching staff from each school under review;

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

### 3.0 Operation of the Accommodation Review Committee

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

The Accommodation Review Committee Chair is responsible for:

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

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

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

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

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

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

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

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

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

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

3.10 Board staff will respond to reasonable requests for additional information that has been approved by the Accommodation Review Committee and will include the response(s) to the question(s), in the

Accommodation Review Committee's working binder under the appropriate section, and will post the responses on the Board's website.

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

#### 4.0 Reference Criteria

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



4.2 The Accommodation Review Committee may add additional reference criteria.

## **5.0 Working Meetings**

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

## **6.0 Public Meetings**

- 6.1 In addition to Accommodation Review Committee working meetings, the Accommodation Review Committee will hold a minimum of four (4) public meetings. Public meetings will occur in one of the affected schools, provided the school is an accessible facility, or at an alternate facility within the local community. These meetings will be organized as follows:
- At the first public meeting, the Accommodation Review Committee will present the Preliminary School Accommodation Review Report prepared by the Director of Education, including the Board/Staff proposed alternative accommodation option(s). As well, the Accommodation Review Committee will describe the Terms of Reference, including its mandate; outline its study process; give the public a briefing on the data and issues to be addressed and receive community input;
  - At the second public meeting, the Accommodation Review Committee will present a completed SIP (refer to Appendix D) for the school(s) under consideration and receive community input;
  - At the third public meeting, the Accommodation Review Committee will present the accommodation option(s) and request community input;
  - At the fourth public meeting, the Accommodation Review Committee will present to the public, the draft Accommodation Review Committee Accommodation Report with its interim accommodation recommendation(s) and receive community input. The Accommodation Review Committee may make changes to the report based upon feedback at this meeting.
- 6.2 The Accommodation Review Committee Chair will call the first public meeting no earlier than thirty (30) calendar days after the date of its appointment.

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

## 7.0 Accommodation Review Committee Accommodation Report

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

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

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

## 8.0 Capital Planning Objectives and Partnership Opportunities

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

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

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

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

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

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

*Elementary*

# ACCOMMODATION Review Committee



## Committee Norms

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

## Accommodation Review Committee - Central Mountain Committee Members

Position	Name
Accommodation Review Committee Chair	Michael Prendergast
<b>Voting Members</b>	
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candice Campbell
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden
Eastmount Park parent representative from School Council/Home and School	Candice Romaker
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke
Eastmount Park teaching or non-teaching staff	Denise McCafferty
Franklin Road parent representative from School Council/Home and School	Margaret Toth
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer
Franklin Road teaching or non-teaching staff	Barbara Jalsevac
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque
George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon

George L. Armstrong teaching or non-teaching staff	Patricia Mousseau
Linden Park parent representative from School Council/Home and School	Kathy Long
Linden Park parent representative <u>not</u> from School Council/Home and School	Philip Viana
Linden Park teaching or non-teaching staff	Name: Dianna Gamble



Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Jamie McLean
Pauline Johnson teaching or non-teaching staff	Marj Howden
Queensdale parent representative from School Council/Home and School	Leanne Friesen
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks
Queensdale teaching or non-teaching staff	Diana Asrani
Ridgemount parent representative from School Council/Home and School	Position not filled
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood
Ridgemount teaching or non-teaching staff	Sharon Miller

**Non- Voting Representatives**

Area Trustee	Lillian Orban
Cardinal Heights Principal	Nanci-Jane Simpson
Eastmount Park Principal	Linda Astle
Franklin Road Principal	Jennifer Robertson-Heath
George L. Armstrong Principal	Doug Trimble
Linden Park Principal	Julie Beattie
Pauline Johnson Principal	Colin Hazell
Queensdale Principal	Maria Carbone
Ridgemount Principal	Biljana Arsovic Filice
Planning and Accommodation Resource Staff	Ian Hopkins
Administrative Support Staff	Kathy Forde

# Elementary Accommodation Review Committee

## Schedule and Timelines



### Central Mountain Accommodation Review

MEETING TYPE	OBJECTIVE	MEETING DATE	MEETING LOCATION
Working Group Meeting #1	<ul style="list-style-type: none"> <li>Outline the Review process</li> <li>Accommodation Review Mandate</li> <li>Review Terms of Reference (TOR) / Review Committee Norms</li> <li>Introduction to Binder / Presentation of administration staff option</li> </ul>	Tuesday October 1 <sup>st</sup> , 2013	Cardinal Heights
<b>Public Meeting #1</b>	<ul style="list-style-type: none"> <li>Review TOR</li> <li>Accommodation Review Mandate</li> <li>Outline the Review process / Present data and background information</li> <li>Receive community input / Presentation of administration staff option</li> </ul>	Tuesday October 8 <sup>th</sup> , 2013	Cardinal Heights
Working Group Meeting #2	<ul style="list-style-type: none"> <li>Approve the School Information Profiles (SIPs)</li> <li>Development of Accommodation Option(s)</li> </ul>	Tuesday October 15 <sup>th</sup> , 2013	Pauline Johnson
Working Group Meeting #3	<ul style="list-style-type: none"> <li>Development of Accommodation Option(s)</li> </ul>	Tuesday October 29 <sup>th</sup> , 2013	George L. Armstrong
<b>Public Meeting #2</b>	<ul style="list-style-type: none"> <li>Review TOR, Mandate</li> <li>Outline Review process</li> <li>Review School Information Profile / Receive community input</li> </ul>	Tuesday November 5 <sup>th</sup> , 2013	George L. Armstrong
Working Group Meeting #4	<ul style="list-style-type: none"> <li>Development of Accommodation Option(s)</li> </ul>	Tuesday November 12 <sup>th</sup> , 2013	Franklin Road
Working Group Meeting #5	<ul style="list-style-type: none"> <li>Development of Accommodation Option(s)</li> </ul>	Tuesday November 26 <sup>th</sup> , 2013	Queensdale
Working Group Meeting #6	<ul style="list-style-type: none"> <li>Development of Accommodation Review Committee Accommodation Report</li> </ul>	Tuesday December 3 <sup>rd</sup> , 2013	Ridgemount
<b>Public Meeting #3</b>	<ul style="list-style-type: none"> <li>Review TOR, Mandate</li> <li>Outline Review process</li> <li>Review the Accommodation Review Committee Accommodation Options</li> <li>Receive Community Input</li> </ul>	Tuesday December 10 <sup>th</sup> , 2013	Hill Park
Working Group Meeting #7	<ul style="list-style-type: none"> <li>Review / narrow ARC Accommodation Options</li> <li>Review Schedule and Work Plan</li> </ul>	Tuesday January 14 <sup>th</sup> , 2014	Linden Park
Working Group Meeting #8	<ul style="list-style-type: none"> <li>Finalize Accommodation Recommendation / Review ARC Report Draft</li> </ul>	Tuesday January 21 <sup>st</sup> , 2014	Eastmount Park
Working Group Meeting #9	<ul style="list-style-type: none"> <li>Review Draft ARC Report and Revise</li> </ul>	Tuesday January 28 <sup>st</sup> , 2014	Pauline Johnson
<b>Public Meeting #4</b>	<ul style="list-style-type: none"> <li>Review TOR, Mandate</li> <li>Outline Review process</li> <li>Present Draft Accommodation Review Committee Report - Accommodation Option(s) / Receive Community Input</li> </ul>	Tuesday February 04 <sup>th</sup> , 2014	Hill Park
Working Group Meeting # 10	<ul style="list-style-type: none"> <li>Review Public Feedback</li> <li>Select Final ARC Accommodation Options for Recommendation</li> </ul>	Tuesday February 04 <sup>th</sup> , 2014	Hill Park
Working Group Meeting # 11	<ul style="list-style-type: none"> <li>Finalize Accommodation Review Committee Report</li> </ul>	Tuesday February 11 <sup>th</sup> , 2014	Ridgemount

Update: February 11, 2014

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

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

Each Participant will:

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

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

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

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

## PUBLIC MEETING DATES:

### CENTRAL MOUNTAIN REVIEW AREA

Tuesday October 8<sup>th</sup>, 2013

Location: Cardinal Heights Time: 6:00 pm – 9:00 pm

Tuesday November 5<sup>th</sup>, 2013

Location: G.L. Armstrong Time: 6:00 pm – 9:00 pm

Tuesday December 10<sup>th</sup>, 2013

Location: Hill Park Time: 6:00 pm – 9:00 pm

Tuesday February 4<sup>th</sup>, 2014

Location: Hill Park Time: 6:00 pm – 9:00 pm

Updated Jan 21<sup>st</sup>, 2014

## Section 11: Accommodation Strategy Schedule

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

Note:

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

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase



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

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

Note:

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

Note:

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

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## Hamilton-Wentworth District School Board School Information Profile



1. Enrolment vs. Available Space		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	Current Enrolment	318	219	351	338	157	254	190	260	2087.0
2	Projected Enrolment in 5 years	279	210	342	287	149	297	197	234	1995.0
3	Projected Enrolment in 10 years	302	208	336	236	136	323	181	259	1981.0
4	On-The-Ground (OTG) Capacity	308	348	463	633	319	314	279	250	2914
5	Number of Portables on Site	0	0	0	0	0	0	0	0	0
6	Current Utilization Rate	103%	63%	76%	53%	49%	81%	68%	104%	75%
7	Projected Utilization Rate in 5 years	91%	60%	74%	45%	47%	95%	71%	94%	72%
8	Projected Utilization Rate in 10 years	98%	60%	73%	37%	43%	103%	65%	104%	73%
9	Current Space Surplus / Shortage (Pupil Places)	-10	129	112	295	162	60	89	-10	827
10	Projected Space Surplus / Shortage (Pupil Places) in 5 years	29	138	121	346	170	17	82	16	919
11	Projected Space Surplus / Shortage (Pupil Places) in 10 years	6	140	127	397	183	-9	98	-9	933

2. Administrative and Operational Costs Associated with Schools		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	Expenditures on School Administration at School	\$182,740	\$181,280	\$182,729	\$335,809	\$180,645	\$181,538	\$181,004	\$181,718	\$1,607,463
2	Expenditures on School Operations at School	\$266,516	\$208,139	\$266,105	\$408,254	\$180,943	\$234,927	\$212,597	\$230,963	\$2,008,444
3	Administrative Costs per m <sup>2</sup>	\$51.03	\$66.84	\$52.57	\$62.18	\$68.97	\$60.53	\$64.53	\$70.93	\$498
4	Administrative Costs per Student	\$574.65	\$827.76	\$520.60	\$993.52	\$1,150.61	\$714.72	\$952.65	\$698.92	\$6,433
5	Operational Costs per m <sup>2</sup>	\$74.43	\$76.75	\$76.55	\$75.59	\$69.09	\$78.34	\$75.79	\$90.15	\$617
6	Operational Costs per Student	\$838.10	\$950.41	\$758.13	\$1,207.85	\$1,152.50	\$924.91	\$1,118.93	\$888.32	\$7,839

3. Condition of School		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	What is the replacement value of the School?	\$6,686,211	\$7,117,351	\$8,870,564	\$11,706,560	\$6,724,621	\$6,706,238	\$5,845,326	\$5,579,541	\$59,236,412
2	Current Facilities Condition Index (FCI) for the School?	52.22%	38.99%	37.47%	42.19%	44.78%	24.72%	55.17%	39.19%	
3	Expected Facilities Condition Index (FCI) for the School in 10 years	63.19%	47.04%	42.16%	50.72%	77.36%	27.53%	66.24%	61.77%	

4. School's Physical Space to Support Student Learning and Child Care Services		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	Does the School have a Library/Resource Centre?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
2	Does the School have at least one dedicated Science Room?	Yes	No	Yes	Yes	No	No	No	No	
3	Number of Science Rooms in School	1	0	1	1	0	0	0	0	
4	Does the School have a Gymnasium/ General Purpose Room?	Yes	Yes	Yes	Yes (2)	Yes	Yes	Yes	Yes	
5	Is there a stage in the Gymnasium	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	
6	Does the school have a Computer Lab?	No	Yes	Yes	Yes	Yes	Yes	Yes	No	
7	Does the school have a dedicated Learning Resource Room?	Yes	Yes	Yes	Yes- not a full classroom	Yes	No	Yes	Yes	
8	Is there a childcare centre located on site	No	Yes	No	No	Yes	No	Yes	Yes	
9	Is there a Before & After school program	No	Yes	No	After	Yes	After	Yes	Yes	
10	Is there a Breakfast / Nutrition program available for students at the school?	Yes (nutrition)	Yes (breakfast)	Yes (nutrition)	Yes	Yes	Yes	No	Yes	
11	Other	100% wireless and technology. (desktop PC, laptops, netbooks, IPADS deployed in all classrooms)	Snoezelen/ multisensory room. Note that the gym is small; half of it has a low ceiling (former kindergarten room)	music room	Early years 4 days, snoezelen room	Low vision team, centre for student success, foundation learning systems program class				

## Hamilton-Wentworth District School Board School Information Profile



5. Range of Program Offerings (and extent of student participation)		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	Does the School offer an English-as-a-Second-Language (ESL) program?	0.1	0	0.2	0.03	0.01	0.7	0.3	0.31	
2	Does the School offer a French Immersion program?	No	No	No	No	No	No	No	No	
3	Other	Character Network Transitions	-	Speech and Language	QUEST & Int. Comprehensive	Jr. Comprehensive & Learning Foundations	-	Hard of Hearing	-	

6. Range of Extracurricular Activities		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	List of Extracurricular Activities at each school	Choir, Band, Jr/Sr 3 Pitch, Cross Country, Jr/Sr Basketball, Jr/Sr Volleyball, Track and Field, Swim, Flag Football, Orienteering, Chess Club, Juggling Club, Art Club, Yearbook, Rachele's Challenge (anti-bullying), Student Centre, Baking Club, Dance, Yoga, Student Council, Cardinal's Got Talent, Perch (student store), pizza sales school store, Go Girls Health Action Team, Cardinal Commitment student/teacher rock band, intramurals, open gym and boys club	checkers club, spring airband show, recycling team, office helpers, lunchroom monitors, cross country team, track and field team, intramurals. Please note our gym is not able to accommodate basketball or volleyball games. Activities done during instructional time such as Terry Fox walk not included. Learning Garden, neighbour to neighbour reading tutor program, roots of empathy program, summer programs (adventure camp)	Open gym (before school), baseball, volleyball, cross country, swimming, basketball, track and field, floorball, soccer, yearbook, student leadership, recycling team, fun with friends, healthy action, nutrition, lunch room helpers, kindergarten helpers, library helpers, choir, chess, card club, forest of reading, after school scholars, French club, talent show, glee club, intramurals, band is coming	school teams in baseball, cross country, volleyball, basketball, swimming, track and field, touch football, intramurals for all grades throughout the school year. Band, drama, student leadership at a vary high level., Arabic Talent Show, X-mas concert, after school scholars, lunchroom monitors, yearbook, kind every time famine, playday play, food drives, zumba, peer mediation	Talent Show, School Play, Play Day, Track and Field, Cross Country, Swim Team, 2 Food Drives, Walkathon, Environmental Club, Leadership team, Makers Market, Fixers Club	Piano, Strings Violin Lessons, Mad Science, Arabic Language Classes 2 nights per week and during July. Primary Choir, Floorball, Track & Field, Cross Country, Swim Team, After School Scholars, Forest of Reading, ECO Team, Recycling Team, Grade 5 Leaders, Peer Mediation. Pauline Johnson Talent Show. YMCA After School Program, Terry Fox, Jump Rope, Autism awareness	Basketball, Chess/Checkers, Choir, Cross country, Eco School Recycling, Dance club, Social Justice, Jump Rope for Heart, Terry Fox, Musical Theatre, Floor Hockey, Library Helpers, Lunch Room Monitors, Swim Team, Christmas store, track and field, lunch room helpers, monthly awards violin, mad science, community movie nights	Terry Fox Run; Cross Country; Track and Field; Intramural Dodge ball; Intramural Basketball; Intramural Floor Hockey; Intramural Kick Baseball; Checkers; Choir; Peer Mediators; Student-Centered and Run Healthy Action Team; Green Team; Girls Go Club; Social Skills Club; Boys Reading Club; NB Soupies for Primary; Monthly Character Awards; After School Scholars Club; Various Student Leadership Activities (Announcement Committee, Milk, Lunch Monitors)	

7. Adequacy of the School's Grounds for Healthy Physical Activity and Extracurricular Activity		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	Does the School have hard surfaced outdoor play area(s)?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
2	Does the School have a Playing Field?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
3	List types of playing fields available (e.g. baseball, football, soccer, track etc.)	Basketball	Baseball	Baseball and soccer 3X	Baseball. Soccer	Soccer		Baseball/ Basketball	Baseball	

8. Accessibility of the School for Students with Disabilities		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	Does the school have at least one barrier-free entrance?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
2	Are all levels of the school wheelchair accessible?	Yes	Yes	No	No	No	No	Yes	Yes	
3	Does the school have appropriate communication systems for the visually impaired?	No	No	No	No	No	No	Yes	No	
4	Does the school have appropriate communication systems for the hearing impaired?	No	No	No	No	No	No	Yes	No	
5	Do students have access to barrier free washrooms?	Yes	No	No	Yes	No	Yes	Yes	Yes	



## Hamilton-Wentworth District School Board School Information Profile



9. Location of School		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	What percentage of the students are provided transportation services to and from school?	23%	0%	0%	12%	13%	26%	0%	50%	
2	Longest bus ride to school (minutes)	29.0	n/a	n/a	10.0	18.0	24.0	n/a	15.0	
3	Shortest bus ride to school (minutes)	29.0	n/a	n/a	10.0	18.0	24.0	n/a	10.0	
4	Average bus ride to school (minutes)	29.0	n/a	n/a	10.0	18.0	24.0	n/a	12.5	
5	What percentage of the students live outside the school's catchment area?	5.0%	17.6%	2.0%	18.0%	23.0%	4.3%	18.9%	6.2%	
6	Is the school within 500m of a municipal bus route?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

10. Provincial Assessment		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	EQAO Test Results -- Grade 3 (Reading) - <i>if applicable</i>	N/A	42	58	58	57	68	44	54	
2	EQAO Test Results -- Grade 3 (Writing) - <i>if applicable</i>	N/A	47	83	71	67	84	62	56	
3	EQAO Test Results -- Grade 3 (Mathematics) - <i>if applicable</i>	N/A	36	58	53	43	84	50	41	
4	EQAO Test Results -- Grade 6 (Reading) - <i>if applicable</i>	58	95	88	65	N/A	N/A	78	53	
5	EQAO Test Results -- Grade 6 (Writing) - <i>if applicable</i>	60	84	76	74	N/A	N/A	74	58	
6	EQAO Test Results -- Grade 6 (Mathematics) - <i>if applicable</i>	31	53	48	30	N/A	N/A	63	42	

11. Location of the School (within community)		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	How far is the school from its nearest HWDSB school (distance/name)?	900m Ridgemount	1.1 km/Franklin Road	1.1 km/Eastmount Park	1.3 km/Eastmount Park	900m Cardinal Heights and Pauline Johnson	900m Ridgemount	1.5 km/Norwood Park	900 m Cardinal Heights and Norwood Park	

12. Facility for Community Use		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	List of co-curricular or extracurricular activities in which community members actively participate on a regular basis	Fundraising, Basketball Practice	All childcare/school use	MHYSO Soccer Training, Mountain Volleyball Club, Macassa Lodge, Hamilton Firefighters	Recreation Rope Skipping Program, Kids Club Sports, Track and Field, family fun night	All Childcare/school use	Aerobics, Dance/Yoga Class, speech class	Community Fitness	Karate, Dodgeball	
2	Average Number of Hours per Week that School Grounds are scheduled for use by Community Groups	NA	NA	2.3	NA	NA	NA	0.0	0.0	
3	Average Number of Hours per Week that School Building is scheduled for use by Community Groups	0	0	0	16	0	4	1	10	

13. School as Local Employer		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	Does the School have a Full-time Principal?	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	8.0
2	Number of Vice-Principals at the School (FTE)	0.00	0.00	0.00	0.50	0.00	0.00	0.00	0.00	0.5
3	Number of Office Administrators at the School (FTE)	1.00	1.00	1.00	1.50	1.00	1.00	1.00	1.00	8.5
4	Number of Teachers at the School (FTE)	15.70	11.70	19.80	19.90	10.70	14.10	11.20	15.50	118.6
5	Number of Education Assistants at the School (FTE)	4.00	4.00	3.50	4.00	5.05	4.00	3.00	2.00	29.6
6	Number of Caretaking Staff at the School (FTE)	2.50	2.00	2.50	4.00	1.75	2.25	2.00	2.50	19.5
7	Number of designated Early Childhood Educators	0.00	0.00	2.00	1.00	0.00	3.00	0.00	3.00	9.0

14. Community Partnerships		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	List of partnerships that currently exist at the school	-	-	-	-	-	-	-	-	



**Elementary Planning Area 3- Central Mountain**

School	Grades	FI Grades	Portables
Cardinal Heights	6- 8		0
Eastmount Park	JK- 6		0
Franklin Road	JK- 8		0
George L. Armstrong	JK- 8		0
Linden Park	JK- 6		0
Norwood Park	JK- 8	SK- 8	8
Pauline Johnson	JK- 5		0
Queensdale	JK- 6		0
Ridgemount	JK- 6		4

School	Capacity	Enrolment	Utilization
Cardinal Heights	308	307	100%
Eastmount Park	348	219	63%
Franklin Road	463	351	76%
George L. Armstrong	633	338	53%
Linden Park	319	157	49%
Norwood Park	443	483	109%
Pauline Johnson	314	254	81%
Queensdale	279	190	68%
Ridgemount	250	260	104%

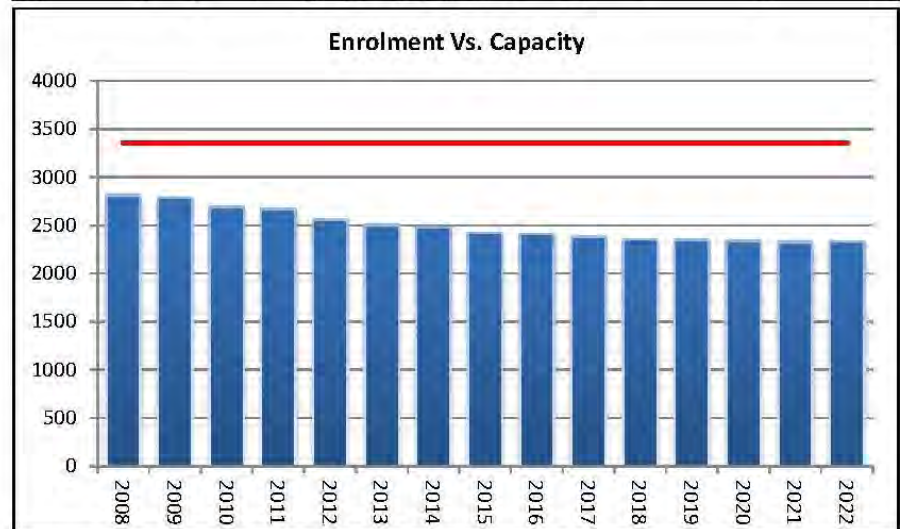
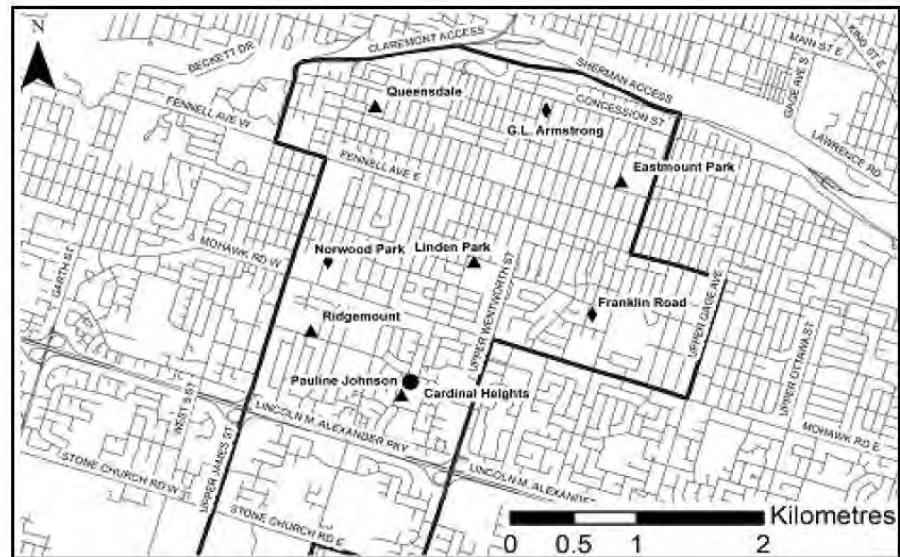
**Observations**

- ❖ Total capacity of planning area is 3,357.
- ❖ In 2012 the nine schools have a total population of 2,559 students.
- ❖ Projection indicates a declining enrolment in Central Mountain planning area.

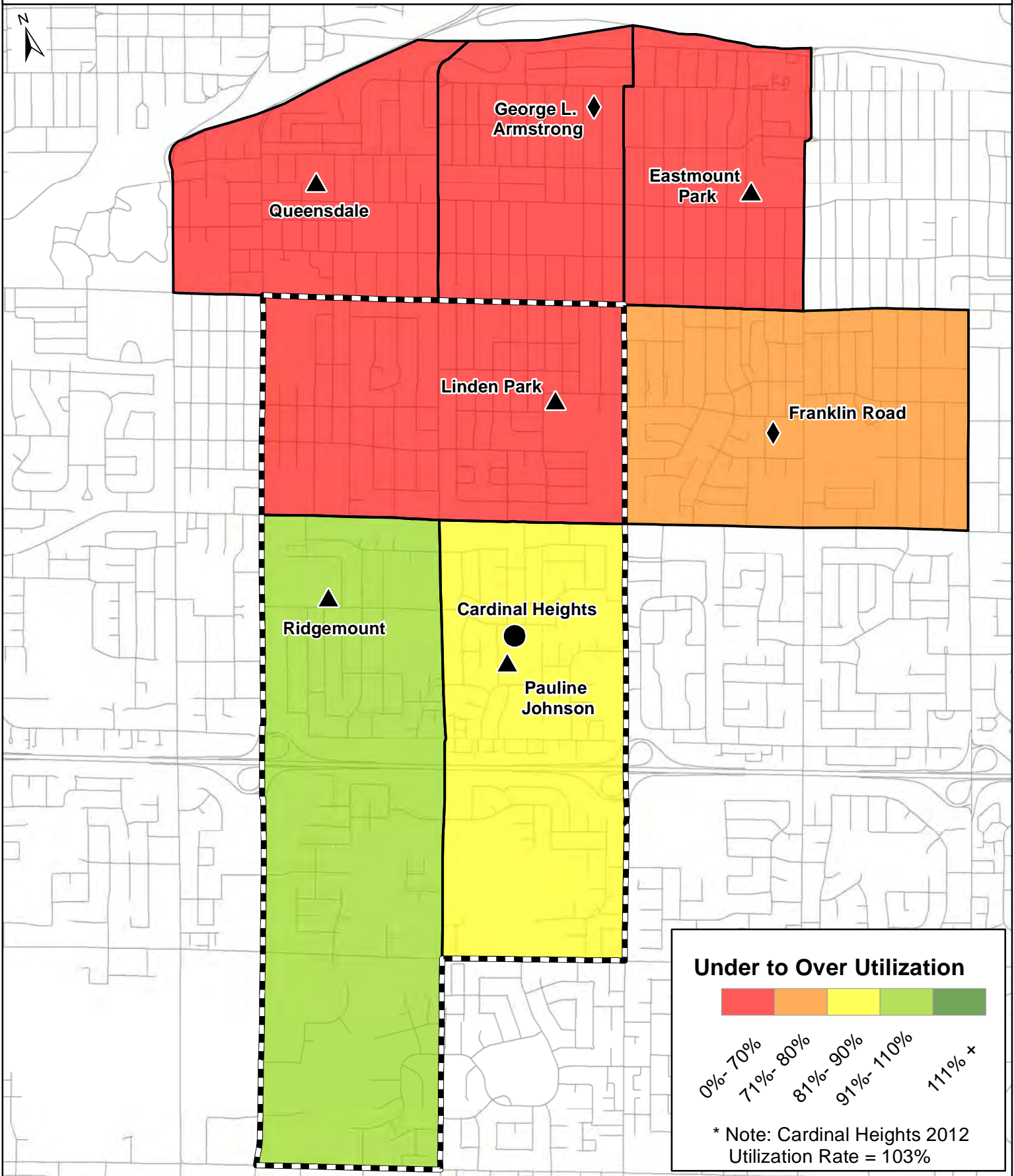
**Next steps**

- ❖ The planning area's capacity could be reduced by 1,000 pupil places to obtain better utilization.
- ❖ Accommodation review suggested to occur in 2013/2014.

\*Enrolment and Capacity Data Based on October 2012 Data



# Central Mountain Accommodation Review: School Utilization Rates 2012



▲ Jr Elementary School	□ Elementary School Boundary
◆ K- 8 School	▣ Cardinal Heights Boundary
● Middle School	

0 0.25 0.5 1 KM

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

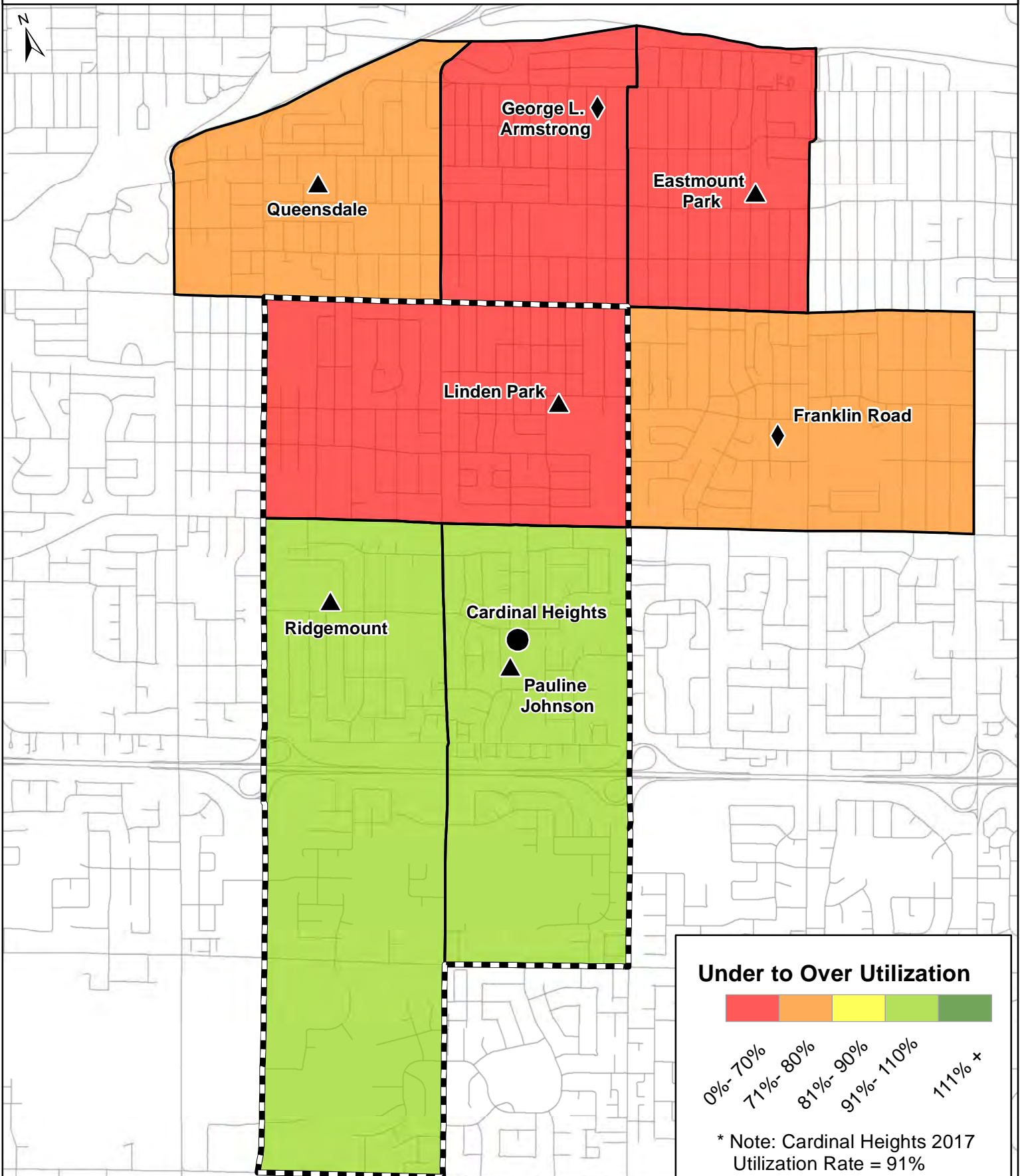
Planning & Accommodation

July 2013

Planning and Accommodation



# Central Mountain Accommodation Review: School Utilization Rates 2017



▲ Jr Elementary School	□ Elementary School Boundary
◆ K- 8 School	▣ Cardinal Heights Boundary
● Middle School	

0 0.25 0.5 1 KM

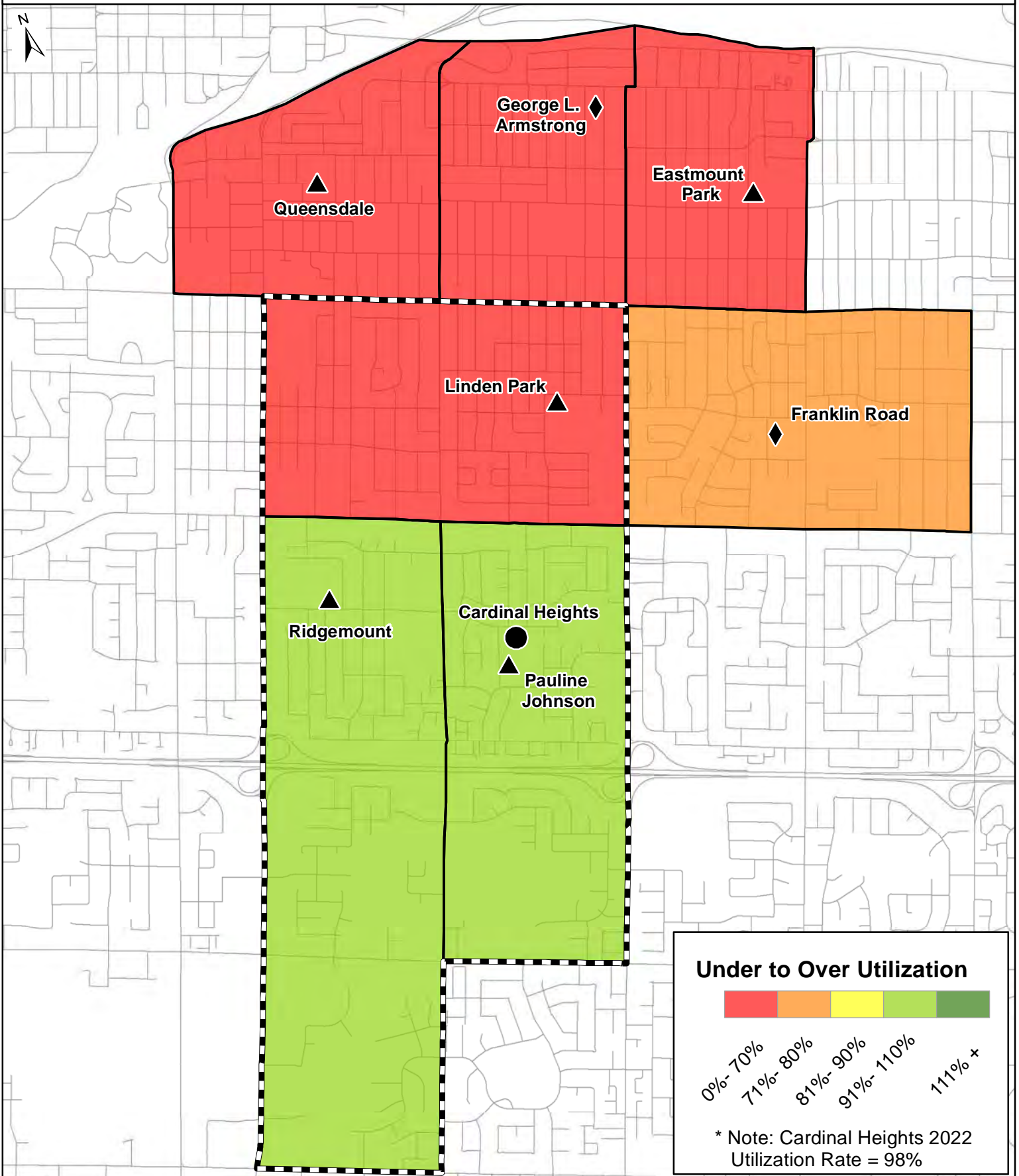
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

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# Central Mountain Accommodation Review: School Utilization Rates 2022



▲ Jr Elementary School	□ Elementary School Boundary
◆ K- 8 School	▤ Cardinal Heights Boundary
● Middle School	

0 0.25 0.5 1 KM

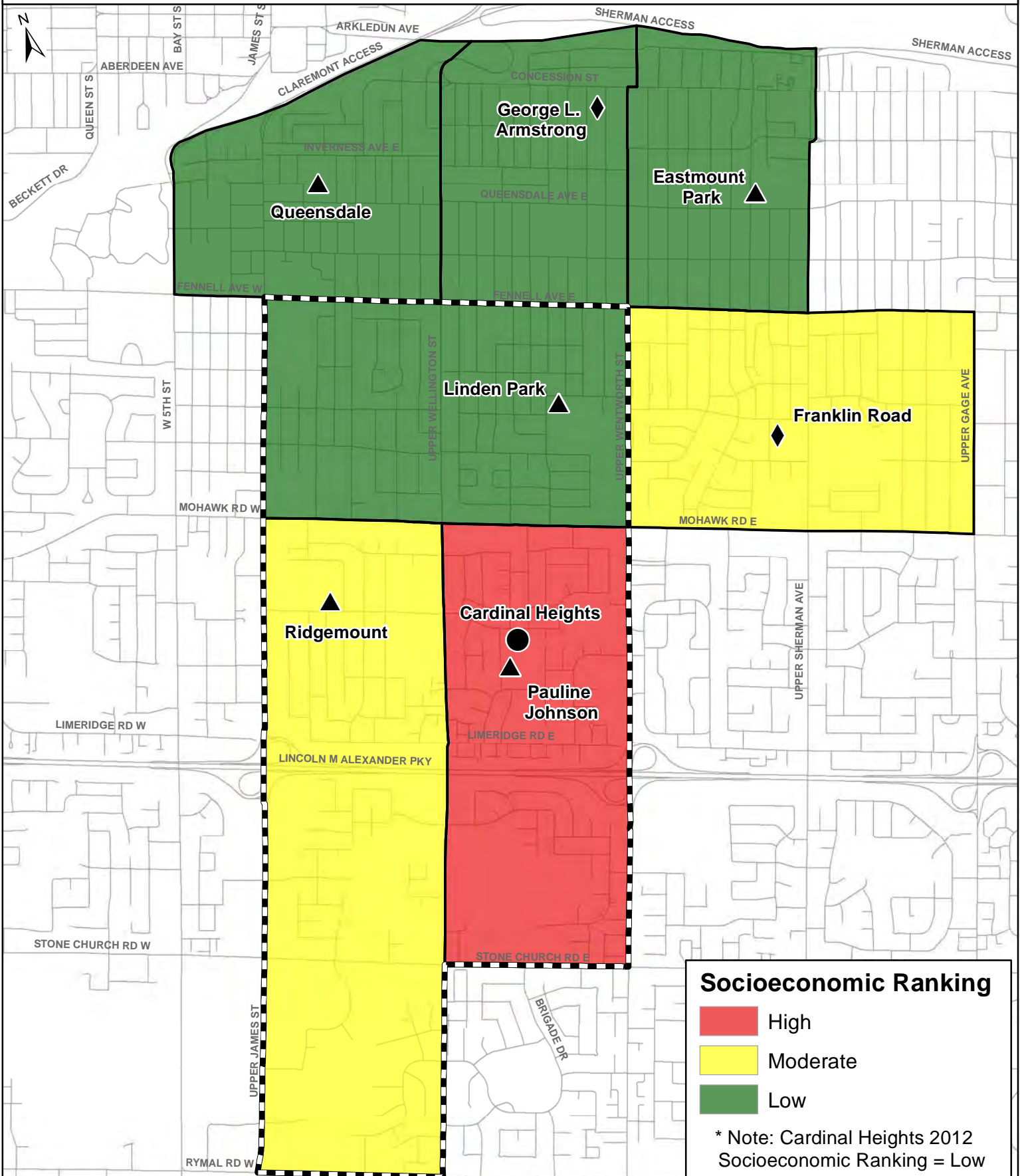
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

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# Central Mountain Accommodation Review: School 2006 Socioeconomic Ranking



- ▲ Jr Elementary School
- ◆ K- 8 School
- Middle School
- Elementary School Boundary
- ▤ Cardinal Heights Boundary

0 0.25 0.5 1 KM

Socioeconomic Ranking based on 2006 Census Data- Statistics Canada



**Planning & Accommodation**

July 2013

Planning and Accommodation





# HWDSB School Report

August 9, 2013

## Cardinal Heights

Address:	70 Bobolink Road	Grades:	6 to 8
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 2P5	FDK Implementation Date:	n/a
Portables:	0	Capacity:	308
Portapaks:	0	2012 Enrolment:	318
		Utilization	103%
Number Of Storeys:	1	2017 Enrolment:	282
Original Construction Year:	1963	Utilization:	91%
Building Addition Years:	1964	2022 Enrolment:	295
Site Acres:	9.2	Utilization	96%
Building Gross (Ft2):	38,542	**All Enrolments are Nominal Counts	
Building Gross (M2):	3,581		

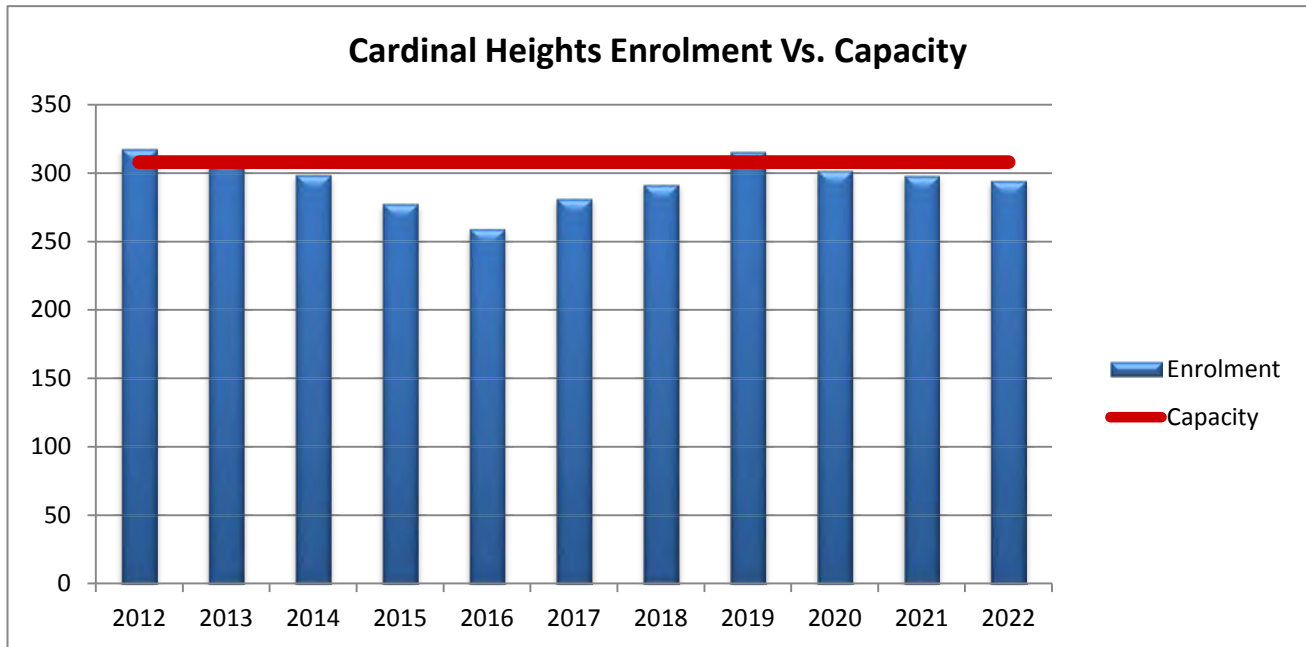






## Cardinal Heights Enrolment By Grade

Cardinal Heights	OTG: 308												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	0	0	0	0	0	0	0	89	100	118	11	318	103%
2013	0	0	0	0	0	0	0	93	108	101	11	312	101%
2014	0	0	0	0	0	0	0	87	93	108	11	299	97%
2015	0	0	0	0	0	0	0	86	87	93	11	278	90%
2016	0	0	0	0	0	0	0	74	87	88	11	259	84%
2017	0	0	0	0	0	0	0	107	75	88	11	282	91%
2018	0	0	0	0	0	0	0	97	108	76	11	292	95%
2019	0	0	0	0	0	0	0	99	98	109	11	316	103%
2020	0	0	0	0	0	0	0	93	100	99	11	302	98%
2021	0	0	0	0	0	0	0	94	94	100	11	299	97%
2022	0	0	0	0	0	0	0	95	95	95	11	295	96%



Cardinal Heights Grade Organization

F.4

October 2012

Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
<b>English</b>															
(62)		0	0	0	0	0	0	0	0	30	0	0	0	30	30.00
(61)		0	0	0	0	0	0	0	0	30	0	0	0	30	30.00
(63)		0	0	0	0	0	0	0	0	29	0	0	0	29	29.00
(73)		0	0	0	0	0	0	0	0	0	26	0	0	26	26.00
(74)		0	0	0	0	0	0	0	0	0	26	0	0	26	26.00
(71)		0	0	0	0	0	0	0	0	0	25	0	0	25	25.00
(72)		0	0	0	0	0	0	0	0	0	23	0	0	23	23.00
(83)		0	0	0	0	0	0	0	0	0	0	30	0	30	30.00
(82)		0	0	0	0	0	0	0	0	0	0	30	0	30	30.00
(84)		0	0	0	0	0	0	0	0	0	0	29	0	29	29.00
(81)		0	0	0	0	0	0	0	0	0	0	29	0	29	29.00
Subtotal		0	0	0	0	0	0	0	0	89	100	118	0	307	307.00
<b>Special Education</b>															
(Character Network) Character Network		0	0	0	0	0	0	0	0	0	1	10	0	11	11.00
Subtotal		0	0	0	0	0	0	0	0	0	1	10	0	11	11.00
<b>Grand Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>89</b>	<b>101</b>	<b>128</b>	<b>0</b>	<b>318</b>	<b>318.00</b>

# Cardinal Heights Site Plan



 School Property Line

Site Acres: 9.2



0 0.01 0.02 0.04 KM



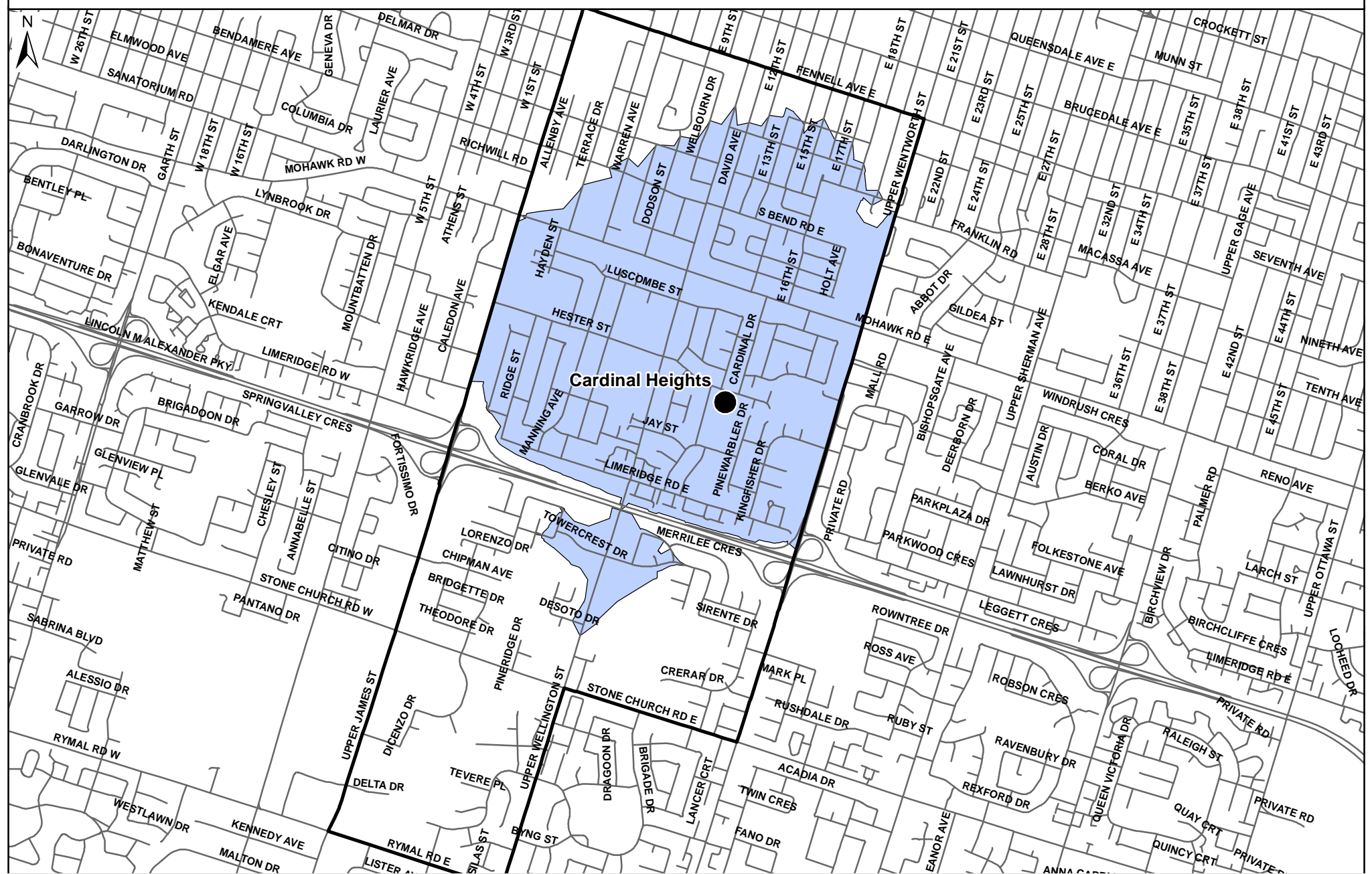
Planning & Accommodation




August 2013

Planning and Accommodation



# Walking Distance Boundary- Cardinal Heights



 Middle School  
 Walking Distance- 1.6 Km  
 Middle School Boundary

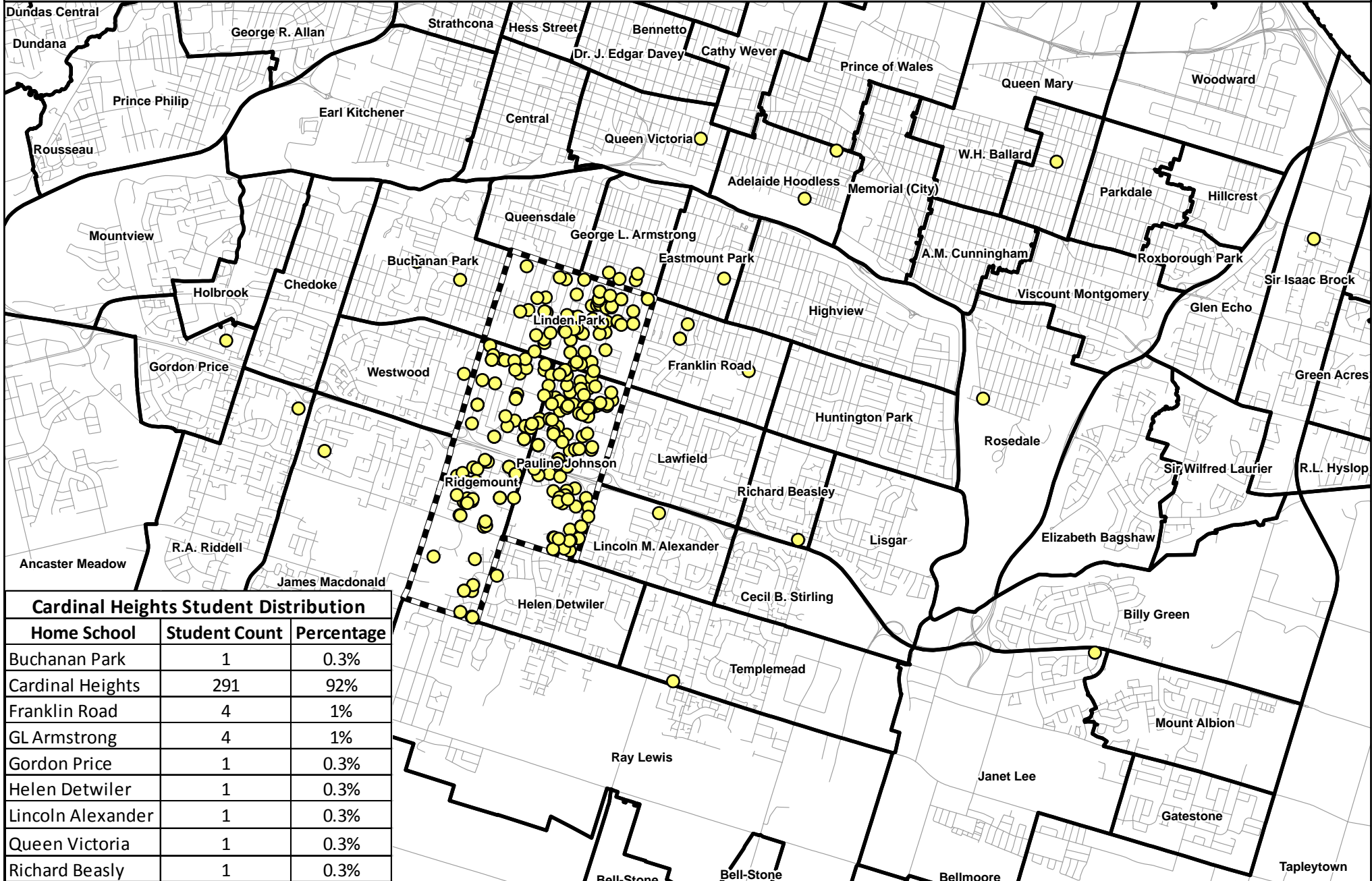
0      0.45      0.9      1.8  
 KM

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

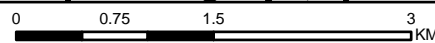


**Planning & Accommodation**  
 July 2013  
 Planning and Accommodation

# Cardinal Heights 2012/ 2013 Student Distribution



Cardinal Heights Student Distribution		
Home School	Student Count	Percentage
Buchanan Park	1	0.3%
Cardinal Heights	291	92%
Franklin Road	4	1%
GL Armstrong	4	1%
Gordon Price	1	0.3%
Helen Detwiler	1	0.3%
Lincoln Alexander	1	0.3%
Queen Victoria	1	0.3%
Richard Beasley	1	0.3%
Templemead	1	0.3%
Westwood	1	0.3%
<i>Special Education</i>	11	3%
<b>Total</b>	<b>318</b>	<b>100%</b>



● Cardinal Heights Students

▭ Elementary School Boundary  
 ▭ Cardinal Heights Boundary



**Planning & Accommodation**  
 Oct 2013  
 Planning and Accommodation





# School Report



Assessments of Reading, Writing and Mathematics  
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2011–2012

**School: Cardinal Heights Sr PS (084050)**  
**Board: Hamilton-Wentworth DSB (66141)**

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

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

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

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

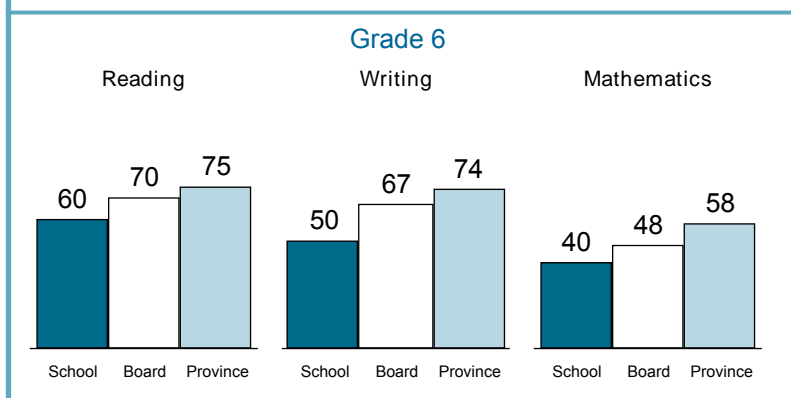
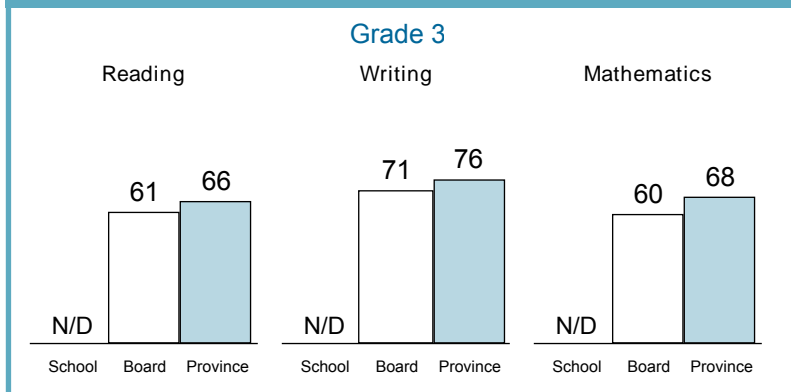
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach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

Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2011–2012 .....	1	1
• Over time .....	2	3
Tips for using this report .....	4	4
Contextual information: 2011–2012 .....	5	9
Results for groups of students: 2011–2012		
• All students .....	6	10
• Participating students .....	7	11
• Students by gender.....	8	12
Contextual information: Over time .....	13	17
Results for all students: Over time .....	14–16	18–20
Results for all students: Over time by gender.....	21	22
Student questionnaire results .....	23–28	29–34
Explanation of terms .....	35	35

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



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

Percentage of Students: Grade 3

Reading

Writing

Mathematics

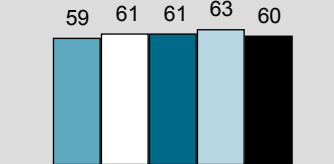
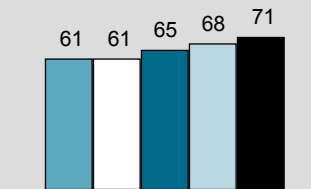
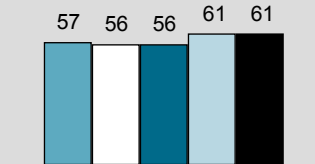
SCHOOL

N/D N/D N/D N/D N/D

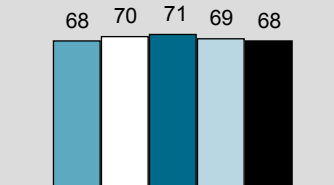
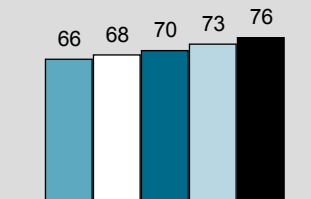
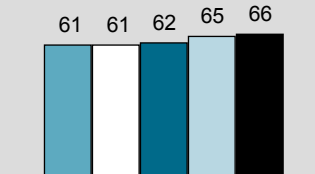
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N/D N/D N/D N/D N/D

BOARD



PROVINCE

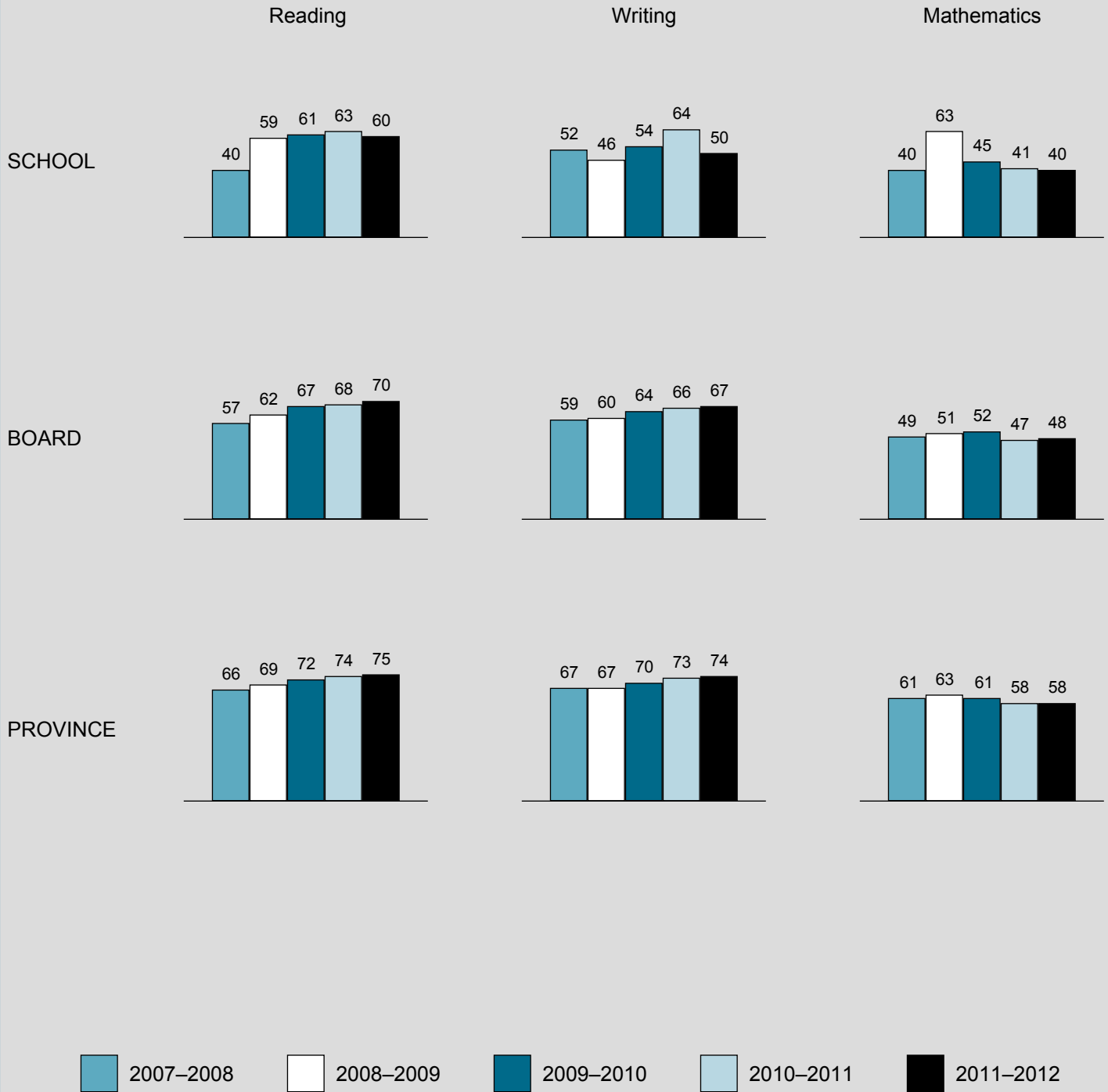


Total Number of Grade 3 Students

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	0	0	0	0	0
Board	3 499	3 369	3 475	3 281	3 475
Province	128 660	125 481	127 789	124 117	126 455

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

Percentage of Students: Grade 6



	Total Number of Grade 6 Students				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	73	70	80	70	62
Board	3 806	3 690	3 745	3 559	3 467
Province	140 420	136 076	134 294	132 308	129 477





# HWDSB School Report

August 9, 2013

## Eastmount Park

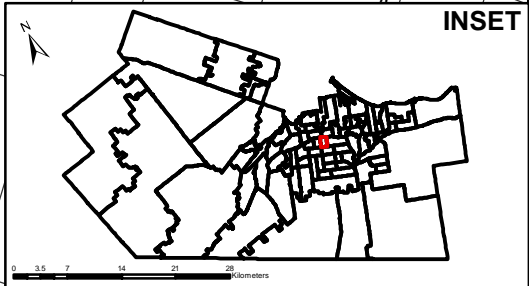
Address:	155 East 26th Street	Grades:	JK-6
City:	Hamilton	Current FI Grades:	
Postal Code:	L8V 3C5	FDK Implementation Date:	2014-2015
Portables:	0	Capacity:	348
Portapaks:	0	2012 Enrolment:	219
		Utilization:	63%
Number Of Storeys:	1	2017 Enrolment:	211
Original Construction Year:	1959	Utilization:	60%
Building Addition Years:	1962	2022 Enrolment:	209
Site Acres:	1.7	Utilization:	60%
Building Gross (Ft2):	29,196	**All Enrolments are Nominal Counts	
Building Gross (M2):	2,712		



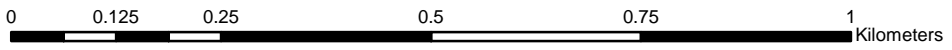


# Eastmount Park Boundary 2013/2014

Grades JK to 6

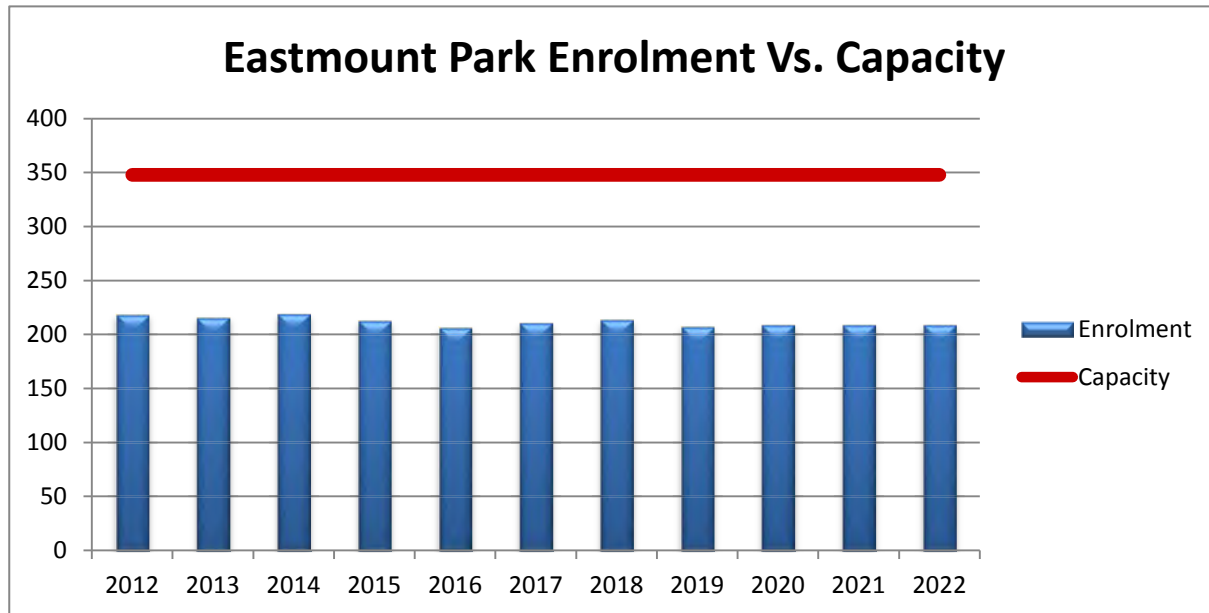


▲ Junior Elementary School



## Eastmount Park Enrolment By Grade

Eastmount Park	OTG: 348												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	26	36	22	24	36	33	21	21	0	0	0	219	63%
2013	26	25	36	22	24	34	31	18	0	0	0	216	62%
2014	26	27	27	36	22	23	32	26	0	0	0	219	63%
2015	26	27	28	27	36	21	21	27	0	0	0	213	61%
2016	26	27	28	28	27	34	20	18	0	0	0	207	60%
2017	26	27	28	28	28	25	32	17	0	0	0	211	60%
2018	26	27	28	28	28	26	24	27	0	0	0	214	61%
2019	26	27	28	28	28	26	25	20	0	0	0	208	60%
2020	26	27	28	28	28	26	25	21	0	0	0	209	60%
2021	26	27	28	28	28	26	25	21	0	0	0	209	60%
2022	26	27	28	28	28	26	25	21	0	0	0	209	60%



# Eastmount Park Grade Organization

G.4

October 2012

Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
<b>English</b>															
(14A)	A.M.	19	1	0	0	0	0	0	0	0	0	0	0	20	10.00
(12B)		7	15	0	0	0	0	0	0	0	0	0	0	22	11.00
(14B)	P.M.	0	20	0	0	0	0	0	0	0	0	0	0	20	10.00
(3)		0	0	0	22	0	0	0	0	0	0	0	0	22	22.00
(4)		0	0	0	0	20	0	0	0	0	0	0	0	20	20.00
(6)		0	0	0	0	4	18	0	0	0	0	0	0	22	22.00
(2)		0	0	0	0	0	18	4	0	0	0	0	0	22	22.00
(18)		0	0	0	0	0	0	25	0	0	0	0	0	25	25.00
(19)		0	0	0	0	0	0	4	21	0	0	0	0	25	25.00
(21)		0	0	0	0	0	0	0	0	21	0	0	0	21	21.00
Subtotal		26	36	0	22	24	36	33	21	21	0	0	0	219	188.00
<b>Grand Total</b>		26	36	0	22	24	36	33	21	21	0	0	0	219	188.00





School  
Property Line

Site Acres: 1.7



0 0.005 0.01 0.02  
KM







Planning &  
Accommodation

August 2013

Planning and Accommodation

# Walking Distance Boundary- Eastmount Park



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

0 0.175 0.35 0.7 KM

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



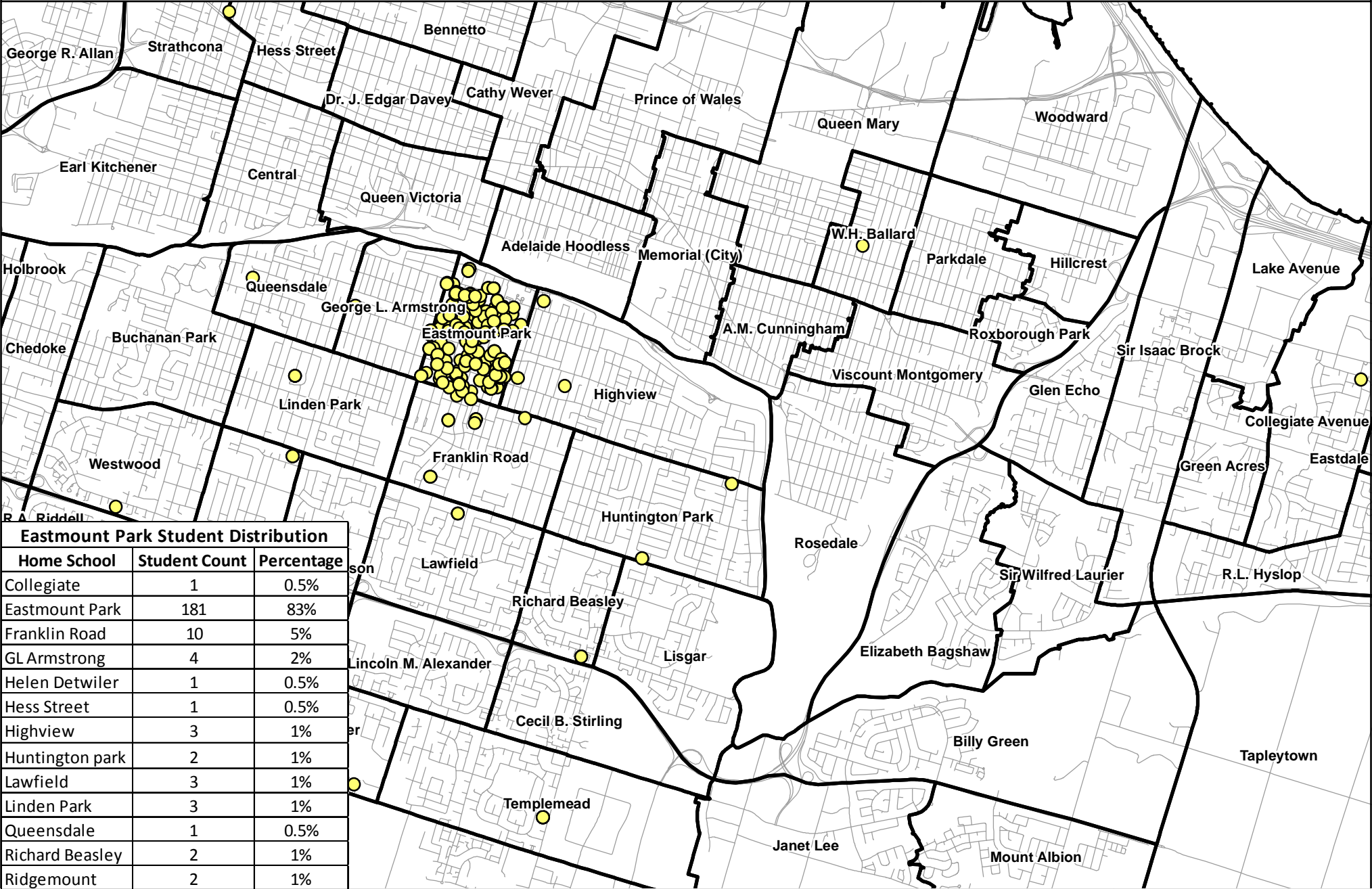
**Planning & Accommodation**

July 2013

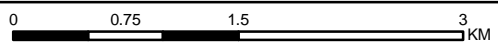
Planning and Accommodation



# Eastmount Park 2012/ 2013 Student Distribution



Eastmount Park Student Distribution		
Home School	Student Count	Percentage
Collegiate	1	0.5%
Eastmount Park	181	83%
Franklin Road	10	5%
GL Armstrong	4	2%
Helen Detwiler	1	0.5%
Hess Street	1	0.5%
Highview	3	1%
Huntington park	2	1%
Lawfield	3	1%
Linden Park	3	1%
Queensdale	1	0.5%
Richard Beasley	2	1%
Ridgemount	2	1%
Templemead	3	1%
WH Ballard	1	0.5%
Westwood	1	0.5%
<b>Total</b>	<b>219</b>	<b>100%</b>



Eastmount Park Students

Elementary School Boundary



July 2013

Planning and Accommodation



# School Report



Assessments of Reading, Writing and Mathematics  
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2011–2012

**School: Eastmount Park Jr PS (163872)**  
**Board: Hamilton-Wentworth DSB (66141)**

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

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

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

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

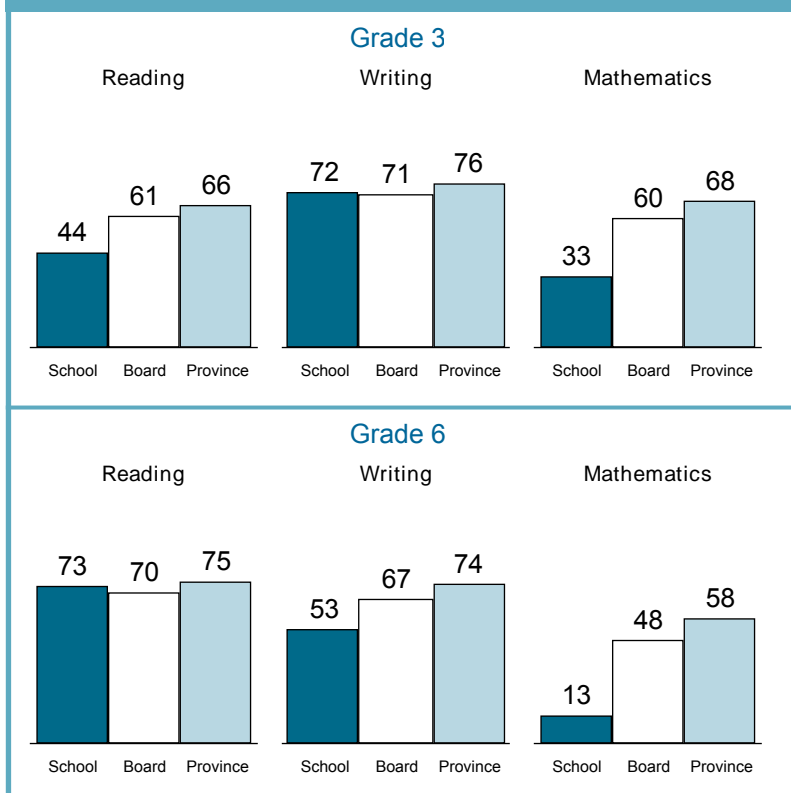
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach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

Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2011–2012 .....	1	1
• Over time .....	2	3
Tips for using this report .....	4	4
Contextual information: 2011–2012 .....	5	9
Results for groups of students: 2011–2012		
• All students .....	6	10
• Participating students .....	7	11
• Students by gender.....	8	12
Contextual information: Over time .....	13	17
Results for all students: Over time .....	14–16	18–20
Results for all students: Over time by gender.....	21	22
Student questionnaire results .....	23–28	29–34
Explanation of terms .....	35	35

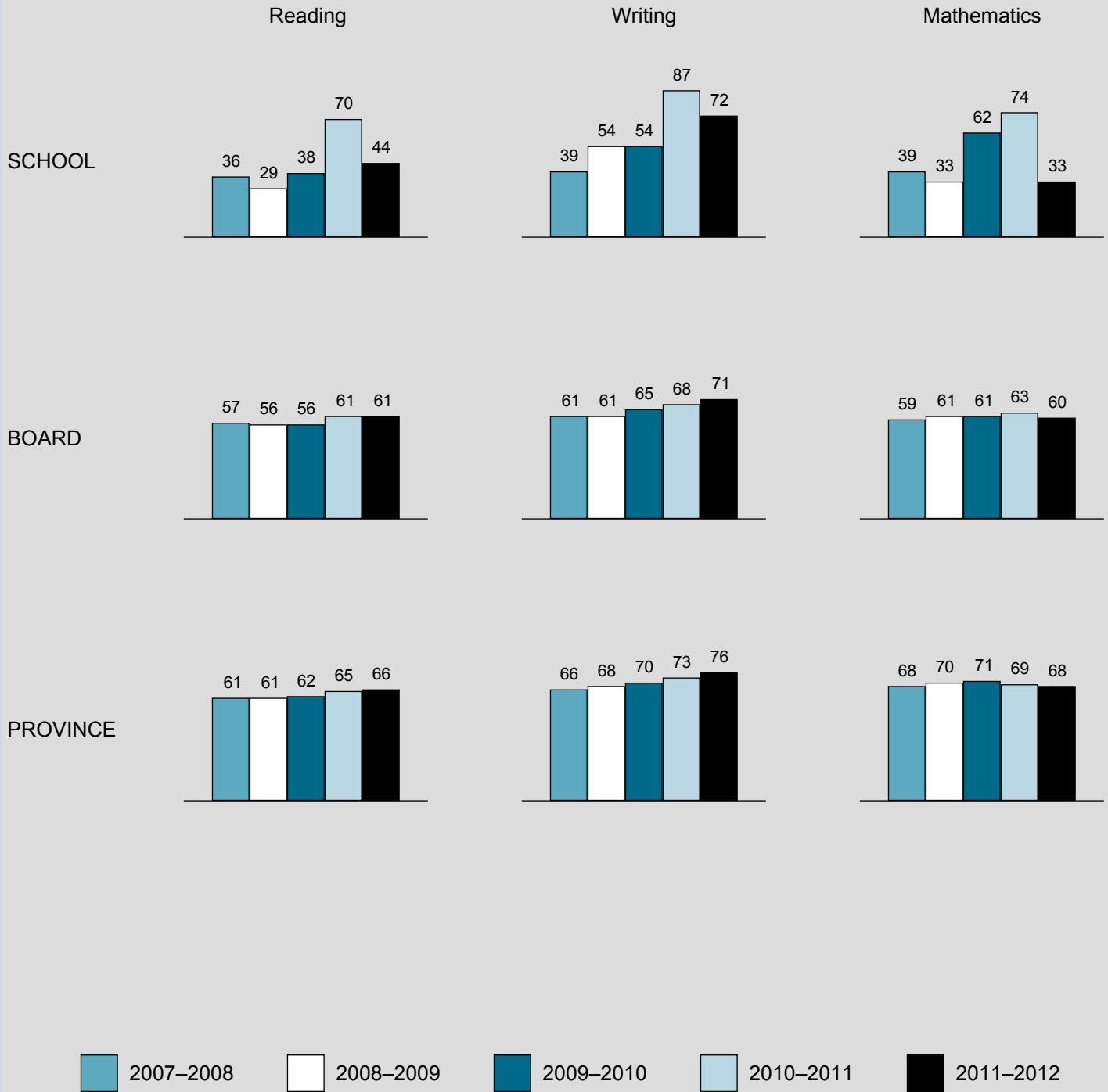
## PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2011–2012





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

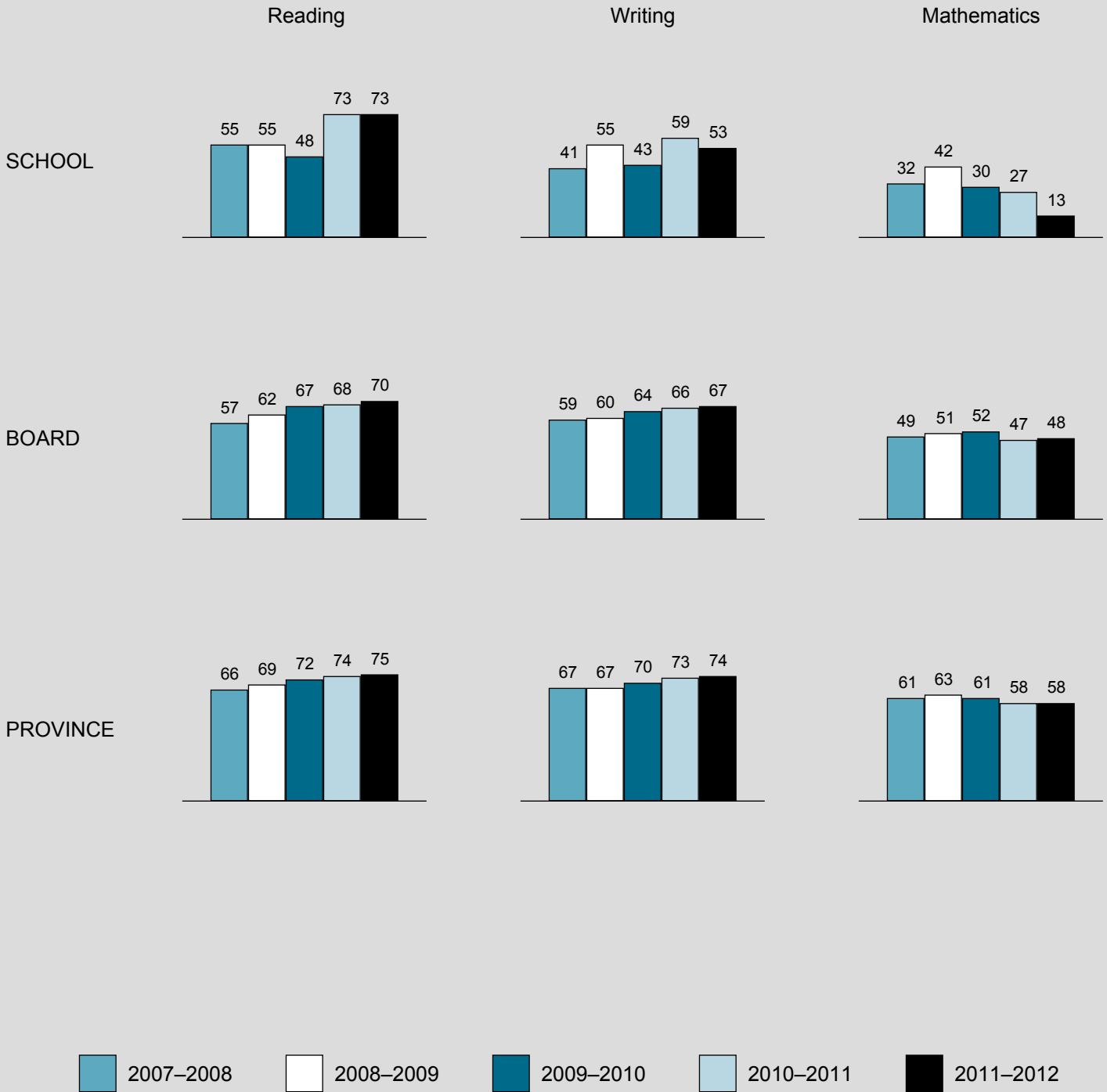
Percentage of Students: Grade 3



	Total Number of Grade 3 Students				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	28	24	26	23	36
Board	3 499	3 369	3 475	3 281	3 475
Province	128 660	125 481	127 789	124 117	126 455

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

Percentage of Students: Grade 6



	Total Number of Grade 6 Students				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	22	31	23	22	15
Board	3 806	3 690	3 745	3 559	3 467
Province	140 420	136 076	134 294	132 308	129 477



# HWDSB School Report

August 9, 2013

## Franklin Road

Address:	500 Franklin Road	Grades:	JK-8
City:	Hamilton	Current FI Grades:	
Postal Code:	L8V 2A4	FDK Implementation Date:	2013-2014
Portables:	0	Capacity:	463
Portapaks:	0	2012 Enrolment:	351
		Utilization:	76%
Number Of Storeys:	1	2017 Enrolment:	343
Original Construction Year:	1954	Utilization:	74%
Building Addition Years:	1956, 1959, 1961	2022 Enrolment:	338
Site Acres:	7.75	Utilization:	73%
Building Gross (Ft2):	37,416	**All Enrolments are Nominal Counts	
Building Gross (M2):	3,476		



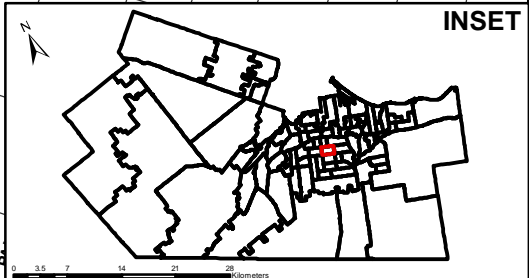


# Franklin Road Boundary 2013/2014

Grades JK to 8

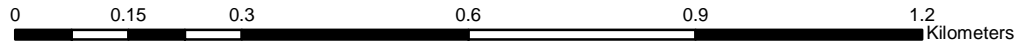


Franklin Road



INSET

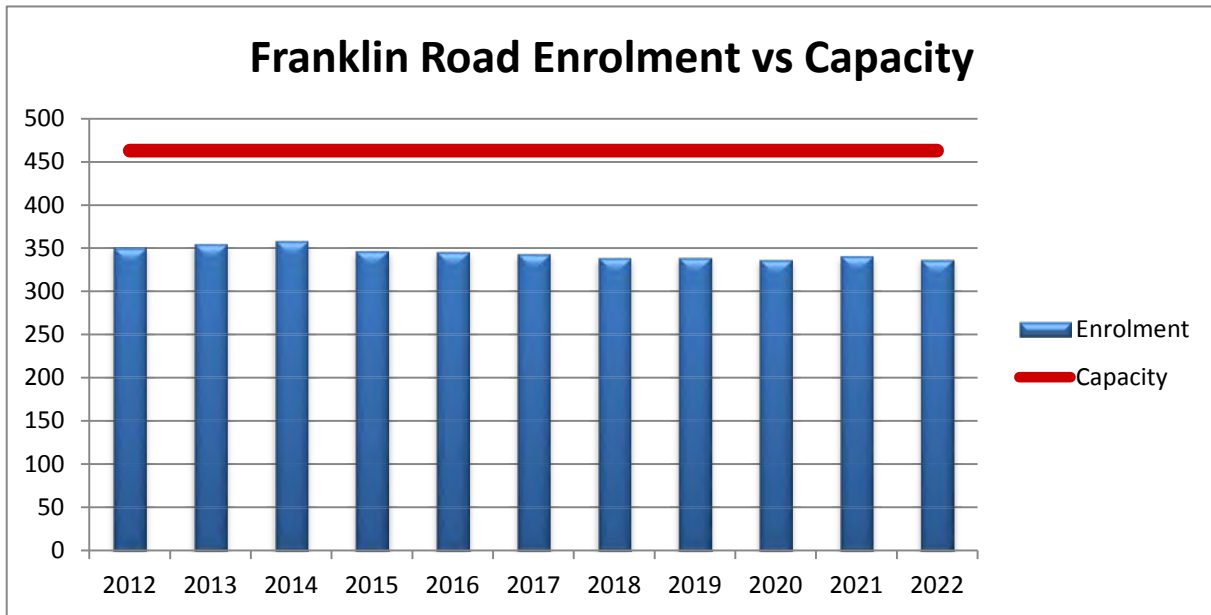
◆ Elementary School





## Franklin Road Enrolment By Grade

Franklin Road	OTG: 463												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	39	29	35	31	36	34	32	43	31	29	12	351	76%
2013	39	37	28	35	30	36	34	30	43	31	12	355	77%
2014	39	39	36	28	33	30	36	32	30	43	12	358	77%
2015	35	39	36	36	26	34	31	34	33	31	12	347	75%
2016	35	35	36	36	34	27	35	29	34	33	12	346	75%
2017	35	35	32	36	34	35	27	33	29	34	12	343	74%
2018	35	35	32	32	34	35	35	26	33	29	12	339	73%
2019	35	35	32	32	31	35	35	33	26	33	12	340	73%
2020	35	35	32	32	31	32	35	33	33	26	12	337	73%
2021	35	35	32	32	31	32	32	33	33	33	12	341	74%
2022	35	35	32	32	31	32	32	30	33	33	12	338	73%



Franklin Road Grade Organization

H.4

October 2012

Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
<b>English</b>															
(JKAH)	A.M.	19	0	0	0	0	0	0	0	0	0	0	0	19	9.50
(JKPH)	P.M.	13	0	0	0	0	0	0	0	0	0	0	0	13	6.50
(KSPF)	P.M.	7	9	0	0	0	0	0	0	0	0	0	0	16	8.00
(KSAF)	A.M.	0	20	0	0	0	0	0	0	0	0	0	0	20	10.00
(1R)		0	0	0	19	0	0	0	0	0	0	0	0	19	19.00
(1C)		0	0	0	16	4	0	0	0	0	0	0	0	20	20.00
(2C)		0	0	0	0	19	0	0	0	0	0	0	0	19	19.00
(2H)		0	0	0	0	8	12	0	0	0	0	0	0	20	20.00
(3M)		0	0	0	0	0	20	0	0	0	0	0	0	20	20.00
(3MG)		0	0	0	0	0	4	19	0	0	0	0	0	23	23.00
(4/5N)		0	0	0	0	0	0	15	10	0	0	0	0	25	25.00
(5M)		0	0	0	0	0	0	0	22	0	0	0	0	22	22.00
(6B)		0	0	0	0	0	0	0	0	27	0	0	0	27	27.00
(6/7W)		0	0	0	0	0	0	0	0	16	9	0	0	25	25.00
(7/8L)		0	0	0	0	0	0	0	0	0	22	0	0	22	22.00
(8M)		0	0	0	0	0	0	0	0	0	0	29	0	29	29.00
Subtotal		39	29	0	35	31	36	34	32	43	31	29	0	339	305.00
<b>Special Education</b>															
(S9L)	Speech & Language	0	0	0	0	0	0	0	0	0	0	0	12	12	12.00
Subtotal		0	0	0	0	0	0	0	0	0	0	0	12	12	12.00
<b>Grand Total</b>		<b>39</b>	<b>29</b>	<b>0</b>	<b>35</b>	<b>31</b>	<b>36</b>	<b>34</b>	<b>32</b>	<b>43</b>	<b>31</b>	<b>29</b>	<b>12</b>	<b>351</b>	<b>317.00</b>

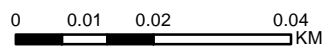
# Franklin Road Site Plan

H.5



School Property Line

Site Acres: 7.75



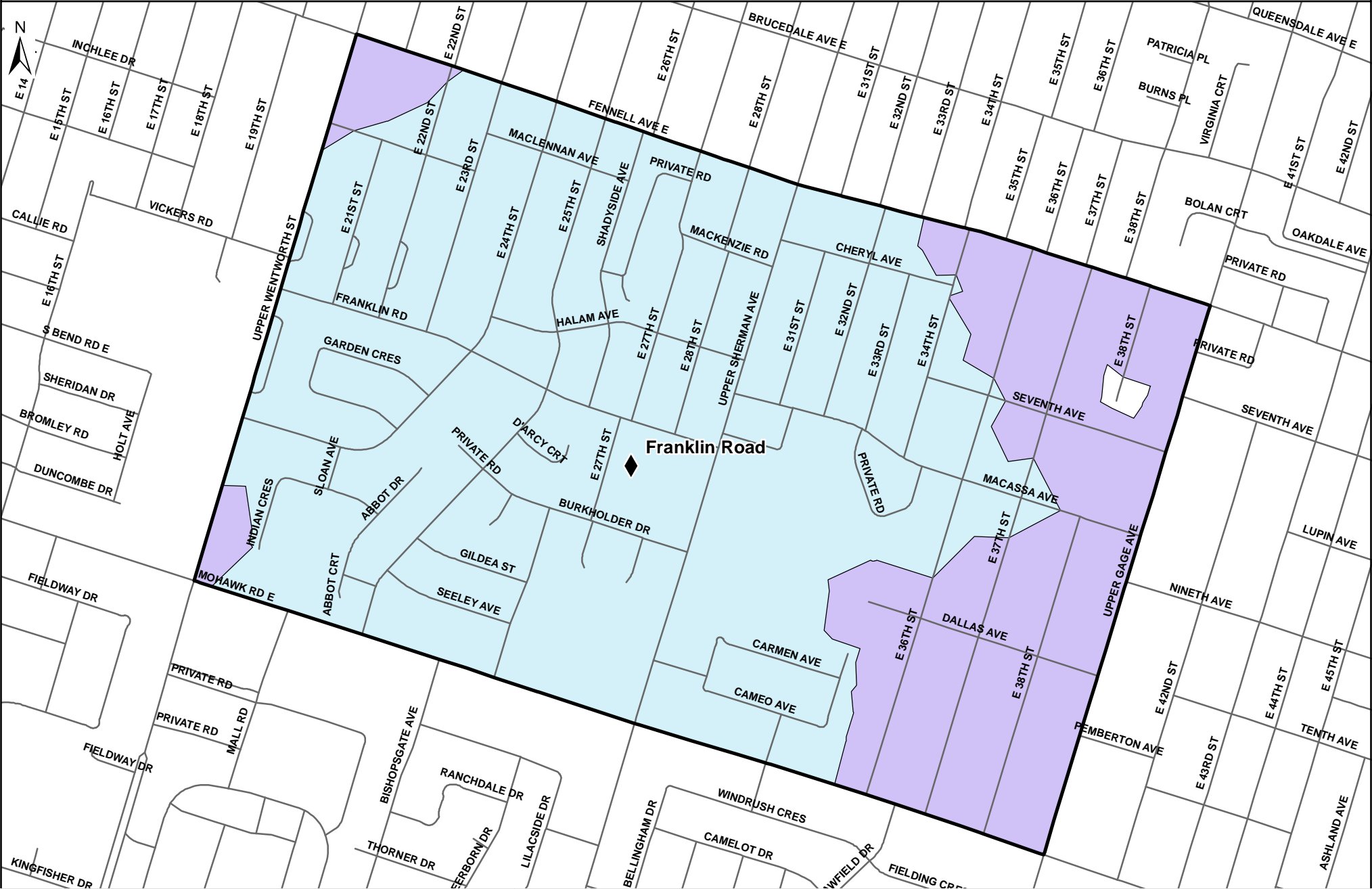
Planning & Accommodation





August 2013

Planning and Accommodation



# Walking Distance Boundary- Franklin Road



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

0 0.15 0.3 0.6 KM

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



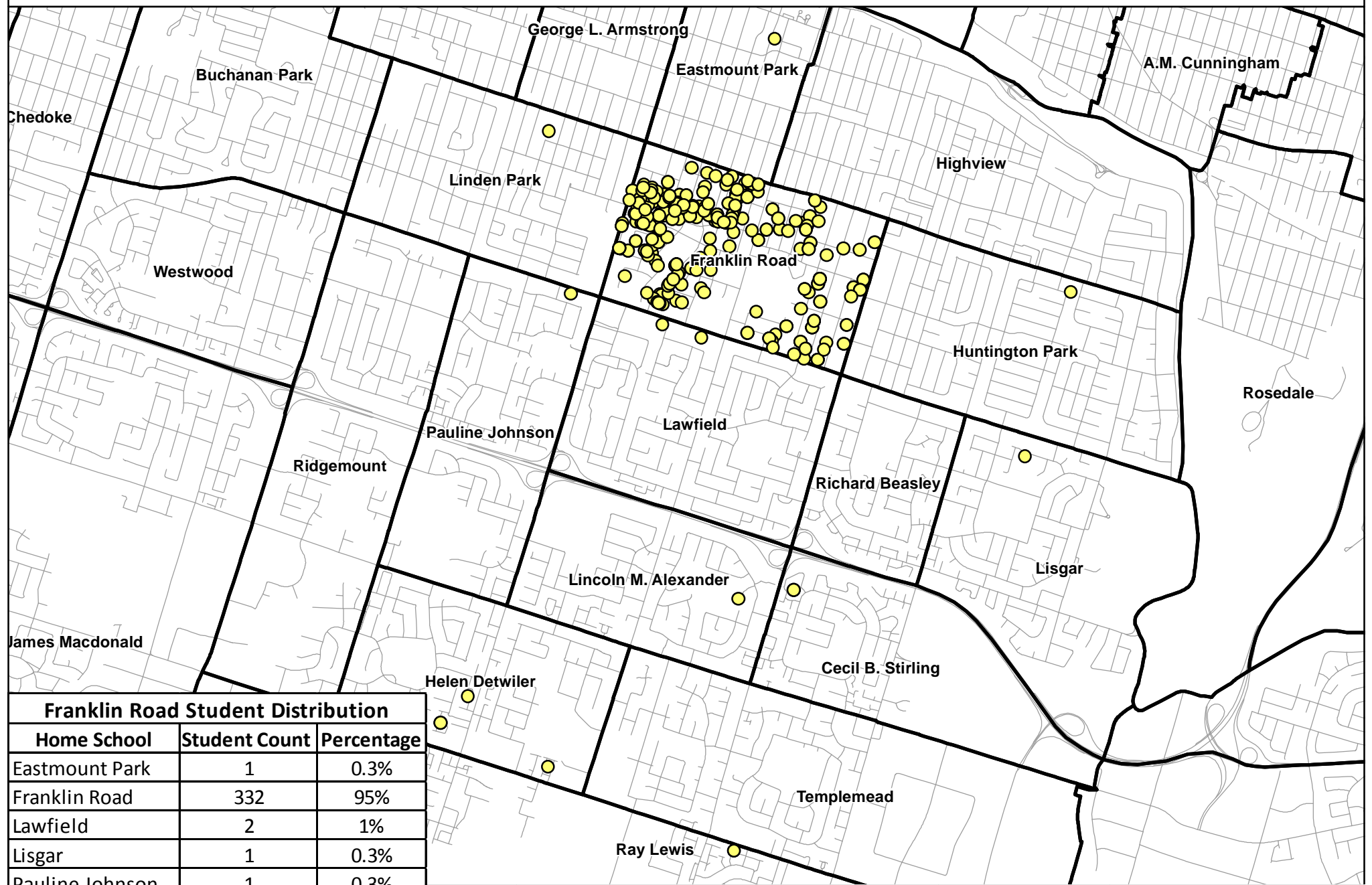
**Planning & Accommodation**

July 2013

Planning and Accommodation



# Franklin Road 2012/ 2013 Student Distribution



Franklin Road Student Distribution		
Home School	Student Count	Percentage
Eastmount Park	1	0.3%
Franklin Road	332	95%
Lawfield	2	1%
Lisgar	1	0.3%
Pauline Johnson	1	0.3%
Ray Lewis	2	1%
<i>Special Education</i>	12	3%
<b>Total</b>	<b>351</b>	<b>100%</b>

● Franklin Road Students

□ Elementary School Boundary





# School Report



Assessments of Reading, Writing and Mathematics  
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2011–2012

**School: Franklin Road (203912)**  
**Board: Hamilton-Wentworth DSB (66141)**

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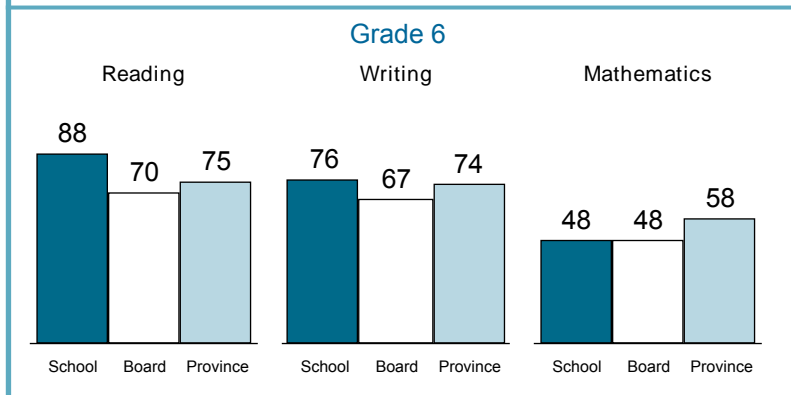
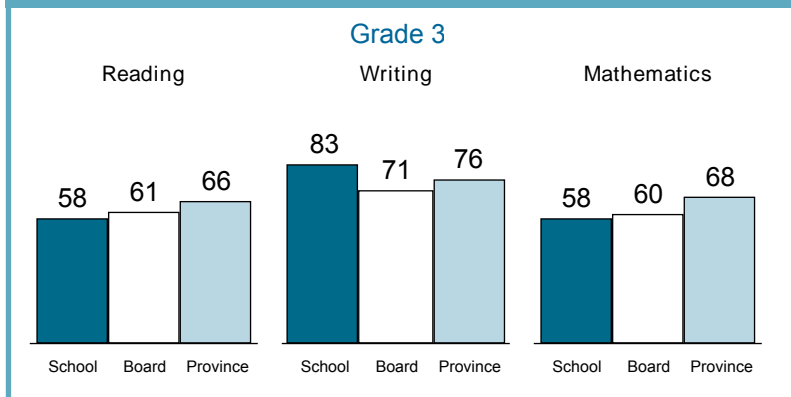
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Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

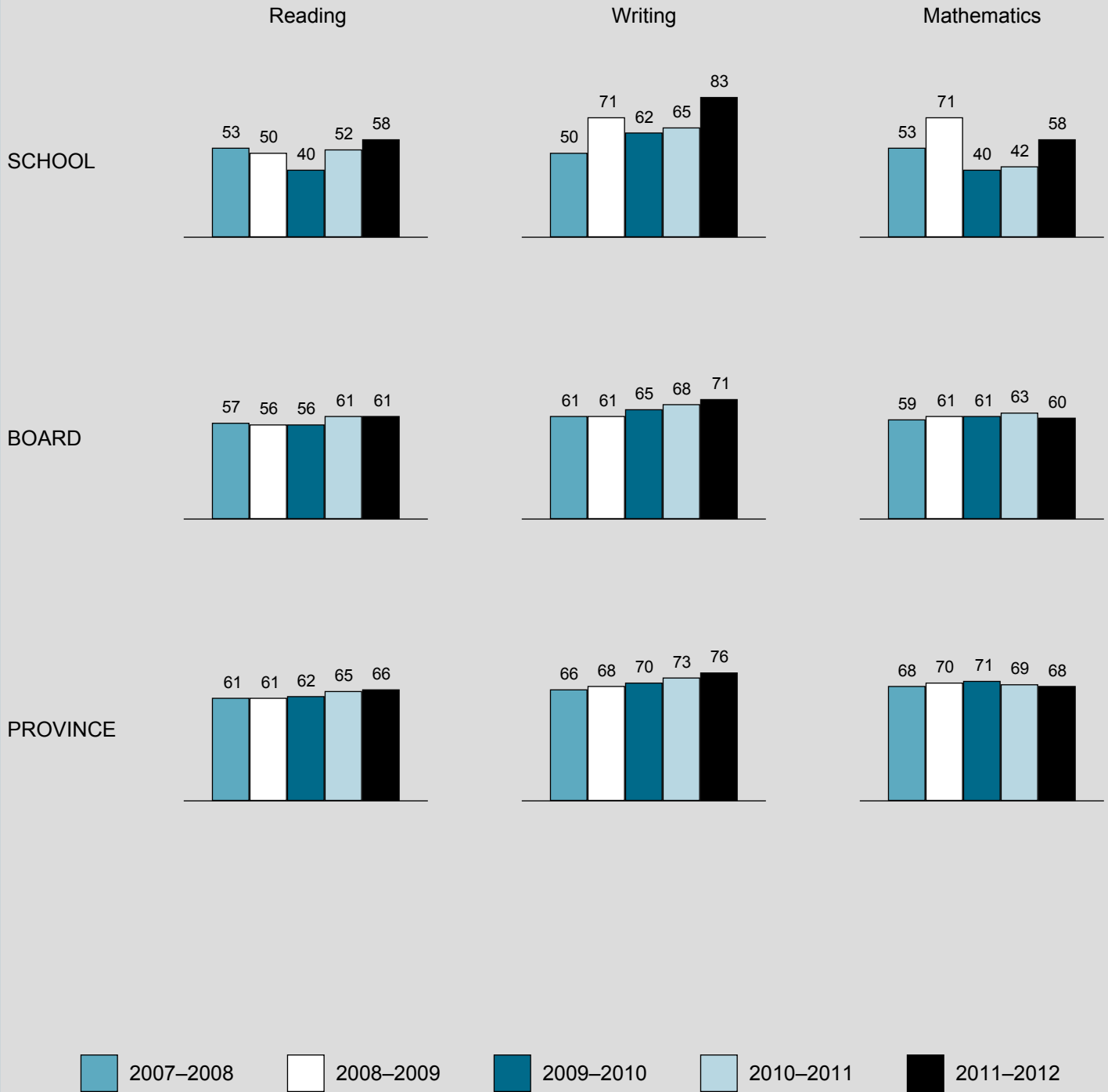
WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2011–2012 .....	1	1
• Over time .....	2	3
Tips for using this report .....	4	4
Contextual information: 2011–2012 .....	5	9
Results for groups of students: 2011–2012		
• All students .....	6	10
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Contextual information: Over time .....	13	17
Results for all students: Over time .....	14–16	18–20
Results for all students: Over time by gender.....	21	22
Student questionnaire results .....	23–28	29–34
Explanation of terms .....	35	35

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



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

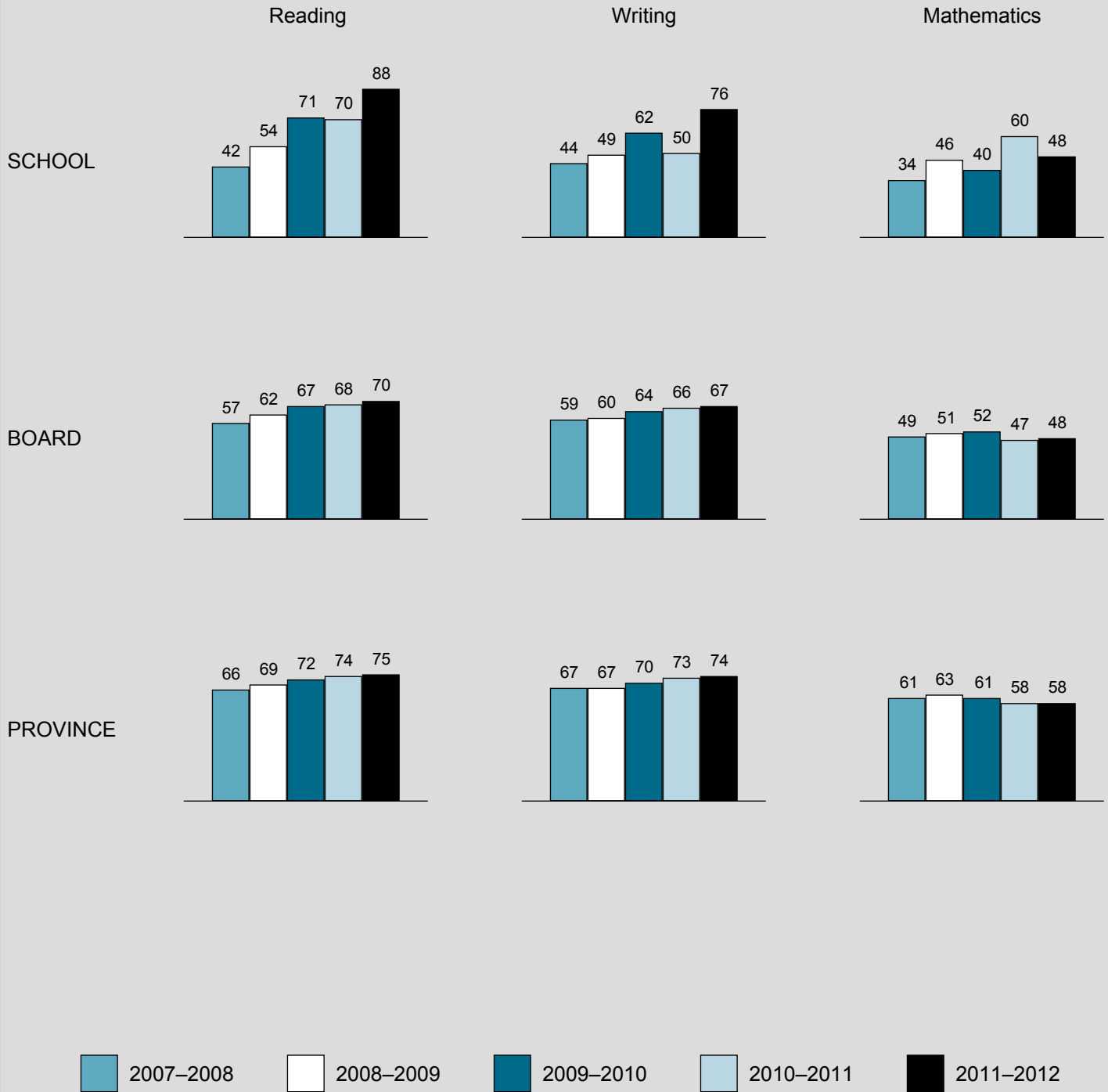
Percentage of Students: Grade 3



	Total Number of Grade 3 Students				
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
School	36	42	42	31	36
Board	3 499	3 369	3 475	3 281	3 475
Province	128 660	125 481	127 789	124 117	126 455

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

Percentage of Students: Grade 6



	Total Number of Grade 6 Students				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	50	37	45	30	33
Board	3 806	3 690	3 745	3 559	3 467
Province	140 420	136 076	134 294	132 308	129 477





# HWDSB School Report

August 9, 2013

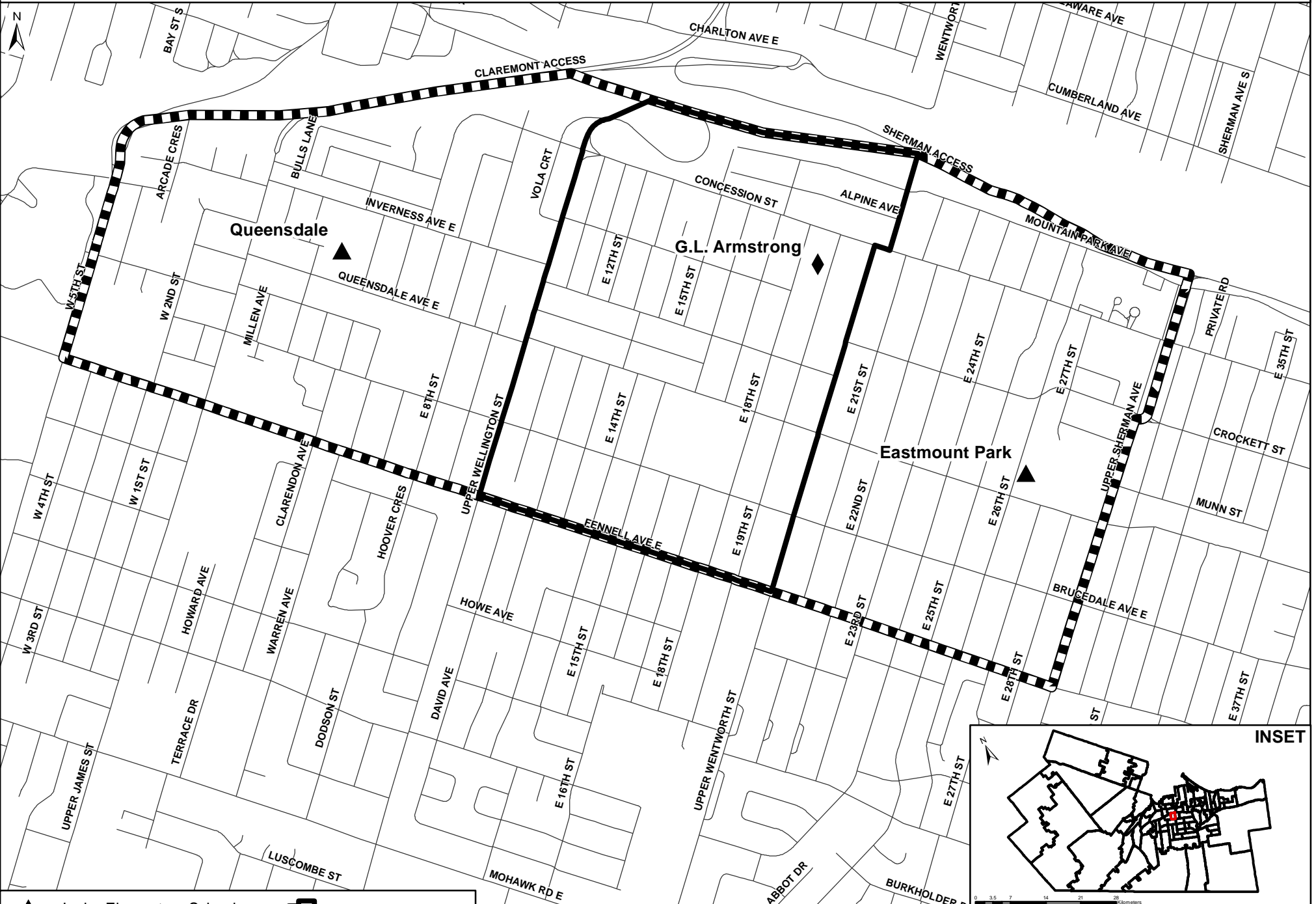
## George L. Armstrong

Address:	460 Concession Street	Grades:	JK-8
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 1C3	FDK Implementation Date:	2013-2014
Portables:	0	Capacity:	633
Portapaks:	0	2012 Enrolment:	338
		Utilization:	53%
Number Of Storeys:	3	2017 Enrolment:	289
Original Construction Year:	1930	Utilization:	46%
Building Addition Years:	1952, 1987	2022 Enrolment:	238
Site Acres:	4.55	Utilization:	38%
Building Gross (Ft2):	58,133	**All Enrolments are Nominal Counts	
Building Gross (M2):	5,401		

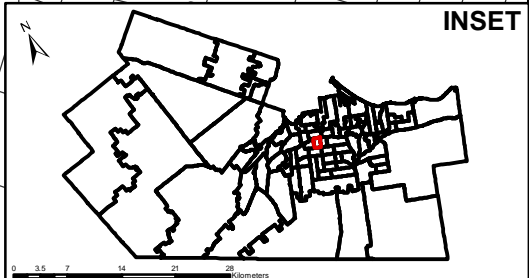
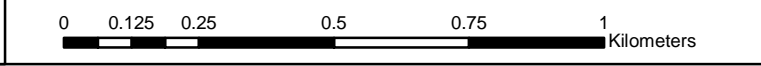


# G. L. Armstrong Boundary 2013/2014

Grades JK to 8

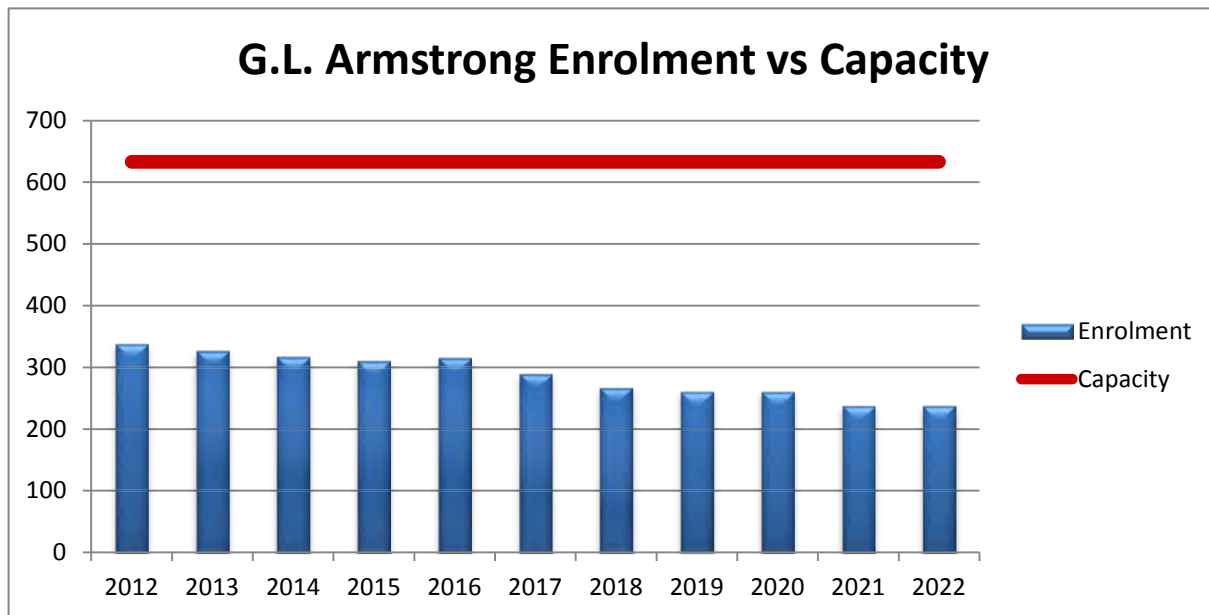


- ▲ Junior Elementary School
- ◆ Elementary School
- JK- 6 Boundary
- ▨ 7- 8 Boundary



## G.L. Armstrong Enrolment By Grade

George L. Armstrong	OTG: 633												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	13	35	22	30	31	29	19	29	54	65	11	338	53%
2013	20	17	32	21	30	30	29	18	66	54	11	327	52%
2014	20	20	16	30	21	29	30	31	45	66	11	318	50%
2015	20	20	15	15	30	20	29	32	75	45	11	311	49%
2016	20	20	15	15	15	28	20	31	67	75	11	316	50%
2017	20	20	15	15	15	14	28	22	63	67	11	289	46%
2018	20	20	15	15	15	14	14	31	50	63	11	266	42%
2019	20	20	15	15	15	14	14	15	74	50	11	261	41%
2020	20	20	15	15	15	14	14	15	49	74	11	261	41%
2021	20	20	15	15	15	14	14	15	50	49	11	237	37%
2022	20	20	15	15	15	14	14	15	50	50	11	238	38%





October 2012

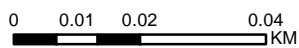
Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
<b>English</b>															
P.M.		7	15	0	0	0	0	0	0	0	0	0	0	22	11.00
A.M.		6	15	0	0	0	0	0	0	0	0	0	0	21	10.50
(1/SK)		0	5	0	14	0	0	0	0	0	0	0	0	19	16.50
(1/2)		0	0	0	8	12	0	0	0	0	0	0	0	20	20.00
(2/3)		0	0	0	0	18	4	0	0	0	0	0	0	22	22.00
(3)		0	0	0	0	0	20	0	0	0	0	0	0	20	20.00
(3/4)		0	0	0	0	0	7	14	0	0	0	0	0	21	21.00
(4/5)		0	0	0	0	0	0	15	10	0	0	0	0	25	25.00
(5/6)		0	0	0	0	0	0	0	9	15	0	0	0	24	24.00
(6/7)		0	0	0	0	0	0	0	0	9	14	0	0	23	23.00
(QUES)		0	0	0	0	0	0	0	0	5	7	14	0	26	26.00
(71)		0	0	0	0	0	0	0	0	0	27	0	0	27	27.00
(7/8)		0	0	0	0	0	0	0	0	0	6	22	0	28	28.00
(81)		0	0	0	0	0	0	0	0	0	0	29	0	29	29.00
(5/6)		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal		13	35	0	22	30	31	29	19	29	54	65	0	327	303.00
<b>Special Education</b>															
(SCOM)		0	0	0	0	0	0	0	0	0	0	0	11	11	11.00
Subtotal		0	0	0	0	0	0	0	0	0	0	0	11	11	11.00
<b>Grand Total</b>		13	35	0	22	30	31	29	19	29	54	65	11	338	314.00





School Property Line

Site Acres: 4.55



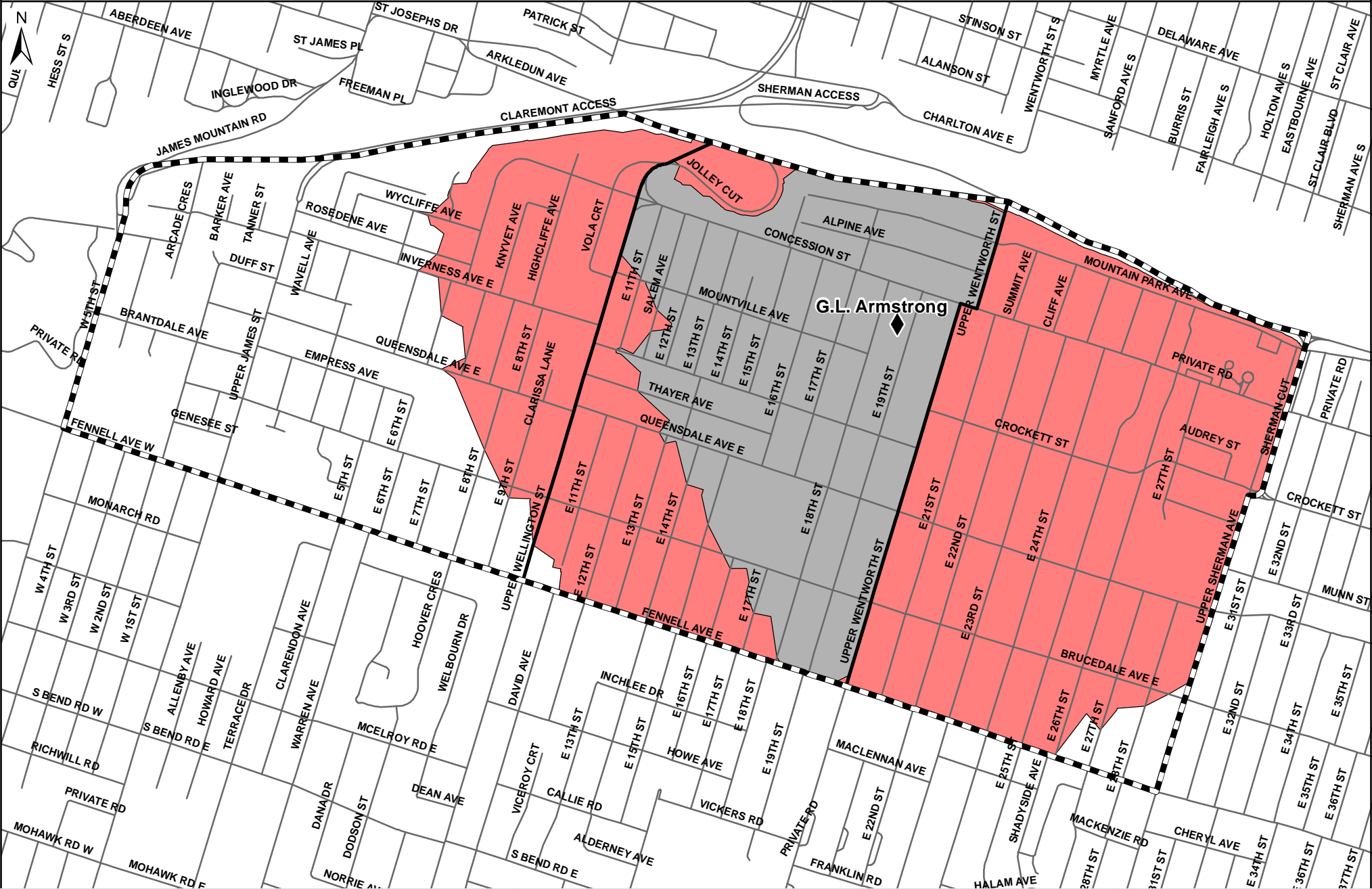
Planning & Accommodation

August 2013

Planning and Accommodation



# Walking Distance Boundary- George L. Armstrong



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

0 0.225 0.45 0.9 KM

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

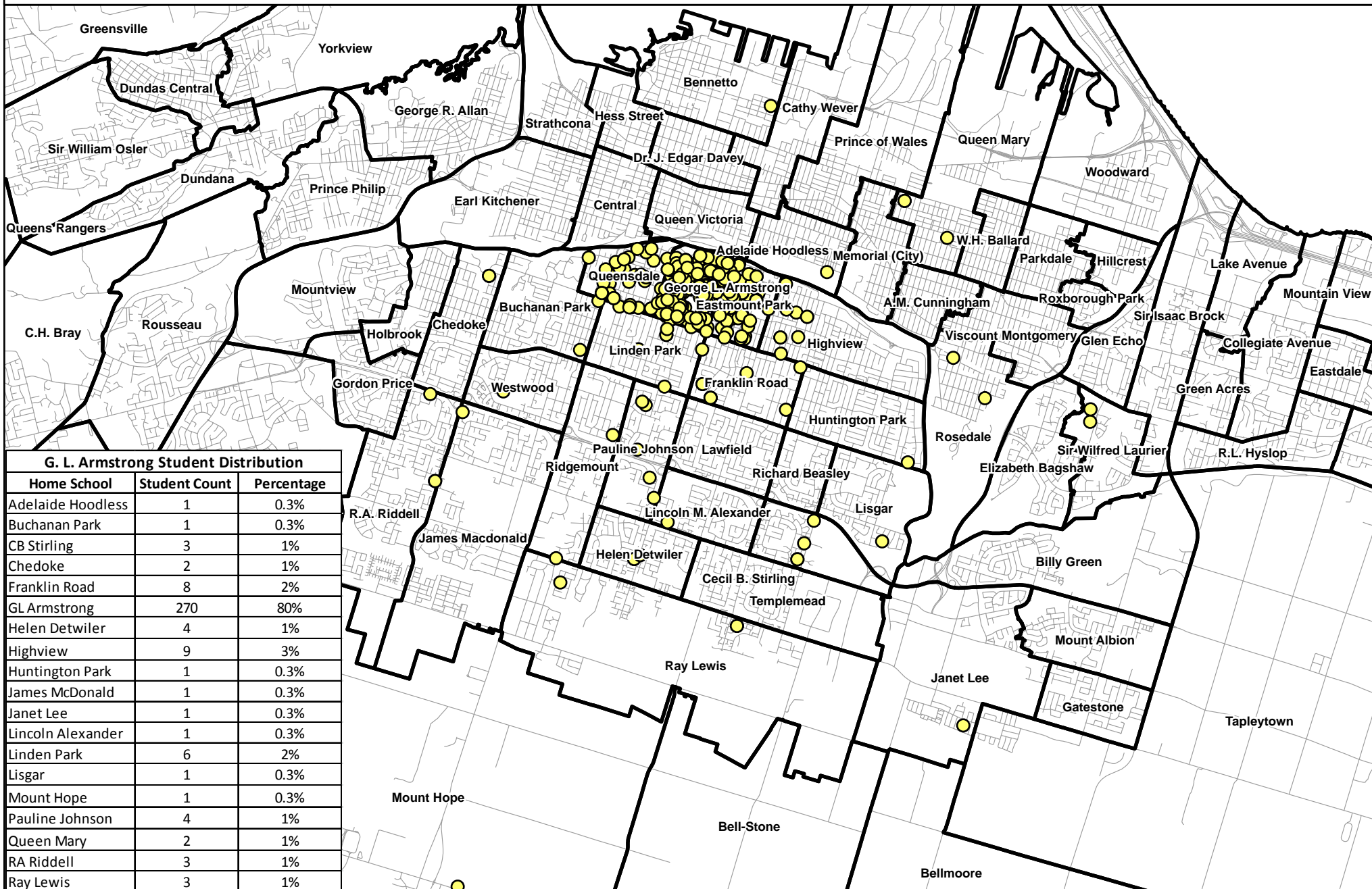


**Planning & Accommodation**

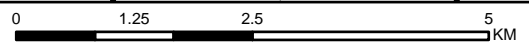
July 2013

Planning and Accommodation

# George L. Armstrong 2012/ 2013 Student Distribution



G. L. Armstrong Student Distribution		
Home School	Student Count	Percentage
Adelaide Hoodless	1	0.3%
Buchanan Park	1	0.3%
CB Stirling	3	1%
Chedoke	2	1%
Franklin Road	8	2%
GL Armstrong	270	80%
Helen Detwiler	4	1%
Highview	9	3%
Huntington Park	1	0.3%
James McDonald	1	0.3%
Janet Lee	1	0.3%
Lincoln Alexander	1	0.3%
Linden Park	6	2%
Lisgar	1	0.3%
Mount Hope	1	0.3%
Pauline Johnson	4	1%
Queen Mary	2	1%
RA Riddell	3	1%
Ray Lewis	3	1%
Ridgemount	2	1%
Rosedale	2	1%
Tapleystown	1	0.3%
Special Education	11	3.3%
<b>Total</b>	<b>338</b>	<b>100%</b>



George L. Armstrong Students
  Elementary School Boundary



July 2013  
 Planning and Accommodation



# School Report



Assessments of Reading, Writing and Mathematics  
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2011–2012

**School: George L Armstrong PS (212490)**  
**Board: Hamilton-Wentworth DSB (66141)**

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

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

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

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

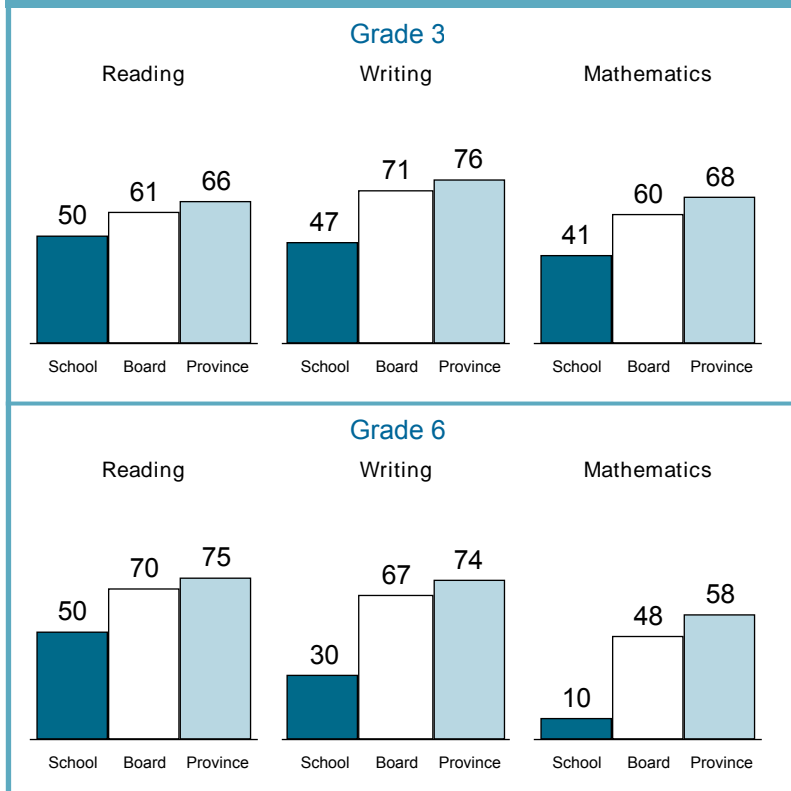
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach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

Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
<b>Percentages of all students at or above the provincial standard:</b>		
• 2011–2012 .....	1	1
• Over time .....	2	3
Tips for using this report .....	4	4
Contextual information: 2011–2012 .....	5	9
<b>Results for groups of students: 2011–2012</b>		
• All students .....	6	10
• Participating students .....	7	11
• Students by gender .....	8	12
Contextual information: Over time .....	13	17
Results for all students: Over time .....	14–16	18–20
Results for all students: Over time by gender .....	21	22
Student questionnaire results .....	23–28	29–34
Explanation of terms .....	35	35

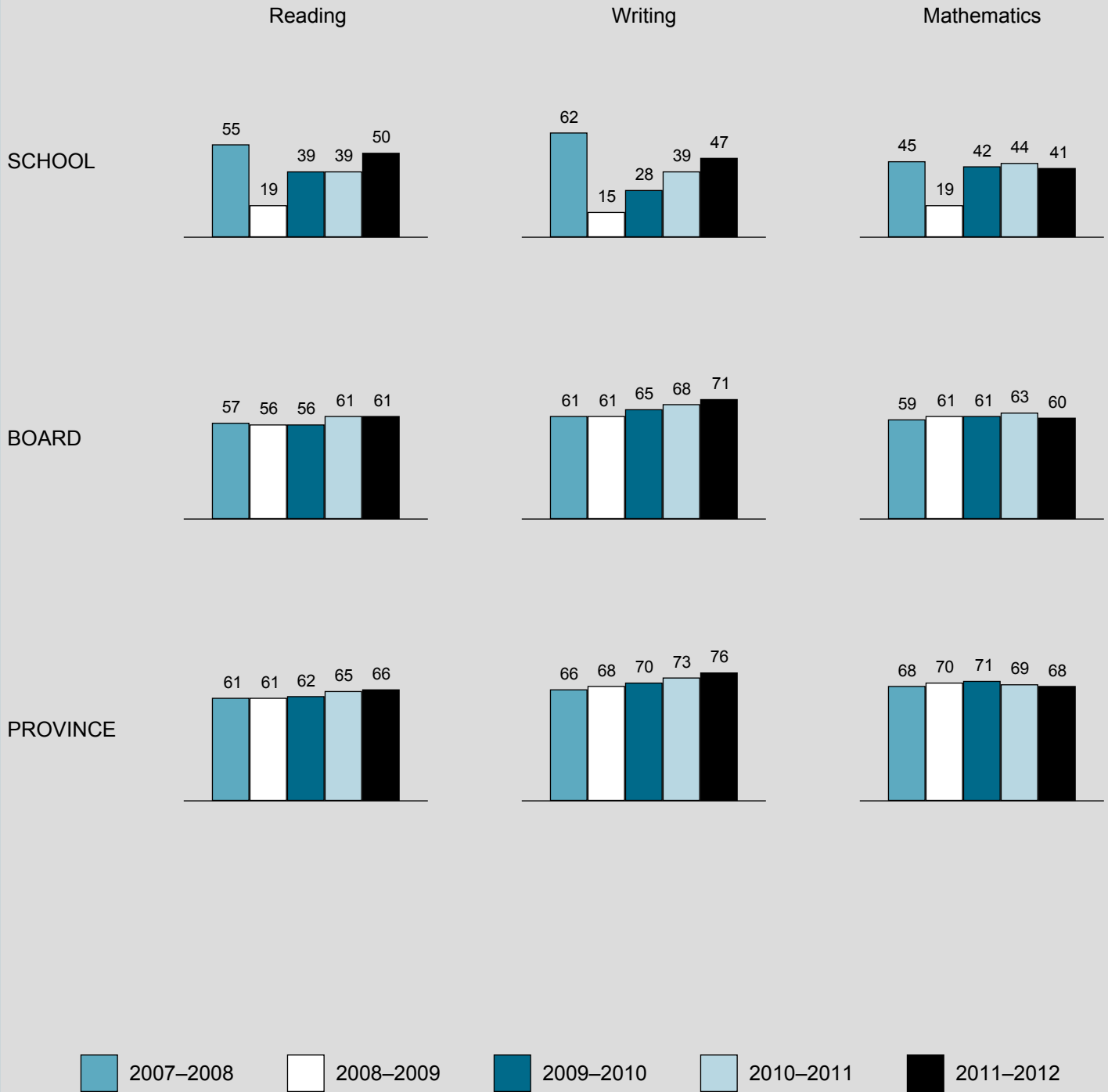
**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2011–2012**





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

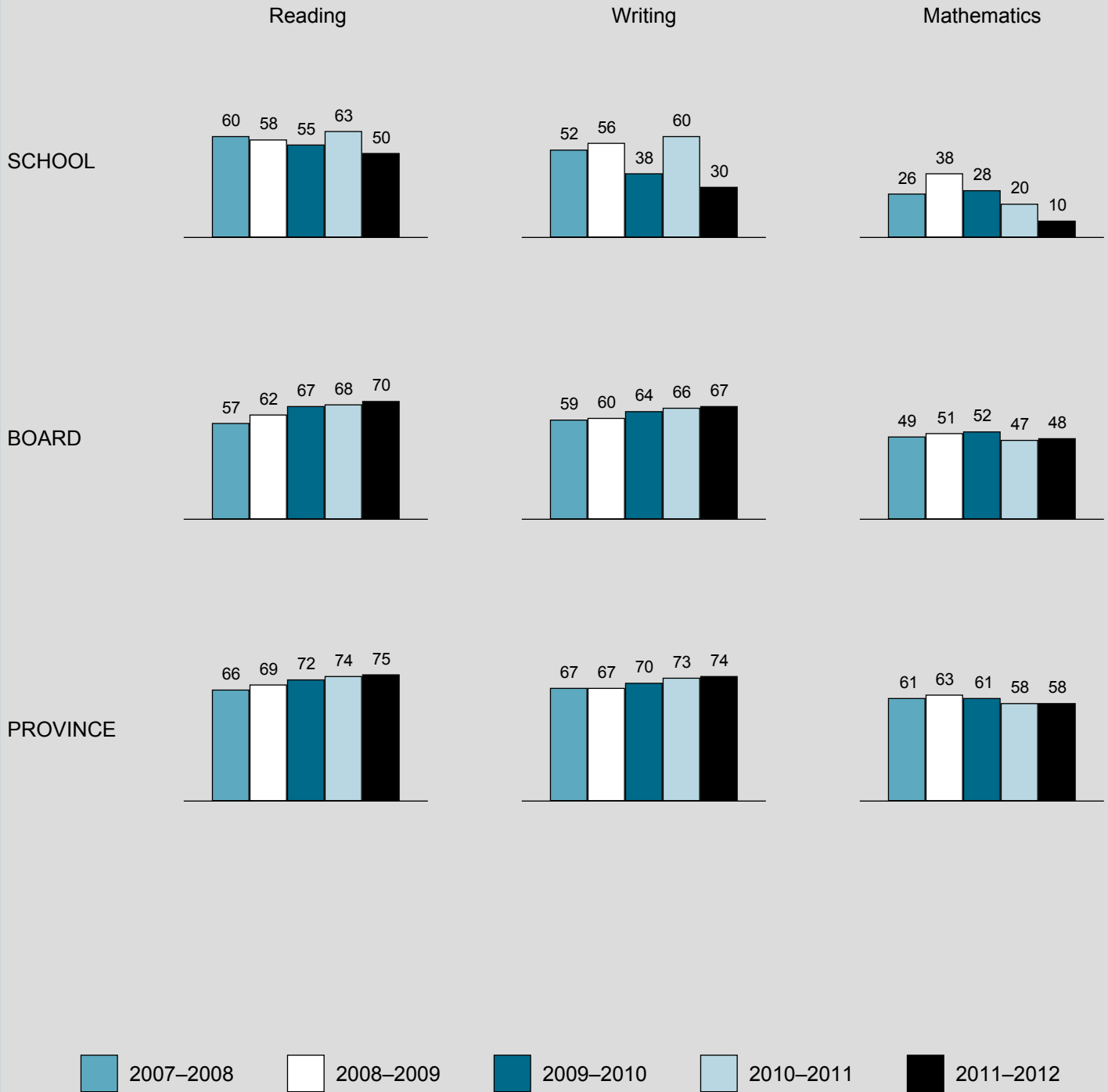
Percentage of Students: Grade 3



Total Number of Grade 3 Students					
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	29	26	36	18	32
Board	3 499	3 369	3 475	3 281	3 475
Province	128 660	125 481	127 789	124 117	126 455

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

Percentage of Students: Grade 6



	Total Number of Grade 6 Students				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	42	45	40	35	30
Board	3 806	3 690	3 745	3 559	3 467
Province	140 420	136 076	134 294	132 308	129 477

# HWDSB School Report

October 3, 2013

## Linden Park

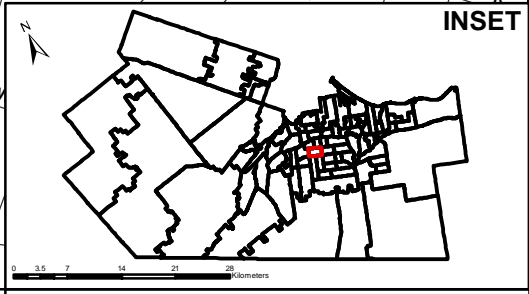
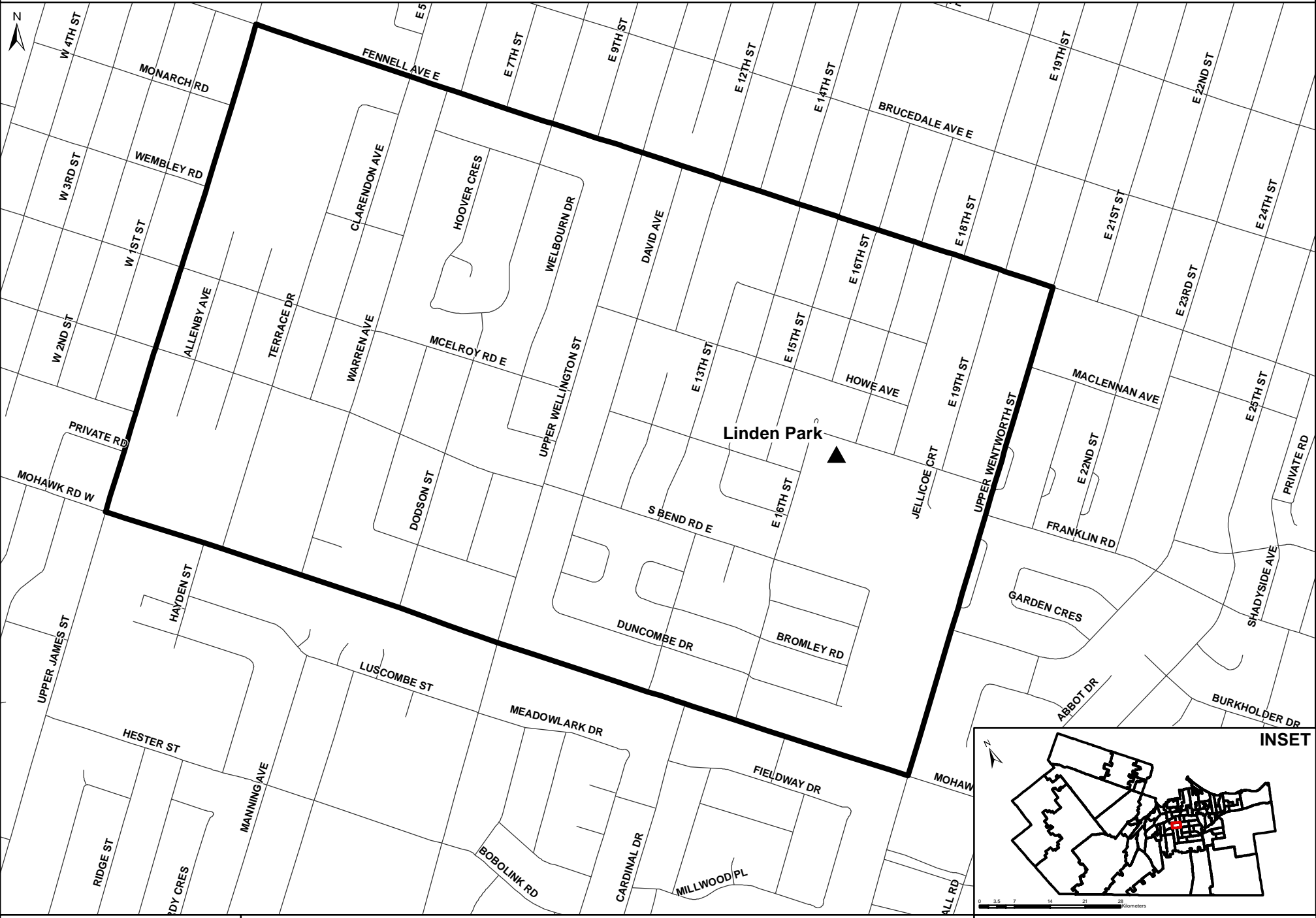
Address:	4 Vickers Road	Grades:	JK-5
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 1Y1	FDK Implementation Date:	2014-2015
Portables:	0	Capacity:	319
Portapaks:	0	2012 Enrolment:	157
		Utilization:	49%
Number Of Storeys:	1	<hr/>	
Original Construction Year:	1957	2017 Enrolment:	156
Building Addition Years:		Utilization:	49%
Site Acres:	5.26	<hr/>	
Building Gross (Ft2):	28,187	2022 Enrolment:	143
Building Gross (M2):	2,619	Utilization:	45%
		**All Enrolments are Nominal Counts	



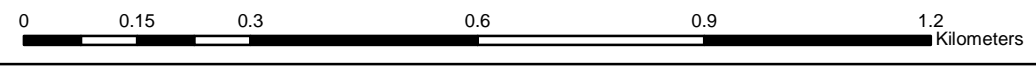


# Linden Park Boundary 2013/2014

Grades JK to 5



▲ Junior Elementary School

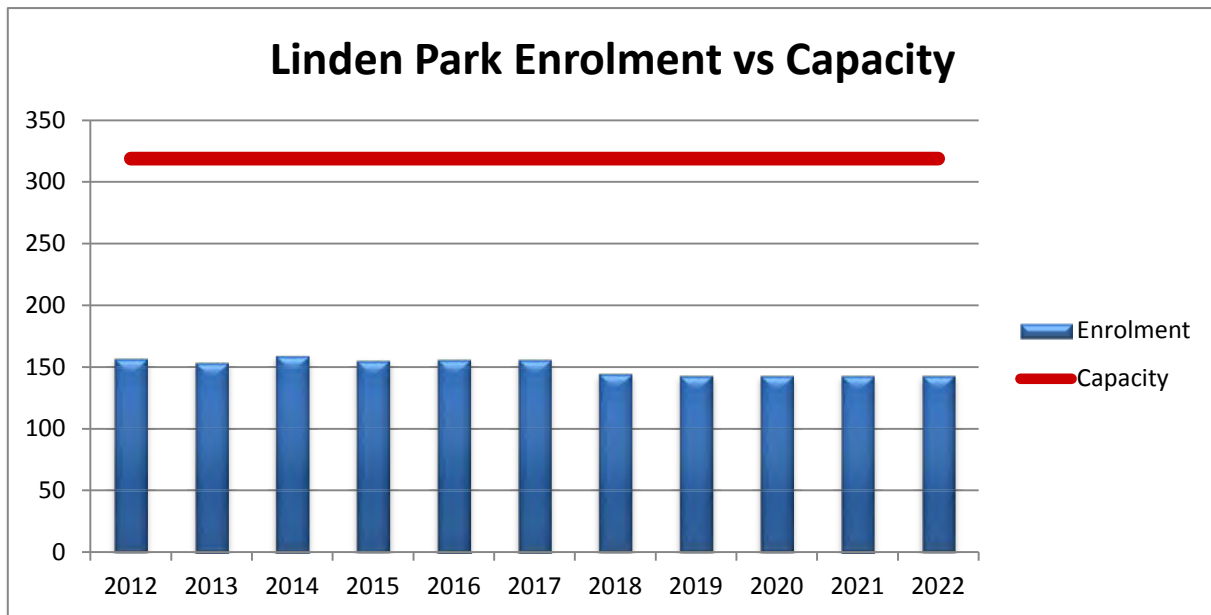


Hamilton- Wentworth District School Board  
Planning and Accommodation 2013



## Linden Park Enrolment By Grade

Linden Park	OTG: 319												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	24	27	17	16	20	22	20	0	0	0	11	157	49%
2013	24	17	27	17	16	20	22	0	0	0	11	154	48%
2014	24	24	19	28	17	16	20	0	0	0	11	159	50%
2015	24	24	17	19	28	17	16	0	0	0	11	156	49%
2016	24	24	17	17	19	28	17	0	0	0	11	156	49%
2017	24	24	17	17	17	19	28	0	0	0	11	156	49%
2018	24	24	17	17	17	17	19	0	0	0	11	145	45%
2019	24	24	17	17	17	17	17	0	0	0	11	143	45%
2020	24	24	17	17	17	17	17	0	0	0	11	143	45%
2021	24	24	17	17	17	17	17	0	0	0	11	143	45%
2022	24	24	17	17	17	17	17	0	0	0	11	143	45%



Linden Park Grade Organization

J.4

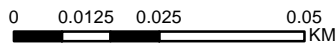
October 2012

Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
<b>English</b>															
(KJ1A)	A.M.	19	0	0	0	0	0	0	0	0	0	0	0	19	9.50
(KJ1P)	P.M.	5	14	0	0	0	0	0	0	0	0	0	0	19	9.50
(1SK2)	A.M.	0	13	0	7	0	0	0	0	0	0	0	0	20	13.50
(2004)		0	0	0	9	9	0	0	0	0	0	0	0	18	18.00
(3006)		0	0	0	0	7	11	0	0	0	0	0	0	18	18.00
(4007)		0	0	0	0	0	8	15	0	0	0	0	0	23	23.00
(5012)		0	0	0	0	0	0	7	20	0	0	0	0	27	27.00
Subtotal		24	27	0	16	16	19	22	20	0	0	0	0	144	118.50
<b>Special Education</b>															
(SM11)	CI - Junior	0	0	0	0	0	0	0	0	0	0	0	11	11	11.00
(SLF10)	SLF - Learning Foundations	0	0	0	0	0	0	0	0	0	0	0	2	2	2.00
Subtotal		0	0	0	0	0	0	0	0	0	0	0	13	13	13.00
<b>Grand Total</b>		24	27	0	16	16	19	22	20	0	0	0	13	157	131.50

# Linden Park Site Plan



Site Acres: 5.26



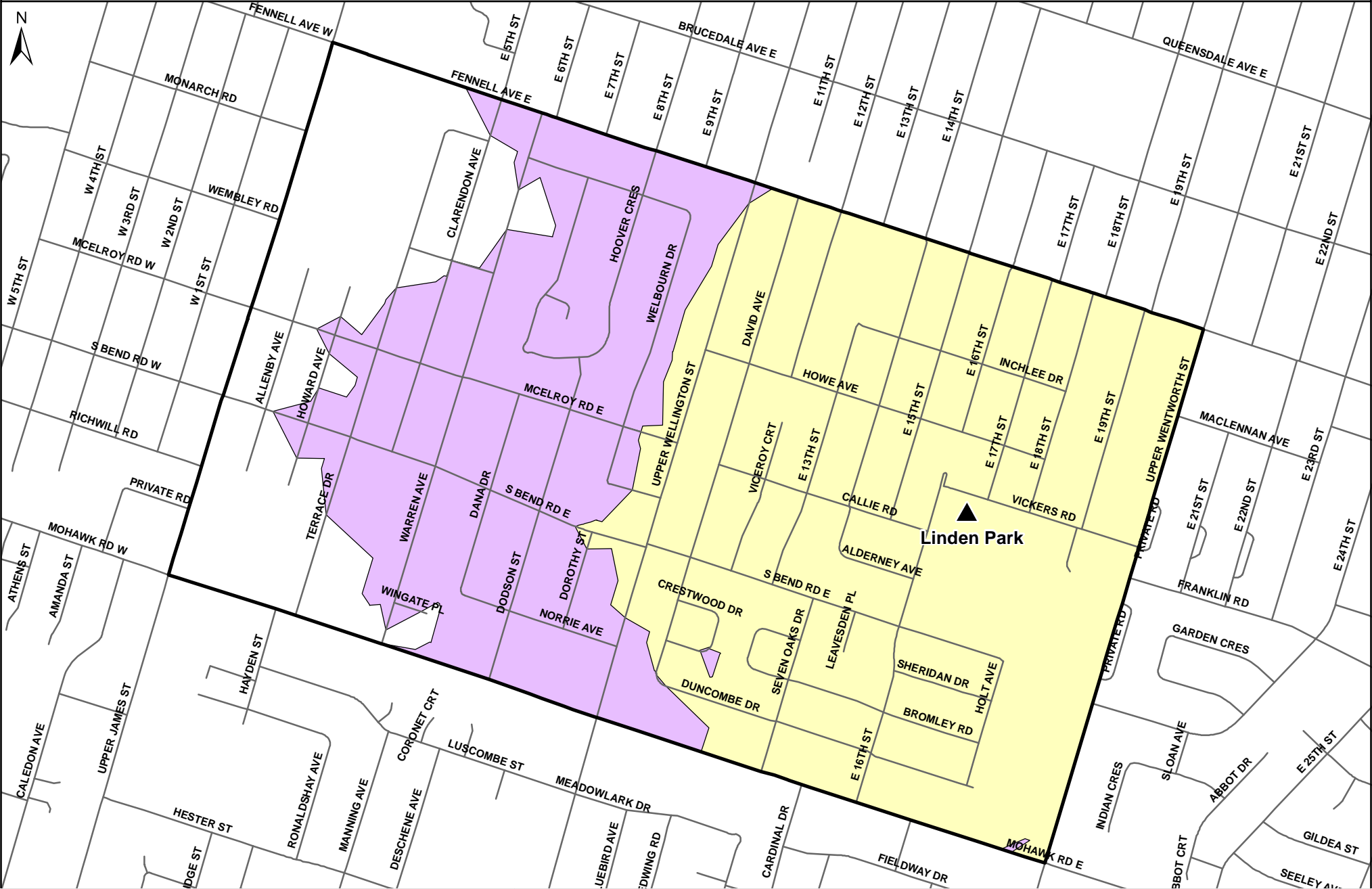
Planning & Accommodation





August 2013

Planning and Accommodation



# Walking Distance Boundary- Linden Park



	Junior Elementary School		JK- SK Walking Distance- 1 Km
	Elementary School Boundary		Gr. 1- 5 Walking Distance- 1.6 Km

0 0.175 0.35 0.7 KM

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



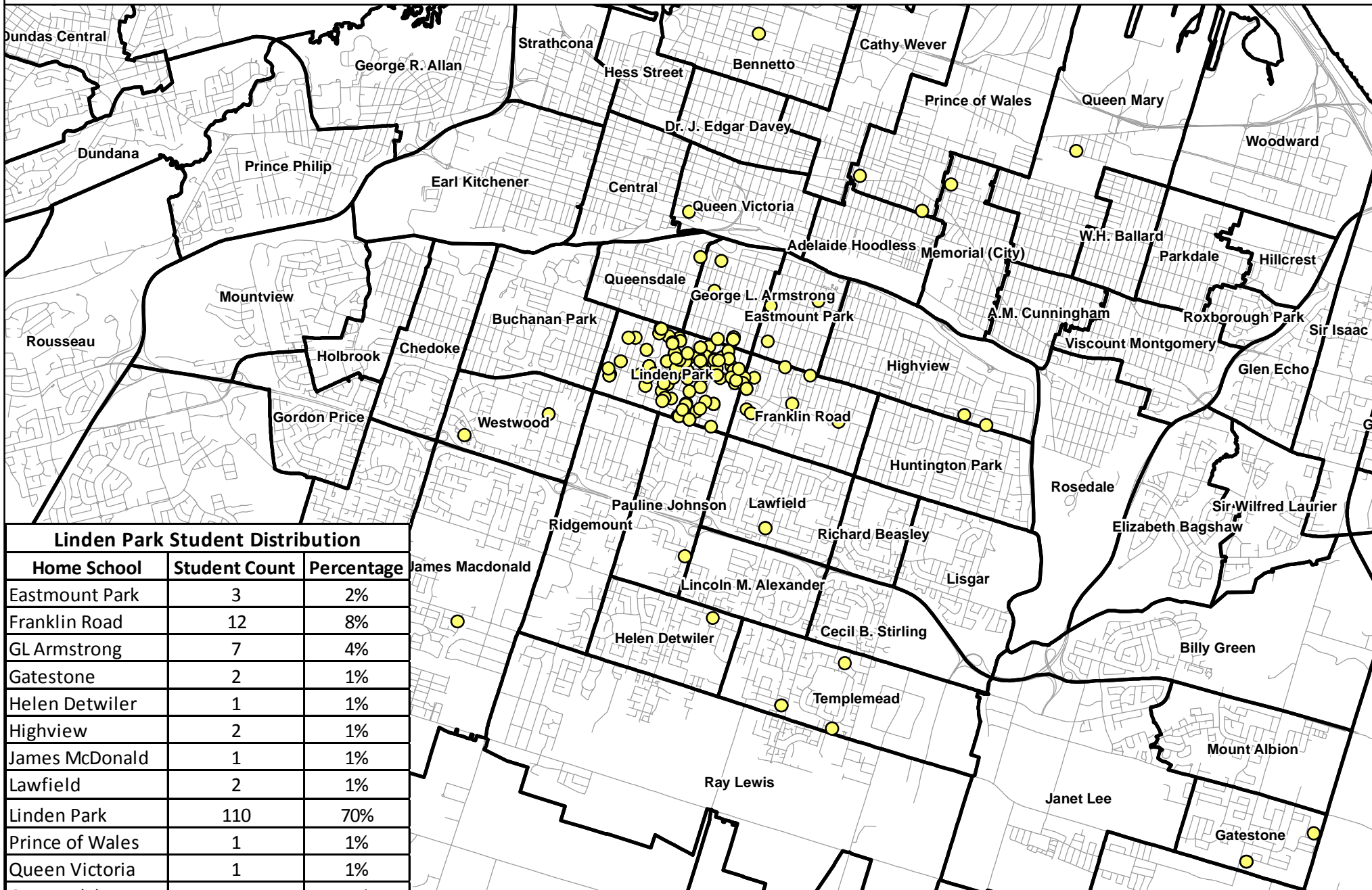
**Planning & Accommodation**

July 2013

Planning and Accommodation



# Linden Park 2012/ 2013 Student Distribution



Linden Park Student Distribution		
Home School	Student Count	Percentage
Eastmount Park	3	2%
Franklin Road	12	8%
GL Armstrong	7	4%
Gatestone	2	1%
Helen Detwiler	1	1%
Highview	2	1%
James McDonald	1	1%
Lawfield	2	1%
Linden Park	110	70%
Prince of Wales	1	1%
Queen Victoria	1	1%
Queensdale	1	1%
Westwood	3	2%
<i>Special Education</i>	11	7%
<b>Total</b>	<b>157</b>	<b>100%</b>

Linden Park Students

Elementary School Boundary

**Planning & Accommodation**

July 2013

Planning and Accommodation



# School Report



## Assessments of Reading, Writing and Mathematics

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

**School: Linden Park (313378)**  
**Board: Hamilton-Wentworth DSB (66141)**

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

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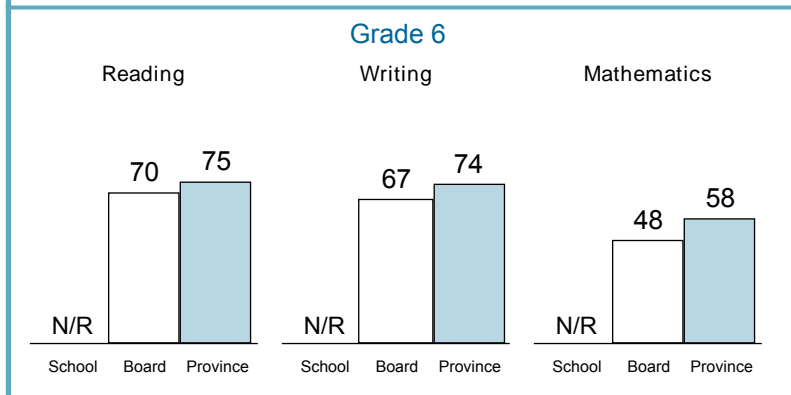
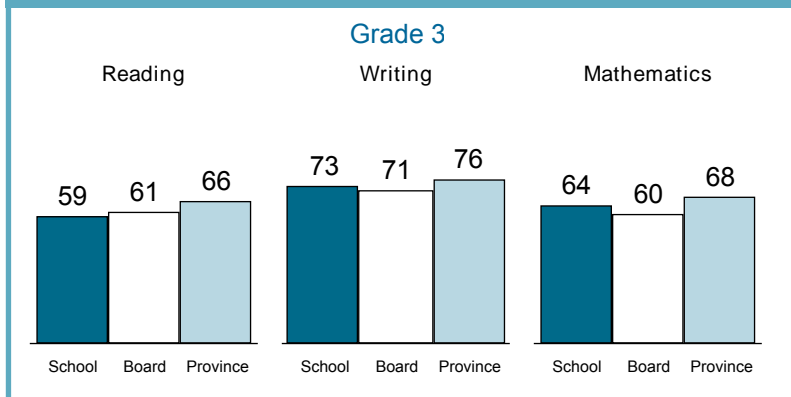
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Sincerely,

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 Chief Executive Officer  
 Education Quality and Accountability Office

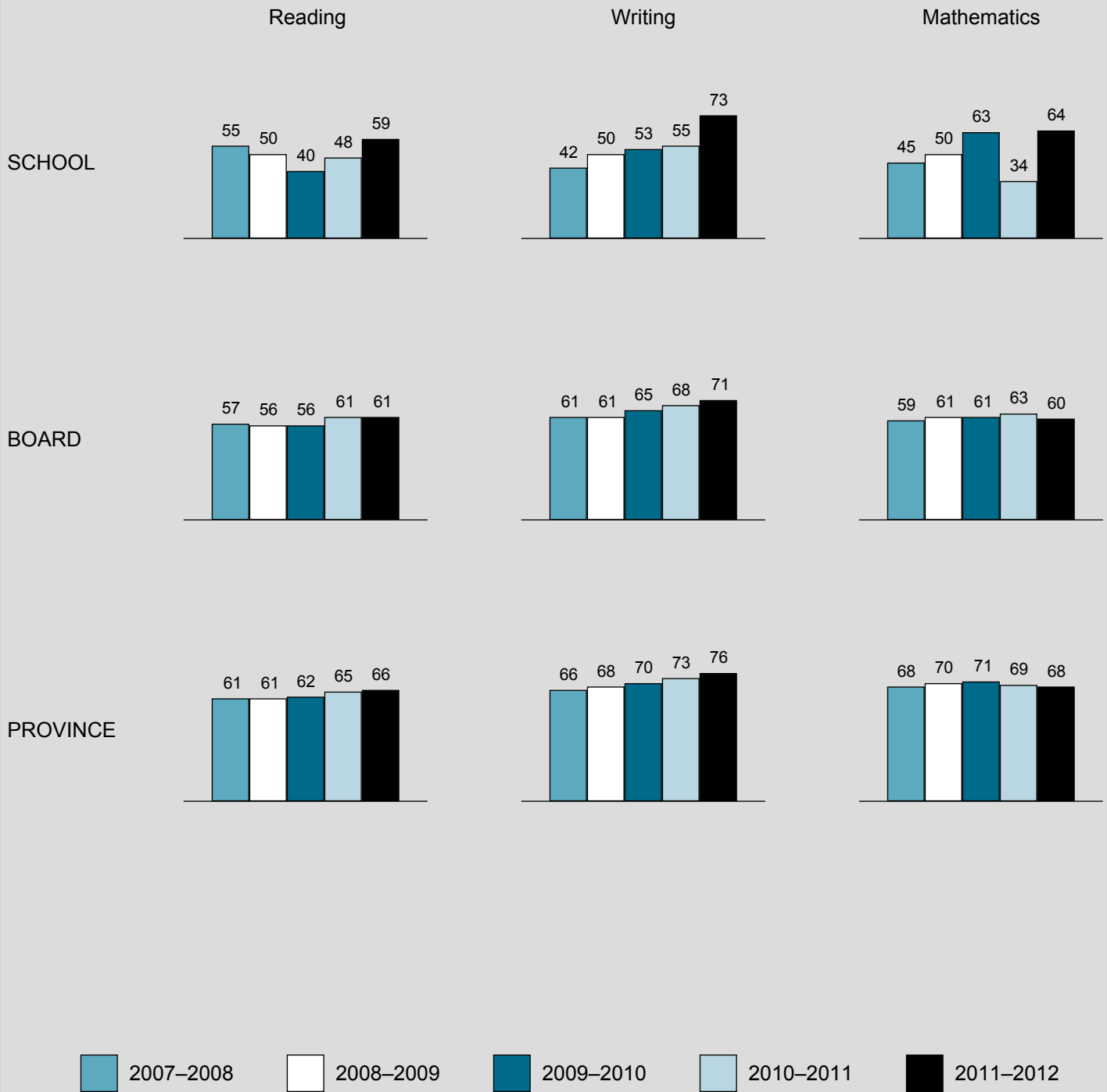
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### PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2011–2012



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

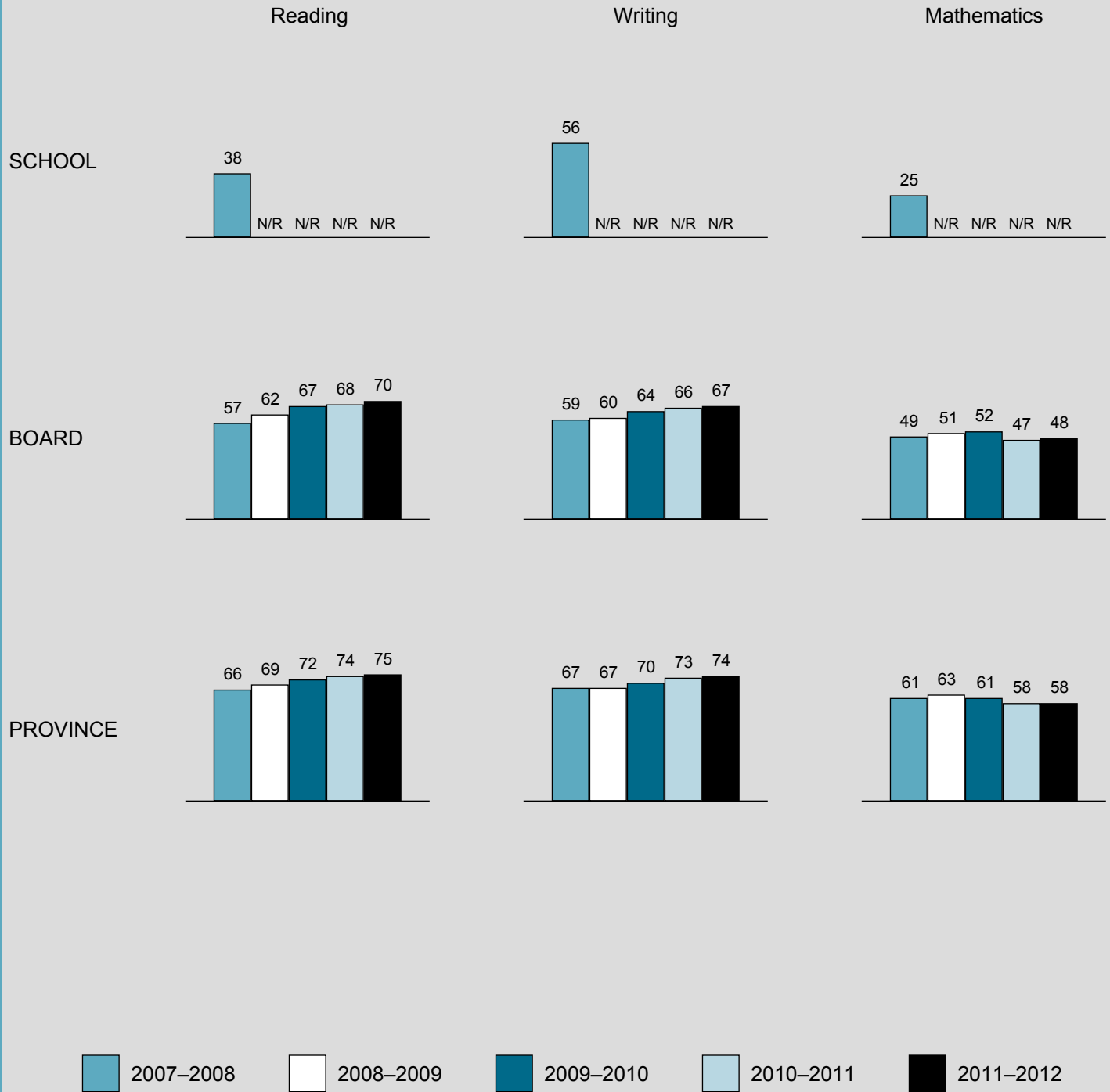
Percentage of Students: Grade 3



	Total Number of Grade 3 Students				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	31	28	30	29	22
Board	3 499	3 369	3 475	3 281	3 475
Province	128 660	125 481	127 789	124 117	126 455

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

Percentage of Students: Grade 6



	Total Number of Grade 6 Students				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	16	7	4	4	4
Board	3 806	3 690	3 745	3 559	3 467
Province	140 420	136 076	134 294	132 308	129 477





# HWDSB School Report

August 9, 2013

## Pauline Johnson

Address:	25 Hummingbird Lane	Grades:	JK-5
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 4B1	FDK Implementation Date:	2010-2011
Portables:	0	Capacity:	314
Portapaks:	0	2012 Enrolment:	254
		Utilization:	81%
Number Of Storeys:	2	2017 Enrolment:	300
Original Construction Year:	1967	Utilization:	96%
Building Addition Years:		2022 Enrolment:	305
Site Acres:	9.2	Utilization:	97%
Building Gross (Ft2):	32,280		
Building Gross (M2):	2,999		

\*\*All Enrolments are Nominal Counts





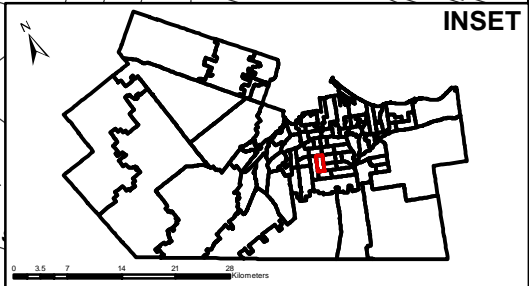
# Pauline Johnson Boundary 2013/2014

Grades JK to 5

Planning & Accommodation

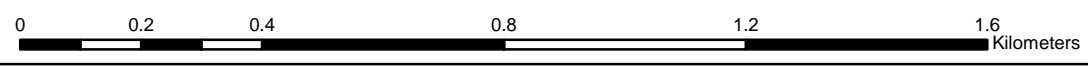


Pauline Johnson



INSET

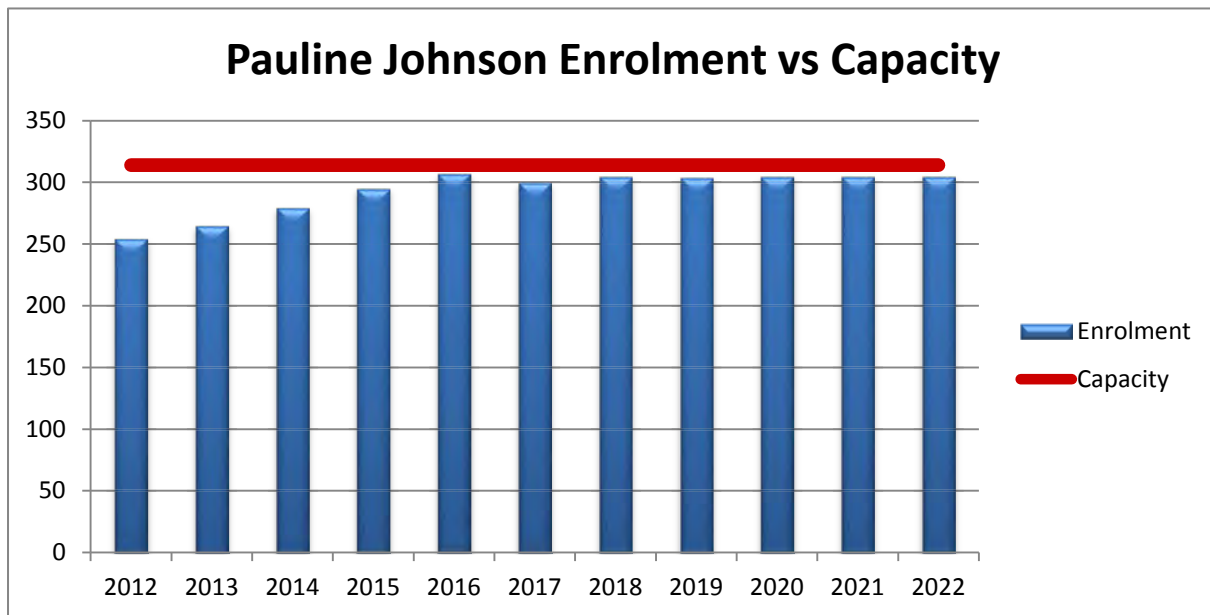
▲ Junior Elementary School



Hamilton- Wentworth District School Board  
Planning and Accommodation 2013

## Pauline Johnson Enrolment By Grade

Pauline Johnson	OTG: 314												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	49	37	49	30	26	32	31	0	0	0	0	254	81%
2013	47	44	37	49	30	26	32	0	0	0	0	265	84%
2014	47	47	44	37	49	30	26	0	0	0	0	279	89%
2015	47	47	42	44	37	49	30	0	0	0	0	295	94%
2016	47	47	42	42	44	37	49	0	0	0	0	307	98%
2017	47	47	42	42	42	44	37	0	0	0	0	300	96%
2018	47	47	42	42	42	42	44	0	0	0	0	305	97%
2019	47	47	42	42	42	42	42	0	0	0	0	304	97%
2020	47	47	42	42	42	42	42	0	0	0	0	305	97%
2021	47	47	42	42	42	42	42	0	0	0	0	305	97%
2022	47	47	42	42	42	42	42	0	0	0	0	305	97%



October 2012

Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
<b>Early Learning Programme</b>															
(ELP5)		17	13	0	0	0	0	0	0	0	0	0	0	30	30.00
(ELP1)		16	13	0	0	0	0	0	0	0	0	0	0	29	29.00
(ELP2)		16	11	0	0	0	0	0	0	0	0	0	0	27	27.00
Subtotal		49	37	0	0	0	0	0	0	0	0	0	0	86	86.00
<b>English</b>															
(09)		0	0	0	20	0	0	0	0	0	0	0	0	20	20.00
(12)		0	0	0	20	0	0	0	0	0	0	0	0	20	20.00
(14)		0	0	0	9	12	0	0	0	0	0	0	0	21	21.00
(.90) (13)		0	0	0	0	18	3	0	0	0	0	0	0	21	21.00
(10)		0	0	0	0	0	21	0	0	0	0	0	0	21	21.00
(08)		0	0	0	0	0	2	16	0	0	0	0	0	18	18.00
(06)		0	0	0	0	0	0	16	7	0	0	0	0	23	23.00
(04)		0	0	0	0	0	0	0	24	0	0	0	0	24	24.00
Subtotal		0	0	0	49	30	26	32	31	0	0	0	0	168	168.00
<b>Grand Total</b>		49	37	0	49	30	26	32	31	0	0	0	0	254	254.00



# Pauline Johnson Site Plan

K.5



 School Property Line

Site Acres: 9.2



0 0.01 0.02 0.04 KM



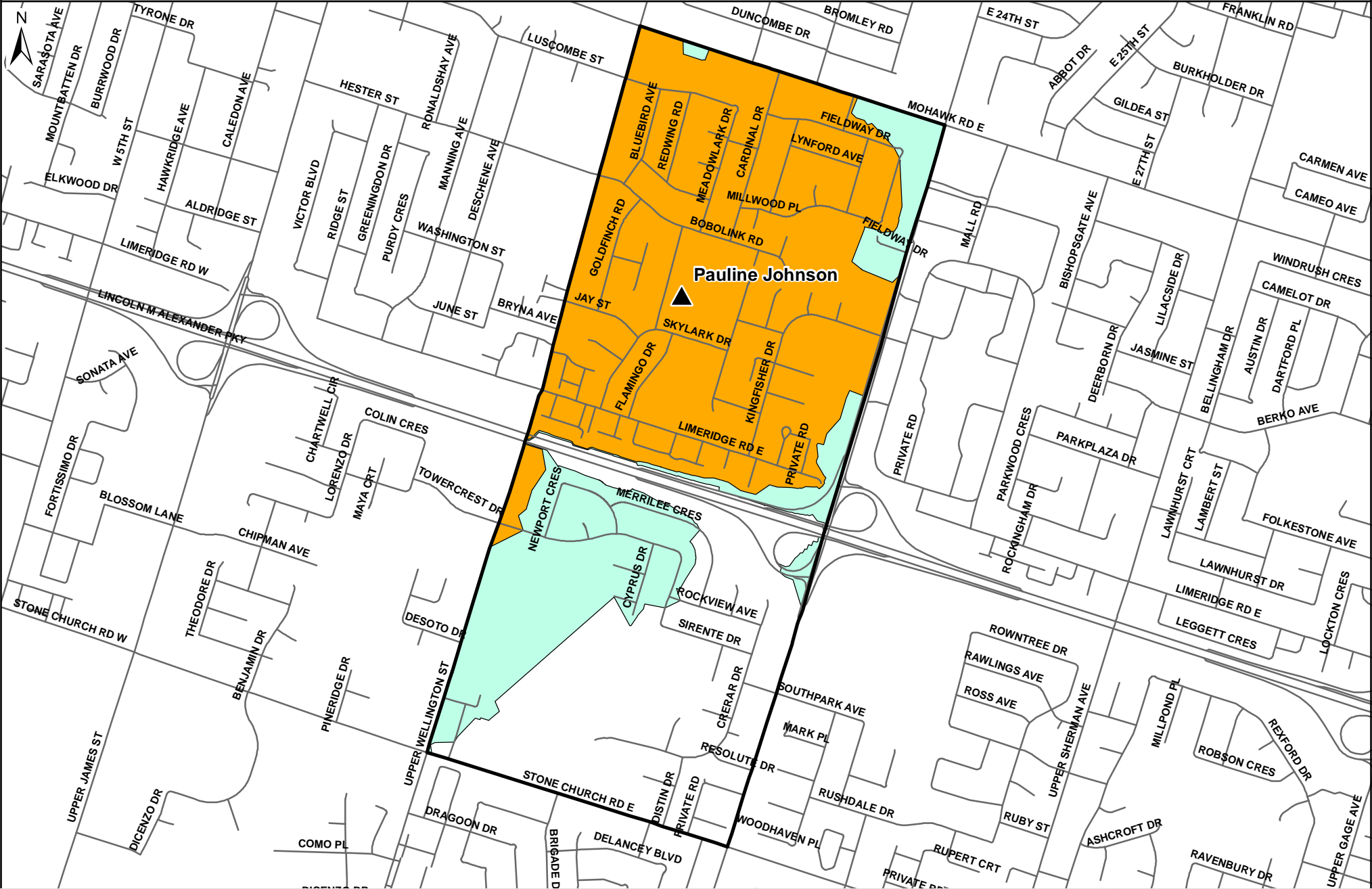
Planning & Accommodation





August 2013

Planning and Accommodation



# Walking Distance Boundary- Pauline Johnson



-  Junior Elementary School
-  JK- SK Walking Distance- 1 Km
-  Elementary School Boundary
-  Gr. 1- 5 Walking Distance- 1.6 Km

0      0.25      0.5      1 KM

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



**Planning & Accommodation**

July 2013

Planning and Accommodation



# School Report



Assessments of Reading, Writing and Mathematics  
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2011–2012

**School: Pauline Johnson (437557)**  
**Board: Hamilton-Wentworth DSB (66141)**

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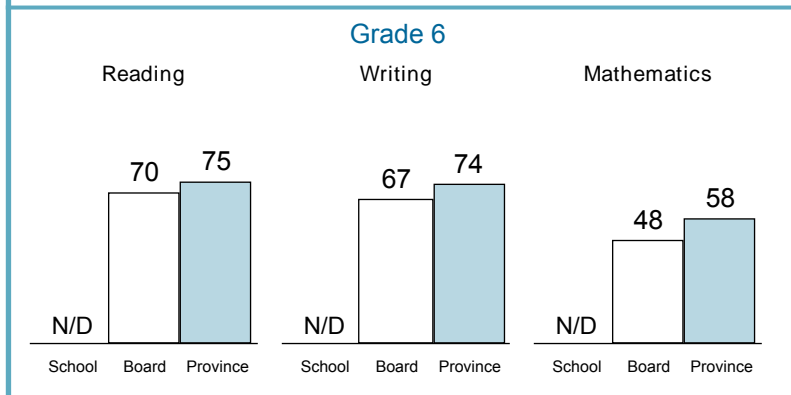
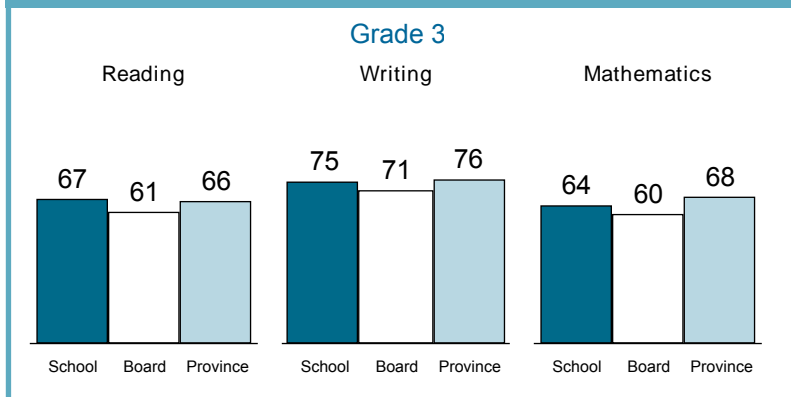
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Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

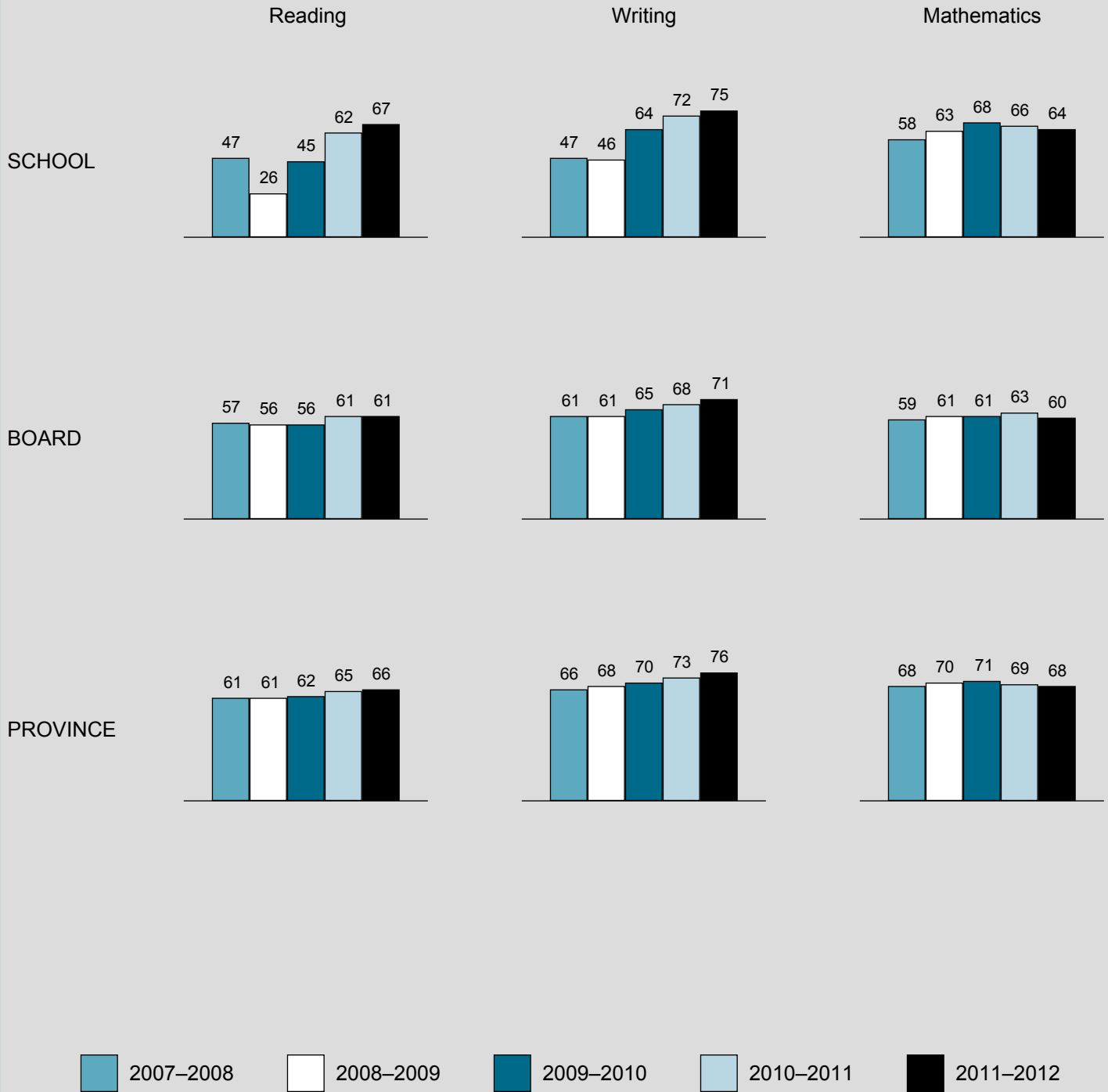
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2011–2012



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

Percentage of Students: Grade 3



	Total Number of Grade 3 Students				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	55	35	47	29	36
Board	3 499	3 369	3 475	3 281	3 475
Province	128 660	125 481	127 789	124 117	126 455



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

Percentage of Students: Grade 6

Reading

Writing

Mathematics

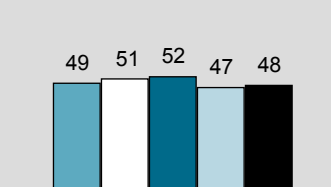
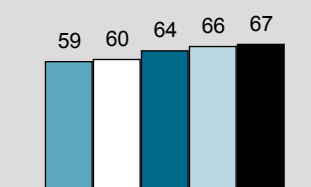
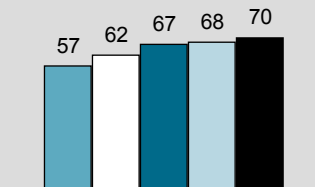
SCHOOL

N/D N/D N/D N/D N/D

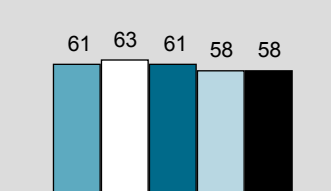
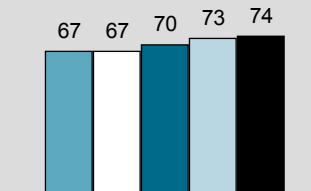
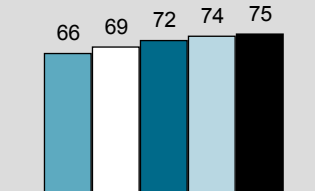
N/D N/D N/D N/D N/D

N/D N/D N/D N/D N/D

BOARD



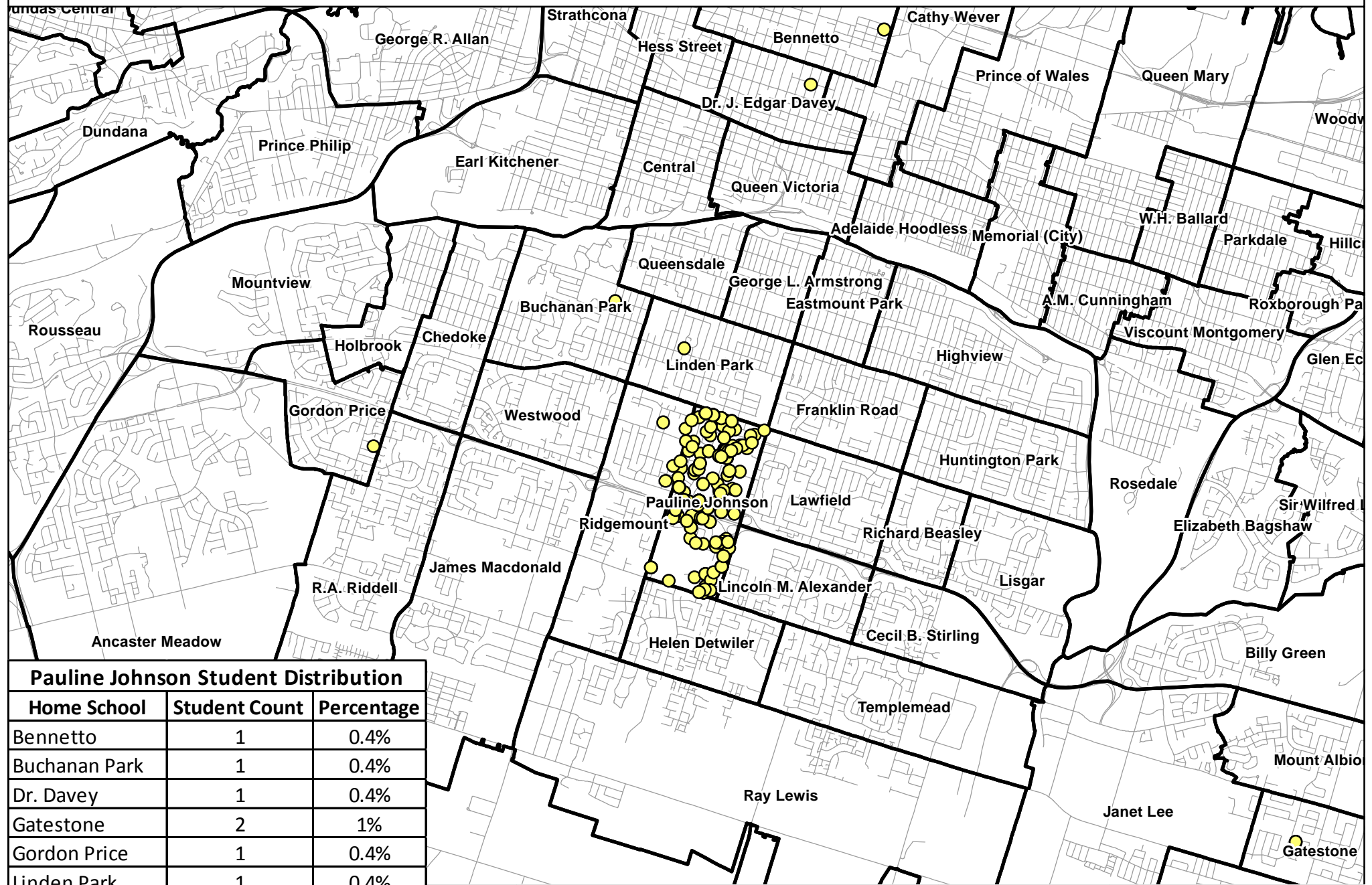
PROVINCE



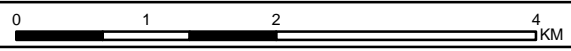
Total Number of Grade 6 Students

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	0	0	0	0	0
Board	3 806	3 690	3 745	3 559	3 467
Province	140 420	136 076	134 294	132 308	129 477

# Pauline Johnson 2012/ 2013 Student Distribution



Pauline Johnson Student Distribution		
Home School	Student Count	Percentage
Bennetto	1	0.4%
Buchanan Park	1	0.4%
Dr. Davey	1	0.4%
Gatestone	2	1%
Gordon Price	1	0.4%
Linden Park	1	0.4%
Pauline Johnson	243	96%
Ridgmount	4	2%
<b>Total</b>	<b>254</b>	<b>100%</b>



Pauline Johnson Students
  Elementary School Boundary



**Planning & Accommodation**  
 July 2013  
 Planning and Accommodation





# HWDSB School Report

August 9, 2013

## Queensdale

Address: 67 Queensdale Avenue East

Grades: JK-6

City: Hamilton

Current FI Grades:

Postal Code: L9A 1K4

FDK Implementation Date: 2014-2015

Portables: 0

Capacity: 279

Portapaks: 0

2012 Enrolment: 190

Utilization 68%

Number Of Storeys: 1

2017 Enrolment: 199

Utilization: 71%

Original Construction Year: 1948

Building Addition Years: 1950

Site Acres: 4.72

2022 Enrolment: 182

Utilization 65%

Building Gross (Ft2): 30,198

Building Gross (M2): 2,805

\*\*All Enrolments are Nominal Counts



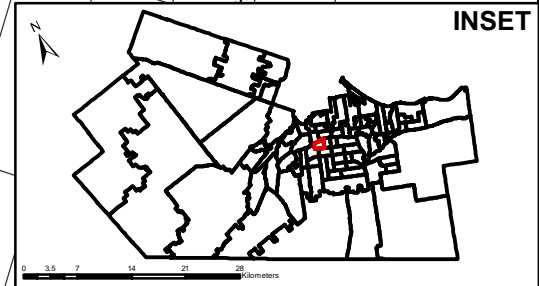


# Queensdale Boundary 2013/2014

Grades JK to 6

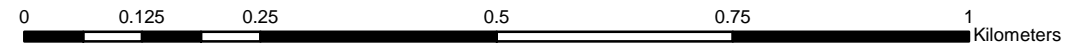


Queensdale



INSET

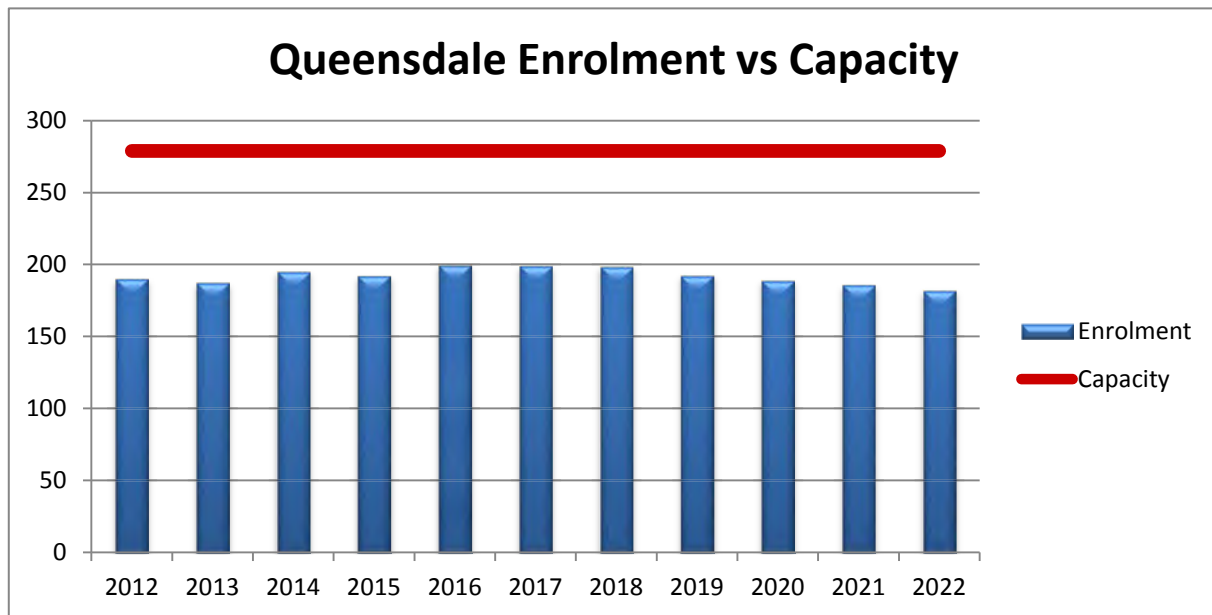
▲ Junior Elementary School





## Queensdale Enrolment By Grade

Queensdale	OTG: 279												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	26	27	20	24	14	29	17	25	0	0	8	190	68%
2013	26	24	27	20	24	14	29	15	0	0	8	188	67%
2014	26	26	24	27	20	24	14	26	0	0	8	195	70%
2015	26	26	24	24	27	20	24	13	0	0	8	192	69%
2016	25	26	24	24	24	27	20	22	0	0	8	200	72%
2017	25	25	24	24	24	24	27	18	0	0	8	199	71%
2018	22	25	23	24	24	24	24	24	0	0	8	199	71%
2019	22	22	23	23	24	24	24	22	0	0	8	193	69%
2020	22	22	21	23	23	24	24	22	0	0	8	189	68%
2021	22	22	21	21	23	23	24	22	0	0	8	186	67%
2022	22	22	21	21	21	23	23	22	0	0	8	182	65%



October 2012

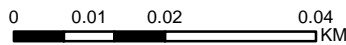
Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
<b>English</b>															
(01AM)	A.M.	12	6	0	0	0	0	0	0	0	0	0	0	18	9.00
(01PM)	P.M.	8	10	0	0	0	0	0	0	0	0	0	0	18	9.00
(02)		6	11	0	0	0	0	0	0	0	0	0	0	17	8.50
(12 )		0	0	0	20	0	0	0	0	0	0	0	0	20	20.00
(10)		0	0	0	0	18	0	0	0	0	0	0	0	18	18.00
(09)		0	0	0	0	6	14	0	0	0	0	0	0	20	20.00
(05)		0	0	0	0	0	0	23	0	0	0	0	0	23	23.00
(03)		0	0	0	0	0	0	6	17	0	0	0	0	23	23.00
(04)		0	0	0	0	0	0	0	0	25	0	0	0	25	25.00
Subtotal		26	27	0	20	24	14	29	17	25	0	0	0	182	155.50
<b>Special Education</b>															
(SPHI)	Hard of Hearing	0	0	0	0	0	0	0	0	0	0	0	8	8	8.00
Subtotal		0	0	0	0	0	0	0	0	0	0	0	8	8	8.00
<b>Grand Total</b>		26	27	0	20	24	14	29	17	25	0	0	8	190	163.50

# Queensdale Site Plan



School  
Property Line

Site Acres: 4.72



HAMILTON-  
WENTWORTH  
DISTRICT  
SCHOOL  
BOARD

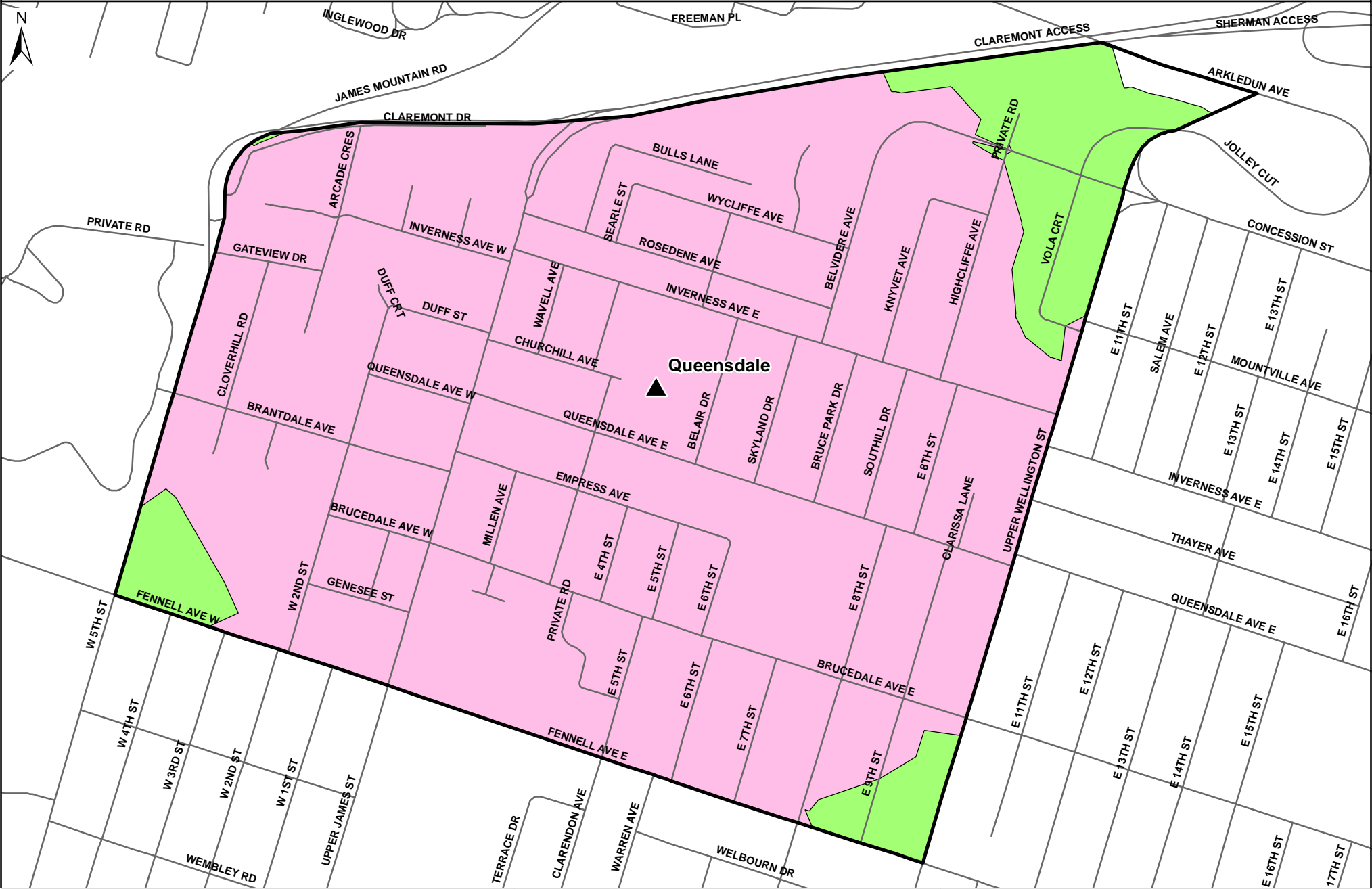
Planning &  
Accommodation





August 2013

Planning and Accommodation



# Walking Distance Boundary- Queensdale



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

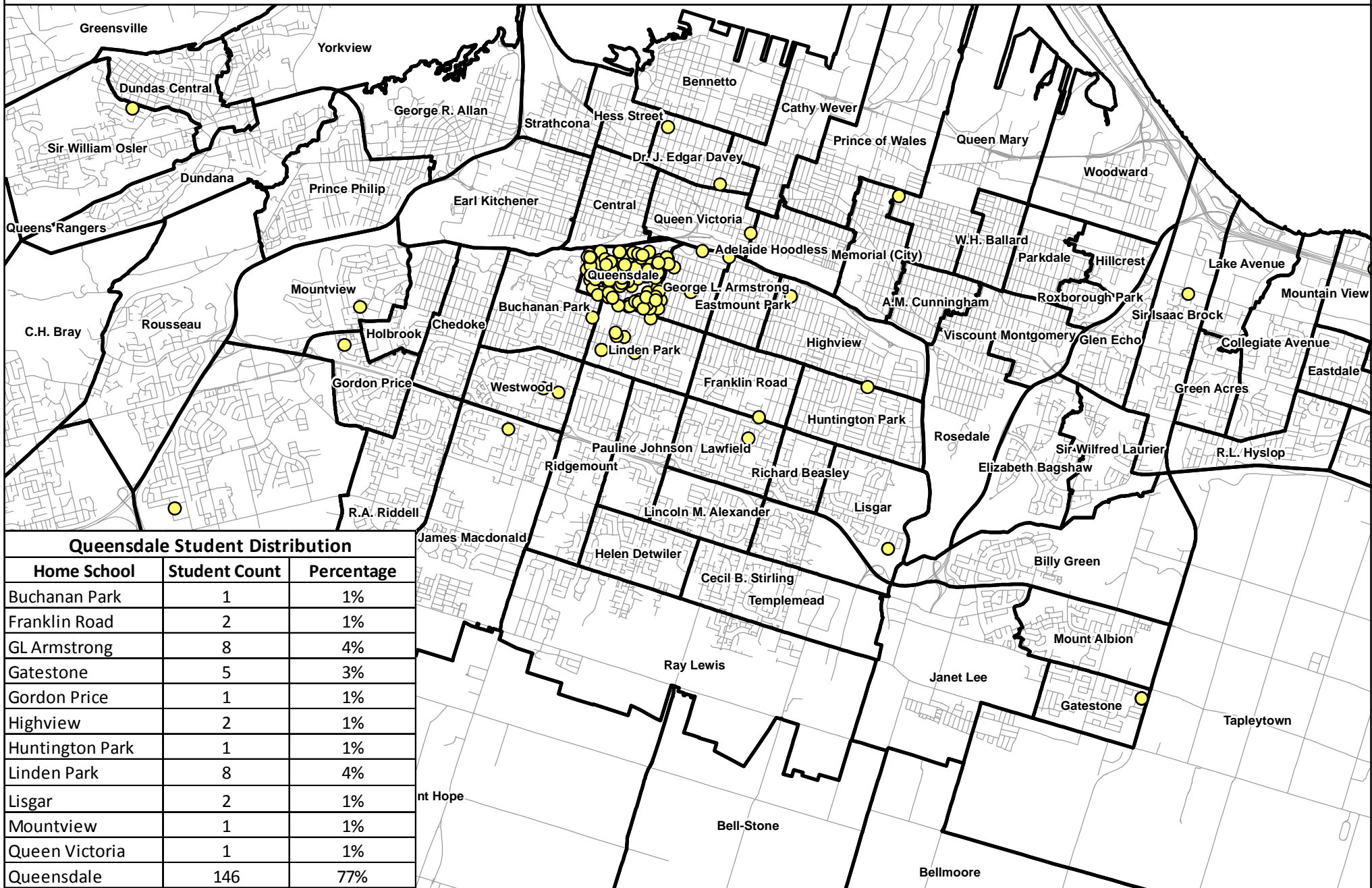
0 0.125 0.25 0.5 Km

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

	<p><b>Planning &amp; Accommodation</b></p>
	<p>July 2013</p>
	<p>Planning and Accommodation</p>



# Queensdale 2012/ 2013 Student Distribution



Queensdale Student Distribution		
Home School	Student Count	Percentage
Buchanan Park	1	1%
Franklin Road	2	1%
GL Armstrong	8	4%
Gatestone	5	3%
Gordon Price	1	1%
Highview	2	1%
Huntington Park	1	1%
Linden Park	8	4%
Lisgar	2	1%
Mountview	1	1%
Queen Victoria	1	1%
Queensdale	146	77%
Sir William Osler	2	1%
Westwood	2	1%
<i>Special Education</i>	8	4%
<b>Total</b>	<b>190</b>	<b>100%</b>

N

● Queensdale Students

□ Elementary School Boundary

**HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD**

**Planning & Accommodation**

July 2013

Planning and Accommodation



# School Report



## Assessments of Reading, Writing and Mathematics

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

**School: Queensdale PS (466387)**  
**Board: Hamilton-Wentworth DSB (66141)**

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

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

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

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

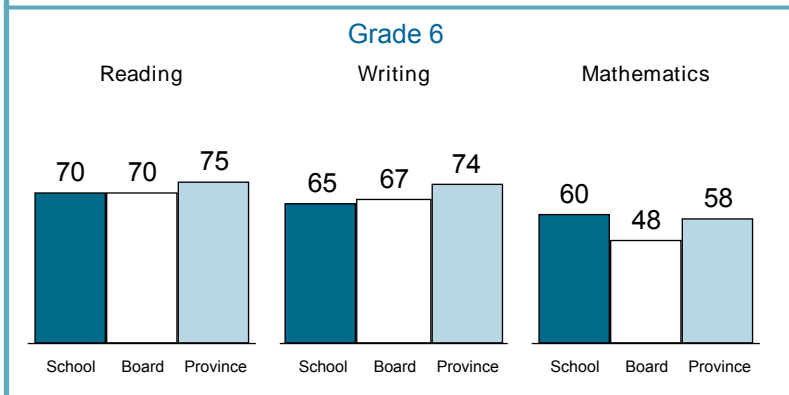
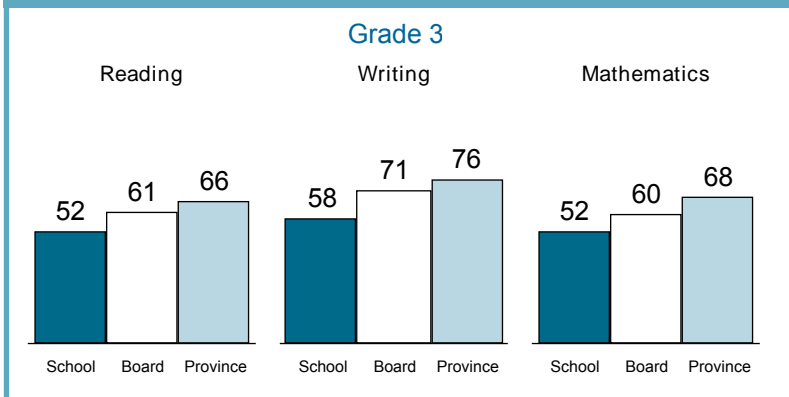
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach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

Sincerely,

Marguerite Jackson  
 Chief Executive Officer  
 Education Quality and Accountability Office

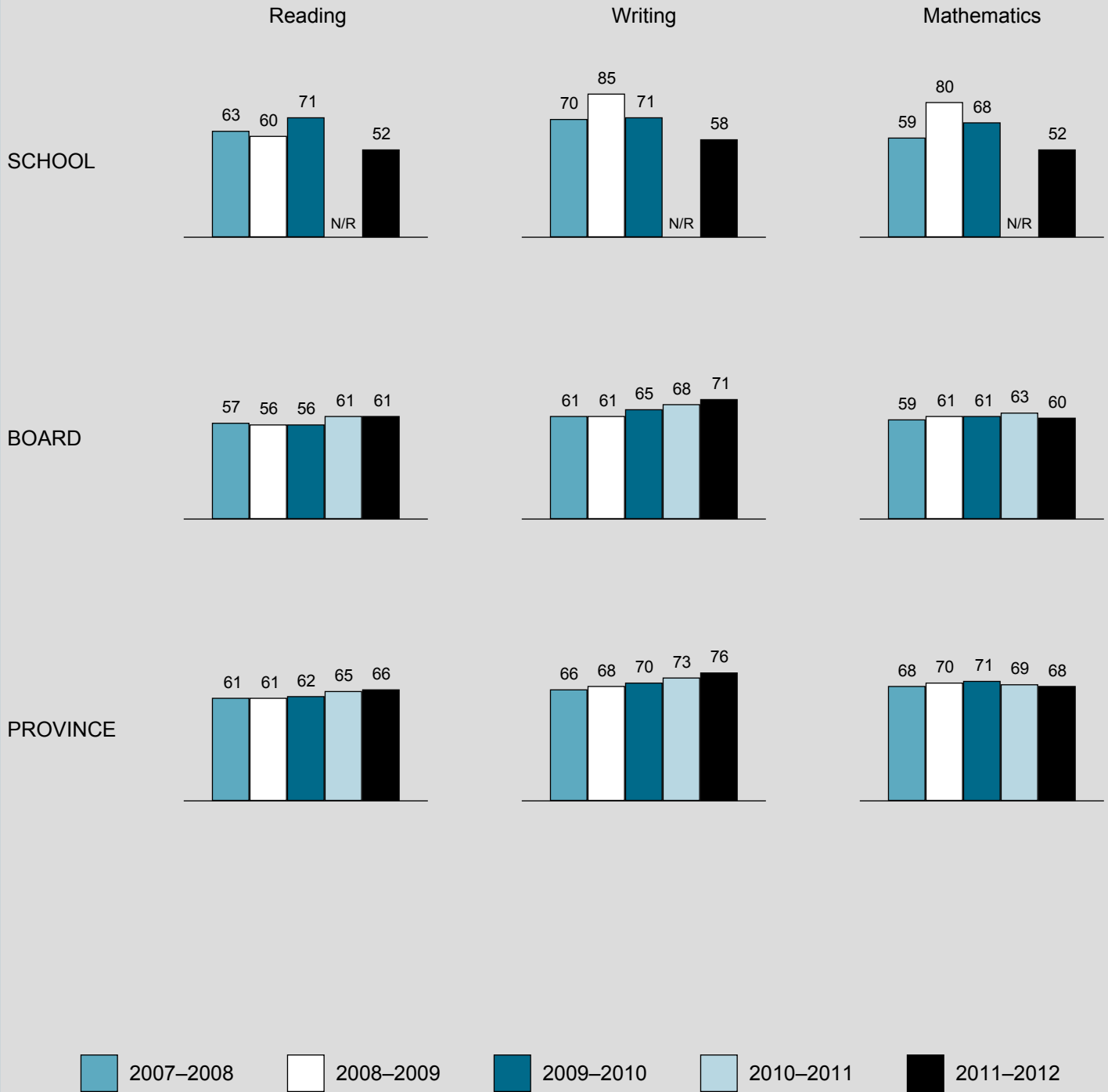
WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2011–2012 .....	1	1
• Over time .....	2	3
Tips for using this report .....	4	4
Contextual information: 2011–2012 .....	5	9
Results for groups of students: 2011–2012		
• All students .....	6	10
• Participating students .....	7	11
• Students by gender.....	8	12
Contextual information: Over time .....	13	17
Results for all students: Over time .....	14–16	18–20
Results for all students: Over time by gender.....	21	22
Student questionnaire results .....	23–28	29–34
Explanation of terms .....	35	35

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



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

Percentage of Students: Grade 3

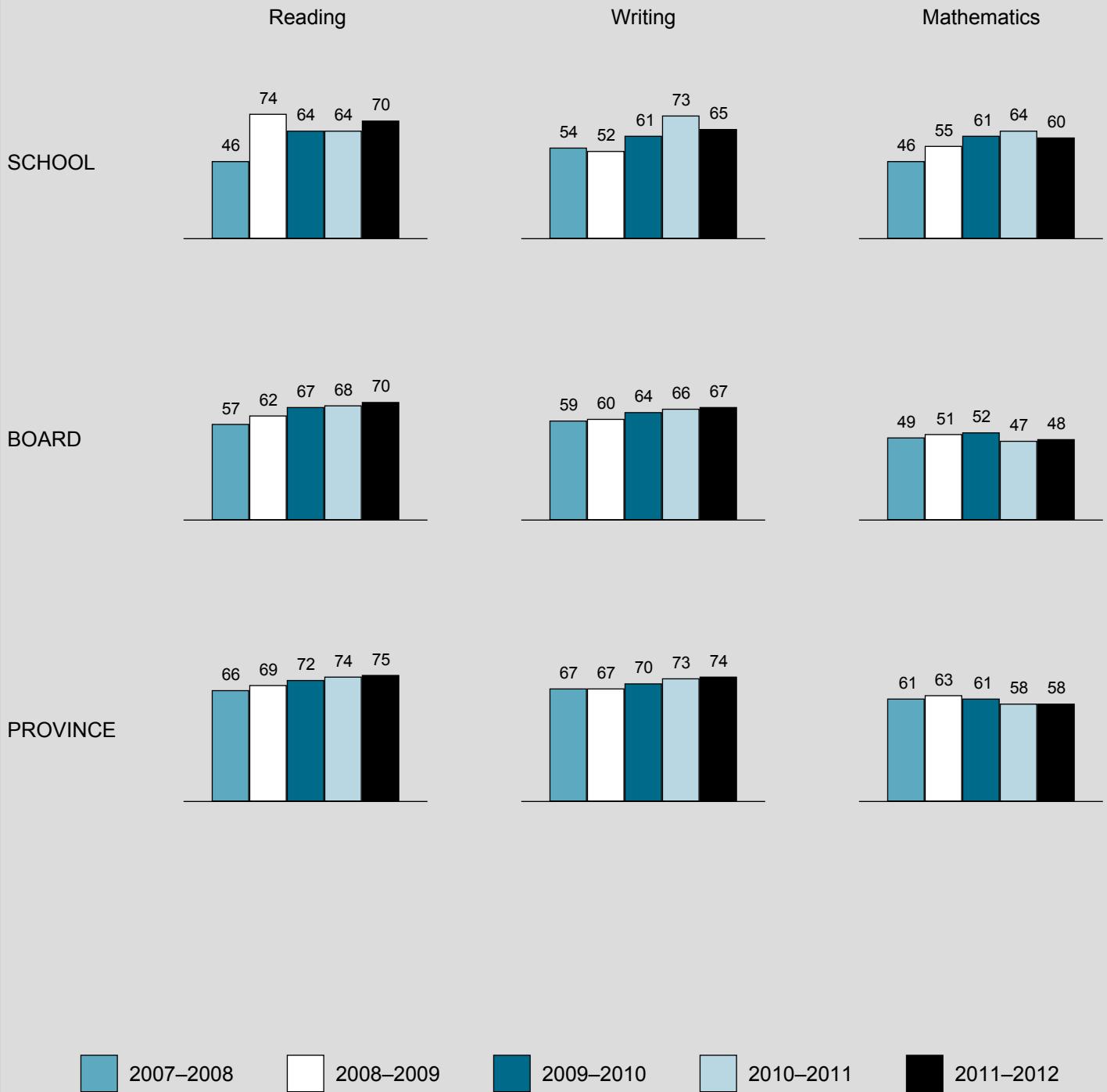


**Total Number of Grade 3 Students**

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	27	20	28	14	31
Board	3 499	3 369	3 475	3 281	3 475
Province	128 660	125 481	127 789	124 117	126 455

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

Percentage of Students: Grade 6



	Total Number of Grade 6 Students				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	24	31	33	22	20
Board	3 806	3 690	3 745	3 559	3 467
Province	140 420	136 076	134 294	132 308	129 477





# HWDSB School Report

September 6, 2013

## Ridgemount

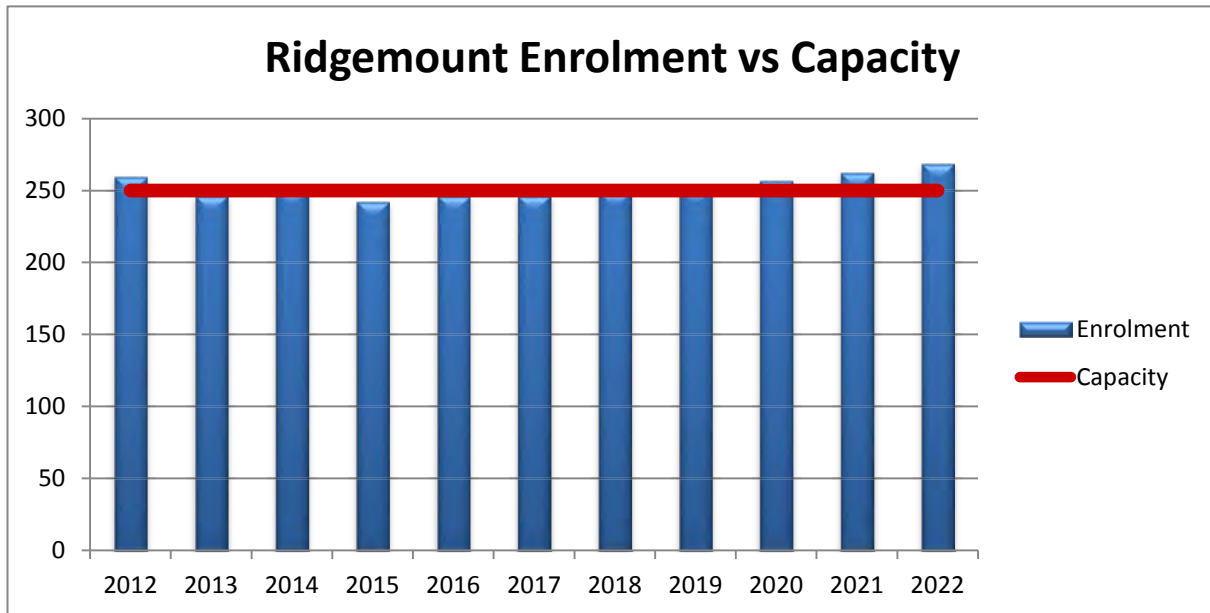
Address:	65 Hester Street	Grades:	JK-5
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 2N3	FDK Implementation Date:	2013-2014
Portables:	4	Capacity:	250
Portapaks:	0	2012 Enrolment:	260
		Utilization:	104%
Number Of Storeys:	1	2017 Enrolment:	247
Original Construction Year:	1961	Utilization:	99%
Building Addition Years:		2022 Enrolment:	269
Site Acres:	6.42	Utilization:	108%
Building Gross (Ft2):	25,563	**All Enrolments are Nominal Counts	
Building Gross (M2):	2,375		





## Ridgemount Enrolment By Grade

Ridgemount	OTG: 250												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	35	31	40	28	41	34	33	18	0	0	0	260	104%
2013	36	34	32	41	29	42	35	0	0	0	0	247	99%
2014	36	36	35	32	41	29	42	0	0	0	0	251	100%
2015	36	36	32	35	32	41	29	0	0	0	0	242	97%
2016	37	37	32	32	35	33	42	0	0	0	0	247	99%
2017	38	38	33	33	33	37	34	0	0	0	0	247	99%
2018	39	39	34	34	34	34	37	0	0	0	0	250	100%
2019	39	39	35	35	35	35	35	0	0	0	0	251	101%
2020	40	40	35	35	35	35	35	0	0	0	0	257	103%
2021	41	41	36	36	36	36	36	0	0	0	0	263	105%
2022	42	42	37	37	37	37	37	0	0	0	0	269	108%



Ridgemount Grade Organization

M.4

October 2012

Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
<b>English</b>															
(.50) (JSKB10)		12	10	0	0	0	0	0	0	0	0	0	0	22	11.00
(.50) (JSKB1)		12	10	0	0	0	0	0	0	0	0	0	0	22	11.00
(.50) (JSKA1)		11	11	0	0	0	0	0	0	0	0	0	0	22	11.00
(1BR4)		0	0	0	21	0	0	0	0	0	0	0	0	21	21.00
(1AR3)		0	0	0	19	0	0	0	0	0	0	0	0	19	19.00
(2AR2)		0	0	0	0	18	0	0	0	0	0	0	0	18	18.00
(2/3BR7)		0	0	0	0	10	9	0	0	0	0	0	0	19	19.00
(3AR6)		0	0	0	0	0	19	0	0	0	0	0	0	19	19.00
(3/4BP4)		0	0	0	0	0	13	9	0	0	0	0	0	22	22.00
(4AP3)		0	0	0	0	0	0	25	0	0	0	0	0	25	25.00
(5AR13)		0	0	0	0	0	0	0	26	0	0	0	0	26	26.00
(5/6BP5)		0	0	0	0	0	0	0	7	18	0	0	0	25	25.00
Subtotal		35	31	0	40	28	41	34	33	18	0	0	0	260	227.00
<b>Grand Total</b>		35	31	0	40	28	41	34	33	18	0	0	0	260	227.00

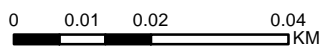


# Ridgemoor Site Plan



School Property Line

Site Acres: 6.42



Planning & Accommodation

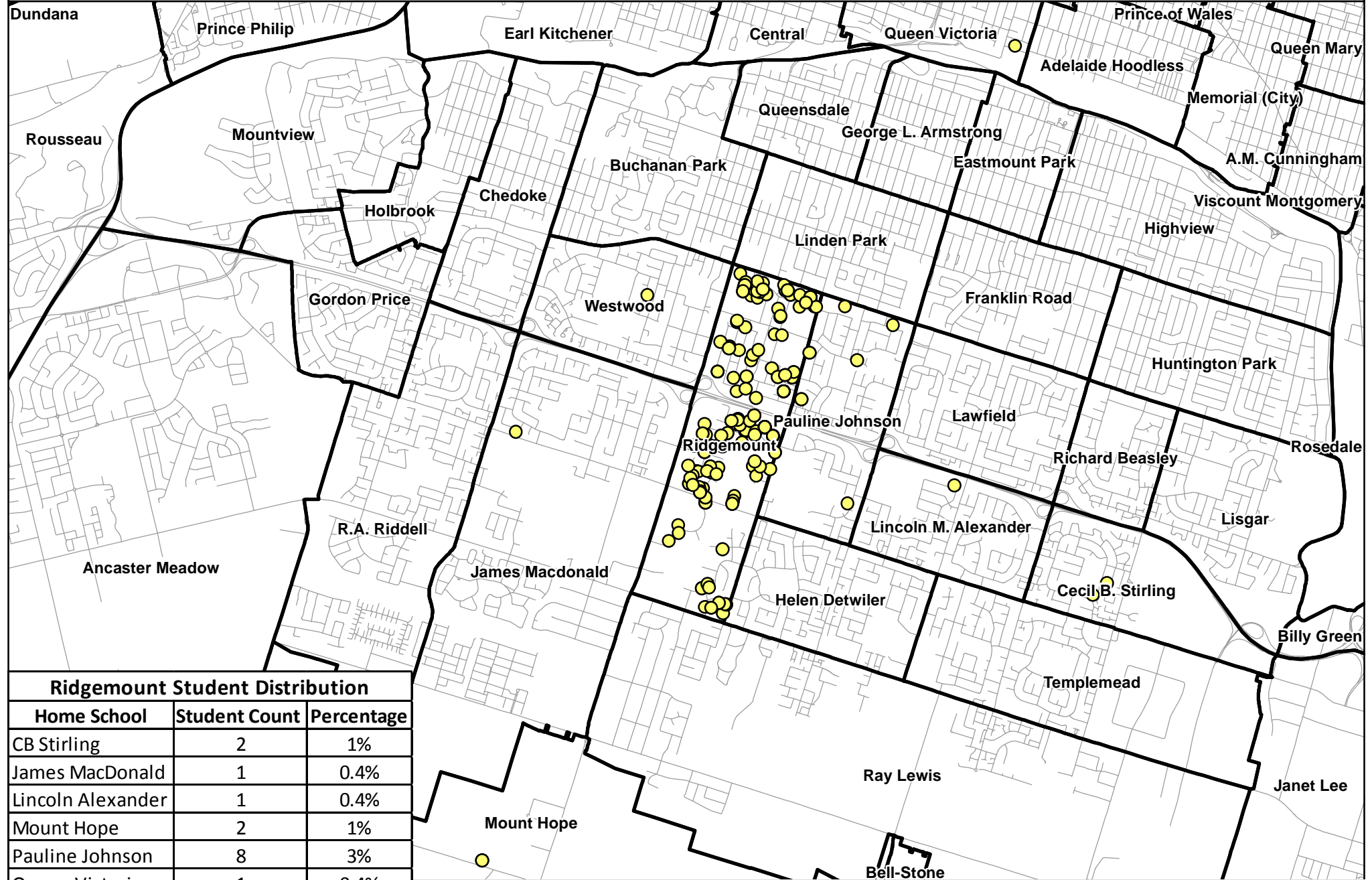
August 2013

Planning and Accommodation





# Ridgemoor 2012/ 2013 Student Distribution



Ridgemoor Student Distribution		
Home School	Student Count	Percentage
CB Stirling	2	1%
James MacDonald	1	0.4%
Lincoln Alexander	1	0.4%
Mount Hope	2	1%
Pauline Johnson	8	3%
Queen Victoria	1	0.4%
Westwood	1	0.4%
Ridgemoor	244	94%
<b>Total</b>	<b>260</b>	<b>100%</b>

Ridgemoor Students
 Elementary School Boundary

**Hamilton-Wentworth District School Board**

Planning & Accommodation

July 2013

Planning and Accommodation



# School Report



Assessments of Reading, Writing and Mathematics  
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2011–2012

**School: Ridgemount (484199)**  
**Board: Hamilton-Wentworth DSB (66141)**

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

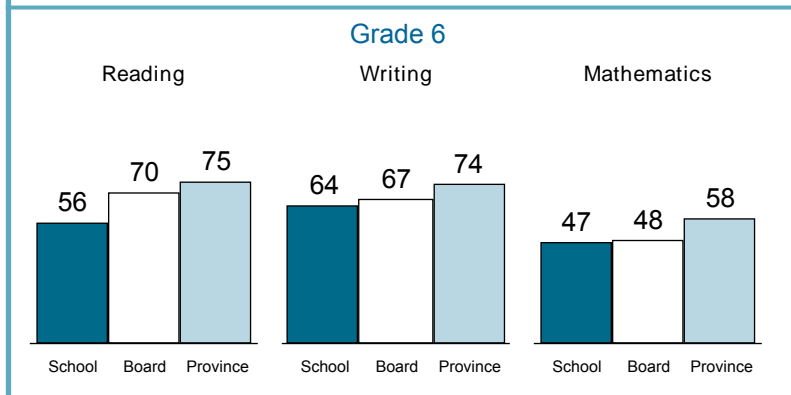
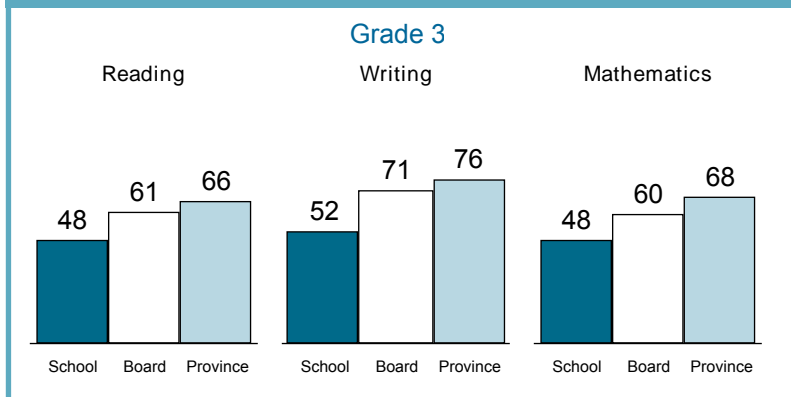
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Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

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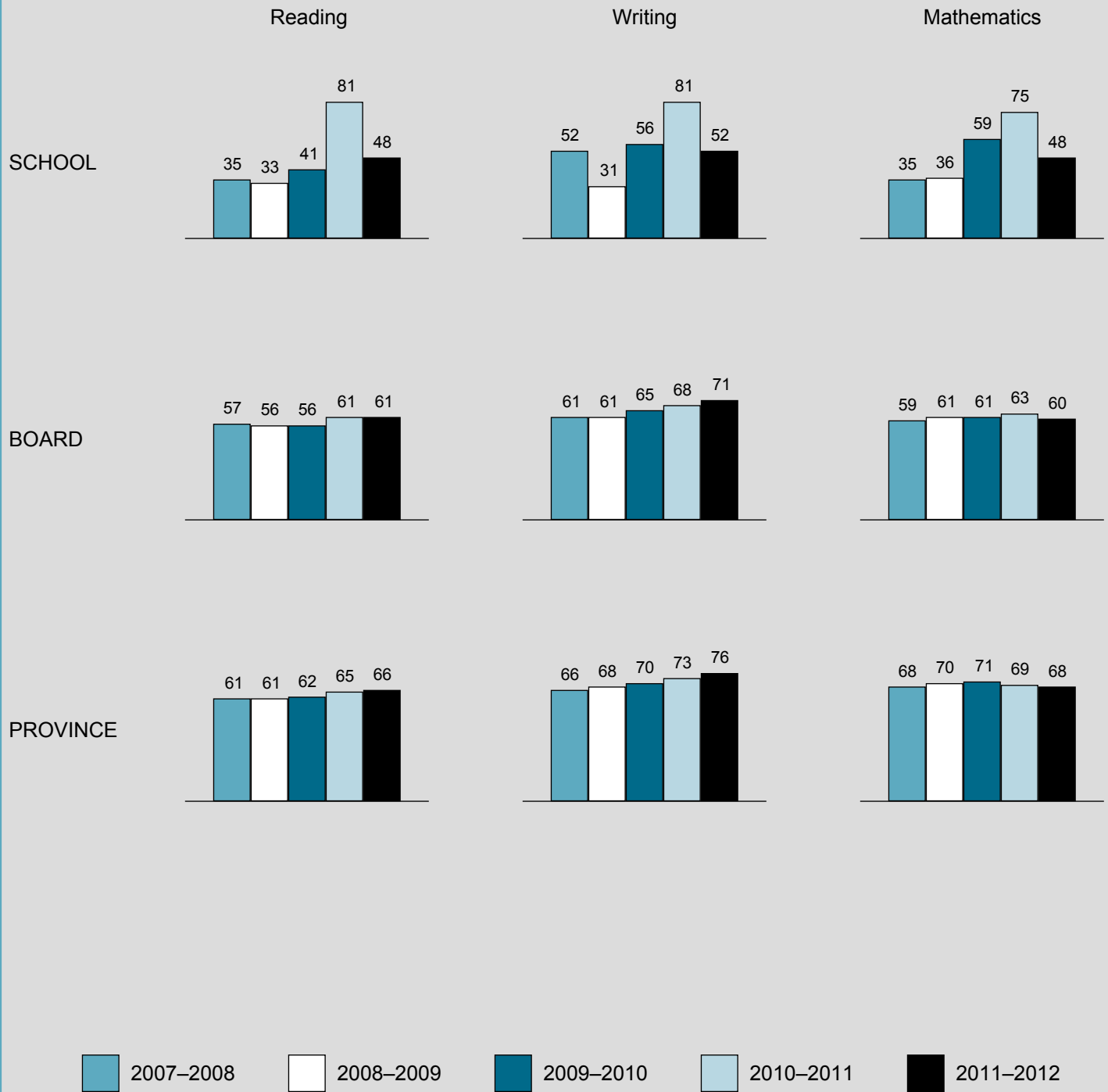
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2011–2012





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

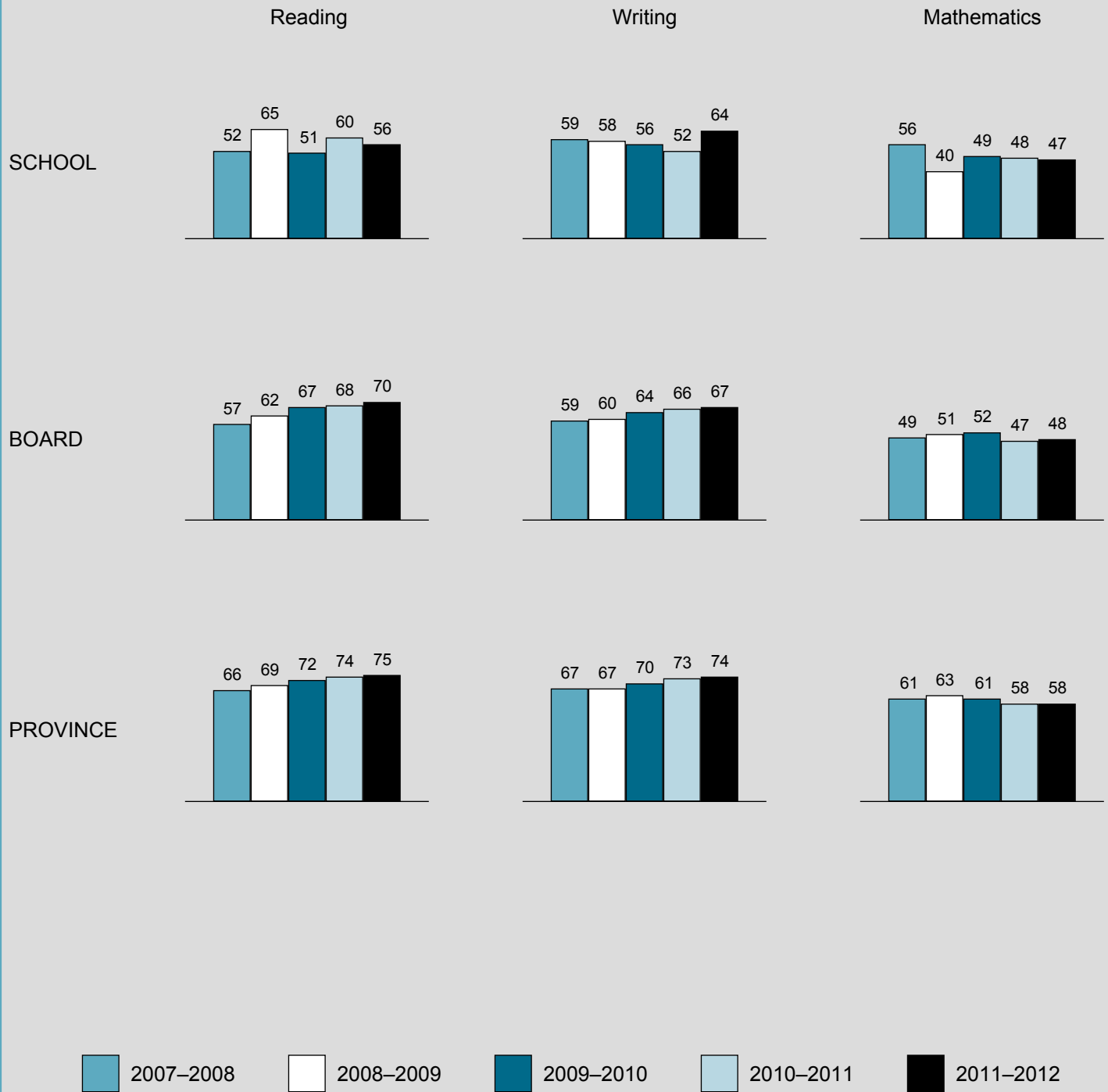
Percentage of Students: Grade 3



	Total Number of Grade 3 Students				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	52	42	34	36	33
Board	3 499	3 369	3 475	3 281	3 475
Province	128 660	125 481	127 789	124 117	126 455

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

Percentage of Students: Grade 6



	Total Number of Grade 6 Students				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	27	40	43	48	36
Board	3 806	3 690	3 745	3 559	3 467
Province	140 420	136 076	134 294	132 308	129 477

## **Central Mountain Staff Recommendation Summary**

- Close Queensdale and Eastmount Park in June 2014. Students, depending on address, will attend G.L. Armstrong or Franklin Road, which will each need two-room renovations for full-day kindergarten.
- Close Linden Park in June 2014. Students, depending on address, will attend Ridgemount or Pauline Johnson. Ridgemount will add two full-day kindergarten rooms and six classrooms; construction estimated to be completed for September 2016.
- Establish Pauline Johnson as a primary school for grades JK-3 and Cardinal Heights as a junior/intermediate school for grades 4-8, in September 2014. If the Board is able to secure funding for the construction of a new 550 pupil place JK-8 school on the existing site, both schools would close once the new school is constructed.

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

School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights	308	318	312	249	241	246	0	0	0	0	0	0
		103%	101%	81%	78%	80%	0%	0%	0%	0%	0%	0%
Eastmount Park	348	219	216	0	0	0	0	0	0	0	0	0
		63%	62%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Franklin Road	463	351	355	474	459	458	452	446	449	448	449	446
		76%	77%	102%	99%	99%	98%	96%	97%	97%	97%	96%
George L. Armstrong	633	338	327	616	603	611	590	572	553	548	523	520
		53%	52%	97%	95%	96%	93%	90%	87%	87%	83%	82%
New K-8 (on Cardinal Heights)	550	-	-	-	-	-	543	557	569	562	563	563
		-	-	-	-	-	99%	101%	103%	102%	102%	102%
Linden Park	319	157	154	0	0	0	0	0	0	0	0	0
		49%	48%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Pauline Johnson	314	254	265	302	290	288	0	0	0	0	0	0
		81%	84%	96%	92%	92%	0%	0%	0%	0%	0%	0%
Queensdale	279	190	188	0	0	0	0	0	0	0	0	0
		68%	67%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Ridgemount (with addition)	250	260	247	436	440	435	441	434	445	446	447	449
	463	104%	90%	160%	161%	94%	95%	94%	96%	96%	96%	97%
Total	2,914	2,087	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
		72%	70%	106%	103%	93%	96%	95%	96%	95%	94%	94%
OTG Total 2013	2,937											
OTG Total 2014	1,968											
OTG Total 2016	2,181											
OTG Total 2017	2,109											

Close Eastmount Park, Linden Park and Queensdale June 2014

Build 8 room addition on Ridgemount - Ready 2016

2014 Cardinal Heights becomes 4-8 School and Pauline Johnson JK-3 School

\*\* If funding granted by the Ministry - New 550 pupil place school on Cardinal Heights

\*\* Holding school for Cardinal Heights will be required during construction if ministry funding is granted





Ridgemount	OTG:	273	463										
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	35	31	40	28	41	34	33	18	0	0	0	260	95%
2013	36	34	32	41	29	42	35	0	0	0	0	247	90%
2014	47	47	43	44	44	31	50	41	44	36	11	436	160%
2015	47	47	39	43	44	44	31	48	41	44	11	440	161%
2016	47	47	39	39	43	45	45	30	48	41	11	435	94%
2017	48	48	41	41	41	45	46	43	30	48	11	441	95%
2018	49	49	41	41	41	41	45	42	43	30	11	434	94%
2019	50	50	42	42	42	42	42	41	42	43	11	445	96%
2020	50	50	43	43	43	43	43	37	41	42	11	446	96%
2021	51	51	44	44	44	44	44	37	37	41	11	447	96%
2022	52	52	44	44	44	44	44	37	37	37	11	449	97%

New Elementary	OTG:	550											
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	0	0	0	0	0	0	0	0	0	0	0	0	0%
2013	0	0	0	0	0	0	0	0	0	0	0	0	0%
2014	0	0	0	0	0	0	0	0	0	0	0	0	0%
2015	0	0	0	0	0	0	0	0	0	0	0	0	0%
2016	0	0	0	0	0	0	0	0	0	0	0	0	0%
2017	60	60	51	51	51	54	53	65	46	40	11	543	99%
2018	60	60	51	51	51	51	54	55	65	46	11	557	101%
2019	60	60	52	52	52	52	52	58	56	66	11	569	103%
2020	60	60	52	52	52	52	52	56	59	57	11	562	102%
2021	60	60	52	52	52	52	52	57	57	60	11	563	102%
2022	60	60	52	52	52	52	52	57	57	57	11	563	102%

Total	OTG:	2,937	1,991	2,181	2,109								
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	212	222	205	183	204	213	173	225	185	212	53	2,087	71%
2013	216	199	218	204	182	202	212	174	217	185	53	2,062	70%
2014	217	218	199	218	203	181	200	203	169	217	53	2,078	104%
2015	214	219	194	199	217	203	180	192	194	169	53	2,033	102%
2016	213	215	194	193	197	215	202	174	188	194	53	2,038	93%
2017	214	215	192	195	193	198	214	196	167	190	53	2,026	96%
2018	212	216	191	192	193	192	197	205	190	168	53	2,009	95%
2019	213	214	192	191	191	193	191	189	197	191	53	2,016	96%
2020	214	215	191	192	191	191	192	184	182	198	53	2,003	95%
2021	215	216	192	191	191	190	190	185	177	183	53	1,983	94%
2022	216	217	192	192	190	191	189	182	178	178	53	1,978	94%

Close Eastmount Park, Linden Park and Queensdale June 2014

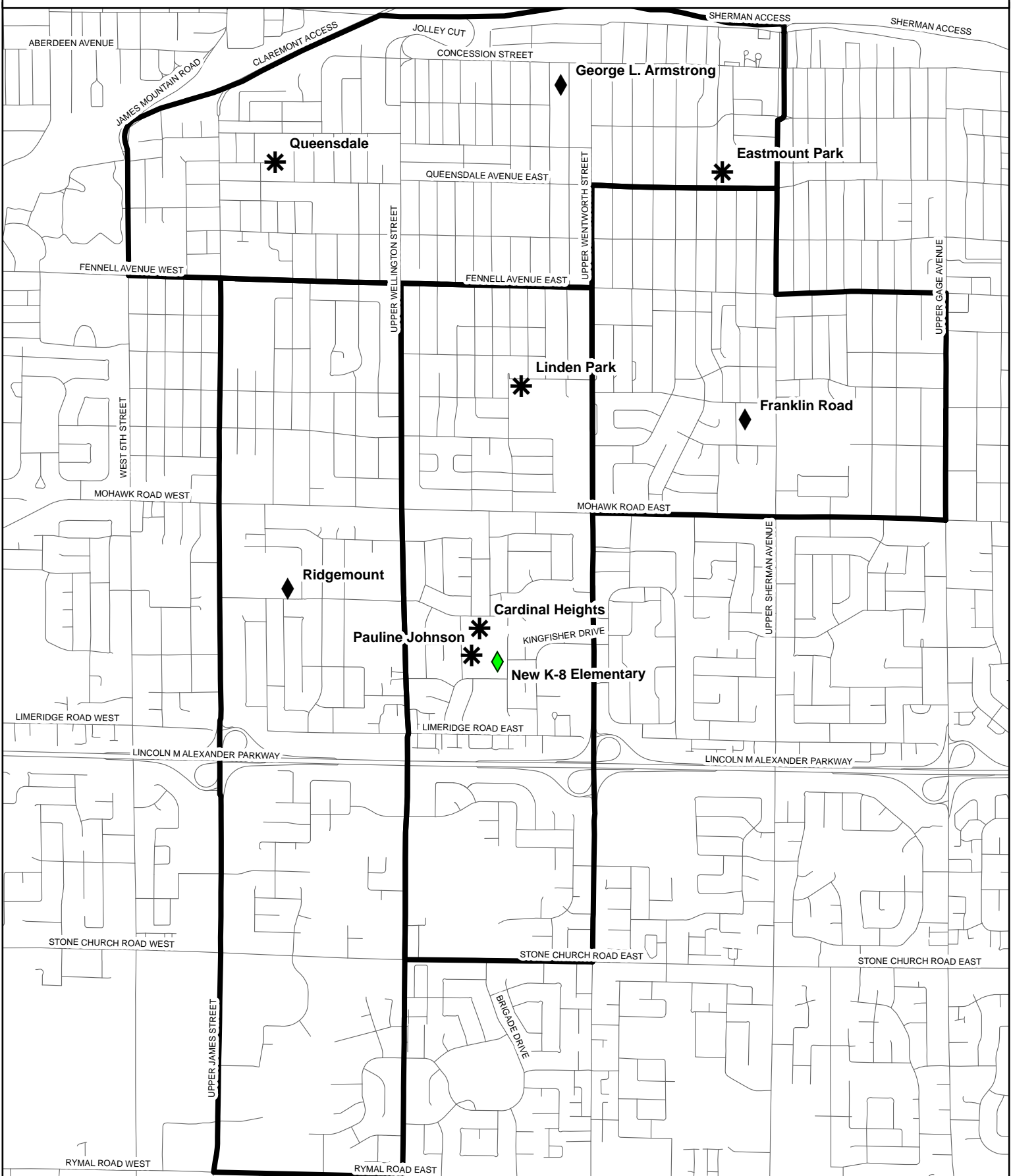
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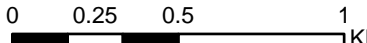
\*\* If funding granted by the Ministry - New 550 pupil place school on Cardinal Heights

\*\* Holding school for Cardinal Heights will be required during construction if ministry funding is granted

# Central Mountain Accommodation Review - Staff Option



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



**Planning & Accommodation**  
 October 2013  
 Planning and Accommodation

**Central Mountain Accommodation Review Committee  
Working Group Meeting # 1  
Tuesday, October 01, 2013  
6:00 p.m.**

**Cardinal Heights Elementary School  
70 Bobolink Road, Hamilton, ON**


**Agenda**

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

Next Meeting - TBD


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





Hamilton-Wentworth District School Board

Elementary Accommodation Review Committee




ARC

## Central Mountain

### Accommodation Review Working Group Meeting # 1


Cardinal Heights Linden Park  
 Eastmount Park Pauline Johnson  
 Franklin Road Queensdale  
 G.L. Armstrong Ridgemount

Cardinal Heights - Tuesday, October 1<sup>st</sup>, 2013




Hamilton-Wentworth District School Board

Elementary Accommodation Review Committee




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## Welcome and Introductions



Hamilton-Wentworth District School Board


Elementary Accommodation Review Committee



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## Mandate of the Accommodation Review Committee

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



Hamilton-Wentworth District School Board


Elementary Accommodation Review Committee



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## Meeting Norms (Section C.1)

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



Hamilton-Wentworth District School Board

Elementary Accommodation Review Committee




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## Agenda

Part One: What is an Accommodation Review?


Part Two: Why is HWDSB conducting an Accommodation Review?

Part Three: Why is an Accommodation Review needed in Central Mountain?



Hamilton-Wentworth District School Board

Elementary Accommodation Review Committee



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## Part One: What is an Accommodation Review?

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

## “Value to the Student”

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

## Where we are in the Process



\* Dates are approximate and subject to accommodation review progress

## Committee Membership

- Chair

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

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

## How will we make decisions:

- Suggested Method:

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

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

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

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

## Accommodation Review Committee Voting Discussion

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

**Elementary Accommodation Review Committee** ARC

### Public and Working Group Meetings

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

**Elementary Accommodation Review Committee** ARC

### Format of Public Meetings

Optimizing consultation by:

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

**Elementary Accommodation Review Committee** ARC

### Keeping the Committee & Community Informed

- All information will be posted on the HWDSB website:
  - [www.hwdsb.on.ca](http://www.hwdsb.on.ca)
- All public meetings will be advertised
- Working Group & Public Meetings will be held at schools within the planning area
- Working group meetings are open to the public for viewing

**Elementary Accommodation Review Committee** ARC

### Phases of an Accommodation Review

- Board Approval June 2013**
  - Preliminary School Accommodation Review Report
- Preparation Phase June 2013-Sept 2013**
  - Preparation of background material
  - Committee Members are appointed
- Community Review Phase Oct 2013-Jan 2014\***
  - Board Staff share school accommodation option
  - Accommodation Review Committee develops recommendation(s)
- Board Review Phase Feb 2014 – May 2014\***
  - Director's Accommodation Review Report
  - Public delegations at Standing Committee Meetings
- Projected Decision by Trustees May 2014\***

\* Dates are approximate and subject to accommodation review progress

**Elementary Accommodation Review Committee** ARC

### Timelines

- Public Meeting #1 (Oct 8, 2013)**  
Overview of Accommodation Review Process  
Presentation of Board Option  
Opportunity for Community Input
- ARC Report to Director due between 90 and 120 after first public meeting**
- Director's Report to Trustees due no less than 30 days after receiving the Report**
- Public Consultation within 60 days after the Director's Report to Trustees**  
Public Consultation at Standing Committee Meeting
- Decision by Trustees can be after the 60 day public consultation period**

4-8 Working Group Meetings and 3 Public meetings

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

Central Mountain Accommodation Review Calendar - DRAFT

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

Legend:

- Tri-School Holiday
- Board Meeting
- Reference Meetings to Board/Committee
- Public Meeting
- Working Group Meeting
- Delivery of Final ARC Report
- Presentation of Director's Report
- 60 Day Period for Standing Committee Meeting for Public Input
- Standing Committee Meeting for Decision

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

**Elementary Accommodation Review Committee**  
*Schedule and Timelines*

**Central Mountain Accommodation Review**

MEETING TYPE	OBJECTIVE	MEETING DATE	MEETING LOCATION
Working Group Meeting #1	<ul style="list-style-type: none"> <li>Outline the Review process</li> <li>Accommodation Review Mandate</li> <li>Review Terms of Reference (ToR)</li> <li>Review Committee Terms</li> <li>Introduction to Review</li> <li>Presentations of administration staff option</li> </ul>	Friday October 1 <sup>st</sup> , 2013	Cardinal Heights Middle School
Public Meeting #1	<ul style="list-style-type: none"> <li>Review ToR</li> <li>Accommodation Review Mandate</li> <li>Outline the Review process</li> <li>Present data and background information</li> <li>Receive community input</li> <li>Presentations of administration staff option</li> </ul>	Tuesday October 8 <sup>th</sup> , 2013	Central Heights Middle School
Working Group Meeting #2	<ul style="list-style-type: none"> <li>Approve the School Information Profile (SIP)</li> <li>Development of Accommodation Options</li> </ul>		
Working Group Meeting #3	<ul style="list-style-type: none"> <li>Development of Accommodation Options</li> </ul>		
Public Meeting #2	<ul style="list-style-type: none"> <li>Review ToR, Mandate</li> <li>Outline Review process</li> <li>Review School Information Profile</li> <li>Receive community input</li> </ul>		
Working Group Meeting #4	<ul style="list-style-type: none"> <li>Development of Accommodation Options</li> </ul>		
Working Group Meeting #5	<ul style="list-style-type: none"> <li>Development of Accommodation Options</li> </ul>		
Public Meeting #3	<ul style="list-style-type: none"> <li>Review ToR, Mandate</li> <li>Outline Review process</li> <li>Approve the Accommodation Review Committee Accommodation Options</li> <li>Receive community input</li> </ul>		
Working Group Meeting #6	<ul style="list-style-type: none"> <li>Development of Accommodation Review Committee Accommodation Report</li> </ul>		
Working Group Meeting #7	<ul style="list-style-type: none"> <li>Finalize Accommodation Review Committee Report</li> </ul>		
Public Meeting #4	<ul style="list-style-type: none"> <li>Review ToR, Mandate</li> <li>Outline Review process</li> <li>Present Draft Accommodation Review Committee Report – Accommodation Options</li> <li>Receive community input</li> </ul>		
Working Group Meeting #8	<ul style="list-style-type: none"> <li>Finalize Accommodation Review Committee Report</li> </ul>		

**Elementary Accommodation Review Committee**

**Our First Decision:**  
Meeting Dates and Timelines

We need to approve these dates and times tonight

**Elementary Accommodation Review Committee**

Reviewing Contents of the Binder...

Please familiarize yourselves with the binder for the next meeting.

**Elementary Accommodation Review Committee**

**A. School Board Reports**

- Accommodation Review Standing Committee Report
- Long Term Facilities Master Plan Guiding Principles

**B. Accommodation Review Committee Documents**

- Ontario Ministry of Education Pupil Accommodation Guidelines
- Administration Review of Accommodation Review Process
- Accommodation Review Policy
- Accommodation Review Policy Directive
- Accommodation Review Terms of Reference

**Elementary Accommodation Review Committee**

**Terms of Reference (Section B.5)**

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

**Elementary Accommodation Review Committee**

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

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

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

The Accommodation Review Committee may add additional reference criteria.




 **Elementary Accommodation Review Committee** 

**C. Committee Membership**



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

**D. Timeline and Schedule**

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



 **Elementary Accommodation Review Committee** 

**Questions**

 **Elementary Accommodation Review Committee** 



**School Information**

**(Sections E through M)**

 **Elementary Accommodation Review Committee** 



**E. School Information Profiles**

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

 **Elementary Accommodation Review Committee** 



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

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

 **Elementary Accommodation Review Committee** 



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

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



 **Elementary Accommodation Review Committee** 

### School Information Profiles (Continued)

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

 **Elementary Accommodation Review Committee** 

## School Information – continued..

 **Elementary Accommodation Review Committee** 

### F. Through M. School Overviews

1. Cardinal Heights	5. Linden Park
2. Eastmount Park	6. Pauline Johnson
3. Franklin Road	7. Queensdale
4. G.L. Armstrong	8. Ridgemount

**Each section contains:**

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

 **Elementary Accommodation Review Committee** 

### N. Staff Accommodation Review Recommendation

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


### O. Through V. Accommodation Review Committee Meeting

### W. Public Meeting



### X. Media and Correspondence

### Y. Miscellaneous

### Z. Final Report to the Board

 **Elementary Accommodation Review Committee** 

## Questions

 **Elementary Accommodation Review Committee** 

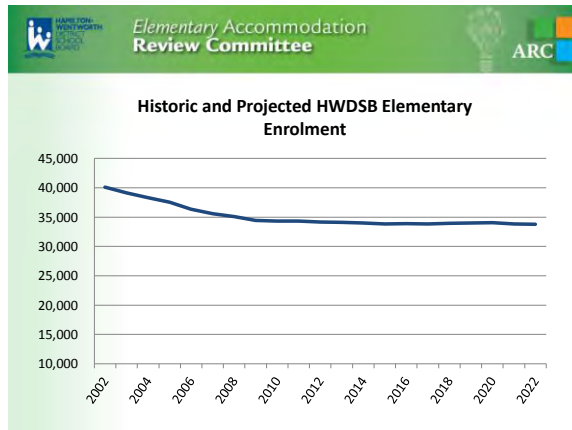
## Part Two: Why is HWDSB conducting Accommodation Reviews?

Hamilton-Wentworth District School Board  
Elementary Accommodation Review Committee  
ARC

### Why is HWDSB Undertaking Elementary Accommodation Reviews

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

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



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

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### Long Term Facilities Master Plan Guiding Principles

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

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### LTFMP Guiding Principles (con't.)

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

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### LTFMP Guiding Principles (con't.)

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

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**Elementary Accommodation Review Committee**  
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**Questions of Clarification**

Hamilton-Wentworth District School Board  
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**15 Minute Break**



Hamilton-Wentworth District School Board  
**Elementary Accommodation Review Committee**  
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**Part Three: Why is an Accommodation Review needed in Central Mountain?**

**(Section N of your binder)**

Hamilton-Wentworth District School Board  
**Elementary Accommodation Review Committee**  
 ARC


**Why Central Mountain?**

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

Hamilton-Wentworth District School Board  
**Elementary Accommodation Review Committee**  
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**Current Situation and Staff Accommodation Option**

Hamilton-Wentworth District School Board  
**Elementary Accommodation Review Committee**  
 ARC



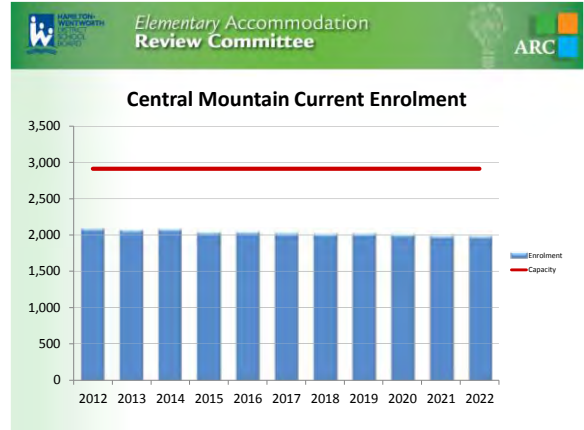


**Elementary Accommodation Review Committee**

**Current Situation:**

School	Year of Construction	2012 OTG	2012 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)	Current FCI	10 Yr FCI
Cardinal Heights (6-8)	1963	308	318 (103%)	282 (91%)	295 (96%)	52.22%	63.19%
Eastmount Park (JK-6)	1959	348	219 (63%)	211 (60%)	209 (60%)	38.99%	47.04%
Franklin Road (JK-8)	1954	463	351 (76%)	343 (74%)	338 (73%)	37.47%	42.16%
G.L. Armstrong (JK-8)	1930	633	338 (53%)	289 (46%)	238 (38%)	42.19%	50.72%
Linden Park (JK-5)	1957	319	157 (49%)	156 (49%)	143 (45%)	44.78%	77.36%
Pauline Johnson (JK-5)	1967	314	254 (81%)	300 (96%)	305 (97%)	24.72%	27.53%
Queensdale (JK-6)	1948	279	190 (68%)	199 (71%)	182 (65%)	55.17%	66.24%
Ridgemount (JK-5)	1961	250	260 (104%)	247 (99%)	269 (108%)	39.19%	61.77%
<b>TOTAL</b>		<b>2,914</b>	<b>2,087 (72%)</b>	<b>2,026 (70%)</b>	<b>1,978 (68%)</b>		

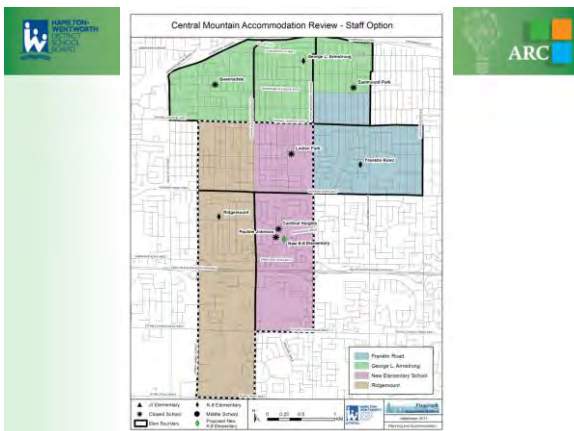
Enrolment October 2012  
OTG Capacity: On-the-ground Capacity  
FCI: Facility Condition Index



**Elementary Accommodation Review Committee**

## Staff Accommodation Option

- Elementary Accommodation Review Committee**
- ### What is the significance of the staff option?
- Is meant as a starting point and initiates the process for the committee to create recommendations
  - The staff option is not 'final' – revisions are possible and will be examined at the end of the consultation period.

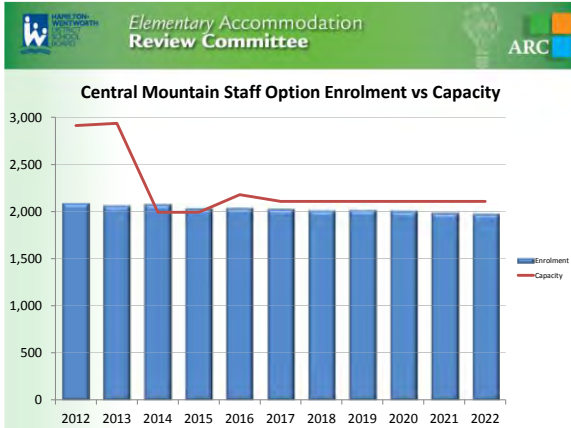


**Elementary Accommodation Review Committee**

**Staff Option**

School	OTG	2012 Enrolment (Utilization)	2014 Enrolment (Utilization)	2015 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)
Cardinal Heights (6-8)	308	318 (103%)	249 (81%)	246 (80%)	-	-
Eastmount Park (JK-6)	348	219 (63%)	-	-	-	-
Franklin Road (JK-8)	463	351 (76%)	474 (102%)	458 (99%)	452 (98%)	446 (96%)
G.L. Armstrong (JK-8)	633	338 (53%)	616 (96%)	611 (96%)	590 (93%)	520 (82%)
Linden Park (JK-5)	319	157 (49%)	-	-	-	-
Pauline Johnson (JK-5)	314	254 (81%)	302 (96%)	288 (92%)	-	-
Queensdale (JK-6)	279	190 (68%)	-	-	-	-
Ridgemount (JK-5)(JK-8 in 2017)	273 463 (2016)	260 (104%)	436 (160%)	435 (94%)	441 (98%)	449 (97%)
New School (JK-8)	550	-	-	-	543 (99%)	563 (102%)
<b>TOTAL</b>	<b>2,107</b>	<b>2,087 (71%)</b>	<b>2,033 (102%)</b>	<b>2,038 (109%)</b>	<b>2,026 (96%)</b>	<b>1,978 (94%)</b>

Enrolment October 2012  
OTG Capacity: On-the-ground Capacity



Hamilton-Wentworth District School Board  
Elementary Accommodation Review Committee  
ARC

### Central Mountain Staff Recommendation

- **Closure of Queensdale and Eastmount Park into GL Armstrong and Franklin Road in June 2014**
  - Students north of Queensdale Ave in Eastmount Park boundary will attend GL Armstrong for K-8
  - Students south of Queensdale Ave in Eastmount Park boundary will attend Franklin Road for K-8
  - GL Armstrong and Franklin Road will need 2 room FDK renovations
- **Closure of Linden Park in June 2014**
  - Students west of Upper Wellington will attend Ridgemount
  - Students east of Upper Wellington will attend Pauline Johnson
- **Ridgemount to receive 2 FDK room and 6 classroom addition**
  - Open September 2016 as JK-8
- **Closure of Cardinal Heights June 2015- If funding is received**
  - Find holding school for Cardinal Heights
  - New 550 K-8 built on Cardinal Heights site – ready September 2017

Hamilton-Wentworth District School Board  
Elementary Accommodation Review Committee  
ARC

## Questions

Hamilton-Wentworth District School Board  
Elementary Accommodation Review Committee  
ARC

### Next Steps:

- Review of binder content
- Review of School Information Profiles they need to be approved next working group meeting
- Public Meeting #1 (October 8<sup>th</sup>, 2013 – Cardinal Heights)
  - ARC members' role in public meeting is to listen to the feedback of the public to help formulate solutions for the planning area.

Hamilton-Wentworth District School Board  
Elementary Accommodation Review Committee  
ARC

### Next Meeting: Public Meetings #1 October 8<sup>th</sup> at Cardinal Heights

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

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

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

**Central Mountain Accommodation Review Committee  
Working Group Meeting # 1  
Tuesday, October 01, 2013  
6:00 p.m.**

**Cardinal Heights Elementary School  
70 Bobolink Road, Hamilton, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** - Michael Prendergast

**Voting Members** - Diana Asrani, Amber Bourque, Candice Campbell, Marney Campbell, Jenn Clarke, Philip Erwood, Leanne Friesen, Adam Hinks, Marj Howden, Barbara Jasevac, Jennifer Lockhart, Kathy Long, Denise McCafferty, Jamie McLean, Sharon Miller, Patricia Mousseau, Robert Nixon, Candice Romaker, Janeen Schaeffer, Margaret Toth, Lourie Vanderzyden, Laurie Walowina

**Non-Voting Members** - Linda Astle, Julie Beattie, Maria Carbone, Biljana Arsovic Filice, Colin Hazell, Lillian Orban, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

**Regrets**

**Voting Members** - Nil

**Non-Voting Members** - Nil

**Resource Staff**

Ian Hopkins, Mark Taylor, Ellen Warling

**Recording Secretary**

Kathy Forde

**Public** - 5 public attendees present

**1. Welcome and Introductions**

Michael Prendergast welcomed everyone to the meeting. A roundtable of introductions followed. The first meeting was intended to review mandate, process, logistics and schedules, and to establish procedures and meeting norms. As meetings progress, key items around programs, buildings, capacity, enrolment and funding will be examined to determine how we move forward to provide a bright future for our students. Principals and resource staff will be present to respond to questions. The public is welcome



to observe all Working Group meetings and will have the opportunity to participate in the upcoming Public Consultations. Appreciation was expressed to everyone for their commitment.

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

Michael Prendergast provided an overview. Currently, four ARCs are simultaneously underway within HWDSB. Aspects concerning value to the student and the ARC process were outlined. By February 2014, a final report will be presented for Board review and by May 2014, final decisions by the Board of Trustees are expected. Committee Membership was reviewed. Methods for decision-making and guidelines for voting were outlined. The process for general decisions will be by consensus, by a show of hands, by voting members only. More sensitive decisions will be determined by ballot. Quorum is 50 percent plus one of voting members. Meeting formats and timelines were reviewed. Timelines are critical to keep within Ministry guidelines.

Ian Hopkins presented the draft calendar of meeting dates for consideration and approval. Consistent attendance is important but missing the odd meeting is not crucial. It will be important for the Working Group to be prepared for the Public Meetings.

**DECISION: By a show of hands, voting members accepted the calendar presented.**

Regarding meeting locations, transportation is a concern for some attendees so meetings will rotate among all schools. A tour of the schools can also be arranged if the committee members wish to have tours. A draft schedule of meeting locations will be prepared in consultation with principals to ensure sufficient space and accessibility is available.

**ACTION: Draft a schedule of meeting locations.**

Ian Hopkins provided an overview on binder contents. The Terms of Reference and Reference Criteria were outlined. A complete listing of committee membership will be provided to ARC members at a later date. School Information Profiles (SIPs) containing essential data (map, boundary, enrolment, capacity, grade organization, site plan, walking distance, student distribution, EQAO, program information) were reviewed. Data has been gathered using historical information. It will be important to review the binders, digest the data and become familiar with pertinent details as the SIPs will need approval. Any revisions can be directed to Ian Hopkins or Kathy Forde. Corrections, as discussed at the meeting, will be incorporated:

- E.1 - Eastmount Park - Item 4 - "yes" does have a computer lab
- J.1 and J.2 - Linden Park is "JK-5"
- K.4 - Pauline Johnson FTE total to be adjusted as provided by Colin Hazell

**ACTION: Distribute final membership listing.**

**ACTION: Update SIP data as advised.**

### **3. Part 2: Why HWDSB are conducting Accommodation Reviews (Ellen Warling)**

Many school Boards across Ontario are facing similar issues related to declining enrolment. Many schools are underutilized and the funding formulas have changed. Restricted funding, declining enrolment and maintenance costs for underutilized schools present a challenge, impacting student programs and services. Guiding principles for the Long Term Facilities Master Plan (LTFMP) were reviewed. HWDSB is committed to providing and maintaining quality teaching and learning environments that support student achievement. Ideally, optimal utilization rates of school facilities range within 90-110 percent. However, many schools are significantly underutilized.

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

Addressed in Item 2.

### **5. Part 3: Why an Accommodation Review for Central Mountain**

Ellen Warling provided an overview noting that the LTFMP indicates JK-8 schools with an enrolment of approximately 500-600 students are two of the guiding principles. Accommodation Reviews have been spaced geographically across HWDSB over the next five years.

### **6. Current Situation and Staff Option**

Ellen Warling provided details. Current boundaries and facility status were reviewed in terms of age, capacity, enrolment and Facility Condition Index (physical condition). Capacity in comparison to enrolment was reviewed. Details provided in the presentation.

The staff option recommends that Cardinal Heights, Franklin Road, G.L. Armstrong, Pauline Johnson and Ridgemount remain, and that a new elementary school be built, which means a combination of new construction, some closures and some renovations. Closures would include Eastmount Park, Linden Park and Queensdale in June 2014. An 8-room addition would be built on Ridgemount ready for 2016. Pauline Johnson would become a JK-3 school; Cardinal Heights would become a 4-8 school; and, if funding is secured for construction of a new 550 JK-8 school on the existing site both schools would close once the new school is constructed. The staff option is only a starting point as the process begins. The purpose of the Accommodation Review Committee is to generate options for consideration based on available data and community and member input and then make recommendations to trustees in a final report. Input from the community is essential and will inform the decisions that are made. Details provided in the handout.

### **7. Questions & Answers/Discussion**

There were further questions for clarification and discussion around how the schools were selected for this ARC. Included in the discussion was the decision to exclude Norwood Park School. The schools included in the ARC were approved by the Trustees through their approval of the Long Term Facilities Master Plan ARC Timelines. Norwood Park is a single track French immersion school that does not have a significant

accommodation pressures, does not belong to this family or cluster of schools and the students of Norwood Park attend a different secondary school than the students in the ARC.

A discussion around various data sources, how enrolment projections compare to City of Hamilton population forecasts and an understanding of Facility Condition Index occurred. Staff explained how the enrolment projections are calculated using historic student enrolments, trends, census data, review of new home construction as well as compared to both municipal and provincial population forecasting. Further data and explanations around Facility Condition Index will be provided to the committee at a future meeting.

ARC members identified that there were few facility improvements provided in the staff option beyond the new capital construction required at several sites and no costing provided for the new construction. As the ARC narrows its options and examines the high and urgent needs at each of the facilities, a list of upgrades for each recommendation will be developed including the board staff option. Along with the list of recommended upgrades will be a costing of the upgrades and a review of potential sources of funds pay for the work.

An overview of the upcoming public meeting was provided. The ARC members provided input on items to be sure to discuss and present at the meeting and their concerns about the upcoming meeting. A discussion around the change in how the community input portion of the meeting will be run occurred. The public meeting room will be small table discussions facilitated by board staff. The role of the ARC members will be to listen to the public input.

An ARC member commented on the importance of self-monitoring in the best interest of the children. It will be important not to personalize thoughts with our own children or those in the schools and communities.

## 8. Next Steps

- Review binders including SIP details.
- Any corrections to data can be provided to Ian Hopkins or Kathy Forde.

## 9. Adjournment

The meeting adjourned at 8:54 p.m.

### Handouts

- Agenda
- Presentation
- Administration Staff Recommendation Option
- Draft Calendar


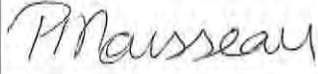


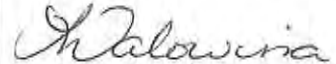
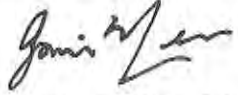
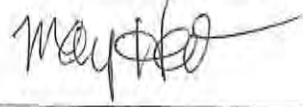



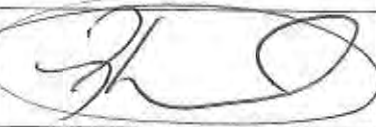

2 vacant  
22 filled  
24 spots

**Accommodation Review Committee - Central Mountain  
Committee Members  
Working Group Meeting # 1 - October 01, 2013  
Sign-in Sheet**

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Michael Prendergast	<i>present</i>
<b>Voting Members</b>		
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell Home: 3185279 / Cell: Email: marnicamp@sympatico.ca	<i>M Campbell</i>
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candace Campbell Home: (905) 389-8351 / Cell: Email: CANDICE_CAMPBELL@STAW.CA	<i>Candice Campbell</i>
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden Home: / Cell: Email: lourie.vanderzyden@hwdsb.on.ca	<i>Lourie Vanderzyden</i>
Eastmount Park parent representative from School Council/Home and School	Candice Romaker Home: 905-526-0469 Email: c_copland@yahoo.com	<i>C. Romaker</i>
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke Home: 905-385-0774 Email: nil	<i>Jennifer Clarke</i>
Eastmount Park teaching or non-teaching staff	Denise McCafferty Work: 905-387-0172 Email: denise.mccafferty@hwdsb.on.ca	<i>DMcCafferty</i>
Franklin Road parent representative from School Council/Home and School	Margaret Toth Home: 905 537 0596 Cell: 905 537 0596 Email: brunswick11ve.ca	<i>M. Toth</i>
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer Home: [REDACTED] Email: [REDACTED]	<i>J Schaeffer</i>
Franklin Road teaching or non-teaching staff	Barbara Jalsevac Home: 905 304 5275 Cell: Email: barbara.jalsevac@hwdsb.on.ca	<i>Bjalsevac</i>
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque Home: 905-577-7590 Email: abourque@fluke.ca	<i>A Bourque</i>



George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon Home: 905-318-5455 Email: <a href="mailto:hub33@gmail.com">hub33@gmail.com</a>	
George L. Armstrong teaching or non-teaching staff	Patricia Mousseau Home: 905-869-0781 Email: <a href="mailto:patricia.mousseau@hwdsb.on.ca">patricia.mousseau@hwdsb.on.ca</a>	
Linden Park parent representative from School Council/Home and School	Kathy Long <sup>work 905-317-2657</sup> Home: 905-746-5629 Email: <a href="mailto:rcmracing@sympatico.ca">rcmracing@sympatico.ca</a>	
Linden Park parent representative <u>not</u> from School Council/Home and School	Jennifer Lockhart H: 905-574-3319 W: 905-546-2424 C: 905-515-5755 Email: <a href="mailto:nnifer@quickclick.net">nnifer@quickclick.net</a>	
Linden Park teaching or non-teaching staff		
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina - School Council Chair Home: 905-385-5472 / Cell: 905-807-5032 <a href="mailto:lwalowina@shaw.ca">lwalowina@shaw.ca</a>	
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Mr. Jamie McLean [REDACTED]	
Pauline Johnson teaching or non-teaching staff	Mrs. Marj Howden Cell: 905-865-1899 <sup>865-1999</sup> <a href="mailto:marj.howden@hwdsb.on.ca">marj.howden@hwdsb.on.ca</a>	
Queensdale parent representative from School Council/Home and School	Leanne Friesen Home: 905-387-9202 / Cell: 905-746-1150 Email: <a href="mailto:lfriesen@leanne@nhbc.ca">lfriesen@leanne@nhbc.ca</a>	
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks Home: 289-396-4373 / Cell: Email: <a href="mailto:ahinks@cojeco.com">ahinks@cojeco.com</a>	
Queensdale teaching or non-teaching staff	Diana Asrani Home: 905-304-5779 / Cell: Email: <a href="mailto:dmscamb16@hotmail.com">dmscamb16@hotmail.com</a>	
Ridgemount parent representative from School Council/Home and School		
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood Home: 905-389-6344 / Cell: 289-260-6344 Email: <a href="mailto:fivepinet@hotmail.com">fivepinet@hotmail.com</a>	
Ridgemount teaching or non-teaching staff	Sharon Miller Home: 905-388-0162 / Cell: Email: <a href="mailto:sharonmiller@hwdsb.on.ca">sharonmiller@hwdsb.on.ca</a> <a href="mailto:Sharon.miller163@shaw.ca">Sharon.miller163@shaw.ca</a>	

Non- Voting Representatives		
Area Trustee	Lillian Orban	
Cardinal Heights Principal	Nanci-Jane Simpson	
Eastmount Park Principal	Linda Astle	present <i>L. Astle</i>
Franklin Road Principal	Jennifer Robertson-Heath	
George L. Armstrong Principal	Doug Trimble	present <i>Doug</i>
Linden Park Principal	Julie Beattie	
Pauline Johnson Principal	Colin Hazell	present <i>Colin Hazell</i>
Queensdale Principal	Maria Carbone	
Ridgemount Principal	Biljana Filice <i>Biljana Arsovic Filice</i>	present <i>B. Filice</i>
Planning and Accommodation Resource Staff	Ian Hopkins	
Administrative Support Staff	Kathy Forde	<i>K. Forde</i>
Corporate Communications Resource Staff		
E-BEST Resource Staff		
Planning & Accommodation Resource Staff	Ellen Warling	
Facilities Management Staff	Dan Del Bianco	
	<i>Linda Sheppard HWSB</i>	



**Central Mountain Accommodation Review Committee  
Working Group Meeting # 2  
Tuesday, October 15<sup>th</sup>, 2013  
6:00 p.m. – 9:00 p.m.**

**Pauline Johnson Elementary School  
25 Hummingbird Lane, Hamilton, ON**

**Agenda**

1. Call to Order – Superintendent Michael Prendergast, Chair (6:00 p.m.)
2. Agenda (6:00 - 6:05)
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
  - 2.3 Handout Protocol
3. Review of Quorum and Voting Procedures (6:05 - 6:15)
4. Binder Updates (6:15 - 6:20)
  - 4.1 Committee member list update
  - 4.2 D.1 and D.2 schedule update
  - 4.3 F.7 Cardinal Heights student distribution map
  - 4.4 I.7 George L. Armstrong student distribution map
  - 4.5 J.1 Linden Park school information sheet
  - 4.6 J.2 Linden Park boundary map
  - 4.7 K.4 Pauline Johnson class organization
  - 4.8 Presentation from Public Meeting #1
5. School Tours Schedule (6:20 – 6:25)
  - 5.1 Tour of Pauline Johnson and Cardinal Heights (at end of meeting)
6. Data requested by the committee (6:25 – 6:35)
7. Minutes from Working Group Meeting #1 (October 1<sup>st</sup>, 2013) (6:35 – 6:45)
  - 7.1 Nature of the Minutes
  - 7.2 Clarification
  - 7.3 Approval of minutes



8. Public Meeting #1 (October 8<sup>th</sup>, 2013) (6:45 -7:30)
  - 8.1 Presentation on understanding Group Discussion Notes data from Public Meeting #1 (EBest Staff)
  - 8.2 Debriefing on Public Meeting #1
  - 8.3 Review of Group Discussion Notes
  
9. Review of School Information Profiles (7:30 - 8:15)
  - 9.1 Overview of each section of the SIP (small group discussion)
  - 9.2 Discussion/Verify/Addition/Deletion
  
10. Correspondence (8:15 - 8:20)
  - 10.1 Facility Partnerships
  - 10.2 Letters from the Public
  
11. Questions & Answers (8:20 - 8:30)
  
12. Next Steps (8:30-8:35)
  
13. Adjournment (8:35)
  
14. Tour of Pauline Johnson and Cardinal Heights (8:35-9:00)

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

**Central Mountain**  
 Accommodation Review Working Group  
 Meeting # 2

Cardinal Heights Linden Park  
 Eastmount Park Pauline Johnson  
 Franklin Road Queensdale  
 G.L. Armstrong Ridgemount

Pauline Johnson - Tuesday, October 15<sup>th</sup>, 2013 (6 p.m. to 9 p.m.)

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

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

**Group Norms:**  
 Promote a positive environment  
 Treat all other members and guests with respect  
 Recognize and respect the personal integrity  
 Use established communication channels  
 Promote high standards of ethical practice at all times

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

- 1. Call to Order** – Superintendent Michael Prendergast, Chair (6:00 p.m.)
- 2. Agenda**
  1. Additions/Deletions
  2. Approval of Agenda
  3. Handout Protocol

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

**3. Review of Quorum**

**What number represents Quorum?**

50% of the voting members +1 = Quorum  
 Quorum : 24 voting members/2 = 12  
 12 + 1 = 13  
 Quorum = 13 (voting members in attendance)

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

**For a vote to pass:**  
 50% + 1 of present Voting Members

**Example:**  
 19 present Voting Members  
 $19/2 = 9.5$   
 $9.5 + 1 = 11$  (round up)  
 Passing Vote = 11

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

Central Mountain											Min. Required to Vote	
Members Present	24	23	22	21	20	19	18	17	16	15	14	13
Votes to PASS	13	13	12	12	11	11	10	10	9	9	8	8

**Elementary Accommodation Review Committee**

### 4. Binder Updates

- Committee member list update
- D.1 and D.2 schedule update
- F.7 Cardinal Heights student distribution map
- I.7 George L. Armstrong student distribution map
- J.1 Linden Park school information sheet
- J.2 Linden Park boundary map
- K.4 Pauline Johnson class organization
- M.1 Ridgemount school information sheet
- Presentation from Public Meeting #1

**Elementary Accommodation Review Committee**

**Current Situation:**

School	Year of Construction	2012 OTG	2012 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)	Current FCI	10 Yr FCI
Cardinal Heights (6-8)	1963	308	318 (103%)	282 (91%)	295 (96%)	52.22%	63.19%
Eastmount Park (JK-6)	1959	348	219 (63%)	211 (60%)	209 (60%)	38.99%	47.04%
Franklin Road (JK-8)	1954	463	351 (76%)	343 (74%)	338 (73%)	37.47%	42.16%
G.L. Armstrong (JK-8)	1930	633	338 (53%)	289 (46%)	238 (38%)	42.19%	50.72%
Linden Park (JK-5)	1957	319	157 (49%)	156(49%)	143(45%)	44.78%	77.36%
Pauline Johnson (JK-5)	1967	314	254 (81%)	300 (96%)	305 (97%)	24.72%	27.53%
Queensdale (JK-6)	1948	279	190 (68%)	199 (71%)	182 (65%)	55.17%	66.24%
Ridgemount (JK-5)	1961	250	260 (104%)	247 (99%)	269 (108%)	39.19%	61.77%
<b>TOTAL</b>		<b>2,914</b>	<b>2,087 (72%)</b>	<b>2,036 (70%)</b>	<b>1,978 (68%)</b>		

Updated October 9<sup>th</sup>, 2013

Enrollment October 2012  
OTG Capacity: On-the-Ground Capacity  
FCI: Facility Condition Index

**Elementary Accommodation Review Committee**

### 5. School Tour Schedule

- Pauline Johnson Working Group Meeting Oct 15<sup>th</sup>
  - Tour Cardinal Heights and Pauline Johnson
- G.L. Armstrong Working Group Meeting Oct. 29<sup>th</sup>
  - Tour G.L. Armstrong and Eastmount Park
- Franklin Road Working Group Meeting Nov. 12<sup>th</sup>
  - Tour Franklin Road and Linden Park
- Queensdale Working Group Meeting Nov. 26<sup>th</sup>
  - Tour Queensdale
- Ridgemount Working Group Meeting Dec. 10<sup>th</sup>
  - Tour Ridgemount

**Elementary Accommodation Review Committee**

### 6. Data Request from Committee

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

**Elementary Accommodation Review Committee**


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

- 7.1 Nature of the Minutes
- 7.2 Clarification
- 7.3 Approval of minutes – Minutes posted to website once approved by committee


**Elementary Accommodation Review Committee**

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

- 8.1 Presentation on understanding Group Discussion Notes data from Public Meeting #1 (EBest Staff)
- 8.2 Debriefing on Public Meeting #1
- 8.3 Review of Group Discussion Notes




Elementary Accommodation  
Review Committee




## 9. School Information Profiles

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




Elementary Accommodation  
Review Committee




## 9. School Information Profiles (Continued)

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




Elementary Accommodation  
Review Committee




## 9. School Information Profile (SIPs)

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




Elementary Accommodation  
Review Committee




## 10. Correspondence:


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




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## 11. Q & A



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## 12. Next Steps:

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





**Next Meeting:**

**Working Group Meeting #3  
October 29<sup>th</sup> at G.L. Armstrong  
6 p.m. to 9 p.m.**



**YOUR DISCUSSIONS HAVE HAPPENED - NOW WHAT?!**

*We'll be working in two ways to summarize the discussion feedback:*

**'Present Ideas'**

- Predetermined list of "main ideas" from Facilitator Report Back summary
- Provide direction of what to look for from the feedback

**'Emerging Ideas'**

- Recurring ideas or issues that are present in the feedback that haven't yet been captured
- These may be ideas or concepts that you had not thought about

**YOUR DISCUSSIONS HAVE HAPPENED - NOW WHAT?!**

**1) Get to know your data**

- Read your data once through
- You may start to see comments that are similar or the same as each other
- These similar comments will add to existing or become new "main ideas"

**YOUR DISCUSSIONS HAVE HAPPENED - NOW WHAT?!**

**2) Focus on the "main ideas"**

- Can start with the "Facilitator Report Back" summary provided during your public meeting
- Read through the feedback and add to existing "main ideas" or maybe new "main ideas" will emerge
- Each piece of feedback should be captured under an existing or new "main idea"
- If the topic has already been captured, there's no need to list it again



**YOUR DISCUSSIONS HAVE HAPPENED - NOW WHAT?!**

**3) Identify patterns and connections within and between "main ideas"**

**Sub-Themes: within category description**

- Summarize the information pertaining to a theme or capture the similarities or differences in people's responses within a category

**Collapsing themes to create larger categories**

- Combine two or more categories that are similar

**YOUR DISCUSSIONS HAVE HAPPENED - NOW WHAT?!**

**4) Interpretation – Bringing it all together**

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

- Summarize the topics or ideas under each "main idea"
- Develop a list of important findings that may impact your recommendation
- Share your findings with others to see if any other ideas should be considered or if something important has been missed



## SOME THINGS TO CONSIDER:

- Pulling together main ideas from group discussions bring order and understanding to what has been said
- It's helpful to have a process or systematic approach when summarizing the "main ideas" or themes from group discussions
- There is no single or best way. Your team will learn along the way



## SOME THINGS TO CONSIDER CONTINUED....

### Avoid Generalizing

- Be specific when identifying a "main idea" or sub-topic
- Remember we are trying to understand another person's perspective

### Avoid Inferences

- Be objective in capturing the main concept
- Capture only what was said in the feedback, not why we think the comment was said

### Be open to new ideas

- Look for all ideas present, not just the ones that you agree with or support your own thoughts



## LET'S PRACTICE

### Trying out some theming:

- Read feedback from Question 1 and find a place for the comment or idea
- Will this idea be placed under an existing "main idea" or a new "main idea"
- Do you want to create a "Questions" category to capture all questions that were asked?

## A GOOD PLACE TO START – DECIDE ON A PROCESS FOR YOUR GROUP

### SOME POSSIBLE OPTIONS:

#### 1) Small group / question specific

##### Each small group summarizes one question

- Pro – discussions will be focussed
- Cons – may miss out on larger context of the data
- Cons – may encounter ideas that aren't related to your question and will need to be included in the "main ideas" from the other questions
- Cons – each small group may identify the same "new theme" (ideas may overlap)

## A GOOD PLACE TO START – DECIDE ON A PROCESS FOR YOUR GROUP

### SOME POSSIBLE OPTIONS:

#### 2) Small group / "main ideas" specific

Small groups work on specific "main ideas" and read through data to capture all related feedback

- Pros – will thoroughly capture all feedback related to each main idea
- Cons – may miss out new or emerging themes
- Cons – time consuming method
- Suggestion – if this method is chosen, include a process where new themes will be captured (i.e. assign one person/group to identify new themes)

## A GOOD PLACE TO START – DECIDE ON A PROCESS FOR YOUR GROUP

### SOME POSSIBLE OPTIONS:

#### 3) Large group

The large group works together through the process using either the "question specific" or "topic specific" approach

- Pros – entire group will be aware of all "main ideas" and reasons behind identified themes
- Cons – theming discussions with large groups may take longer as it takes time to convey meaning, create understanding and come to a general consensus

**ANY QUESTIONS?**



**THANK YOU FOR YOUR TIME**



### **Facilitator Report Back - Central Mountain Public Meeting #1 - October 08, 2013**

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

#### **Community**

- understanding the importance of a school community to the students and parents - many parents were raised in this area and have children attending the same schools - must not lose sense of historical significance
- closures will create a sense of loss of community, friendships, partnerships - community values must recognized
- Linden Park provides a community hub - closure would create a concern for the senior centre

#### **Costs**

- Is it cost effective to amalgamate if busing costs increase and renovation costs are incurred
- What is the annual savings overtime by following the staff option

#### **Data**

- Data - discomfort with demographic data - need to ensure data is not misleading - any consideration of statistics or plans beyond 2022
- Current programming and enrolment projections do not reflect opening of full day kindergarten
- Need current data on facility conditions - transparency is a concern
- Research indicates that smaller schools good too, which are preferred

#### **Daycare**

- Will our own facilities be available for students who require daycare

#### **Enrolment**

- Has a survey been considered to determine how many families will stay with HWDSB
- Students should perhaps be shifted from schools with portables to increase enrolment in schools with high vacancies
- 

#### **Funding**

- Where is the funding coming from
- How do we know funding received will be directed to items identified

#### **Reference Criteria**

- Proposed option does not appear to consider all reference criteria equally
- How was enrolment and school utilization criteria rated

- Does not account for special needs, special programs, safety aspect to be considered - students need safe places and opportunities to be involved in organized activities
- Grading of schools seems to be inaccurate in terms of air conditioning and accessibility
- Queensdale was not fairly assessed - moving to another school that has similar rating seems illogical
- A new school for north central mountain should be considered

### School Closures

- School closures may create a decline in real estate values
- When schools close, if these properties turn into housing developments the population may increase enrolment numbers
- Long term effects on green space and on the environment should be considered
- School closures may create enrolment loss - some families may refuse to change schools

### Student Impact

- The social and emotional needs of our children must be considered - students will feel different levels of loss both socially and emotionally
- Won't move kids from one straw house to another - what makes it better learning environment
- Is closing schools/putting more students into one school really better - it needs to be what is best for the students - human impact on students does not compare with any cost savings
- Increased walking distances will create a concern for student safety - greater walking distances means more students will have to cross major traffic arteries - reducing the number of students who can walk to school is in contrast with healthy living
- There appears to be disrespect for transition - has a transition plan for students been considered - what will this look like
- Will there be building capacity for students during construction
- During renovations asbestos may be a concern if students are in the school
- For those schools that remain open, accessibility will need to be considered

### Timelines

- Process appears to be too fast - timelines very tight considering extent of work to be completed
- Reality must be considered
- Timelines appear to be unrealistic

### Transportation

- Moving students to a central school will create busing concerns
- Fewer buses creates a healthier community

### Vacancies

- Why can we not shift boundaries to bring in new students to fill our vacancies

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

- What constitutes facility utilization: does that include gym, music rooms, etc – would those programs/classes be compromised with increased enrolment
- Concern that students would be overcrowded right away and would the space be ready – what does accommodation readiness mean?
- If the board wants k-8, why would they leave PJ as a k-3
- 
- Programming and enrolment numbers would change if 3 schools closing does not include the full day kindergarten
- No portables at any of the schools none issue
- Program offering – queensdale school have 30 years deaf , fully accessible, before and after school .
- Based on research, larger school are not beneficial to younger students and their learning.
- Transportation: number of students who need transportation will increase (provincial funding?)
- Walkable schools, board is choosing to bus instead.
- Buses need to be policed and no where to drop off at Armstrong except side streets with lots of cars parked.
- We expect art, music and specialized programs be supported.
- Bigger schools are not socially focused (more number than name) that any child may have especially special needs children.
- 
- Partnership opportunities???? What does this mean
- Program offerings not a part of the decision making process....bricks and mortar, capacity, but not the quality of programs offered at each school
- Quality of teaching not taken into consideration, quality learning environments, community around the schools . Were these things taken into consideration. Crossing of major roads, no accessibility, playground condition etc...
- Too many repairs needed at Armstrong....not so much in other schools. Don't understand why this would be recommended. Who is doing the reviews of the structural integrity of the schools? Is it HWDSB or is it contracted to an outside source? Results may vary depending on who conducts the assessments. Community wants an independent assessment to ensure valid results. Avoid a hidden agenda by HWDSB.
- Don't understand the board's assessment. Feel that kids would be downgraded by moving school.
- Equity??? What does this mean and how does it factor into this decision. Needs clarification. Don't understand the language in the reference criteria.
- What are the students going to get from new facilities that they don't currently get.
- What are the criteria to ensure that students will be getting improved programming and improved environment? Staff recommendations don't match what the reality is for most students.
- Transportation....concerns that there will be longer commutes. Time sitting on bus is wasted time. Could be doing family things and after school activities. Too far for primary students. Too costly to transport all these students...who is going to pay for this???
- Child Care???? Was this a consideration? Wait times for daycare are long. Does the new school have this capacity to accommodate all of these new students? Would there be bus transportation for daycare kids?? Another issue is daycare in the community (not in school), what are parents to do? How do they arrange the pick up and drop off of all their kids?

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

P.4

- No census taken of the community. Questions based on where the community decline and projected numbers are coming from. Don't agree with this. Are government census reports taken into consideration? Many communities are on the verge of a flip. Huge transitions going on in neighbourhoods. Younger families moving into areas with small children....creating a situation where these children don't have a close home school. All of this doesn't match projected enrolment numbers. Data is hypothetical.
- Facility utilization....schools might be at capacity if full day kdg was added or gr 7 and 8 was added
- 
- Availability of full day JK/SK in locations that decisions are being made about prior to implementation.
- Parents like the small school feel in the community, not necessarily being evolved into a larger group of community.
- Community partnerships are generated from the people not the business in the area. More community involvement cannot be generated through the numbers that the board has brought forth. The numbers do not represent the community that some schools encompass.
- 
- How are the reference criteria weighted? It seems that enrolment and utilization were the most important (weighted more heavily).
- Are the criteria applicable in the same way for primary/junior schools as middle schools? For example a science lab is only use by the grade 7 and 8s.
- How much will the savings by closing facilities (plant maintenance) be offset by increased transportations costs, more crossing guards? Has that been considered in the Staff option?
- How is it determined that a school of 500 students is ideal? Is there research?
- Staff Option does not appear to have explored Partnership Opportunities at all? Again, how are the reference criteria weighted?
- 
- Quality teaching and learning environments- unique to use when closing the school
- What's the criteria for coming up with the impact of condition rating school. What makes Queensdale average? Some Good rated schools have been closed in the last year due to facility issues and Queensdale hasn't been. What was the criteria and how did you make the assessments based on the criteria
- Issue with the ratings-disciplining, staff turnover and concern with student and staff morale. When staffs surveyed they indicate the opposite. These stats don't add up. How did you come up with these ratings. Greater transparency is required
- Ridgemount has had money put into it. Without the renovations Ridgemount should have been closed. FDK was also added to it
- Hill Park being closed affected Linden Park
- The land the HP is on is deemed as only for education and/or recreation, what is the land being used for?
- Sending children to Catholic school board
- What rational is there from the Board that consolidation supports student learning
- Jk students taking a school bus.
- Will the infrastructure been considered with respect to all the extra bussing. Additional traffic of parents



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

P.4

- Has day care been considered. Will families have the opportunity to continue with day care that they are currently accessing within their current school.
- Young children will need to cross major streets
- 
- How is Queensdale the only school that gets cheaper to build in 10 years where the remaining schools cost of construction increases.
- What's the FCI on a brand new school in 5 years?
- The recommendation does not consider that two of the schools being closed are fully accessible – Armstrong is not.
- What is the cost of maintaining an empty class room vs. building a new room / addition etc.
- Does this meet the optimal % capacity – will our education levels drop if school #'s go up?
- Does this plan accommodate the student teacher ratio?
- Environmental impact from buses.
- Narrow streets in the area, extra buses creates additional congestion on side streets, have we analyzed the impact on local businesses
- Confirm if the park at the Armstrong property is City or Board of Ed property
- Air conditioning in Queensdale vs no air in Armstrong – what's the cost?
- Teachers union has student ratio – this may violate that agreement
- FCI rating is ministry dictated
- Who rated the buildings, can we be provided this information? Has a physical inspection been carried out or are these software projections?
- Long-term facility master plan is being taken into consideration, but our group feels that “short-term” consideration should be taken. Today's parents and kids are the ones dealing with this.
- 

### Queensdale

- C) Program Offerings Concern(Concerns about HOH program)
- Acoustics of building assist with this program
- K-5 Schools have historically served their students well in terms of educational programming
- E) Transportation – No buses at Queensdale
- Concern over best usage of time (time spent on bus vs. other activities)
- Traffic Patterns – buses congesting streets at larger schools (Armstrong)
- A) Facility Utilization – concern with authenticity of statistics (accuracy)
- Population is cyclical and might not follow the trends that may happen
- Hard to predict the future/demographics over the next 10 years
- Mohawk, education sectors (university) changing city economy might result in additional growth
- Would support a K-8 model at Queensdale to support the existing school.

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

P.4

- Queensdale parents took a poll, 101/120 parents have said they would not send their students to Armstrong (Catholic/out-of-catchment)
- Would result in skewed numbers
- Tax dollars allocated to Catholic Board –
- What happens to closed school properties, how does that affect the community in terms of new development

### Pauline Johnson

- C) Program Offerings – Changing to K-3 results in loss of French, changes program for Physical Education, extra curricular opportunities
- Affects community partnerships with YMCA, Mohawk Nursing, Co-op students from Secondary School, Rotary Club
- 
- Sooner or later we are going to sell off assets and we will have no assets to sell.
- HWCDSB manages finances better than us
- Community skills helps diversity, kids would walk to school and still be able to walk to still
- What difference in the management at the HWCDSB
- Staff recommendation is to send students to a school with low Fraser ratings
- 
- Note- I could not find the question mark on this computer ....it only comes up as É . Please make changes in the notes.
- Wants to question data.
- How can you can up with enrolment numbers for 2022 when these children are not born yet? Answered by Ian from Board – take current trends
- Does numbers in data reflect the closure of Hill Park?

Big leap- between what we have now, and we will have in 2017. Wants to question data.

Visit transportation data- current transportation policy doesn't line up with transportation criteria

What is the additional reference criteria?

- Facility utilization - does it take into account if parents decide to send their kids not to the designed schools, but maybe change to a separate school. schools with special programme, schools with day care.
- Survey taken at Queensdale- 70% of parents will not send their children to Armstrong. ,
- Does not agree with condition of schools... when was data collected. Eg. Queensdale has had many improvements that are not shown in data.
  - Have you concerned full usage of all facilities in the schools.

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

P.4

- Programme offerings. Will day care be accommodated in the merged school. Daycare is wanted before and after school, March break. Today's family (partnerships)
- 
- If Ridgemount is already at 104% capacity, then to 160% how will they accommodate all of those children?
- What is the interim plan for the students and there seems to be a disconnect between numbers and facilities. How can this happen by Sept. 2014.
- Will transportation policy take into account that young children may have to cross major streets. (Linc, Mohawk, Wellington)
- How will specialists be able guaranteed in a school that loses staff? ie music, phys-ed, science, art.
- Concern for hard of hearing classes being pulled for Queensdale.
- Newer schools would make it more accessible to more people.
- 
- - does not follow "equity" as G.I. Armstrong is not wheelchair accessible
- - forces children to be bussed – children should be walking; currently Queensdale has no one bussed except students for the special needs program
  - Linden park currently partners with Sackville, Early Years, Elementary School, Today's Family (before and after school care), rec centre and it is on donated land. There are inter generational experiences that would be lost if Linden Park closes
  - Kids now are able to walk across campus to go to swimming lessons
  - It is truly a community hub
- Linden Park cannot be sold because it is not ethical since it was donated land – could sell the other land to make money
- Linden Park – for transportation reference criteria, would no longer meet it – kids would have to bus a big distance
- Linden Park loses program offerings – in terms of intergenerational learning opportunities
- Linden Park – connection between the Day Care and the school. Also the high school family studies program came into Linden Park
- Queensdale students are not willing to go to Armstrong. There was a survey taken among parents that showed that only 20% of parents would send their kids to Armstrong – this means that Armstrong would not be utilized. This would not meet Reference Criteria.
- Armstrong is older than the existing building in Queensdale. Queensdale was renovated with extensive renovations in the last few years. There is no way Armstrong could be ready in time. There needs to be a lot more renovations in Armstrong.
- Armstrong does not meet accessible standards
- Not sure if the numbers are accurate in regards to the funding – the FCI – currently it says Queensdale the numbers actually goes DOWN in ten years. Isn't this a mistake? How can we trust these numbers?
- There is a strong feeling that Queensdale is in good condition – how can we say it needs this much work
- It seems that the numbers around the FCI seem inaccurate

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

P.4

- Transportation: if schools are going to be closed, then the transportation boundaries for bussing should change. If there are kids going further, it needs to go further
- We need to have a printed version of the slideshow for future – so that we can follow along. Hard to answer this question without having stuff at our finger tips
- It is a question deliberately designed to take us away from what we are here to discuss what's best for kids and the community
- Hopefully in a bigger school we will have specialized programs, no guarantee
- Partnership opportunities are not there at Eastmount will lose kids club, today family, community centre, softball
- This is a ridiculous timeline. Is June 2014 a ridiculous timeline?
- Why can't Armstrong be torn down and rebuilt? Dr. Davey, Queen Victoria, POW, knocked down and rebuilt, why does the Armstrong community have the new school/high tech?
- Parents at Eastmount not able to afford transportation to take their children to other schools
- Queensdale recently renovated – FCI – 10 years out is better than it is now – no other school
- G.L. Armstrong not renovated
- Are all options being considered if they want JK-8 schools and are gym, library, computer lab being considered classrooms?
- Out of catchment being considered
- Program offerings – deaf hard of hearing – special accommodations? Have they been considered at all?
- Facility and outcomes – parent engagement at Queensdale – good learning environment/sense of community
- Unique culture at Queensdale suspect exclusiveness
- Transportation concerns for 7/8 huge issue
  - What is the cost?
  - Contrary to community school plan
- Day care partnerships improves teaching/learning
  - Partnerships in the community
  - Lockdown
  - Partnerships with the church
  - Tapawingo daycare – walked to school
- Does not seem to follow equity plan
  - From Queensdale that is accessible to Armstrong that is not accessible
  - Goes now into commercial area
  - In the middle of area – easily accessed for people



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

P.4

- Staff recommendation does not follow certain criteria:
  - Maximize use of facilities over long-term – it does not consider long-term reinvestment in core of city
  - Does not consider trends based on new/expanded employers in the area (i.e., Mohawk College, HHS, St. Joe's, new mental health hospital)
- Non-permanent accommodation – not an issue
- Program Offerings – Queensdale provides special education for hard of hearing. No plan for these individuals.
- Quality tracking – learning environment – in smaller school students are better supported as they are known to all staff. Especially critical for students with special needs (autistic, etc.)
- Transportation – doesn't account for safety issues and space (lack of space) for drop-offs at Armstrong
- Equity – the plan proposes to move students from a fully accessible school (Queensdale) to a school that is not accessible

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

- Is 2022 looking far enough ahead? If we're making these changes it needs to be over a longer term projection of enrolment - uncontrolled variables
- How specifically were the ratings of the school determined – were recent renovations taken into account? Are those processes available to the public
- The ARC committee and the Trustees should have the opportunity to visit the schools
- Communities involvement (we're not sure how to measure that) and neighbourhoods
- 
- Provide walkable school options to more people.
- Does it promote partnerships/ community engagement is essential?
- What are the actual costs to make Armstrong an acceptable existing school to send their children to.
- Do we force children to commute?
- Does it have Long term vision? Does it rebuild community and encourage growth?
- Are they taking away school property that will be needed in less than 10 years?
- Optimize use of current assets (new renovations) – need to question statistics for the FCI especially Queensdale in 2006-2007 as huge donation by private citizen -- made would not be accounted for in federal funding.
- Does FCI include private donations to specific schools?
  
- Daycare
- Kdg Full Day Program
- Creates family issues ....many families will consider taking students out of the public system and go to the Catholic system rather than go to an unwanted school. This will affect projected enrolment.
- Concerns about safety of a new school environment. Respectful, safe, inclusive. Safe School data should be considered when making a decision. Large concerns about bullying in a new, larger school. No bullying to existing bulling. Not taking into consideration the social/emotional needs of children.
- Accessibility
- Environment created for special programming ...existing program supports ie) technology, snoozelin room, ipads, smartboards...what is going to happen to all of this??? Fundraising that the community did????
- Class sizes getting larger.....creates behaviours, what about kids with special needs??
- Concerns about space in the building and on the playground. Space for 600+ kids. Physical safety.
- Green space....access for the kids?? This will be limited if students are moved.
- Catchment area....are they going to allow out of catchment based on daycare or other needs?
  
- Re: (Queensdale) : Future enrolment must be kept in mind.
  
- Future closures after this program is completed
- Air conditioning, wheelchair accessibility (take \$\$ towards upgrading)

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

P.4

- French immersion program at Norwood should be taken into consideration (ie: move program to another larger location)
- Important to consider:
  - If students are being bussed and not walking to school, they may lack in exercise.
  - Can we consider distributing student catchment closer to the school. i.e. a small radius rather than long rectangular catchment configurations so that students are closer to their schools.
  - Please consider longstanding programs and the supporting infrastructure that are offered by the schools. E.g. Queensdale has the programs and equipment for hard of hearing students.
  - Have we considered city expansion and growth when planning the accommodation review? E.g. business growth on Concession Street and LRT that will affect the Upper James corridor, Juravinski expansion. This will bring more homes and families.
  - Please consider the plant facilities such as washrooms, modernization of receiving schools. Would it be cost effective?
  - Consider the proximity of Catholic schools to any closure/reconfiguration recommendations as we may lose students to the Catholic facility.
  - What are the effects of FDK on enrolment because some of the schools being considered don't have FDK yet. The thought is that the numbers predicted may be inaccurate. Some parents send their children to the Catholic schools because their home schools don't have FDK currently.
- Day care
- Bussing
  - Recreation with community centres – anti-obesity campaigns, physical fitness
  - Students will lose the daily exercise provided through walking to school
  - Those children walking, will now need to cross major roads that are busy
  - What is the cost to bus the new number of children? Has that been taken into consideration
  - The time frame being considered
  - Are there supervisors on the buses?
  - Age of buildings must be considered. There's only so much rejuvenation that a building can sustain. GLA does not support individuals with a handicap
  - Is there consideration for ensuring that K-5 schools are compared to K-5 and K-8 to K-8 schools?
  - Did we consider that only so many teachers can supervise a playground. Should we have primary children on the same playground as intermediate
  - Latest research shows that the local school model supports an increase in student learning more than the consolidated school-has this been considered
  - Technology has been supported through parental funds. Where will this go now?
  - Special Education classes need room and should be considered too
- Sense of community
  - Are we counting gyms, lunchrooms in counting population figures?
  - Are K-6 schools more beneficial vs. K-8 – are middle schools of 6-8 more beneficial to students?

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

P.4

- Have the special needs programs that may require fewer students per classroom been taken into consideration when calculating population percentages
- Major construction and renovations occurring in the West 5<sup>th</sup> / Mohawk area, could be changing demographic of our neighbourhood.
- 2500 jobs are being created at the new Psych hospital, this will likely drive up our student population as families move into our area.
- Social and emotional effects on the students who are going to be moving schools and be separated from friends.
- The FCI should take into consideration more than just the utilities / roof / etc of the schools – what do the rooms look like cosmetically, locker conditions, playground conditions?
- **Queensdale** has historical significance/character
- Keeping students at their home school creates a sense of engagement and belonging
- Emotional well-being of children in the community (uncertainty/safety)
- Traditions and culture of the school (
  
- **Pauline Johnson -**
- Engagement belonging
- Stability safety (YMCA program after school what happens to Grade 4/5 students)
- Traditions and Celebrations of the school will be compromised (Whobalation/Musical)
- Reduces authentic leadership opportunities for Junior Students (peer mediation, peer leadership, intramurals)
- 
- Emotional distress that is caused by school closures
- Community development – close to neighbourhood schools. Blended community (diversity)
- Generational stability/communal destabilization.
- Schools are the heart of the community. Central to the neighbourhood
- Schools contributing to real estate (people want to live in communities where there are schools)
- Look at where monies have already been invested in buildings
- Safety of students (safety of students walking on busy streets,
- Ability of schools to offer extracurricular activities (i.e. safety of students walking home)
- Transportation – look beyond the km distance and the volume of traffic on the streets students are walking on
- Transportation – loss of family time with students as they will be spending more time commuting
- Transportation – loss of exercise for commuting students
- Environmental impact
- Walkability to school is important without crossing any major streets
- Loss of enrolment (students switching to HWCDSB)



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

P.4

- Programme offerings...what data for Number of students in enrolled in school, with family needs of needing day care- before and after vs. number of students that do not need care
- **Review school boundaries.** Is it possible to shift boundaries to have schools at fuller capacity? ...adjust boundaries...put the two smaller schools with renovations to replace Armstrong (close Armstrong)

Will facilities be improved- at par- as students merge into schools.....cleanliness, physical , , ,surroundings, school on busy streets. safe

- Green space-
- Traffic volume
- Safety – walking to schools along busy street.

State of Armstrong School...physical building is declining,,,, older building... potential renovations are needed. Lack of green space., not a good location .

- Class size
- Maintaining the neighbourhood green space
- What are we doing with the closed schools? Building new schools therefore increasing population?
- Do other ARC decisions have any precedent in making this ARC's recommendation
- Grandfathering of out of catchment students
- Will bell times still be the same
- What difference does it make to communities? How do schools affect neighbourhoods and change quality of life in neighbourhoods?
- Safety is not mentioned – concern about walking to school. Physical fitness. This is important and should be considered
- Sense of community in a small school – little kids know big kids
- Small school – all the parents know each other and support each other – this builds community
- A bigger school has loses
- Concern about splitting up community – in Linden Park kids will be split up
- Special needs children – what about changing their schools? - in Linden Park, kids were promised school for longer
- Hard of Hearing program at Queensdale since 1960
- Class size – limiting class size to provide equity for all students. Do all kids have the same opportunity in bigger classes?
- If a school is “full” how can we accommodate for numbers in different grades? – no room or flexibility
- If this is financial issue, what about tax increase?
- Increased cost of bussing
- The impact on community and therefore our children is not considered. Good communities make good kids. Good neighbourhoods rae important

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

P.4

- Family considerations – older kids might be able to take buses, younger kids can't
- Putting younger kids with older – want a grade 4 to be with younger and not older kids – concerns of what middle school children would teach and introduce to younger kids
- Traffic congestion: there is not room at Armstrong for all those buses needed
- JK students on buses are a big concern – some of these kids are only 3
- Concern of 3 year olds in same school as 14 year olds
- Neighbourhoods! Neighbourhoods! Neighbourhoods!! Schools build neighbourhoods. School board is not talking about how important this is.
- At smaller schools, kids get more supports – kids get lost in the cracks at bigger schools
  
- Day care
- Distance to get children
- Partnerships – you have disregarded partnerships that exist in the school
- Pride in the community
- Green space
- Accessibility of wheelchairs
- You have a review of how you have come to rate the school
  
- FDK – not being considered as a factor yet – what will happen for Queensdale when the FDK program is put in (availability not on enrollment figures)
- Daycare in area housing JK/SK kids full time
- Assumption that all Eastmount/Queensdale students will go to G.L. Armstrong
- Survey at Queensdale – 60% responded, 15% of those indicated they would send kids to Armstrong 27 students
  
- Before/after school care availability and quality of program (earlier/later hours)
- What is the decision on high school? Where will students go?
  
- How many students can walk to school
- How would changes in programming (FDK) change enrolment numbers for schools – critical
  - All projections are based on current programming
- Community engagement – does the proposal promote community involvement and civic responsibility of students?
  - No moving students out of their community where they live under engagement
- 
- 
-

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

P.4

- Long-term Vision
  - Is the plan aligned with a reasonable long-term vision
  - Does it account for long-term plans of the city and new employers
- Optimize use of current assets – Queensdale is renovated fully accessible, engaged in community
  - No needs for renovations currently vs. sending students to a non-accessible school in need of major renovations

- It does not.
- Get rid of neighbourhood schools, and make schools too large.
- Community engagement will suffer if students are bussed.
- Queensdale has ability to have full day kindergarten with no renovations or upgrades. No accessibility issues as no mention of \$5 million dollar donation made and used on upgrades.
- Safety issues when students having to cross main streets to get to school.
- 
- Feel that it does not meet the criteria at all. Doesn't make sense from a parent's point of view. Too many questions and concerns about the proposed recommendation.
- Was this scenario created to avoid spending money on FDK??? Looks like all schools that are to close are the ones who don't yet have FDK. Saving money ploy??
- The staff recommendation does not take into account the community feel for these students.
- Smaller schools do not meet the new criteria. Larger school (ie: JK-8) means not having a community feel rather an envelope effect.
- Costs for transportation have not been factored in. Savings would be substantial if less transportation would have to be provided.
- Staff option does not meet the city of Hamilton's criteria of developing walkable communities.
- Staff option may not/does not offer any insight into the costs that will be associated with amalgamation of schools and the upgrading of facilities. (to what degree would the receiving schools be upgraded beyond what was reported....i.e. adding FDK classrooms, adding other classrooms.)
- We don't know/think that the Staff Option considered any of the suggestions made under question 2 or the questions wouldn't have been asked.
- Question #4
- Please consider:
  - What are the REAL renovations required for G.L. Armstrong to be a suitable and will they be done in time? (This question applies to all receiving schools). And if these are EXTENSIVE renovations, and the students have to move out, where will they be housed.
  - Consider additions in the statistics.....Armstrong has had two additions, when were they built and what percentage of the school's capacity is newer?
  - (Specific Concerns about Queensdale, as most of the people at this table represented Queensdale. Queensdale only needs a handful of new students in each grade to be at 100% capacity and doesn't have any portables.)



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

P.4

- It doesn't
- Closing a school (Linden Park) which doesn't have after school care, programs etc yet keeping others open
- Transportation-congestion of roadways. Supervision on buses? Safety of young on bus with older children?
- A JK-5 model and a 6-8 model, would be better
- You want to build a new school but you don't have the funding on the table for the new school.
- Ridgemount will be at 161% capacity
- Greater transparency in data collection
- Linden Park and Queensdale could continue to exist while construction of a new building occurs
- Your data indicates that you are running for 10 years at capacity. You cannot plan for schools at capacity. What's the contingency for the potential for new construction
- With the Cardinal and Ridgemount plan, you will have two newer schools close to each other
- Play-based learning works better in a supportive environment without grade 8s.
- Boundaries are easier to change from the centre. The current plan closes two schools on the North
- 
- How is the enrolment projection calculated? Questions in our group about why the population started at 40,000 and then after a huge drop off, completely levels off in following 10 years
- Have they taken into consideration future needs in case population increases? Has maximum capacity been calculated? Would there be a buffer or contingency plan in case population trend shifts?
- The new recommendation does not meet accessibility standards – how would this be corrected?
- Do the \$ figures for renovations take into consideration the need to upgrade the older buildings as well as installing elevators / ramps etc?
- 
- Staff recommendation would not recommend the new criteria the schools have added.
- 
- **Queensdale/Pauline**
- 
- Statistics are not the only measure of a school, especially in a small community
- Numbers and percentages do not represent emotions or how children, staff and parents feel about their school. It is impossible to separate this emotion from reality. Students are not just numbers. It impersonalizes the system.

People are skeptical that the process is not transparent. Changes were made from the initial ARC meeting regarding Pauline Johnson. No where in the initial information did it state that Pauline would be changed to a K-3 school.

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

P.4

- **Armstrong**
- Data creates an unfair picture of other schools, demonizes some schools who are facing the same reality with knowing what the real situation might be.
- 
- Timelines seem to be way off. How can all of this be implemented by September 2014?
- How will all of the construction be completed on time?
- Abbestos safely removed by the time the students return?
- Safety of the children
- Doesn't address greenspace, walkabilty, timeline, environmental impact.
- Mental health of staff and students
- Larger classrooms mean less teacher contact with students.
- 
- Group strongly feels staff recommendation does not meet it in any way
  - If considering transportation, safety, community, etc.
- The assumption is bigger schools are better – this group feels this is not better
- There is a lot of concern about safety (Armstrong having halfway house, too crowded for bussing, little kids with older kids, etc.)
- What about historic value of Queensdale? History is not being considered
  
- It does not at all – these issues have not been considered (FDK impact, Daycare impact, High school impact)
- Feasibility – what is happening?
- Still questions surrounding data on original reference criteria – not sure how the data was used in respect to the criteria
  
- The proposed plan does not meet the additional criteria

- Why is a bigger school better?
- What are the options for parents that don't want to have their students go to GLA –Catholic Board options – less enrolment
- How will the Board plan the transition
- Transportation – information, are the boundaries able to be reassessed
- Why a new school is being recommended in one area and renovations in another (ie two additional classrooms to Armstrong vs major at Ridgemount)
- What happens to schools that are closed (torn down? Sold?)
- Can the ARC make recommendations about timelines and goals to be achieved before school closures
- Where is the high school going? How do we make recommendations when we do not know yet.
- 
- Daily cycle
- Emissions, diesel fuel for buses, greenspace community
- Safety! Is it a safe location? Busy street, group home at upper wentworth and concession.
- Students are stuck on tarmac instead of the playstructure at Armstrong.
- What is the crime rate? Police station on concession for a reason.
- Where are the students going to actually go? 15% will go to Armstrong, some go to catholic and others will try to send out of catchment.
- Tax payers might decide to go to catholic instead of public.
- Bad management on school property purchase or sale ie Scott park.
- Previous schools that were proposed to close (ie Huntington) or closed , and needed to be used again.
- What external factors are they looking at LRT huge influx to area, Mohawk College, Juravinski, employment opportunities to specific communities
- Seniors are leaving neighbourhoods after 40yrs.
- 
- Consideration of the overall needs of individual children
- 
- Healthy Active Living policy???? Children spending more time on bus goes against this.
- Engagement Matters...part of the Board's policy....not being met. Less parent involvement if this happens. People will not be engaged. Taking away the sense of community of a smaller school environment. Who says that a large K-8 school is the "ideal" model???? Not necessarily so. Cardinal Heights and Pauline Johnson remaining a "middle" and "primary" school goes against this model.
- What will happen to our teachers and their jobs??? Will they follow the kids to their new school? Kids have developed positive relationships with their teachers and don't want to lose that.
- 
- Making comparisons between a larger JK-8 school to a smaller school (JK-5) is not fair comparison.
- Programming needs to be taken into consideration.

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

P.4

- Provide mobile programming throughout the system. Specialized programming be offered in variety.
- Community safety needs to be taken into consideration
- Staff turnover is much lower in the smaller school communities.
- Should consider EQAO test results into decision making process
- School closures affect real estate values as having a good school within the community increases home values.
- 
- When this plan goes through, what's the difference between expenses and savings?
- The human impact: parents, schools, communities, families. Is this just about dollars and cents? People have chosen their homes based on schools.
- Impact on property values.
- Have you considered parental decisions based on choices they will make – ie) sending your child to a school that's at 161%
- Recommend that students not be moved into a new facility
- 
- Have they considered the need for future program requirements? If we fill a school to 100% and then we find a need for a specialized program (ie; hard of hearing program) where would we find the square footage?
- Our group would like to see the factors that went into the assessment of the school. Is there room for reassessment? Should be taken into consideration.
- As the numbers of students increases, how will they change the staffing requirements to keep the optimal ratio? Will bullying increase with fewer teachers and "new kids" in the school.
- Do we have information on community impact that increasing the population of a school has.
- We need a reasonable timeline – September implementation seems too quick – too much work is required at each school to reasonably expect all necessary renovations at the affected schools will be completed.
- What's the rush for putting the process into place? The ARC is being rushed into a decision that may not be implemented for years.
- Has the staff recommendation been considered against the comment at the opening meeting "we won't move kids from one straw house to another straw house".
- All steps need to be better outlined so public knows what changes are happening to the schools ie; elevator will be installed by September 2014 – windows replaced by 2015 – air conditioning added by 2014.



**Queensdale/Pauline Johnson**

- Previous renovations, investment in the building that would be wasted if the school was to close.
- What is the rationale/explanation for the guiding principals that led board staff to make these decisions. What data was used?

**Queensdale**

- Enviromental impact of additional transportations
- Obesity concerns/health if students are no longer walking to school.

**Queensdale/Pauline Johnson/Armstrong**

- Timelines are a concern. Will there be enough time for staffing and transition to ensure that the well being of students is taken into consideration.
- These changes are seismic. We might be making a mistake if this gets pushed through. Who becomes accountable?
- Can trustees make their own decision despite our recommendations.? If so, we may be wasting our time.
- 
- Close Norwood and introduce French Immersion back into home schools
- 
- Mothball sections of schools until enrolment has increased
- Ensure enrolment numbers are correct (FDK only in some schools so parents have chosen schools that do offer FDK)
- Have to consider that parents will chose HWCDSB or school options (GL Armstrong numbers will not be valid as students will not attend)
- Survey from Queensdale shows that out of 66 percent of school population surveyed only 27 students elected to attend GL Armstrong
- Timelines are not realistic. How can a big decision be implemented in such a short timeframe?
- Have to look at the impact on the community
- Make sure all schools are considered equally even if they aren't the largest voice
- 
- Request noted above- review the shifting of school boundaries

**concerns**

- location of school-
- government services provided in community that may impact learning
- intergrete special needs students into regular schools

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

P.4

Movement of special needs classes to schools

Will programs be equity across all schools.

Use of green space on school property

- If building is sold, what will the property be used for.
- 
- What is the ministry criteria for the physical state of the building... What reference points were used for the percentages.
- 
- **Three top points for facilitator to speak on**
- 1. Daycare...transferred to new school and availability of data of students requiring day care.
- 2. Boundaries- can they be changed . Can we look at movement as part of the reference item may imput.
- 3. Physical states of schools and surroundings eg. then environmental options, -& neighbour hood

#### Recommendations for next sessions

Make sure that all speakers are visible and audible

- Slides should be bigger and easier to read.
- A more reasonable pace
  
- Stability for children.
- Community atmosphere
- In a smaller school, students feel like they are part of a family. Some need that because they don't get that at home
- 2 smaller schools would be better than one giant school
- Close Armstrong and split it between Queensdale and Eastmount Park. Too many renovations needed at Armstrong
- Traffic coming to and from the schools daily. Can the neighbourhoods handle the extra volume of traffic???
- TOP THREE POINTS RAISED BY GROUP
- Timeline – can we get this all done in time for September of 2014?
- Capacity during renovations and building
- If close the schools and housing goes in, that increases the population and inflates the enrolments in neighbouring schools. This also eliminates green space.

- 
- Linden Park:
  - There is a possibility of having a community hub on the Linden Park campus. There is great potential for a vision for that property. Everything from Early Years to an Elementary School to a High school to rec centre to a seniors complex is there – Make this is a hub for the community and an intergenerational community in the center of the mountain. This is a perfect central mountain location. It would meet future needs as well.
  - Those connections are already in place, and wouldn't even have to be added. It is already a hub that could be only made better.
  - The land is free. Other properties could be sold.
  - Special needs kids with anxiety were promised 2 more years at least in the school
  - There are two classrooms missing from the data
  - Transportation is a big concern – every single student would need to be bussed.
  - School is close to public transit for those who need it
- Queensdale:
  - Transportation issue – all the kids walk. This builds community
  - Historical value with queensdale – we have the land, we own the land
  - We have the space for grades 7-8 if we need it
  - We have recent renovations 5 years ago
  - We are wheel chair accessible – Armstrong is not
  - We have beautiful green space, big trees, a lot of space in front and back
  - We have a very strong parent community
  - We have our community attachment with Olivet United Church, convenience stores, Fun Fair, Christmas Store
  - Our school did a poll and only a small number of parents said they would go to Armstrong. Parents will transfer to the Catholic board rather than go to Armstrong - board will lose children and tax dollars. 117 children were represented in the survey and only 17 said they would go. The rest said they would find a different school.
  - Concern with Armstrong – falling apart, not accessible, no green space (owned by city), group home across the street, busy commercial street attached to the property, congestion for the buses – can barely stop on Concession now
  - There's not enough room in the primary room in Armstrong to hold all the students
  - The community revolves around Queesndale – this would change the whole community
  - It is wonderful school, with no bullying
  - Queensdale is NOT IN FAIR condition!!! This is doubt about this.
  - Small schools are better for helping children with special needs and those kids that may get missed in other places
  - Safety concern is big: 4 year olds on a busy street on a bus
  - The playground at Armstrong is not adequate for so many students
  - Queensdale had a lot of money put into it in recent years – why waste this?

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

P.4

- Queensdale did not have full day JK/SK until next year – how did this affect our numbers?
  - The hard of hearing children right now are integrated with our mainstream children – this is a benefit
  - Many of us will consider CHANGING OUR TAXES to support the private board
  - Concerns with bullying when combining schools
- 
- Remember we are talking about children. Small schools are best for kids. We want to keep our small schools. We do not agree that the big school is the way of the future.
  - Children need different education plans – that is easier to do in smaller schools
  - It would be hard for special needs kids to start at a new school and have new changes – this would be stressful for many of these kids
  - There is concern about validity of the numbers – Queensdale condition is better than fair. Want a reassessment. We would like an outside unbiased assessment. Queensdale was renovated in 2006. Has it been evaluated since then? There was a lot of money put in at that time.
  - The date of closure is a HUGE concern. This is too soon for these schools. Especially schools that needs renovations
  - What will happen to staff of the schools that close?
  - How can we hear in May the plan and then be ready for September? What if we want to apply for out of catchment?
  - Are we considering how this impacts our communities on the mountain?
  
  - Schools need a new and independent review of the states of the buildings
- 
- Why did you start purging sage program, autism program last year, did you already have
  - Review the rating of schools transparency
  - Consider the students and the community
  - Give us 2013 info not 2006
  - 2006 – Queensdale had 5 million
  - Relationships with community churches, businesses
  - Inclusive neighbourhood
  - Boundary review
  - Age of the school/Armstrong 1930
  - Safety and proximity to the busy road / safe bus drop off zones
  - Social, emotional and educational and physical needs of the children not being considered

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

P.4

- Timeline, time for schools to transition but trying to push things through they have an agenda / not transparent
- Frazer report shows Armstrong at the bottom 3 of schools – how will you achieve high levels of student engagement
- America is going with the small school model – 500 – even secondary
- Consideration of neutral health, emotional, social well-being of students in big hub schools
- Boundary reviews
- Safe school, police visits, issue of bullying
  
- Real numbers – transportation costs, new construction costs
- Staffing – what is happening to staff?
- Real timelines – smaller school benefits all kids – how are students with learning needs (exceptionalities) dealt with in bigger schools?
- We would like new options to be considered other than the option presented (we don't like the option for Queensdale families)
  
- The proposed option does not consider all of the reference criteria – it appears to prioritize facility utilization and permanent non-permanent. Accommodations over all other criteria – even quality teaching/learning environment
- Loss of sense of community including daycare, partnerships, relationships, friendships with the closure of school
- What are the costs and timelines and what is the reality?
  
- Check the statistics
- The numbers for Queensdale are contested (FCI is not correct – major renovations have been done – inspections need to be done to verify data)
- Change in programming (FDK) WILL impact enrolment for the schools which would be closed. Need to allow FDK to be established and then reassess numbers and make new projections
- Stats on where students will actually go – how many will go to the Catholic Board or other schools
- Poll at Queensdale of >60% of parents showed <15% of students from Queensdale would actually go to Armstrong
- International and Ministry initiatives to increase physical activity and walking to school (October 5 – 11 is international walk to school week)
- If data is from 2006 this is prior to Queensdale renovations – these need to be accounted for
- Tax impact – Board needs to consider how many tax payers will change tax allocation to the Catholic Board
- Possible renovations at Armstrong – there is asbestos in the building and renovations cannot take place while students are in the school
- New employers that are a walkable distance from the brow (St. Joe's, JCC, Mohawk College, new mental health hospital) that will draw new people with young families to the area over the next few years
  - Related trends in driving/choosing to live near workplaces
- Differential needs of elementary versus middle school students elementary students do not need specialist teaching
- Reasonable timeline for implementing closures
  - It is not reasonable to make a decision in May and plan to implement in June
- Equity does not relate to school size – students don't want bigger schools



## Parking Lot Questions from Central Mountain Public Meeting One – October 8<sup>th</sup>, 2013

- Why split the boundary for the kids from Eastmount Park?
  - New families moving in or have moved in
  - How can you compare a K-5 to a K-8 with numbers of students?
  - If my Queensdale child goes to Armstrong what extra physical activity can be added to compensate for not walking? Why are “out of catchment” and special needs children and non-full time Kindergarten kids not counted in the statistics for school numbers?
  - How will it affect Armstrong if only 20 kids from Queensdale go there?
  - Was the \$5million donated to Queensdale school for upgrades (air conditioning, new windows, wheelchair ramp, new gym)?
  - Does the FCI account for private donations? Queensdale already has extensive renovations – the FCI of 55% is NOT accurate.
  - Why move Queensdale kids from a school that has been brought up to code 5 years ago to a school that needs a lot of renovation?
  - Incomplete funding stats due to un-started programs – FDK
  - Are numbers based on census or just enrolment?
  - When were the school conditions evaluated and by who? Year?
  - How can we make a decision based on data from 2006? We want current reviews of condition facilities.
  - How can you predict how many children will be born in 10 years?
  - How did they come up with the rating of each school? Who decides this?
  - Where do the Board people who gather statistics get their info? And why do the people get the statistics 6 years later?
  - Where is the up to date data? (2006)
- 
- Tier school (i.e., French immersion to all schools)
  - Why is there no mention anywhere what will happen to special needs children? Will they stay in one room on lower floor forever?
  - Where will special needs go? Both Linden Park and Queensdale have Special needs
  - What is the equity policy? How will it be addressed by the change?
- 
- Safety – distance to school
  - Safety of students
    - Transportation increase walking
    - Schools are the heart of the community
    - Refusal to change the neighbourhood
    - Consequences of school closures, loss of enrolment
    - How are you going to ensure the safety of Queensdale student if they go to Armstrong?

## Parking Lot Questions from Central Mountain Public Meeting One – October 8<sup>th</sup>, 2013

- Safety
- Safety of students (distance)
  
- When will information about the new South Secondary school be shared?
- How can the board even suggest new construction for a JK-8 school when they don't even have property for the high school that is supposed to open in 2016?
  
- What repairs will be done to Armstrong to make it a safe and up to date environment, also wheelchair accessibility?
- Why isn't the North Central part of the mountain getting considered for a new school?
- Why are we putting students in the oldest school on the mountain?
- Placing students in the oldest building on the mountain – why aren't you considering a new school for north central?
  
- Are children's social and emotional growth/well-being taken into consideration?
  - Parental and community involvement – sense of belonging
  - Larger school leave children without a voice and leaves families feeling isolated
  - Why fix something that isn't broken?
- Where is the research supporting the emotional and well-being of children in 500-600 population vs. a school with 200-300 kids (also spending an hour on the bus versus walking)
  
- What effect on traffic and the environment is bussing all these students going to make?
  
- Why is the Board intent on rushing this process? What are the future plans for property where Queensdale is?
- How is this going to be done?
- Is it realistic to close so soon?
- Why was June 2014 chosen for closure date?
- Do you really believe June 2014 is a realistic timeline? What is realistic?
- Totally disrespecting transition (social securities of children)

## Parking Lot Questions from Central Mountain Public Meeting One – October 8<sup>th</sup>, 2013

- I would like to know what will happen to our teachers and their jobs?
- Why is bigger better? Who decides this? Quantity vs. Quality!
- The teaching profession right now is on 3-4 years wait to get a job... Where are all the (downsize) teachers going? Quality vs. Quantity.
  
- Current daycare arrangements – accommodated by bus schedules?
- Is there capacity in receiving school to take on the added daycare?
- Have you considered parents' daycare arrangements? – for out of catchment kids
- Will there be before/after care?
- What do “partnership opportunities” mean?
  
- Linden Park – the Sackville Hill Park community already includes programs for Early Years to seniors & Recreation Centre (Early Years, Linden Park, Today's Family, Hill Park, Sackville Senior's Centre & Sackville Recreation Center).
  - It is centrally located on the mountain easily accessible by Public Transit
  - It is an intergenerational community hub and should remain so
  - Why is it not being considered for new school construction?
- Can the Sackville Hill land be morally & ethically sold? Land was donated for community use.
- K-8 on Hill Park property
- Cannot be sold? Ethical/moral dilemma.
- Why is Linden Park even on list? Land Sackville Hill request to City – Location, Location, Location.
  
- What changes to my taxes are we going to see if the staff plan is implemented
- Refusal to change school neighbourhoods – will change to the catholic school

**Central Mountain Accommodation Review Committee  
Working Group Meeting # 2  
Tuesday, October 15, 2013  
6:00 p.m.**

**Pauline Johnson Elementary School  
25 Hummingbird Lane, Hamilton, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** - Michael Prendergast

**Voting Members** - Diana Asrani, Amber Bourque, Candice Campbell, Marney Campbell, Jenn Clarke, Leanne Friesen, Adam Hinks, Marj Howden, Barbara Jalsevac, Jennifer Lockhart, Kathy Long, Denise McCafferty, Jamie McLean, Sharon Miller, Patricia Mousseau, Robert Nixon, Candice Romaker, Janeen Schaeffer, Lourie Vanderzyden, Laurie Walowina

**Non-Voting Members** - Linda Astle, Julie Beattie, Maria Carbone, Colin Hazell, Lillian Orban, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

**Regrets**

**Voting Members** - Philip Erwood, Margaret Toth

**Non-Voting Members** - Biljana Arsovic-Filice

**Resource Staff**

Ian Hopkins, Ellen Warling, Tracy Weaver

**Recording Secretary**

Kathy Forde

**Public** - 8 public attendees present - Linden Park (3), Queensdale (4), Mountain News (1)

**1. Call to Order**

Michael Prendergast called the meeting to order. Public attendees were welcomed. Following the first meeting where the purpose of the ARC was established and criteria were reviewed, the intent of the second meeting was to review procedures, group norms, binder updates, previous minutes, public meeting feedback and School Information Profiles. It will be important to work together with mutual respect towards a common goal. Any derogatory remarks about schools should be directed to the Chair who will respond as needed.

## 2. Agenda

### 2.1 Additions/Deletions

Nil

### 2.2 Approval of Agenda

No objections. Agenda approved by consensus.

### 2.3 Handout Protocol

Ian Hopkins noted that agenda packages will be distributed to committee members by email at least 24 hours in advance of all meetings. In an attempt to reduce paper, anyone who does not require a hardcopy of handouts at the meeting should inform Ian.

## 3. Review of Quorum and Voting Procedures

Michael Prendergast indicated that the committee is comprised of 22 voting members as two positions have not been filled. Quorum is defined as 50 percent of voting members plus one. Based on membership, quorum for Central Mountain is calculated as 22 voting members divided by 2 = 11 plus 1 = 12 so to reach quorum a minimum of 12 members must be present when a vote is required. The need for voting will be determined by committee members when necessary to move forward on decisions.

## 4. Binder Updates

### 4.1 C. Committee Member List Update

Hardcopies provided.

### 4.2 D.1 and D.2 Schedule Update

Meeting locations have been rotated throughout the schedule. Hardcopies provided.

### 4.3 F.7 Cardinal Heights Student Distribution Map

Hardcopies provided for clarification.

### 4.4 I.7 George L. Armstrong Student Distribution Map

Hardcopies provided for clarification.

### 4.5 J.1 Linden Park School Information Sheet

Information updated to reflect Linden Park as a JK-5 school. Hardcopies provided.

### 4.6 J.2 Linden Park Boundary Map

Map updated to reflect Linden Park as a JK-5 school. Hardcopies provided.

### 4.7 K.4 Pauline Johnson Class Organization

Chart updated. Hardcopies provided.



#### **M.1 Ridgemount School Information Sheet**

Information updated to reflect zero portables and 2013 as the year of building addition. Imagery is the latest version that is available. Hardcopies provided.

#### **4.8 Presentation from Public Meeting #1 (Tab W)**

Hardcopies provided for information. A one-page update was also provided to reflect correction of a typo on the 10-Yr FCI for Queensdale data.

### **5. School Tours Schedule**

#### **5.1 Tour of Pauline Johnson and Cardinal Heights (at end of meeting)**

Ian Hopkins advised that a schedule has been created to permit tours at each school as part of the Working Group meetings (October 15, October 29, November 12, November 26, and December 10). Tours will provide an opportunity to view the main aspects of the schools. Carpooling arrangements can be made through the Chair for anyone who is not driving. For members who cannot attend a tour, alternate arrangements can be made directly with the principal.

### **6. Data Requested by the Committee**

Ellen Warling indicated that all data requests will be responded to through Board staff. It will be important to be mindful of how requests for information will help in making informed decisions and how the data may impact the recommendation developed. Facilities staff will attend the Working Group meeting on October 29 to provide an overview on how data is gathered.

**ACTION: Overview on how data is gathered to be provided at next meeting**

Data pertaining specifically to potential closure of Queensdale and to G.L. Armstrong was requested. In response, Ellen noted that the critical items will be extracted for quick reference (high priority urgent items requiring short turnaround that can close a building). It was reiterated that the FCI is only one piece of data within the seven reference criteria so members must remember to consider the full scope of criteria when trying to determine what makes the most sense in developing an alternative option. Costing will also be a factor in the options developed. Staff will provide costing as needed.

**ACTION: Critical items reference to be provided at next meeting**

Even if every school was in the same condition, we would still be here looking at the vacant spaces that exist. It is the cost of maintenance that requires consideration along with geographical location, current facility condition, school size and many other variables.

### **7. Minutes from Working Group Meeting #1 (October 01, 2013)**

#### **7.1 Nature of the Minutes**

Michael Prendergast indicated that minutes are intended to reflect main ideas and discussion points. Turnaround time is required to prepare draft minutes for each meeting. Minutes from Working Group Meeting # 1 will be reviewed tonight. Minutes from Working Group Meeting #2 and Public Meeting #1 will be reviewed at Working Group Meeting # 3.

## **7.2 Clarification**

No errors or omissions noted, concerns raised or clarification required.

## **7.3 Approval of Minutes**

Minutes approved by consensus. Minutes will be posted on the website.

## **8. Public Meeting #1 (October 08, 2013)**

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

Tracy Weaver from E-BEST presented a framework for reviewing feedback from the first Public Meeting. Methodology for identifying issues, patterns and common themes will be through qualitative analysis in order to determine present ideas and emerging ideas. Key steps include getting to know your data (reading data); focusing on main themes (to determine new and emerging main ideas); identifying sub-themes and categories (patterns and connections within and between main ideas); and, interpretation (summarizing main ideas, identifying important findings, sharing findings to obtain other perspectives). While collaborating, it will be important to avoid inferences and generalizations, to consider other perspectives and to be open to new ideas. A practice example was discussed.

### **8.2 Debriefing on Public Meeting #1**

Committee members formed small groups to analyze the public feedback. The intent of reviewing feedback notes was to listen to public voice, look at input from a different lens and to streamline concerns.

### **8.3 Review of Group Discussion Notes**

From group analysis of all feedback collected from Public Meeting # 1, common themes identified through group discussions were shared as follows:

- Transportation (congestion, parking, more kids on buses)
- Loss of enrolment (possibility of losing some students to Separate School Board)
- Daycare (programs required)
- Impact of school size on student achievement (research indicates differences in achievement between large and small schools)
- Community Impact (potential loss of sense of community and recreational activities)
- Reference criteria (how accurate is the data, clarity and good evidence-based criteria is needed)
- Timelines (speed of timelines is a concern, moving too fast)

- Student impact
- Facility utilization (how accurate is projected data)
- JK-8 model (is this model school ideal for everyone)
- Transition (plans needed to prepare students, schools and community for closures)
- Equity (accessibility and upgrades such as air conditioning needed to provide quality learning and teaching environments, need to focus on all schools equally, decisions made will need to be reflective of all schools involved)

### Comments

- Highly visible schools, those with vocal communities and visible parents, will receive the greatest attention.
- Just because parents do not show up at meetings does not mean they are not concerned.
- The letter that went home was misperceived because in bold print “potential school closures” was highlighted - would recommend better wording in future communications to clearly reflect the staff recommendation as an option.

Michael Prendergast noted that schools impacted will have the opportunity to provide input. In keeping with transparency, options developed will be available on the website for all to see. For parents who do not have Internet access, packages will be available at the schools as needed. Translation will be available upon request. Communication to parents is important. Informed parents will be essential for communicating with their children. School newsletters going home for November will include ARC status and dates of upcoming meetings for information.

Highlights recorded by each group on the key themes and patterns that emerged from group analysis will be consolidated and shared at the next meeting.

## 9. Review of School Information Profiles

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

Ian Hopkins advised that the SIPs are intended to provide information on the schools under review. The data focuses on value to the student, the school board, the community and the local economy. Profiles include 67 items under 14 sections. Committee approval will be required. Members formed groups by school to review the SIP data.

### 9.2 Discussion/Verify/Addition/Deletion

Required changes were recorded by principals and provided to Ian Hopkins for SIP revisions.

## 10. Correspondence

### 10.1 Facility Partnerships

Item deferred to next meeting.

### 10.2 Letter from the Public

All correspondence received will be provided to the committee for review and consideration as alternative options are developed. Correspondence is also posted to the website as part of meeting material.

#### **11. Questions & Answers**

Questions raised throughout the meeting are reflected in notes above.

#### **12. Next Steps**

Michael Prendergast noted that when you work together great things can happen. A short video on performance and precision was shown.

- Public input from Public Meeting # 1 will be further reviewed
- SIPs will require approval
- Prepare for Public Meeting # 2 - November 05, 2013 at G.L. Armstrong
- **Next Working Group Meeting # 3 - October 29, 2013 at G.L. Armstrong**

#### **13. Adjournment**

The meeting adjourned at 8:40 p.m.

#### **14. Tour of Pauline Johnson and Cardinal Heights**

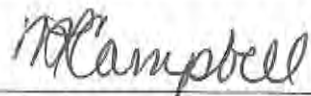
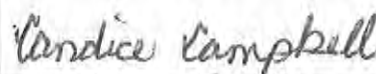

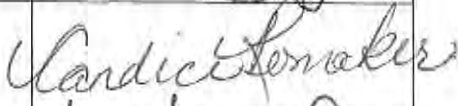
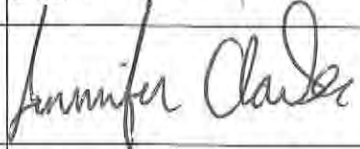
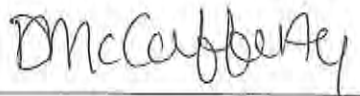

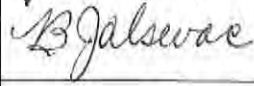
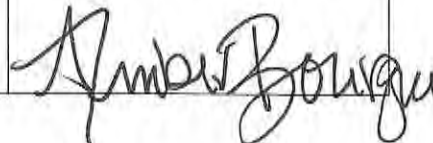
A tour followed the meeting.

#### **Handouts**

- Agenda
- Presentation
- Draft Minutes - Working Group Meeting #1 - October 01, 2013
- Binder Updates (see Item 4 above)
- EBEST Qualitative Analysis Presentation
- Community Feedback from Public Meeting #1
- Correspondence
- Membership

**Accommodation Review Committee- Central Mountain  
 Committee Members  
 Working Group Meeting # 2 - October 15, 2013  
 Sign-in Sheet**

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Michael Prendergast	
<b>Voting Members</b>		
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell Home: 905-318-5279 Email: <a href="mailto:marncamp@sympatico.ca">marncamp@sympatico.ca</a>	
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candice Campbell Home: 905-389-8351 Email: <a href="mailto:candice_campbell@shaw.ca">candice_campbell@shaw.ca</a>	
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden Home: / Cell: Email: <a href="mailto:lourie.vanderzyden@hwdsb.on.ca">lourie.vanderzyden@hwdsb.on.ca</a>	
Eastmount Park parent representative from School Council/Home and School	Candice Romaker Home: 905-526-0469 Email: <a href="mailto:c_copland@yahoo.com">c_copland@yahoo.com</a>	
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke Home: 905-385-0774 Email: nil	
Eastmount Park teaching or non-teaching staff	Denise McCafferty Work: 905-387-0172 Email: <a href="mailto:denise.mccafferty@hwdsb.on.ca">denise.mccafferty@hwdsb.on.ca</a>	
Franklin Road parent representative from School Council/Home and School	Margaret Toth Home/Cell: 905-537-0596 Email: <a href="mailto:bruins16@live.ca">bruins16@live.ca</a>	
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer [REDACTED] [REDACTED]	
Franklin Road teaching or non-teaching staff	Barbara Jalsevac Home: 905-304-5275 Email: <a href="mailto:barbara.jalsevac@hwdsb.on.ca">barbara.jalsevac@hwdsb.on.ca</a>	
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque Home: 905-577-7590 Email: <a href="mailto:abourque@fluke.ca">abourque@fluke.ca</a>	





# Elementary ACCOMMODATION Review Committee

# ARC

George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon Home: 905-318-5455 Email: <a href="mailto:hub33@gmail.com">hub33@gmail.com</a>	
George L. Armstrong teaching or non-teaching staff	Patricia Mousseau Home: 905-869-0781 Email: <a href="mailto:patricia.mousseau@hwdsb.on.ca">patricia.mousseau@hwdsb.on.ca</a>	
Linden Park parent representative from School Council/Home and School	Kathy Long Home: 905-746-5629 Work: 905-317-2657 Email: <a href="mailto:rcmracing@sympatico.ca">rcmracing@sympatico.ca</a>	
Linden Park parent representative <u>not</u> from School Council/Home and School	Jennifer Lockhart H: 905-574-3319 W: 905-546-2424 x2386 C: 905-515-5755 Email: <a href="mailto:nnifer@quickclit.net">nnifer@quickclit.net</a>	
Linden Park teaching or non-teaching staff		
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina - School Council Chair Home: 905-385-5472 / Cell: 905-807-5032 <a href="mailto:lwalowina@shaw.ca">lwalowina@shaw.ca</a>	
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Mr. Jamie McLean 	
Pauline Johnson teaching or non-teaching staff	Mrs. Marj Howden Cell: 905-865-1999 <a href="mailto:mari.howden@hwdsb.on.ca">mari.howden@hwdsb.on.ca</a>	
Queensdale parent representative from School Council/Home and School	Leanne Friesen Home: 905-387-9202 Cell: 905-746-1150 Email: <a href="mailto:Leanne@mhbc.ca">Leanne@mhbc.ca</a>	
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks Home: 289-396-4373 Email: <a href="mailto:ahinks@cogeco.ca">ahinks@cogeco.ca</a>	
Queensdale teaching or non-teaching staff	Diana Asrani Home: 905-304-5779 Email: <a href="mailto:dmccomb16@hotmail.com">dmccomb16@hotmail.com</a>	
Ridgemount parent representative from School Council/Home and School		
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood Home: 905-389-6344 Cell: 289-260-6344 Email: <a href="mailto:fiveponnut@hotmail.com">fiveponnut@hotmail.com</a>	
Ridgemount teaching or non-teaching staff	Sharon Miller Home: 905-388-0162	







**Central Mountain Accommodation Review Committee  
Working Group Meeting # 3  
Tuesday, October 29<sup>th</sup>, 2013  
6:00 p.m. – 9:00 p.m.**

**George L. Armstrong Elementary School  
460 Concession Street, Hamilton, Ontario**

**Agenda**

1. Call to Order – Superintendent Michael Prendergast, Chair (6:00 p.m.)
2. Agenda (6:00 - 6:05)
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
  - 2.3 Handout Protocol
3. Review of Voting Procedures (6:05 - 6:10)
4. School Tours (6:10 – 6:15)
  - 4.1 Discussion
5. Minutes from Public Meeting #1 (6:15 – 6:20)
  - 5.1 Clarification
  - 5.2 Approval of minutes
6. Minutes from Working Group Meeting #2 (6:20 – 6:25)
  - 6.1 Clarification
  - 6.2 Approval of minutes
7. School Information Profiles (6:25 – 6:35)
  - 7.1 Additions
  - 7.2 Approval
8. Public Meeting #1 – Continuing Discussion (6:35 – 7:00)
  - 8.1 Question 2
  - 8.2 Key themes handout
9. Data requested by the committee (7:00 – 7:45)
  - 9.1 Facilities Management Presentation
  - 9.2 K-8 model research and info

Next Working Group Meeting – November 12<sup>th</sup>, 2013 at Franklin Road  
\*\*\*All Accommodation Review Committee Meetings are open to the public\*\*\*



10. Public Meeting #2 – Tuesday November 5<sup>th</sup> (7:45 – 8:15)
  - 10.1 Presentation of the School Information Profiles
  - 10.2 Presentations of the key themes from Public Meeting 1
11. Correspondence (8:20)
12. Next Steps (8:20)
13. Adjournment (8:25)
14. Tour (8:25 – 9:00)
  - 14.1 George L. Armstrong
  - 14.2 Eastmount Park



*Elementary*  
**ACCOMMODATION  
 Review Committee**

**ARC**

**Accommodation Review Committee- Central Mountain  
 Committee Members  
 Working Group Meeting # 3 - October 29, 2013  
 Sign-in Sheet**

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Michael Prendergast	<i>present</i>
<b>Voting Members</b>		
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell Home: 905-318-5279 Email: <a href="mailto:marncamp@sympatico.ca">marncamp@sympatico.ca</a>	<i>M Campbell</i>
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candice Campbell Home: 905-389-8351 Email: <a href="mailto:candice_campbell@shaw.ca">candice_campbell@shaw.ca</a>	<i>Candice Campbell</i>
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden Home: / Cell: Email: <a href="mailto:lourie.vanderzyden@hwdsb.on.ca">lourie.vanderzyden@hwdsb.on.ca</a>	<i>L. Vanderzyden</i>
Eastmount Park parent representative from School Council/Home and School	Candice Romaker Home: 905-526-0469 Email: <a href="mailto:c_copland@yahoo.com">c_copland@yahoo.com</a>	<i>C. Romaker</i>
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke Home: 905-385-0774 Email: nil	<i>Jenn Clarke</i>
Eastmount Park teaching or non-teaching staff	Denise McCafferty Work: 905-387-0172 Email: <a href="mailto:denise.mccafferty@hwdsb.on.ca">denise.mccafferty@hwdsb.on.ca</a>	<i>DMcCafferty</i>
Franklin Road parent representative from School Council/Home and School	Margaret Toth Home/Cell: 905-537-0596 Email: <a href="mailto:bruins16@live.ca">bruins16@live.ca</a>	<i>Margaret Toth</i>
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer [REDACTED]	<i>J Schaeffer</i>
Franklin Road teaching or non-teaching staff	Barbara Jalsevac Home: 905-304-5275 Email: <a href="mailto:barbara.jalsevac@hwdsb.on.ca">barbara.jalsevac@hwdsb.on.ca</a>	<i>regrets</i>
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque Home: 905-577-7590 Email: <a href="mailto:abourque@fluke.ca">abourque@fluke.ca</a>	<i>AB Bourque</i>



# Elementary ACCOMMODATION Review Committee

Q.10

## ARC

George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon Home: 905-318-5455 Email: <a href="mailto:hub33@gmail.com">hub33@gmail.com</a>	
George L. Armstrong teaching or non-teaching staff	Patricia Mousseau Home: 905-869-0781 Email: <a href="mailto:patricia.mousseau@hwdsb.on.ca">patricia.mousseau@hwdsb.on.ca</a>	
Linden Park parent representative from School Council/Home and School	Kathy Long Home: 905-746-5629 Work: 905-317-2657 Email: <a href="mailto:rcmracing@sympatico.ca">rcmracing@sympatico.ca</a>	
Linden Park parent representative <u>not</u> from School Council/Home and School	Jennifer Lockhart H: 905-574-3319 W: 905-546-2424 x2386 C: 905-515-5755 Email: <a href="mailto:nnifer@quickclik.net">nnifer@quickclik.net</a>	
Linden Park teaching or non-teaching staff	 Teacher <a href="mailto:dianna.gamble@hwdsb.on.ca">dianna.gamble@hwdsb.on.ca</a>	
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina - School Council Chair Home: 905-385-5472 / Cell: 905-807-5032 <a href="mailto:lwalowina@shaw.ca">lwalowina@shaw.ca</a>	
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Mr. Jamie McLean  	
Pauline Johnson teaching or non-teaching staff	Mrs. Marj Howden Cell: 905-865-1999 <a href="mailto:mari.howden@hwdsb.on.ca">mari.howden@hwdsb.on.ca</a>	
Queensdale parent representative from School Council/Home and School	Leanne Friesen Home: 905-387-9202 Cell: 905-746-1150 Email: <a href="mailto:Leanne@mhbc.ca">Leanne@mhbc.ca</a>	
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks Home: 289-396-4373 Email: <a href="mailto:ahinks@cogeco.ca">ahinks@cogeco.ca</a>	
Queensdale teaching or non-teaching staff	Diana Asrani Home: 905-304-5779 Email: <a href="mailto:dmccomb16@hotmail.com">dmccomb16@hotmail.com</a>	
Ridgemount parent representative from School Council/Home and School		
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood Home: 905-389-6344 Cell: 289-260-6344 Email: <a href="mailto:fivep0nnut@hotmail.com">fivep0nnut@hotmail.com</a>	
Ridgemount teaching or non-teaching staff	Sharon Miller Home: 905-388-0162	





Accommodation Review - Central Mountain  
Public Attendees

Working Group Meeting # 3 - October 29, 2013

Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
<del>Rob Nixon</del>	<del>Armstrong</del>	<del>[Signature]</del>
Michelle Mackey	Armstrong	[Signature]
Emily Coe	Linden Park	[Signature]
Robyn Patchett	Queensdale	[Signature]
MIKE PATCHETT	QUEENSDALE	[Signature]
Rachel Kostuk	Queensdale	[Signature]
Aunika Hinks	Queensdale	[Signature]
Dawn Danko	Queensdale	[Signature]
Ashley Beauchamp	Linden Park	[Signature]
Sandie Rowell	GLA	[Signature]
LORI CALDER	Queensdale/GLA	[Signature]
JULIE JACOBS	Queensdale	[Signature]
Debi Messenger	Queensdale	[Signature]
Allison Calder	Armstrong	[Signature]
Shawn McNicol	Queensdale	[Signature]
Alison Mace	Queensdale	[Signature]





Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

**Central Mountain**  
 Accommodation Review Working Group  
 Meeting # 3

Cardinal Heights Linden Park  
 Eastmount Park Pauline Johnson  
 Franklin Road Queensdale  
 G.L. Armstrong Ridgemount

G.L. Armstrong - Tuesday, October 29<sup>th</sup>, 2013 (6 p.m. to 9 p.m.)

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

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

**Group Norms:**  
 Promote a positive environment  
 Treat all other members and guests with respect  
 Recognize and respect the personal integrity  
 Use established communication channels  
 Promote high standards of ethical practice at all times

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

- 1. Call to Order** – Superintendent Michael Prendergast, Chair (6:00 p.m.)
- 2. Agenda (6:00 – 6:05)**
  1. Additions/Deletions
  2. Approval of Agenda

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

**3. Voting Procedure (6:05 – 6:10)**

Central Mountain											Min. Required to Vote	
Members Present	24	23	22	21	20	19	18	17	16	15	14	13
Votes to PASS	13	12	12	11	11	10	10	9	9	8	8	7

**For example, 19 voting members present (50% of 19 = 9.5, rounded down to 9 + 1 = 10)**

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

**4. School Tours (6:10 – 6:15)**  
 4.1 Discussion

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

5. Minutes from Public Meeting #1 (6:15 – 6:20)
  - 5.1 Clarification
  - 5.2 Approval of Minutes
6. Minutes from Working Group Meeting #2 (6:20 – 6:25)
  - 6.1 Clarification
  - 6.2 Approval of Minutes

**Elementary Accommodation Review Committee**

7. School Information Profiles (6:25 – 6:35)

7.1 Additions

7.2 Approval

**Elementary Accommodation Review Committee**

8. Public Meeting #1 – Continuing Discussion (6:35 – 7:00)

8.1 Question #2

- What additional reference criteria do you think are important for the ARC to consider when developing recommendations?

8.2 Key themes handout

**Elementary Accommodation Review Committee**

9. Data requested by the committee (7:00 – 7:45)

9.1 Facilities Management Presentation (Handouts and Separate Presentation)

9.2 K-8 model research and information (Discussion)

**Elementary Accommodation Review Committee**

**9.2 K-8 model research and information**

- Grade Configuration and academic achievement
- Grade configurations and students’ social-emotional well-being
- Why is an elementary configuration advantageous for middle grade students?

**Elementary Accommodation Review Committee**

**“School Capacity - optimal school capacity would be 500 to 600 students, which creates two to three classes for each grade” (pg. 22, LTFMP, 2012)**

School Board	Avg. On the Ground Capacity*
Dufferin Peel Catholic District School Board	505
Durham Catholic District School Board	440
Halton District School Board	710
Halton Catholic District School Board	595
Hamilton-Wentworth Catholic District School Board	569
Peel District school Board	800
York Catholic District School Board	613

\* Capacity of new builds and projected new builds


**Elementary Accommodation Review Committee**

10. Public Meeting #2 – Tuesday November 5<sup>th</sup> (7:45 – 8:20)


10.1 Presentation of SIP

10.2 Presentation of key themes from Public Meeting 1

10.3 Questions to ask the public – what do you want to know?




Elementary Accommodation  
Review Committee




11. Correspondence (8:20)

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

Community Partnership Letter




Elementary Accommodation  
Review Committee




12. Next Steps (8:20)

- Start formulating ideas for accommodation options
- Public Meeting #2: Tuesday November 5<sup>th</sup>, 2013 – George L. Armstrong



Elementary Accommodation  
Review Committee



**Next Working Group Meeting:**

**Working Group Meeting #4**  
**November 12<sup>th</sup> at Franklin Road**  
**6 p.m. to 9 p.m.**

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

## Overview of HWDSB Facilities Facilities Management Department

Central Mountain Accommodation Review

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

## Presentation Overview

- Facilities Management Department
- Demographics and Enrolment
- HWDSB Facilities
- Funding
- Central Mountain Schools

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

## Facilities Management Department

Operations & Maintenance	Cleaning, Equipment Maintenance, Repairs, Utilities, Regulatory Compliances, Heating/Cooling, Automation, Building Envelop, Site Services, Vandalism, Security, Waste Removals etc.
Capital Renewal	Life Cycle Renewal of Existing Facilities, New Construction, Renovations, Program Upgrades, Accessibility, etc.
Accommodations & Planning	Property (Acquisition, Disposal, and Leasing), Pupil Accommodations, Enrollment Projections, School Boundaries, Portable Allocations, Development Planning, Mapping, etc.

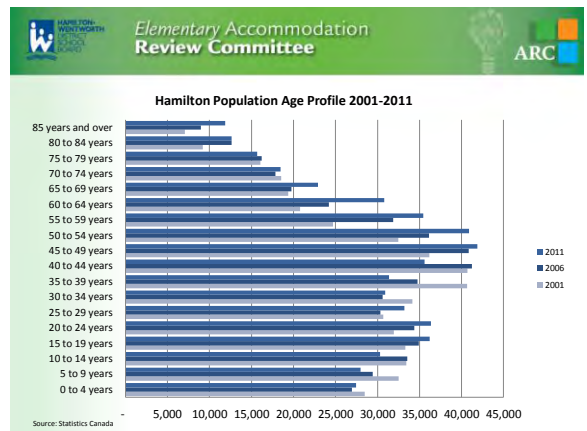
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## Challenges faced by the Facilities Management Department include:

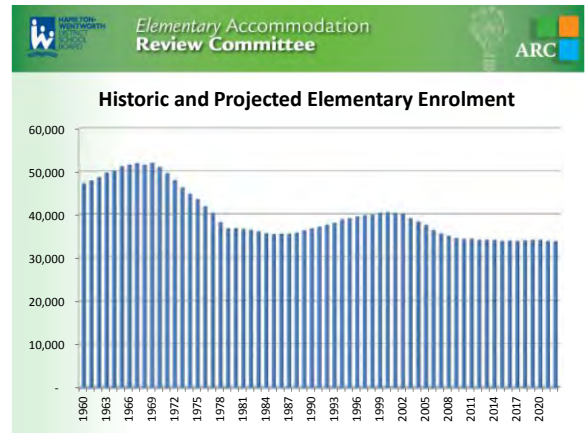
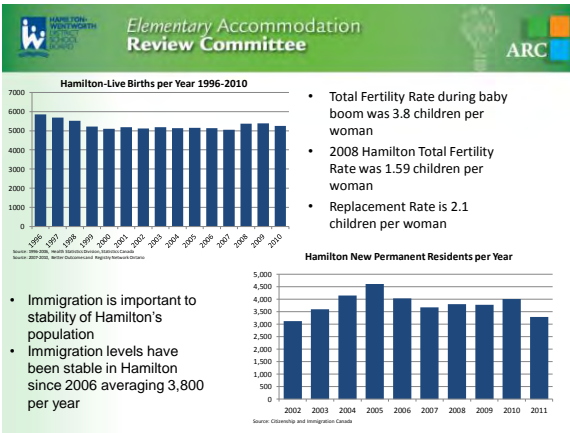
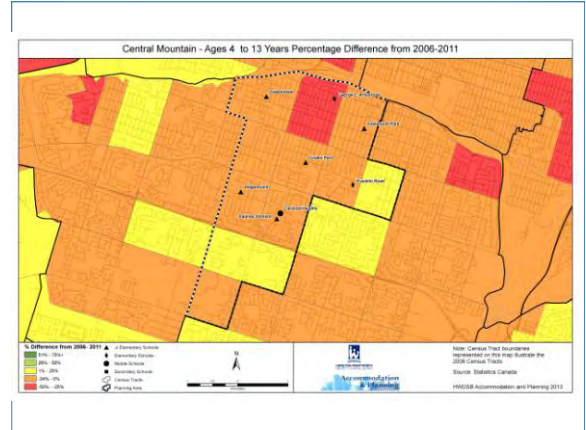
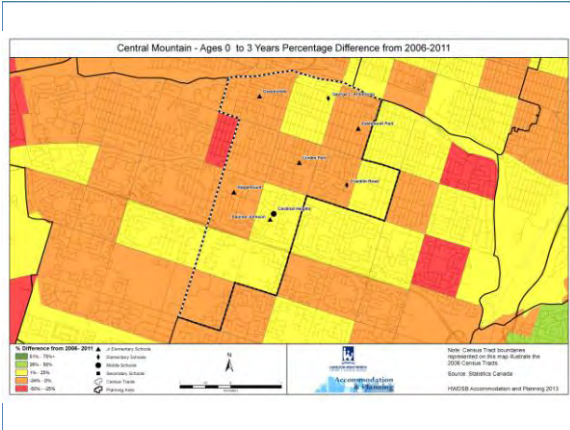
- Declining Student Enrolments
- The HWDSB has one of the oldest building infrastructures in Ontario, average age of elementary facilities is 51 years
  - Even after accounting for an aggressive building program that has seen the closure of 29 elementary schools and the construction of 9 new schools and 6 rebuilds since 2000
- Ministry of Education funding for facility enhancements and provincial benchmarks are insufficient to cope with our current facility needs

Hamilton-Wentworth District School Board  
 Elementary Accommodation Review Committee  
 ARC

## Demographics and Enrolment



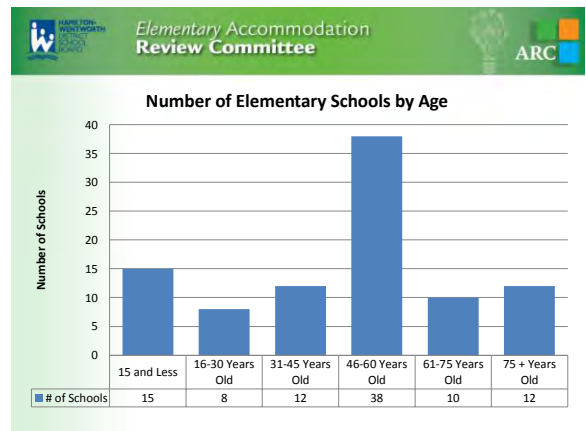


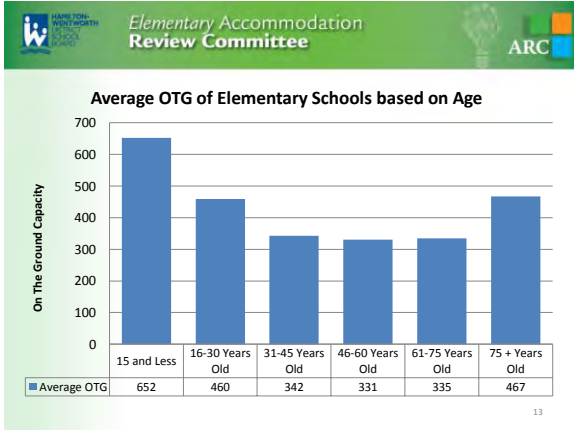


Elementary Accommodation Review Committee

ARC

HWDSB Facilities





Count	School	Yr Closed
1	Albany	2001
2	Bennetto	2002
3	Fernwood Park	2003
4	Hampton Heights	2003
5	Lloyd George	2003
6	Lynden	2003
7	Parwood	2003
8	Peace Memorial	2003
9	Byckman's Corners	2003
10	Sheffield	2003
11	Shenwood Heights	2003
12	Fairfield	2004
13	Pleasant Valley	2004
14	Robert Land	2004
15	Tweedman	2004
16	Burkholder Drive	2005
17	Grange	2005
18	Maple Lane (Used as admin building)	2005
19	Thornbrae	2005
20	Hillsdale	2006
21	Central Park	2007
22	Dundas District	2007
23	Seneca	2007
24	Vern Ames	2007
25	Gibson	2009
26	Stinson	2009
27	Sanford Ave	2010
28	Winona	2011
29	King George	2012

Schools Built since 2000	Year Opened
Allan Greenleaf	2000
Ancaster Meadow	2005
Bellmoore	2012
Cathy Weaver	2006
Gatesone	2005
Ray Lewis	2005
Sir William Osler	2007
Templemead	2003
Winona	2012

Schools Rebuilt since 2000*	Year Re-Opened
Dr. J. Edgar Davey	2010
Gay Brown	2011
Hillcrest	2006
Lawfield	2007
Prince of Wales	2009
Queen Victoria	2009

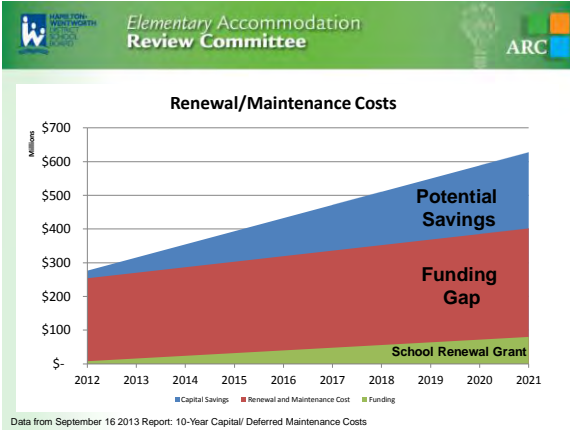
\*Rebuilt on Existing Site

Funding

- Sources of Capital Funding - Facilities**
- Full Day Kindergarten Capital Funding
  - Proceeds of Disposition
  - Daycare Space Replacement Funding
  - School Renewal Grant
  - Capital Priorities Submissions

- Current Facility Condition**
- The Board owns 113 school buildings plus administrative sites
  - Total estimated asset value/ replacement cost approx. \$1 billion
    - Presently \$276 million of the total asset is in need of renewal
    - Projected to reach \$627 million in the next 10 years

- Facility Condition**
- Deferred capital investment does not address any of the following areas of concern:
    - Building code upgrades
    - Municipally directed planning and building improvements
    - Academic program requirements
    - Accessibility needs
    - Changes required to implement program delivery within the overall school system



**Elementary Accommodation Review Committee**

### Capital Allocation Protocol

At present, five priorities govern the allocation of renewal funds:

1. Health and Safety Issues
2. Regulatory Compliance Issues
3. The risk that the failure of one or more components might cause a program (i.e. science lab) or the building itself to close, or cause secondary damage
4. High & Urgent Renewal Needs
5. New Program Initiative Requirements

**Elementary Accommodation Review Committee**

### Capital Allocation Protocol

4. High & Urgent Renewal Needs

**High and Urgent Renewal Database - calculates FCI**

- Provincial software (all Ontario School Boards, all Buildings)
- An inventory of building components & their lifecycles
- An "Event" is a predicted lifecycle replacement date
- Software assumes a "like for like" replacement
- The Priority of an Event is Influenced by:  
Age, Design, Materials, Size, Use, Maintenance, Vandalism, Weather etc.

**Elementary Accommodation Review Committee**

## Central Mountain Schools

**Elementary Accommodation Review Committee**

School Profile: Cardinal Heights	
Year of Construction:	1963
Year of Addition(s):	1964
Building Size:	38,542 +/- ft <sup>2</sup>
Site Size:	9.2 +/- Acres
10 Year Renewal Needs:	\$4,224,943


Summary of Capital Expenses, 2003-2013	Total Amount
Architectural	\$ 872,188.26
Mechanical	\$ 284,435.18
Electrical	\$ 4,998.35
Program	-
Health & Safety	\$ 39,408.29
Site	-
<b>Total</b>	<b>\$ 1,201,030.08</b>

**Elementary Accommodation Review Committee**

School Profile: Eastmount Park	
Year of Construction:	1959
Year of Addition(s):	1962
Building Size:	29,196 +/- ft <sup>2</sup>
Site Size:	1.7 +/- Acres
10 Year Renewal Needs:	\$3,348,239

Summary of Capital Expenses, 2003-2013	Total Amount
Architectural	\$ 53,022.14
Mechanical	\$ 133,315.71
Electrical	\$ 898.14
Program SITE	\$ 9,801.96
Health & Safety	-
Site	-
<b>Total</b>	<b>\$ 197,037.95</b>

**Hamilton-Wentworth District School Board**  
**Elementary Accommodation Review Committee**  
**ARC**



School Profile: Franklin Road	
Year of Construction:	1954
Year of Addition(s):	1956, 1959, 1961
Building Size:	37,416 +/- ft <sup>2</sup>
Site Size:	7.75 +/- Acres
10 Year Renewal Needs:	\$3,739,649

Summary of Capital Expenses, 2003-2013	Total Amount
Architectural	\$ 717,830.14
Mechanical	\$ 446,532.92
Electrical	-
Program SITE	\$ 1,736.04
Health & Safety	-
Site	-
<b>Total</b>	<b>\$ 1,181,100.87</b>

**Hamilton-Wentworth District School Board**  
**Elementary Accommodation Review Committee**  
**ARC**



School Profile: George L. Armstrong	
Year of Construction:	1930
Year of Addition(s):	1952, 1987
Building Size:	58,133 +/- ft <sup>2</sup>
Site Size:	4.55 +/- Acres
10 Year Renewal Needs:	\$5,937,600

Summary of Capital Expenses, 2003-2013	Total Amount
Architectural	\$ 13,043.05
Mechanical	\$ 890,656.25
Electrical	\$ 31,993.04
Program	\$ 53,430.47
Health & Safety	\$ 200,133.56
Site	\$ 12,379.86
<b>Total</b>	<b>\$ 1,201,636.23</b>


**Hamilton-Wentworth District School Board**  
**Elementary Accommodation Review Committee**  
**ARC**



School Profile: Linden Park	
Year of Construction:	1957
Year of Addition(s):	-
Building Size:	28,187 +/- ft <sup>2</sup>
Site Size:	5.26 +/- Acres
10 Year Renewal Needs:	\$5,202,422

Summary of Capital Expenses, 2003-2013	Total Amount
Architectural	\$ 1,985.25
Mechanical	\$ 34,972.53
Electrical	-
Program	-
Health & Safety	-
Site	-
<b>Total</b>	<b>\$ 36,957.78</b>


**Hamilton-Wentworth District School Board**  
**Elementary Accommodation Review Committee**  
**ARC**



School Profile: Pauline Johnson	
Year of Construction:	1967
Year of Addition(s):	-
Building Size:	32,280 +/- ft <sup>2</sup>
Site Size:	9.2 +/- Acres
10 Year Renewal Needs:	\$1,846,478

Summary of Capital Expenses, 2003-2013	Total Amount
Architectural	\$ 430,367.75
Mechanical	\$ 850,039.19
Electrical	-
Program	-
Health & Safety	\$ 99,473.83
Site	-
<b>Total</b>	<b>\$ 1,379,880.77</b>

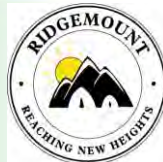
**Hamilton-Wentworth District School Board**  
**Elementary Accommodation Review Committee**  
**ARC**



School Profile: Queensdale	
Year of Construction:	1948
Year of Addition(s):	1950
Building Size:	30,198 +/- ft <sup>2</sup>
Site Size:	4.72 +/- Acres
10 Year Renewal Needs:	\$3,871,822

Summary of Capital Expenses, 2003-2013	Total Amount
Architectural	\$ 304,487.61
Mechanical	\$ 2,220,113.06
Electrical	\$ 57,383.26
Program	-
Health & Safety	-
Site	\$ 8,147.42
<b>Total</b>	<b>\$ 2,600,131.35</b>

**Hamilton-Wentworth District School Board**  
**Elementary Accommodation Review Committee**  
**ARC**



School Profile: Ridgemount	
Year of Construction:	1961
Year of Addition(s):	2013
Building Size:	27,527 +/- ft <sup>2</sup>
Site Size:	6.42 +/- Acres
10 Year Renewal Needs:	\$3,446,282

Summary of Capital Expenses, 2003-2013	Total Amount
Architectural	\$ 912,720.73
Mechanical	\$ 403,379.22
Electrical	\$ 8,583.48
Program	\$ 604,865.01
Health & Safety	\$ 52,496.35
Site	\$ 6,519.88
<b>Total</b>	<b>\$ 1,988,564.67</b>

Central Mountain Accommodation Review  
Key Themes from Tuesday, October 8<sup>th</sup> 2013 Public Meeting

**Members:**

- Colin Hazell
- Marney Campbell
- Candice Campbell
- Dianna Gamble

## 1. Program Offerings

- o Keeping as specialized classes with moving systems programs (music, French, character networks)

## 2. Transportation

- o Policy takes into account crossing major streets (1km limit to busing FDK)

## 3. Timelines

- o How can this all happen as soon as they say it will?
  - Close schools June 2013
  - Move to new school September 2014?

**Members:**

- Jennifer Clarke
- Candice Romaker

## Common Themes

- o Families leaving public school/system
- o Parents feel data provided is inaccurate
- o High concern for loss of programs currently being offered (i.e., Daycare, special needs)
- o Personal safety of students with such high number of students on small playgrounds

**Members:**

- Janeen Schaeffer
- Barbara Jalsevac

## Common Themes

## A) Student Impact

- Time spent on a bus
- Accessibility



Central Mountain Accommodation Review  
Key Themes from Tuesday, October 8<sup>th</sup> 2013 Public Meeting

- Special Education program considerations
  - Small vs. large schools
  - Aggressive timelines impact student adjustment
  - B) Community
    - Impact of busing on street congestion
    - Impact of busing on environment
  - C) Costs
    - What is the FCI of new schools after 5 years?
    - Adding A/C
  - D) Data
    - Accuracy
- 

**Members:**

- Denise McCafferty
- Leanne Friesen
- Doug Trimble

- A) Facility Utilization
  - o Room for before/after school programs if school is operating at capacity
  - o Over enrollment in the future – current date projections are incorrect
  - o Moving to a different school board instead of switching schools – Queensdale Parent Survey
  - o Will there still be space for partnerships – Early Years?
- B) Program Offerings
  - o Concern about Special Needs programs (will they transition to the new building, worry about space and program offering in larger learning environments)
- C) Quality Teaching & Learning Environments
  - o Concerns about the “ideal” larger school model (K-8, 500+ students)
  - o More advantages to a small school model – more opportunity for 1:1 attention/support, small school creates closer community and school culture

Central Mountain Accommodation Review  
Key Themes from Tuesday, October 8<sup>th</sup> 2013 Public Meeting

D) Transportation

- Want to walk to school – healthy/active living
- Do not want students spending time on buses
- JK/SK students on buses cause for concern
- Concern about increased volume of traffic in communities
- Children crossing busy streets
- Cost/environmental impact of increased transportation

E) Community Partnerships

- Linden Park - Early Years, Sacville Community Centre

F) Equity

- Concerns about wheelchair accessibility
- Green space/playground
- Air Conditioning
- Students having access to the quality learning environments that they already have – committee recommends

G) Other

- Timelines
- This is happening too fast
- No transition plan
- Concern about communities coming together
- Need time – commitment for renovations – some major renovations needed

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**Members:**

- Marj Howden
- Jamie McLean
- Patricia Mousseau

Common Themes

- Big school vs. small school
  - Questioning the data (research)
  - Student impact vs. student achievement (which is more important)
-

Central Mountain Accommodation Review  
Key Themes from Tuesday, October 8<sup>th</sup> 2013 Public Meeting

**Members:**

- Laurie Walowinc
- Laurie Van der Zyden
- Adam Hinks

Key Themes

- o Reference criteria
  - o Student impact
  - o Community date
  - o Timelines
  - o Emotionally, safety
- 

**Members:**

- Kathy Long
- Linda Astle
- Sharon Miller
- Diana Asrani

Question #4 pages 1 -3

The key themes for question #4 are concerns regarding transportation, and the time lines are too fast/unrealistic and equity between school communities in regards to new schools and renovations. Impact on students was another key theme with a focus on impact on student friendships, increased bullying in a larger school, and concerns about availability of special programs.

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Central Mountain Accommodation Review  
Key Themes from Tuesday, October 8<sup>th</sup> 2013 Public Meeting

**Members:**

- Robert Nixon
- Amber Bourque
- Jennifer Lockhart
- Tracy
- Julie Beattie

Key Themes:

\*Trust - concern voiced that there is a lack of trust for HWDSB (i.e. Is there a hidden agenda?)

\*Facility Issues - concern about condition of playgrounds

- Fully accessible plant is important
- Concern that facility condition might trump thoughtful consideration of best programming opportunities, best location for students

Under existing headings:

Student Impact (adding)

- Concern that students will be lost in very big schools
- Concern about maintaining integrity of relationships
- Concern about maintaining integrity of programming
- Desire to have clarity about the specific gains for students in any change
- Concern that larger schools are not beneficial for younger students
- concern that music, art, specialized programs be available/supported

Timelines (adding)

- Concern that space would not be ready to fully support students by Sept. 2014

Transportation (adding)

- Concern about the cost of busing
- Concern about longer trips
- Concern about congestion at pick up/drop-off times

Central Mountain Accommodation Review  
Key Themes from Tuesday, October 8<sup>th</sup> 2013 Public Meeting

- Concern about increased walking distances for small children
- Concern about the increase in the number of children on buses

Costs (adding)

- Want to know cost of building new vs. renovation

Daycare (adding)

- Concern for students in a neighbourhood daycare - will buses be available as there is for students leaving for school from home?
- Concern about possible loss/disruption of daycare arrangements
- concern about effect on students attending current school out of catchment (eg. For daycare reasons)

Enrolment (adding)

Concern population shifts may cause overcrowding

Reference Criteria (adding)

- Clarity needed around terms in terms of reference ("facility utilization", "equity", etc.)



**HWDSB - High and Urgent Renewal Needs**

Asset	Event	Priority	Year	Cost
Cardinal Heights, Building ID 9072-1	Replacement [C201001 Interior Stair Construction - Original Building - stage only]	Urgent	2012	\$10,200
Cardinal Heights, Building ID 9072-1	Replacement [D501003 Main Switchboards Main Disconnect - Original Building]	Urgent	2012	\$73,440
Cardinal Heights, Building ID 9072-1	.Study [G30 Site Civil/Mechanical Utilities - Site]	High	2012	\$8,160
Cardinal Heights, Building ID 9072-1	Replacement [C3020 Floor Finishes - Vinyl Floor Tiles - Entire Building]	High	2012	\$204,000
Cardinal Heights, Building ID 9072-1	Replacement [D304007 Exhaust Systems - Original Building]	High	2012	\$128,520
Cardinal Heights, Building ID 9072-1	Replacement [D3050 Terminal & Package Units - Original Building]	High	2012	\$10,200
Cardinal Heights, Building ID 9072-1	Replacement [D3050 Terminal & Package Units Unit Ventilators - Original Building]	High	2012	\$15,300
Cardinal Heights, Building ID 9072-1	.Study [D304003 Heating/Chilling water distribution systems - Original Building]	High	2013	\$8,160
Cardinal Heights, Building ID 9072-1	Replacement [A1010 Standard Foundations - Original Building]	High	2013	\$10,200
Cardinal Heights, Building ID 9072-1	Replacement [C1030 Fittings - Lockers Remainder]	High	2013	\$91,800
Cardinal Heights, Building ID 9072-1	Replacement [D303099 Other Cooling Generating Systems]	High	2013	\$10,200
Cardinal Heights, Building ID 9072-1	Replacement [D304003 Heating/Chilling water distribution systems - Original Building]	High	2013	\$629,340
Cardinal Heights, Building ID 9072-1	Replacement [D3060 Controls & Instrumentation - Original Building]	High	2013	\$244,800
Cardinal Heights, Building ID 9072-1	Replacement [D501002 Secondary - Original Building]	High	2013	\$36,720
Cardinal Heights, Building ID 9072-1	Replacement [D501003 Main Switchboards Main Distribution Panel - Original Building]	High	2013	\$73,440
Cardinal Heights, Building ID 9072-1	Replacement [D502002 Lighting Equipment - Original Building]	High	2013	\$10,200
Cardinal Heights, Building ID 9072-1	Replacement [G30 Site Civil/Mechanical Utilities - Site]	High	2013	\$392,700
Cardinal Heights, Building ID 9072-1	Replacement - B2010 Exterior Walls - Pre-finished Metal Panels	High	2014	\$96,900
Cardinal Heights, Building ID 9072-1	Replacement [C3020 Floor Finishes - Concrete Floor]	High	2014	\$10,200
Cardinal Heights, Building ID 9072-1	Replacement[B101001 Structural Frame - Original Building]	High	2014	\$204,000

\$2,268,480

**HWDSB - High and Urgent Renewal Needs**

<b>Asset</b>	<b>Event</b>	<b>Priority</b>	<b>Year</b>	<b>Cost</b>
Eastmount Park, Building ID 9112-1	Replacement [D501003 Main Switchboards - Original Building]	High	2012	\$71,563
Eastmount Park, Building ID 9112-1	Study [D304003 Heating/Chilling water distribution systems]	High	2012	\$11,451
Eastmount Park, Building ID 9112-1	Replacement [D304003 Heating/Chilling water distribution systems]	High	2012	\$229,000
Eastmount Park, Building ID 9112-1	Replacement [B2030 Exterior Doors - Entire Building]	High	2012	\$57,250
Eastmount Park, Building ID 9112-1	Replacement [D3050 Terminal & Package Units]	High	2012	\$42,938
Eastmount Park, Building ID 9112-1	Replacement [D502002 Lighting Equipment - Original Building]	High	2012	\$7,157

\$419,359

**HWDSB - High and Urgent Renewal Needs**

<b>Asset</b>	<b>Event</b>	<b>Priority</b>	<b>Year</b>	<b>Cost</b>
Franklin Road, Building ID 9073-1	Replacement [D304003 Heating/Chilling water distribution systems - Original Building]	Urgent	2012	\$286,251
Franklin Road, Building ID 9073-1	Study [D304003 Heating/Chilling water distribution systems - Original Building]	Urgent	2012	\$7,157
Franklin Road, Building ID 9073-1	Major Repair [B2010 Exterior Walls - General]	High	2012	\$143,125
Franklin Road, Building ID 9073-1	Study [B2010 Exterior Walls - General]	High	2012	\$7,157
Franklin Road, Building ID 9073-1	Replacement [D501003 Main Switchboards - Original Building]	High	2012	\$21,469
Franklin Road, Building ID 9073-1	Replacement [D2020 Domestic Water Distribution - Original Building]	High	2012	\$143,125
Franklin Road, Building ID 9073-1	Study [D2020 Domestic Water Distribution - Original Building]	High	2012	\$7,157
Franklin Road, Building ID 9073-1	Study [G30 Site Civil/Mechanical Utilities - Site]	High	2012	\$7,157
Franklin Road, Building ID 9073-1	Replacement [G30 Site Civil/Mechanical Utilities - Site]	High	2012	\$214,688
Franklin Road, Building ID 9073-1	Replacement [C3020 Floor Finishes - General]	High	2012	\$114,501
Franklin Road, Building ID 9073-1	Replacement [D502001 Branch Wiring - Original Building]	High	2012	\$286,251
Franklin Road, Building ID 9073-1	Study [D502001 Branch Wiring - Original Building]	High	2012	\$71,563
Franklin Road, Building ID 9073-1	Replacement [G204007 Playing Fields]	High	2012	\$107,344
Franklin Road, Building ID 9073-1	Replacement [B2030 Exterior Doors - Original Building] [01.3-035 Exterior Door Hardware - Original Building]	High	2012	\$28,625
Franklin Road, Building ID 9073-1	Replacement [B2030 Exterior Doors - General]	High	2012	\$50,094
Franklin Road, Building ID 9073-1	Replacement [G204001 Fencing & Gates]	High	2012	\$28,625
Franklin Road, Building ID 9073-1	Replacement [G204005 Signage]	High	2012	\$21,469

\$1,545,758

**HWDSB - High and Urgent Renewal Needs**

<b>Asset</b>	<b>Event</b>	<b>Priority</b>	<b>Year</b>	<b>Cost</b>
George L. Armstrong, Building ID 9074-1	Study [G30 Site Civil/Mechanical Utilities - Site]	Urgent	2012	\$7,157
George L. Armstrong, Building ID 9074-1	Replacement [G30 Site Civil/Mechanical Utilities - Site]	Urgent	2012	\$200,376
George L. Armstrong, Building ID 9074-1	Replacement [B3010 Roof Coverings]	Urgent	2012	\$286,251
George L. Armstrong, Building ID 9074-1	Replacement [G204001 Fencing & Gates - Site]	High	2012	\$21,469
George L. Armstrong, Building ID 9074-1	Replacement [B2030 Exterior Doors]	High	2012	\$57,250
George L. Armstrong, Building ID 9074-1	Study [D2020 Domestic Water Distribution - orig & add 1]	High	2012	\$7,157
George L. Armstrong, Building ID 9074-1	Replacement [D2020 Domestic Water Distribution - orig & add 1]	High	2012	\$143,125
George L. Armstrong, Building ID 9074-1	Replacement [C3020 Floor Finishes]	High	2012	\$357,813
George L. Armstrong, Building ID 9074-1	Replacement [C3020 Floor Finishes - Addition 2]	High	2012	\$35,781
George L. Armstrong, Building ID 9074-1	Replacement [D304007 Exhaust Systems - Addition 1]	High	2012	\$4,294
George L. Armstrong, Building ID 9074-1	Replacement [D503004 Public Address Systems - Original Building]	High	2012	\$71,563
George L. Armstrong, Building ID 9074-1	Study [D502001 Branch Wiring - Original Building] [04.2-060 Cabling, Raceways & Bus Ducts -	High	2012	\$7,157
George L. Armstrong, Building ID 9074-1	Replacement [D502001 Branch Wiring - Original Building]	High	2012	\$143,125
George L. Armstrong, Building ID 9074-1	Replacement [C3030 Ceiling Finishes]	High	2012	\$128,813
George L. Armstrong, Building ID 9074-1	Replacement [C3010 Wall Finishes]	High	2012	\$71,563
George L. Armstrong, Building ID 9074-1	Replacement [D502002 Lighting Equipment]	High	2012	\$11,451
George L. Armstrong, Building ID 9074-1	Replacement [C3020 Floor Finishes - Addition 2]	High	2013	\$41,113

\$1,595,458

**HWDSB - High and Urgent Renewal Needs**

<b>Asset</b>	<b>Event</b>	<b>Priority</b>	<b>Year</b>	<b>Cost</b>
Linden Park, Building ID 9086-2	Replacement [B2020 Exterior Windows - Original Building]	High	2012	\$292,740
Linden Park, Building ID 9086-2	Major Repair [B2010 Exterior Walls]	High	2012	\$131,580
Linden Park, Building ID 9086-2	Study [B2010 Exterior Walls]	High	2012	\$15,300
Linden Park, Building ID 9086-2	Replacement [C3020 Floor Finishes - Vinyl Floor Tiles - Original Building]	High	2012	\$173,400
Linden Park, Building ID 9086-2	Replacement [D304003 Heating/Chilling water distribution systems - Heating piping system]	High	2013	\$219,300
Linden Park, Building ID 9086-2	.Study [304003 heating / chilling water distribution ststems - heating piping system]	High	2013	\$8,160
Linden Park, Building ID 9086-2	Replacement [B3010 Roof Coverings - Original Building - Section 101]	High	2013	\$520,200
Linden Park, Building ID 9086-2	Replacement [A1010 Standard Foundations - Parging - Original Building]	High	2013	\$10,200
Linden Park, Building ID 9086-2	Replacement [D302005 Auxiliary Equipment - HVAC pump]	High	2013	\$18,360
Linden Park, Building ID 9086-2	Replacement [D3050 Terminal & Package Units]	High	2013	\$204,000
Linden Park, Building ID 9086-2	Replacement [D502002 Lighting Equipment - Exterior lighting - Original Building]	High	2013	\$10,200

\$1,603,440



**HWDSB - High and Urgent Renewal Needs**

<b>Asset</b>	<b>Event</b>	<b>Priority</b>	<b>Year</b>	<b>Cost</b>
Pauline Johnson, Building ID 9072-2	Replacement [B2020 Exterior Windows - Original Building]	High	2012	\$157,438
Pauline Johnson, Building ID 9072-2	Replacement [B2030 Exterior Doors - Original Building]	High	2012	\$17,175
Pauline Johnson, Building ID 9072-2	Replacement [C1030 Fittings - Original Building]	High	2012	\$48,662
Pauline Johnson, Building ID 9072-2	Replacement [C3030 Ceiling Finishes - Original Building]	High	2012	\$128,813
Pauline Johnson, Building ID 9072-2	Replacement [D2010 Plumbing Fixtures - Original Building]	High	2012	\$57,250
Pauline Johnson, Building ID 9072-2	Replacement [D2020 Domestic Water Distribution - Original Building]	High	2012	\$99,070
Pauline Johnson, Building ID 9072-2	Replacement [D501003 Main Switchboards - Original Building]	High	2012	\$28,625
Pauline Johnson, Building ID 9072-2	Replacement [D502002 Lighting Equipment]	High	2012	\$21,469
Pauline Johnson, Building ID 9072-2	Replacement [D503004 Public Address Systems - Original Building] Communications System	High	2012	\$71,563
Pauline Johnson, Building ID 9072-2	Replacement [G2020 Parking Lots]	High	2012	\$35,781
Pauline Johnson, Building ID 9072-2	Study [D2020 Domestic Water Distribution - Original Building]	High	2012	\$7,157

\$673,003

**HWDSB - High and Urgent Renewal Needs**

<b>Asset</b>	<b>Event</b>	<b>Priority</b>	<b>Year</b>	<b>Cost</b>
Queensdale, Building ID 9130-1	Replacement [G30 Site Civil/Mechanical Utilities - Site]	Urgent	2012	\$107,344
Queensdale, Building ID 9130-1	Study [G30 Site Civil/Mechanical Utilities - Site]	Urgent	2012	\$7,157
Queensdale, Building ID 9130-1	Replacement [B2030 Exterior Doors]	High	2012	\$57,250
Queensdale, Building ID 9130-1	Replacement [B3010 Roof Coverings]	High	2012	\$500,939
Queensdale, Building ID 9130-1	Replacement [C1020 Interior Doors]	High	2012	\$57,250
Queensdale, Building ID 9130-1	Replacement [C3010 Wall Finishes]	High	2012	\$71,563
Queensdale, Building ID 9130-1	Replacement [C3030 Ceiling Finishes - Addition 1]	High	2012	\$42,938
Queensdale, Building ID 9130-1	Replacement [D2020 Domestic Water Distribution]	High	2012	\$100,187
Queensdale, Building ID 9130-1	Replacement [D502002 Lighting Equipment - Original Building]	High	2012	\$7,157
Queensdale, Building ID 9130-1	Replacement [G2020 Parking Lots]	High	2012	\$21,469
Queensdale, Building ID 9130-1	Replacement [G204007 Playing Fields - Site]	High	2012	\$42,938
Queensdale, Building ID 9130-1	Study [D2020 Domestic Water Distribution]	High	2012	\$7,157

\$1,023,349

**HWDSB - High and Urgent Renewal Needs**

<b>Asset</b>	<b>Event</b>	<b>Priority</b>	<b>Year</b>	<b>Cost</b>
Ridgemount, Building ID 9134-1	Replacement [D3020 Heat Generating Systems - Original Building]	Urgent	2012	\$10,200
Ridgemount, Building ID 9134-1	Replacement [D2020 Domestic Water Distribution - Original Building]	High	2012	\$10,200
Ridgemount, Building ID 9134-1	.Study [D304003 Heating/Chilling water distribution systems- Original]	High	2013	\$8,160
Ridgemount, Building ID 9134-1	.Study [D4020 Standpipe Systems - Original Building]	High	2013	\$8,160
Ridgemount, Building ID 9134-1	Replacement [A1010 Standard Foundations - Parging]	High	2013	\$10,200
Ridgemount, Building ID 9134-1	Replacement [D304003 Heating/Chilling water distribution systems- Original]	High	2013	\$209,100
Ridgemount, Building ID 9134-1	Replacement [D3050 Terminal & Package Units - Original Building]	High	2013	\$72,420
Ridgemount, Building ID 9134-1	Replacement [D3060 Controls & Instrumentation - Original Building]	High	2013	\$244,800
Ridgemount, Building ID 9134-1	Replacement [D4020 Standpipe Systems - Original Building]	High	2013	\$31,620
Ridgemount, Building ID 9134-1	Replacement [D501003 Main Switchboards - Original Building]	High	2013	\$146,880
Ridgemount, Building ID 9134-1	Replacement [D502002 Lighting Equipment - Original Building - Ballast upgrade 1998]	High	2013	\$234,600

\$986,340

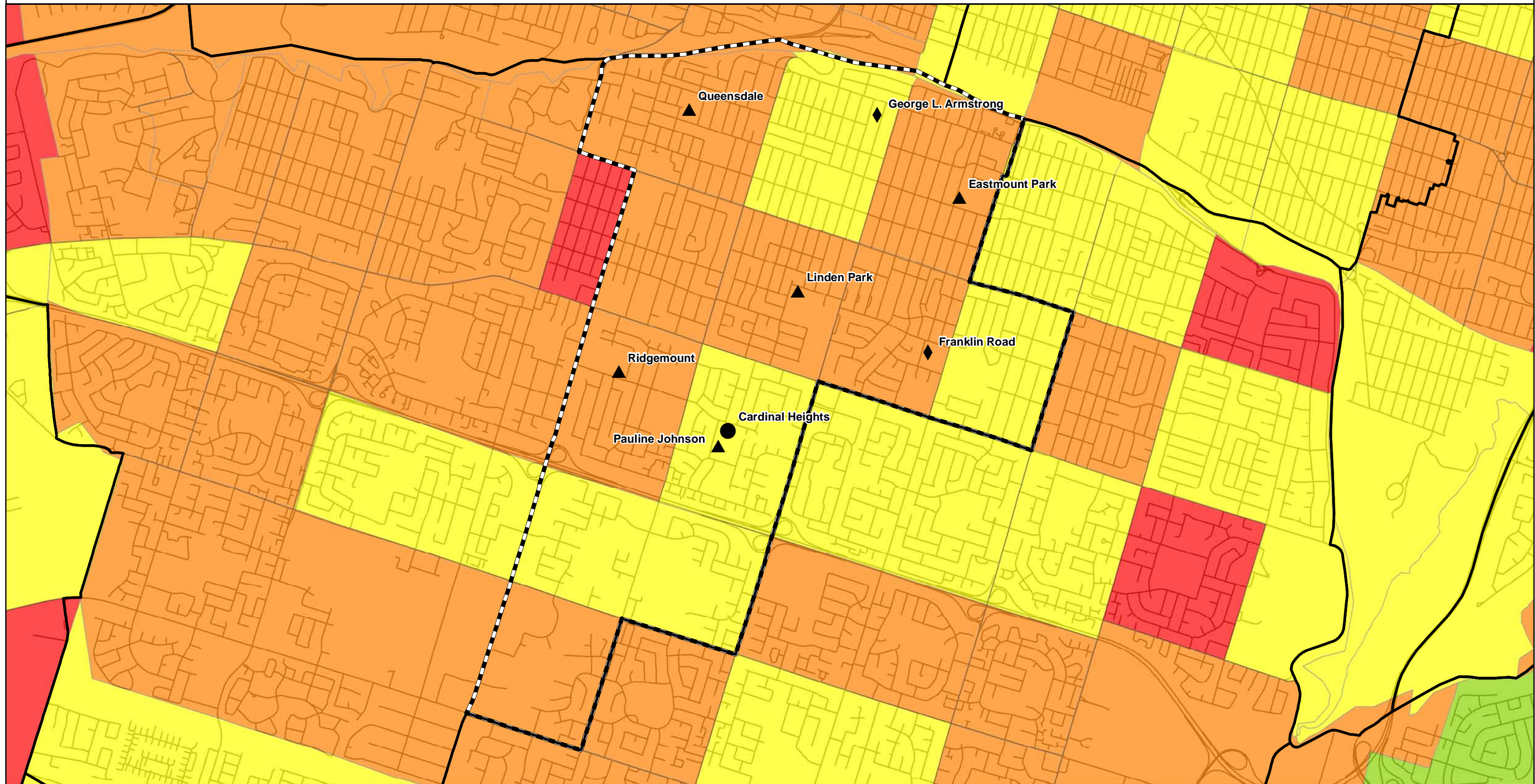
Capital Expenses 2003 -2013	School Year										
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Grand Total
Cardinal Heights	\$ 3,486			\$ 159,062	\$ 61,362	\$ 6,038	\$ 715,435	\$ 204,821	\$ 47,830	\$ 2,996	\$ 1,201,030
Eastmount Park				\$ 33,954		\$ 21,391	\$ 65,383	\$ 19,981	\$ 56,330		\$ 197,038
Franklin Road	\$ 270,819		\$ 1,736		\$ 28,056	\$ 335,010	\$ 128,593	\$ 333,106		\$ 83,781	\$ 1,181,101
George L. Armstrong	\$ 3,273	\$ 181,543	\$ 27,270		\$ 585,070	\$ 334,950		\$ 817	\$ 15,284	\$ 53,430	\$ 1,201,636
Linden Park			\$ 1,527	\$ 458			\$ 33,534	\$ 1,848	-\$ 409		\$ 36,958
Pauline Johnson					\$ 35,529	\$ 121,295	\$ 597,468	\$ 618,400	\$ 7,189		\$ 1,379,881
Queensdale			\$ 1,726,387	\$ 838,177	\$ 2,240	\$ 10,821	\$ 441	\$ 15,001	\$ 7,064		\$ 2,600,131
Ridgemount	-\$ 4,463	\$ 10,249		\$ 2,744	\$ 125,893	\$ 38,606	\$ 315,454	\$ 1,073,704	\$ 44,848	\$ 604,865	\$ 2,211,900
<b>Grand Total</b>	<b>\$ 273,115</b>	<b>\$ 191,792</b>	<b>\$ 1,756,920</b>	<b>\$ 1,034,395</b>	<b>\$ 838,150</b>	<b>\$ 868,111</b>	<b>\$ 1,856,307</b>	<b>\$ 2,267,678</b>	<b>\$ 178,135</b>	<b>\$ 745,073</b>	<b>\$ 10,009,675</b>

School	Major Projects
Cardinal Heights	Boiler Replacement (2006-7), New Windows (2009-10), Renovated Boys and Girls Washrooms (2010-11)
Eastmount Park	Boiler System Upgrades (2009-10)
Franklin Road	Roofing (2003-04), Replace all Windows (2009-10), Boiler Replacement (2009-2011), New Washroom and FDK Room Updates (2012-13)
George L. Armstrong	Fire Alarm System (2004-05), Boiler Replacement, heating system (2007-2009), Facilities Management System Upgrade (2008-09), FDK (2012-13)
Linden Park	Boiler System Upgrade (2009-10)
Pauline Johnson	Masonry Repairs (2007-2009), HVAC (2009-10), Roofing (2009-10), Boiler Replacement (2010-11)
Queensdale	Window Replacement (2005-06), Washroom Upgrade (2005-06), HVAC (2005-06), Boiler Replacement and Electrical Upgrade (2006-07)
Ridgemount	Boiler and Exhaust fan Replacement (2009-11), Window Replacement (2010-11), FDK Addition (2012-2013)

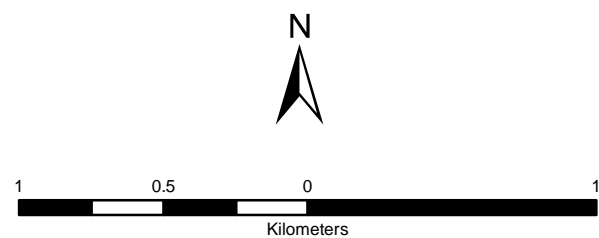


# Central Mountain - Ages 0 to 3 Years Percentage Difference from 2006-2011

Q.7



- |                                     |                         |
|-------------------------------------|-------------------------|
| <b>% Difference from 2006- 2011</b> | ▲ Jr Elementary Schools |
| 51% - 75%+                          | ◆ Elementary Schools    |
| 26% - 50%                           | ● Middle Schools        |
| 1% - 25%                            | ■ Secondary Schools     |
| -24% - 0%                           | ⊕ Census Tracts         |
| -50% - -25%                         | ⊕ Planning Area         |



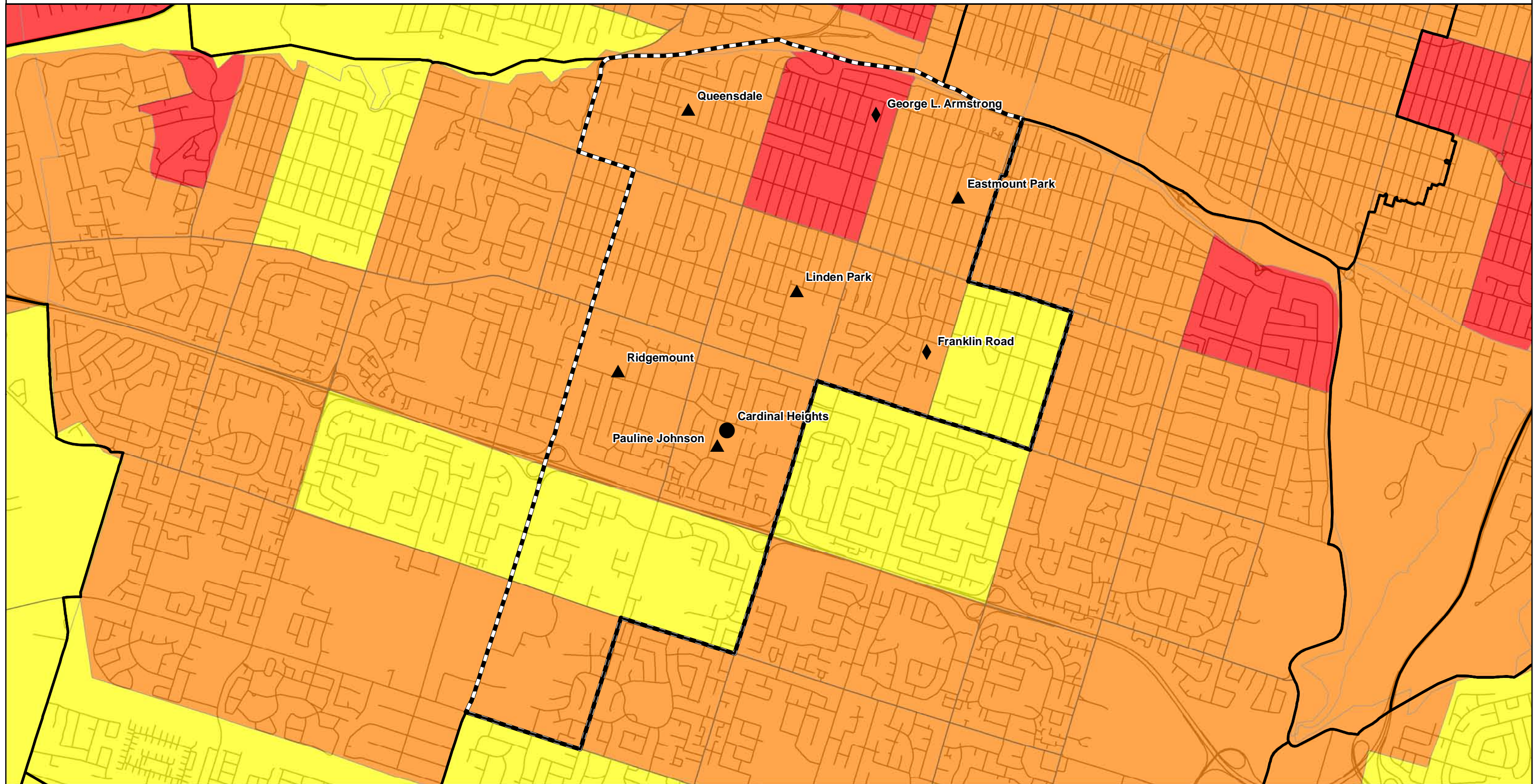
Note: Census Tract boundaries represented on this map illustrate the 2006 Census Tracts

Source: Statistics Canada

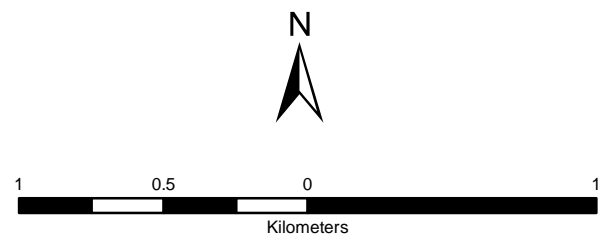
HWDSB Accommodation and Planning 2013



# Central Mountain - Ages 4 to 13 Years Percentage Difference from 2006-2011



- % Difference from 2006- 2011**
- 51% - 75%+
  - 26% - 50%
  - 1% - 25%
  - 24% - 0%
  - 50% - -25%
- Jr Elementary Schools
  - Elementary Schools
  - Middle Schools
  - Secondary Schools
  - Census Tracts
  - Planning Area



Note: Census Tract boundaries represented on this map illustrate the 2006 Census Tracts

Source: Statistics Canada

HWDSB Accommodation and Planning 2013



**Central Mountain Accommodation Review Committee  
Working Group Meeting # 3  
Tuesday, October 29, 2013  
6:00 p.m.**

**George L. Armstrong Elementary School  
460 Concession Street, Hamilton, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** - Michael Prendergast

**Voting Members** - Diana Asrani, Amber Bourque, Candice Campbell, Marney Campbell, Jenn Clarke, Philip Erwood, Leanne Friesen, Dianna Gamble, Adam Hinks, Marj Howden, Jennifer Lockhart, Kathy Long, Denise McCafferty, Jamie McLean, Sharon Miller, Patricia Mousseau, Robert Nixon, Candice Romaker, Janeen Schaeffer, Margaret Toth, Lourie Vanderzyden, Laurie Walowina

**Non-Voting Members** - Linda Astle, Julie Beattie, Maria Carbone, Biljana Arsovic Filice, Colin Hazell, Lillian Orban, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

**Regrets**

**Voting Members** - Barbara Jalsevac

**Non-Voting Members** - Nil

**Resource Staff**

Ian Hopkins. Ellen Warling

**Recording Secretary**

Kathy Forde

**Public** - 17 public attendees present - G.L. Armstrong (4), Linden Park (2), Queensdale (10), Mountain News (1)

**1. Call to Order**

Michael Prendergast called the meeting to order. Public attendees were welcomed. Following recent news on the 2014 closure of Hill Park Secondary School, a brief update was provided. Trustees voted to close Hill Park in June 2014 rather than 2015 as previously scheduled due to the impact of declining enrolment on programming. Early transition of students from Hill Park to Barton will provide the stability critical for effective programming. An opportunity for comments was provided.

In an attempt to determine if perhaps any problems or inconsistencies from the final South ARC recommendation could provide insight moving forward on the elementary ARC process, the committee requested details on the progression of changes to the staff recommendation versus what actually happened. In response, Ellen Warling stated these will be provided to the committee.

Concerning interest in including Norwood Park within the review process in order to bump up enrolment numbers, it was noted that Norwood Park is considered a system program so is not included.

## 2. Agenda

### 2.1 Additions/Deletions

Nil

### 2.2 Approval of Agenda

No objections. Agenda approved by consensus by a show of hands.

### 2.3 Handout Protocol

Handouts provided as required.

## 3. Review of Voting Procedures

When a vote is required, quorum is defined as 50 percent plus one rounded down. With 23 voting members, quorum is calculated as  $23 \div 2 = 11$  (rounded down) plus 1 = 12 so to reach quorum a minimum of 12 voting members must be present. As such, 12 voting members present divided by 2 = 6 plus 1 = 7 votes in favour needed to pass a vote.

## 4. School Tours

### 4.1 Discussion

A tour of George L. Armstrong will be available during break and a tour of Eastmount will follow when the meeting adjourns. Since it is difficult to see the exterior at night, tours will also be provided during the daytime with arrangements made in advance. Members can connect directly with principals as needed.

## 5. Minutes from Public Meeting # 1

### 5.1 Clarification

Minutes are intended to capture the essence of conversations.

### 5.2 Approval of Minutes

No objections. Minutes approved by consensus by a show of hands.

## 6. Minutes from Working Group Meeting # 2

### 6.1 Clarification

None required.

### 6.2 Approval of Minutes

No objections. Minutes approved by consensus by a show of hands.

## 7. School Information Profiles

### 7.1 Additions

Ian Hopkins noted that the SIP is a snapshot of data. Changes provided following review at the last meeting have been incorporated. Additional changes requested as follows:

- Cardinal Heights - does not have a computer lab
- Franklin Road - has a computer lab

It was noted that transportation data applies to system busing needs opposed to special classes. Once approved, SIPs will not change. Any new requests for data would have to be dealt with separately. Approved SIPs will be presented at Public Meeting # 2. Ian will ensure the format is legible for review at the Public Meeting.

### 7.2 Approval

With changes discussed above, amended SIP profiles were approved by consensus by a show of hands.

**DECISION: SIPs Approved**

## 8. Public Meeting # 1 - Continuing Discussion

### 8.1 Question 2

At the last Working Group Meeting, only three of the four questions asked at Public Meeting # 1 were reviewed. As such, breakout groups were formed to continue the review of public feedback, specifically Question 2: What additional reference criteria do you think are important for the ARC to consider when developing recommendations? The seven reference criteria under the Terms of Reference (Section B.5, page 4) were also noted as guiding principles. Members reported back on the key themes as discussed. Feedback will be shared at Public Meeting # 2.

#### Group 1

- School walkability
- Daycare provision
- Transition plans
- Student safety

#### Group 2

- Lack of exercise
- Loosing students to Catholic Board

- JK-8 school model not necessarily better
- Safety crossing streets
- Renovations and updates

Group 3

- Programming
- Community impact
- Safety

Group 4

- Greenspace availability
- Student safety - primary students having to be walked or bused
- Benefits of smaller versus larger schools - larger schools may not be better

Group 5

- Young students on buses and spending time with older students
- Daycare availability
- Would kids go to schools recommended or prefer to go to other schools

## 8.2 Key Themes Handout

Public voice is essential. Feedback tells us what the public thinks is important - it is an opinion. All viewpoints need to be considered as a recommendation is developed.

## 9. Data Requested by the Committee

### 9.1 Facility Management Presentation

Ellen Warling provided an overview. The presentation is available on line for review.

### 9.2 JK-8 Model Research and Information

Michael Prendergast noted that HWDSB builds right-sized schools. Optimal sized secondary schools, built for approximately 1000 to 1200 students, provides opportunities for meeting the needs of all student pathways. Our schools are not considered super-sized as referenced by the media. Larger schools allow for more classrooms per grade which provides an advantage for programming and for reading buddies, leadership and citizenship initiatives. The elementary configuration, the JK-8 model is advantageous for middle grade students because they remain in one school with less transition. Research indicates a JK-8 model provides more stability. HWDSB has as a guiding principle the optimal school capacity for an elementary school is 500-600 students. The average school capacity for surrounding Boards is similar for new builds. In response to a request for the research that support the JK-8 model, the names, titles and links of related studies will be provided.

**ACTION: Provide research information**



## 10. Public Meeting # 2 - Tuesday November 5th

Breakout groups formed to focus on planning for the upcoming Public Meeting. Key points from discussions are highlighted below. Committee members were encouraged to help lead discussions.

### 10.1 Presentation of the School Information Profiles

The SIPs will be presented by the schools with an opportunity for feedback. Jamie XX volunteered to lead in the presentation. Slides will be provided by Ian Hopkins. Information needs to be easily understood. Stations will be setup for the public to move around. Anything displayed will require large font for clarity. A link could perhaps be provided for the public to access ARC information. Hardcopy information will also be provided to each school for parents who might not have access to the Internet. Principals and Board staff will be available to answer any questions.

### 10.2 Presentation of the Key Themes from Public Meeting # 1

*What feedback from the first Public Meeting do we want to share and how? Leanne Friesen volunteers to be the lead on this in the presentation.*

There is way too much data to share so information needs to be filtered in a general format (i.e. transportation, boundaries, funding, how can we make it better for our kids) opposed to a school specific format.

*What other things do we need to know from the public meeting to inform our decisions?*

Parents will want to voice their opinions and options. Parents can provide comments to their ARC school representative or through the ARC Info contact link (with clear title) for review at the next Working Group meeting.

Questions can be sent to Michael Prendergast or Ian Hopkins for inclusion.

## 11. Correspondence

Ian Hopkins provided a package for review. It was noted that a community partnership letter was sent out by the Director in June and posted on the Board website inviting community partners to utilize available space in the schools but there were no responses. A copy was provided in the previous correspondence package for information.

## 12. Next Steps

Following Public Meeting # 2, committee members should be in a position to start formulating alternative recommendations. Options developed as a group would then be presented at Public Meeting # 3.

## 13. Adjournment

14. The meeting adjourned at 8:57 p.m.

## 15. Tour

### 14.1 George L. Armstrong

Tours of the school were available during the break.

### 14.2 Eastmount Park

A tour of the school followed the meeting.

## Handouts


- Agenda
- Presentation
- Draft Minutes - Public Meeting # 1 - October 08, 2013
- Draft Minutes - Working Group Meeting #2 - October 15, 2013
- Key Themes from Public Meeting # 1
- School Information Profiles
- High and Urgent Renewal Needs
- 10 Year Capital History
- Age 0-3 Comparison Map 2006-2011
- Age 4-13 Comparison Map 2006-2011
- Facilities Management Presentation - Overview of HWDSB Facilities
- Correspondence
- Binder Updates
  - Final Minutes Working Group Meeting # 1 (Tab O)
  - Qualitative Analysis Presentation - Working Group Meeting # 2 (Tab P - Item 8.1)

**Central Mountain Accommodation Review Committee  
Working Group Meeting # 4  
Tuesday, November 12<sup>th</sup>, 2013  
6:00 p.m. – 9:00 p.m.**


**Franklin Road Elementary School  
500 Franklin Road, Hamilton, Ontario**

**Agenda**

1. Call to Order – Chair (6:00 p.m.)
2. Agenda (6:00 - 6:05)
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
3. Minutes from Working Group Meeting #3 (6:10 – 6:15)
  - 3.1 Clarification
  - 3.2 Approval of minutes
4. Data Requests (6:15 – 6:30)
  - 4.1 Past Accommodation Reviews
5. Public Meeting #2 (6:30)
  - 5.1 Public Feedback
6. Accommodation Options
  - 6.1 Discussion and Development
  - 6.2 Alternate Option Discussion Handout
7. Correspondence
8. Next Steps
9. Adjournment
10. Tour of Linden Park




Elementary Accommodation  
Review Committee




**Central Mountain**  
Accommodation Review Working Group  
Meeting # 4

Cardinal Heights Linden Park  
Eastmount Park Pauline Johnson  
Franklin Road Queensdale  
G.L. Armstrong Ridgemount

Franklin Road - Tuesday, November 12<sup>th</sup>, 2013 (6 p.m. to 9 p.m.)




Elementary Accommodation  
Review Committee




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

**Group Norms:**  
Promote a positive environment  
Treat all other members and guests with respect  
Recognize and respect the personal integrity  
Use established communication channels  
Promote high standards of ethical practice at all times




Elementary Accommodation  
Review Committee




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

**2. Agenda (6:00 – 6:05)**

1. Additions/Deletions
2. Approval of Agenda




Elementary Accommodation  
Review Committee




**3. Minutes from Working Group Meeting #3 (6:10 – 6:15)**

- 6.1 Clarification
- 6.2 Approval of Minutes



Elementary Accommodation  
Review Committee




**4. Data Requests (6:15 – 6:30)**


- Past Accommodation Reviews
- See handout in package

**Questions of Clarification/Q & A Postings**

- Questions from Public Meetings and Correspondence



Elementary Accommodation  
Review Committee



**5. Public Meeting #2 (6:30)**

- Public Feedback

How would the committee like to use this information?



Hamilton-Wentworth District School Board

Elementary Accommodation  
Review Committee



ARC


## 6. Accommodation Options

- Discussion and Development
- Alternate Option Discussion Handout
  - How does the committee want to develop options
  - Small groups/large group discussion?



Hamilton-Wentworth District School Board

Elementary Accommodation  
Review Committee



ARC

## 7. Correspondence

Please see the package of correspondence for the week

Petition – There was petition passed our way from a community member. The introductory letter is in your correspondence but the 130 pages of signatures will be available online tomorrow morning.



Hamilton-Wentworth District School Board


Elementary Accommodation  
Review Committee



ARC


## 8. Next Steps

- Continue formulating ideas for accommodation options



Hamilton-Wentworth District School Board

Elementary Accommodation  
Review Committee



ARC

**Next Working Group Meeting:**

**Working Group Meeting #5**  
**November 26<sup>th</sup> at Queensdale**  
**6 p.m. to 9 p.m.**



**Dalewood Elementary Accommodation Review**

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

**King George Elementary Accommodation Review**

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

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

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

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

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

**Question 1: Do the presented key themes make sense to the group? What is not there that is important for us to know?**

- Transportation: feeling like transportation costs were underestimated, and possibly not even considered
- The health impacts of transportation, busing, fuels and gases that students are exposed to
- There is an average of 2hrs of idle time during the transportation
- Bullying concerns while on the bus
- No adult supervision on buses
- The day to day risks of taking public busing
- Time out of the general day, because you have to factor in transportation time,
- Obesity will increase from lack of exercise
- The opportunities to walk to and from school, is an opportunity for fresh air, communication with friends, exercise, mental health

Transition times: it is not enough time to plan and make all of this happen

The option that is put forward by the board doesn't include a transition time

Give everyone a year or six months to make the adjustments

Limited in options and choices because of the short window time frame

Feels that there isn't a transition time

- Walkable schools are big concern, every student should be able to have a walkable school
- Is fdk counted as a full time student and non-fdk schools, are the students counted as .5?
- 
- Not all parents are convinced that k-8 is the ideal situation for the youngest learners. le k-3 a better example, for bullying...
- Where is the 600 students as a good thing coming from, we've heard completely opposite
- 
- 
- This isn't forward thinking.
- Anytime you increase the numbers too high, there becomes increased violence and bullying, negative environment.

And decreased academic performances by the student

- 
- Community:



- Community hubs are being pulled apart by school closures
- Fear that schools that ARE being closed down the building spaces will be replaced by high density housing
- The effect of the housing communities as schools are closed down
- How far ahead does the boards planning go ahead? (how many years)
- How can you Say that there aren't going to be more students when you don't know who is going to move in and out of neighbourhoods.
- Property values will go down, with consolidated schools, there will be more pollution, danger for pedestrian traffic,

Will there be a compensation package for residences that will have lower housing value because of school closure?

Are you going to lower our property taxes

Has there been any consultation with the city urban planning dept, and what impact this will have on local communities, main traffic lanes, an environmental impact?

Will the cost to accommodate to the added infrastructure, cost be offset by the savings by the board is alleging with the closure of the schools?

- Where is the research that supports k-8 is more beneficial for all students? Parents have found research that states a k-5 school is a better school environment and builds community.
- Smaller schools so our kids are able to learn their surroundings, teacher and community. Less chance of a child falling through academic and emotional cracks in small schools.
- Buses, we need to know if they will bus kids to these schools based 1.6 km, or will that change? If so will that really save the board money?
- What about our wonderful crossing guards, what will happen to their jobs?
- What about the school equipment?
- Daily Physical Activity, but now we want our students to get bused or driven to school? Explain how this benefits their wellbeing. By them walking to school it teaches them to be responsible and knowing their surroundings. Our kids need to make good choices if confronted in situations (example stranger danger)
- Dollar figures that they will close, what's going to happen to that building.
- What is the cost of renovating to the cost of bussing
- What happens in new big school: will they have a vice principal, guidance counsellor, etc to meet the needs of our k-8 students.
- Playgrounds and new parks for all these students. Armstrong has a small playground where will these students play where will they have baseball leagues and football leagues. What is going to happen to the parks and community centres?
- Why is this happening so quickly. Teachers, students, parents, community only have a few months to cope with this massive change. Think about children with anxiety.
- Daycares: Franklin Road does not have daycare, will they get it. Our children need before and after school care.
- Are we just discussing school closures or are we actually looking for other alternatives. Here is an alternative: Can we rent out spaces within those schools to community agencies, that way parents have access to good resources within the community and the space becomes used, for example, you can bring public health, contact Hamilton in.

- You sold Scott Park and now you are try to buy it back, costing you way too much, but if you saved the school we wouldn't be in this predicament. What if those areas populate and they need another school there, then what, we are again in the same predicament as the Scott Park situation?
- What are the key themes?
- It was said at the last working group meeting that the key themes are set and they aren't going to change. Pendergrast said this.
- We know we don't have input into the process. We are wasting time.
- Sherwood was supposed to close, but it stayed open....for some reason the arc was flipped and the school was kept open. What caused this.
- Yes the themes make sense
- Bonds with friends that have been made over the last six years will be split....Our kids will be split all over the place. They will need to make friends.
- Families that don't want their children to go to Armstrong will take their kids elsewhere...ie. Catholic Board
- Out of catchment will be an issue.
- We are asking to put the questions aside and record what we are saying
- There is no money for building the new school...high school or elementary
- Why not take Armstrong kids and split them between the other schools...
- Some transparency around cost savings would be appreciated....Help us understand the cost savings and where that information came from.
- All trustees should be at all meetings
- Children can't be on a bus for extended lengths of time
- Crossing of busy streets is a concern
- We agree with walkable schools and a healthy community
- Bullying issues should be a key theme....this would fit under student safety
- When was the process of the timelines created?
- Review the process. Update it.
- Timelines are too tight
- Extend the closing dates and transition
- Yes they make sense.
- 
- What does it cost to build a new school?
- Timelines – we need more concrete timelines that are reasonable. We need to know what these timelines are, not be dropped the info at the last minute
- Yes they make sense
- A bit more under transportation. Making the children into commuters – it requires more time.
- Safety regarding crossing the major streets especially for young children within the walking boundaries.
- How hard set are the boundaries? Can the Board consider more than distance and begin to also include young children crossing major routes. Provide busing for them.
- Environmental impact – more students being bussed and driven to school when outside of their community
- Where would the busses and parents be able to park? For example at GLA there's limited space.

- Still concerned about the facility conditions index
- Under transportation concern of traffic with cars dropping off with buses
- Real Estate value removing neighbourhood schools
- Closures of schools will change the dynamics of the community when a school is vacant for a period of time
- Vacant schools can attract crime and vandalism
- how much savings would there be?
- What is the cost of the new Board Building when there was already a building there; cheaper to add on to existing schools
- Capacity concern: the plan is to run the schools at or over capacity; no plan for population shift
- Is New better than Old ?
- Do you need a new building to teach today's students?
- Parents understanding of the educational process
- Under Student Safety – with K-8 transportation not feeling comfortable with a grade 1 students riding the bus with a grade 8 students
- Playground dynamics with 4 years old and 12 years old
- More time should be available for questions from the public
- All correspondence needs to be read to the whole working group committee
- Public access to the correspondence of the working group
- To be more efficient in terms of posting correspondence on the website
- Timely Open access to all documentation for the public
- Using the facilities that are not at capacity to other educational facilities (satellite schools/courses)
- Have we tried to utilize the buildings/schools at their capacity?

#### Our Concerns:

- What will the transition look like?
- When will the construction happen, during the school year with the students in the building?
- Accessibility concerns, 3 floors
- General facility, air conditioning
- Emotional Impact on the students
- Short closing time, decision in May, closing in June
- What will the children go through if their school closes
- Integration is already achieved in the school they are in
- Making expansion in FDK only
- Teachers can network without having to move our children
- 6 acres? Moving more students together in one space limits space
- Armstrong field smaller than Queensdale field

- Transportation, all students will be bussed, currently only special program students bussed at Queensdale
- No evidence of improvement for students only fiscal improvements
- Look at Scott Park, sold the property and now will buy it back at double, where is the fiscal responsibility
- Where is the strategic plan, what happens in 3 years, 5 years...
- Transparency for what the board is looking towards for the future
- 
- What else that was not mentioned yet?
- 
- Lost specific points that were made and the Key themes don't get at them
- Enrolment projections in 3-5 years looks towards young families moving in the area
- No Equity in FDK therefore affecting enrolment
- Missing points about the 3 million dollar repairs
- What are the plans for the properties where schools are closing?
- Will our property values be affected?
- Is out of catchment an option? Is there enough time?
- Personal connections are easier in a small school community
- How does having 2-3 classes per grade help in student achievement, where is the evidence or research around it?
- How is success measured, academic or social emotional?
- Students need community, character building , connections in elementary, harder to do in larger school environments
- Issue for entire community, all community member attending, even those who don't have school age children who believe in community values
- Losing community values if students are not attending in their own areas, will not know other parents
- What are the other options instead of closing schools down, where is the data, provide us details so we can work together to come up with more creative and innovative models (hubs – allowing community members to use facility)
- Extra- curricular activities like the STRINGS program where parents pay for the program
- Quality of infrastructure - is the working group considering the quality of the building itself
- What criteria was used to determine the ranking of quality of building (e.g. furnace, roof). Queensdale was rated at 55% and GL Armstrong is 42%
- Why are more classes of each grade important?
- Why is bigger better? (in terms of class sizes)
- Why, when the school board is so sensitive in equity issues, is the queensdale neighbourhood being treated unequitably and being forced to lose their community culture, school and partnerships?
- The board doesn't force cultural groups to homogenize; and yet it feels like our community school is being asked to homogenize to a larger school. It doesn't reflect diversity.
- Bought a home next to the school, so that we could walk to the school. There's a real estate impact. The queensdale neighbourhood is a "child and dog neighbourhood"

- Need to preserve the holistic approach to education queensdale is and has;

#### Queensdale parents reject closure and encourage expansion

- Key themes captured
  - Missing - Schools must have a nurturing environment (don't lose the personal touch)
  - What is the cost of transportation would be compared to changing boundaries to keep the kids within walking distance
  - If they do close a school what is going to happen to the land – grass it over and keep a green space so that when the community has more school population they could rebuild a school – keep the property in the HWDSB not sell it
  - Was the research conducted regarding the land that was donated where Lynden Park and Hill Park are located needed to keep in HWDSB
  - All 3 schools have daycare on site
  - The worry is that portables will be put up because the population is growing and there won't be room in the school
  - Have stats been looked at for pre school children within the area to forecast school population
  - If the board recommends K-8 what about Westwood, Westview Westmount
  - As administrator knowing the children in a smaller school vs knowing hardly any of them in a larger school
  - Does not make sense to close a school that was recently Renovated that have been done to school within the last 5 years to then close the school to have to renovate another school seems like a waste of money
  - Talking about long term plans closing Armstrong and spread the kids out to other schools and build a new school where Armstrong is
  - Time line the process seems rushed for everyone
- 
- Not even close
  - Deciding by the end of May is too soon
  - Construction timelines will not work with the current time goals
  - Parents will not have time at the end of May to decide if they want to send their child out of catchment
  - Concerns over pulling children out of the board
  - Students are not commodities
  - Some students will not be successful at bigger schools
  - Smaller schools have better success rates with children as well as with attendance and drop out rates
  - Programming for special needs students can be troublesome at bigger schools → Students can fall between the cracks
  - Walkable schools not a reality → Distance, crossing busy streets
  - More students being bussed → concerns over safety
  - One school between Upper Gage and West 5<sup>th</sup> will not work for walking students
  - Street parking also a concern if there is also nowhere to stop
  - Traffic around the schools will cause more accidents
  - Obesity studies show that students should be walking to school



- Cramming greater number of kids into the same greenspace
- Small schools outperform larger schools (Hylden, 2004)
- Themes not being met, transportation concerns with safety
- Being on a hospital route and bus route and commercial traffic to a Tim Hortons a concern
- Understand that changes have to happen, but what the right changes to happen →Especially the timeline
- Moving students to a school that needs a lot of work →Compared to moving to a house that needs work
- Connections to the families and students and staff important to keep going forward for safety and security reasons, familiar faces
- Social reasons, kids know and play with each other. Kids will get lost in the numbers
- Interactions between the grades and classes make for a better community feel in a smaller school, that won't happen in a larger school
- Transportation will be an issue, some parents make choose to send their kids to the Catholic schools
- Congestion around the school at Armstrong with parking by permit only on 18<sup>th</sup> and 19<sup>th</sup>. High traffic areas could lead to a child being hit. Huge safety issue
- Kids point of view: more chance to be on teams and engaged at a smaller school. Accomplishment feel comes from being on the team. Harder to make it on a team at a bigger school. Moderate athletes can still make it at a smaller school.
- Concerns over amount of phys ed time, library, computer lab, etc. time at a bigger school with more students competing for space
- Accessibility issues at a three story school
- Bullying goes more unnoticed at a bigger school. Teachers and Principal can't know all the kids at a large school.
- Community feels like they are being manipulated. The board will not listen to the feedback and are trying to sweep things under the rug. The board is only concerned about money
- Curious to know if there have already been offers made on certain properties. Are certain areas more attractive to developers than others and is that influencing the decision?
- The community will not take it lying down
- Concern about renovations ...will the students be in school and renovations happening ...timelines are a concern
- Close the school when the receiving school is ready
- Timelines are shorter than secondary
- Make the transition easier by creating a timeline to adjust to the change
- Are the receiving schools assessable to all students ...2 floor schools not an option for physical disability students
- Transition for special needs kids will be worse
- Worried about kids getting anxious about the change in location
- Schools with special programs ...will the programs still exist if moved to another school?
- Walking to school good for kids ...healthy
- JK SK kids have been taking the bus without issue so don't see it as a problem
- Downfall with bussing is that parent involvement will be less because parents wont be able to come into the school
- Increase rates of anxiety due to bullying when kids have to change schools and make new friends...mental health nurse who experienced kids having difficulties

- Some members feel changing schools is ok it will only be difficult at first
- Don't know what will happen to kids at cardinal will they go back to Ridgemount what will happen in the interim will the kids be dispersed together?<sup>R.4</sup>
- Will the kids be dispersed all over the system
- Group recommends that the entire school be moved together to a new location including the 6 7 8 kids presently at Cardinal from Ridgemount
- Jerome site is centralized to where most of the students live
- Group feels this will be a good site for a k to 8 school south of the linc...this would save money on bussing ...this would be in the kids neighbourhood
- Jerome site would give access to park and would possibly be more than 6 acres
- There is lots of property to use for a "super school"
- What about kids on the north side of the linc? Would it be safe for them to walk across the linc?
- STUDENT IMPACT
- Special programs
- Nothing was said about other special needs children
- Other special needs children other than physically disabled
- As long as they can guarantee kids get transportation if they live beyond 1.6 k
- The 1.6k is a bit far it needs to be less than that, far for a grade 1 child to walk, would this be an option
- Social/emotional well being need to focus on that too wide
- Bullying is too broad and not working
- Greater walking distance how is that safer
- Making them walk greater puts them at risk
- 
- COMMUNITY IMPACT
- Green space is not available in most schools
- Green space should be said it is important but be made to be important
- Adjust parking
- How busses enter into school to let kids off, drop them off
- Focus should be on spending less money to meet the criteria, what school will cost less money to meet their accommodations
- Larger schools change the dynamic of a community, garbage, traffic flow, weekend school
- How will they facilitate the closing and opening within the timelines stated
- No priority for green space at the Board until now
- Green space important for high schools
- Abandon maintenance aspect of green space
- Community hub – school becomes the hub of the community for events, school becomes the hub
- Daycare – not an issue, lots around within community homes
- As long as you have the space for example for the Y before and after care

- I would question that k-8 large school work
- Smaller school provide more access to green space for the students
- No portables
- We don't want to move forward. Just as much research that says that smaller schools help kids better than large schools. Queensdale is an excellent community. We feel "moving forward" is not the same as excellence. WE HAVE XCELLENCE now.
- Feel that motive is money, and not students. But, there will still be a shortfall of money and no land left sell.
- Without a school in the neighbourhood, our real estate values will decrease. IN home sales, walkability to schools is key to home values. We will lose our equity.
- School board to taking liberties with people's lives. How did unelected officials get that kind of power?
- When you close a school, you disrupt the tapestry of a community, destroys neighbourhoods
- These meetings are not designed to get our input: there is a politically expedient agenda to raise money in the short term to fund large periphery schools that do not contribute to a community.
- Bussing is expensive, too.
- We do not believe that keeping a smaller school open is less cost effective than building new super schools.
- Older buildings are better built, lasts 100 years, whereas new schools will last less than half. Old schools are worth putting money into.
- Drummond Report data shows that declining enrolment is a myth.
- Would like to see earlier facilities reports, not just the ones from the most recent year (suspect)
- Pitting one school against each other is "uncaring, lack of respect for the bonds that exist in each of these neighbourhoods" It is unfair and unethical. It is the opposite of "caring, acceptance and respect", the board motto.
- Leave room for fluctuations in population. Portables are not a solution. 110% capacity is wrong.
- Enrolment will be more evenly distributed if EVERY school given the opportunity to offer full day kindergarten.
- Our kindergarten students were only counted as .5 a child
- Our special classes (e.g., systems classes) are capped but counted as being not full – they are full
- It doesn't make sense to keep so many community programs at HillPark (e.g., Early Years, Rec Centre) and yet not have the school be built close enough to utilize them
- We are the most central location for a school, the most desirable place
- Centralized location would allow more students from neighbouring communities be able to walk to the Linden location
- New school (k-8) should have two gyms so that all classes (including kindergarten) have accessibility to a large indoor open space
- As the community is aging new families will be moving in (Linden Park) community offers affordable housing
- If we built a new school on Linden Park property we could do it without disrupting the school
- If we have to move, we want to move as a group – we want the school to stick together
- Linden Park is the only school that offers before school care, and it attracts kids from other communities to come to Linden
- Change the bussing restrictions because we can imagine that a lot of kids wouldn't qualify for bussing and as a result the small roads will be congested with traffic
- Vickers Road (where Linden Park is) is on almost a through street and we think that the flow of traffic would be more reasonable

- Location should be considered with more importance than anything else, because that is one feature that cannot be changed, once the school is built you can always add to it but cannot change the location
- The timeline for closing a school and moving the kids is too short, and should be specified
- The timeline for preparing a school (i.e., G.L. Armstrong) for the influx of students is too short and should be specified
- The requirements for fixing a school (structural, cosmetic, etc.) should be specified
- After a school is closed, is there a “grace period” after which the school may be reopened if necessary – or is the school immediately torn down, land sold off?
- What are the costs?
  - Air conditioning, boilers, updated wiring, elevator, new foundation, roof, asbestos – student safety – asbestos dangers while renovating
  - Could there be a variety of costing options? (Option A, Option B, Option C)
  - Community needs to know this information in order to make best fiscal decision
  - Need to make financial comparisons – need numbers
- Spec. Ed. Accessible?
  - Condition of school – repairs (to be done)
  - 2 large schools – will they be equal in technology? Program?
    - Can you blow a fuse by plugging in machines?

#### Student Safety

- Halfway house across the street
- Concerned about residents with little kids
- Parents have been approached

#### Transportation

- Busing – splits up family (i.e. Some kids will go to one school and one another Eastmount division – Fennell & Franklyn
- How does removing a school from a community impact on property values?
- Parents need their information
- What are the statistics in larger schools re: office referrals and bullying, and how do they compare to smaller schools’ stats?

#### Program

- Concerns about daycare closing. Where will kids go?
- Programs in this area are full
- Need before and after care. Eastmount start at age 2 and it is seamless
- G.L. Armstrong – needs to have seamless before and after school

## Community Values

R.4

- Process is pitting communities against each other
- More than one initial option
- Provide a variety of school closure options (Option A, Option B, Option C)
- Kids will be going out of community as visitors to someone else's community

## Community Values

- If kids go out of community, they will have more behavioural, mental health issues
- Homes will be effected, doctor's offices
- Once school is gone other community groups will lose space they use (e.g. softball teams)
- Garden – we work together a parent team to get it done. Concerned that parent community will not have access (distance) to do these jobs

## Student Safety

- Small settings – we know everyone. When there is a stranger, everyone goes on alert. In a big school, safety will be more of an issue. People know each other in small schools – this experience will be lost

## Question 2: In creating an ideal elementary learning facility, what consideration do you feel are most important?

- Not willing to answer this question as if we do it feels that this is a next step, when we haven't even decided that any school should be closed yet

Sense of community,

Being able to walk to school

Able to walk to school

Smaller schools are better for the children

- Plenty of research showing that smaller schools are better
- Smaller schools, sense of responsibility, community, safety
- If you move students to a big school, there is a chance that during sports or other activities students will lose opportunities to participate, because there are more students to compete with.
- There might be more disparity between low income middle income, and high income families
- More students will be left behind because there wont be enough focus on a few students, there will be too many students in a group at a time
- Green space : this is a critically important environment for all of our students



- Look into international places that take their students outside, green space is very valuable
- Nerighbourhood schools
- Class sizes are you going to cram all these kids in. Smaller classes.
- Friendlier atmosphere, positive learning environment.
- Care, welfare, safety, and security for our children in a small group environment.
- Fundraising dollars: kids will not see the outcome and parents will feel like not participating because the students won't be seen. Where is everything we funded for at our schools going?
- Our kids live in a different generation...it s not safe to allow our students to travel far distances to attend school.
- Community is the key to creating empathetic students. What about that old saying it takes a village to raise a child. We no longer care to work together. In a large school setting kids get lost.

### Questions:

- What is more important saving money or quality of education?
- 
- Smaller class size
- Smaller capacity of schools
- We want our kids to go to school within our own community ....in a safe environment away from busy streets
- Safety of students, accessibility, physical environment that allow for new methods of learning:
- Larger school creates traffic issues with students being dropped off
- Computer labs
- Classrooms equipped to advance technologies...SMART Boards,
- At Queensdale, SMART Boards were purchased by the parents and put into the school....concerns as to where all of this technology would go.
- Concerned about the timing of school closures.....May?...Why is this being pushed through so fast? How are they going to get the facilities up to standards as laid out by the facilities department....this process needs way more time
- We need more time to help our students through this very difficult process of transition
- The school needs to be accessible to everyone...avoid stairs
- Need Greenspace
- Controlled access to the playground
- Appropriate protocols in place to keep the youngest students safe
- Joint facilities for the community at schools.....accommodate outreach activities....we can't lose the community connections
- Facilities for before and after school care
- Snoozelin room for autistic children
- A stage is very important
- An engaged faculty in the learning process...caring staff. Currently we have a very caring staff.

- With special needs students integrated, the more kids = the more needs = the more issues = the more interruptions
- Library should be had...physical and digital resources
- Gardens or greenhouses where children can grow things
- An environment that allows students to appreciate the environment
- An opportunity for students to set their own learning....inquiry
- Wind energy and solar energy at the school
- Opportunities to create and support relationships between the younger students and the older students.....ie. on playground to have a “buddy” that a relationship had been built with...peer mentors
- A school where staff know all of the students and parents
- An allergy safe school.....knowledge of all allergies...concerns of this in a big school
- First Aiders...
- A safe arrival call made by a certain time
- Not entirely – Proposal to be considered by the ARC: Keep the outer laying small schools and close Armstrong. Make the outer laying schools jk-8 .
- Cleanliness, technology up to date (including wiring, electrical, wifi)
- Close community members, events.
- Hey want 300 students or less
- We don't have the population of Toronto
- Compare our school sizes to municipalities with populations similar to ours

Community hubs – partnership opportunities. How does the process work? Who is reaching out to partnerships like Big Brothers. Saskatchewan is doing a good job of making their schools into community hubs by bringing in special programs. Why can't these programs be within our schools? The Board had sent out letters but to whom? Is the Board working well with the City? Look at Seattle Washington

- Being within the community and feeling safe. Moving children out of their community into a larger school where they are a number rather than a name. The children to know each others' names in the smaller schools. This is the same with the adults.
- Putting home economics and shop back into the schools. Couldn't the seniors use these resources too?
- With larger schools, there becomes less of a chance for your child to make the school team.
- Physical room to grow
- Green space; important for time outside
- Potential to expand
- Neighbourhood boundaries – concerned about their neighbourhood being split –maintaining existing communities
- Community does not want k-8: public wants k-5 and 6-8
- Community is important; keep it small especially for the young children
- 600 students is too much for one school
- Community relationships need to be maintained

- Traffic: concerned of students crossing busy streets
  - Smaller class sizes
  - Drop off and pick up patterns
  - Keep Walkable schools and community/family relationships
  - Access to community programs and resources
  - Living sustainably: walking to school, recycling buildings with buildings already established
- 
- People, the size
  - We want what we already have
  - Complete accessibility
  - Have the ARC committee spend a lot of time in each school to get the feel of the school and all the great things happening there
  - More student voice in the process
  - Why rebuild a school built in 1965 and not a school built in 1930?
  - Need a plan to help and support children through the transition
  - This proposal puts all schools against each other yet in September we need to be one community
  - Concerns with major street crossings
  - Will siblings take the same bus (one in FDK the other in grade 1?)
  - Commercial/residential zoning is not ideal
  - Smaller classrooms
  - Wholistic approach to education – there is a deaf program at the school and the whole school is taught how to sign
  - Ties to the community
  - Caring, supportive community – secretary and janitor are also part of the caring environment
  - Safe (away from busy traffic, size of school is too big, access to commercial business poses safety issues for students)
  - Lots of green space (e.g. queensdale has 100 year old oak trees)
  - Wheel-chair accessible
  - Walkable school
  - Experienced teachers (don't need collaboration to do a good job)
  - Quality education
  - Open communication w parents
  - Before & after school program - children can be there from 7 am to class start and from 3:20 – 6pm; teachers work collaboratively w after school staff (exercise program, engaging activities)
  - Good neighbourhood – safe neighbourhood
  - Community tie – church (activities happen outside of school time – PD day activities)
  - Schools must feel personal, large schools might lose this
  - Small schools may lose personal touch

- Students must not become a number
- Lap tops
- Ipads
- Wireless
- Daycare in the school
- New school north of Mohawk Road
- Air conditioning
- No portables
- Athletic programs
- Strong school and community bonds
- Strong parental engagement in elementary school
- 
- Green Space – green space that is actual green space (landscaping) and not pavement
- Keeping the elementary schools k-5 and 6-8
- Smaller class sizes
- Interaction between similar age groups
- Opportunities – diverse programs, learning, technology
- Safety – a school where everyone knows everyone else (smaller schools)
- 
- We already have an ideal learning facility at Queensdale. Updated facility, greenspace, recognisability of children and parents, no bussing (walkability) outside of special needs children
- Accessibility to all students, one floor, newer windows, air conditioning within the last 10 years
- Small population
- Air conditioning (concerns about overheating)
- SMART boards in every classroom
- Computer lab with a computer for everyone
- Big windows
- Greenspace and asphalt playground (for wall ball)
- Green energies (wind, solar panels, geothermal)
- Greenroof
- Community garden
- Bus loading area not on a main street and without moving traffic, no automobiles on it. A crescent shape construction
- Accessibility for special needs....elevator ramps ...no restrictions for any student ....keep washrooms in mind when building and entry points
- Central location
- Equipped to handle new technology

- Same program options as the middle schools have now....band, choir, instrumental music, specialized room for science music art
- Funding for music equipment
- Sport teams for our older kids
- Programs for younger kids ie intremurals
- 2 gyms to enhance participation for healthy living
- Common area/lunch room to enhance social skills and be more hygienic
- Inviting library with couches and central to the school to encourage reading
- A lighted sign for the front of the school to inform parents
- Air conditioning and big windows and natural lighting
- More of a home environment rather than “institutional like”
- Filters to minimize effects of allergens
- Recycling program to promote eco friendly school
- Litter free
- Funding for breakfast and lunch programs
- Daycare programs in the school....before during and after school
- Ample Green space for outdoor activities
- Kitchen for snack programs and cooking classes...open to adults and students
- Focus on students needs, proper learning
- Has to have green space
- Less class size, hire more teachers
- 21<sup>st</sup> technology needs to be included in the school, i.e. smart boards
- Hire teachers with speciality areas, i.e. music programs, art programs
- Space for kids to have extra programs, eat their lunch,
- Small is better, i.e. number of students, 400 vs 600, class sizes
- People in all areas of the city deserve the same
- Site based decision by principals should not be made on space
- Home economics classes
- Better long term planning, i.e. from k to 12, commitment to a future goal
- Base your school on Queensdale! Small community schools, where parents know each other. Much more personal
- Having parents live close enough to volunteer or in case of emergence, a neighbour can take your child in until you can get them.
- Smaller school so teachers know all students and identified for their needs, and support them. Maximize each child’s potential and safety.
- Smaller schools increases diversity, equality, children health (walk to and from school)
- Smaller schools control urban sprawl.
- We would rather have a small community school that is less than new.



- HOW DO WE KEEP OUR SCHOOLS? HOW CAN WE USE THE ARC TO LOOK AT ALTERNATE FUNDING SOLUTIONS SO WE CAN KEEP OUR SCHOOLS?
- Our children are currently benefiting from a great school environment; why are you doing this? And why so fast?
- Traditional methods for organizing learning have value, too. Innovative teaching can exist in traditionally organized learning places, too.
- Central location on main bus routes at Linden
- Lots of parking
- Early years
- Today's family
- Closure date
- Walkability – parents would prefer that children are encouraged to walk
- Concerned that in the condensing of schools less classes have accessibility to the gyms
- Linden has a lot of property that is shared with the city and because of this beautiful property, it should be an ideal location for a new school
- We have classroom that are limited at their full capacity (learning foundations) and counted as empty classrooms
- FDK should be considered in all schools (as by the following school year it would be required)
  
- Everything that Queensdale and Eastmount have:
  - Kids walking to school
  - Modern technology
  - Kids raised money for technology without Board – encouraged in new school (family funding/support)
  - An active school council is an integral part of a new school
  - Maximum 300 students
  - Before and after daycare
  - Greenspace – there is more at Queensdale and Eastmount
  - Sporting programs
  - Band programs (exceptional music)
  - Emphasis in cooperation not competition
  - Community partnerships (e.g. businesses along Concession)
  - Safe neighbourhood
  - Not on a main road (like Concession), but on a side street (safer on side street)
  
- Wheelchair accessible
- No busing/walkable school
- Exist in caring community
- Not in a commercial/residential community
- Safe – not too many kids, proximity to stores, not busy traffic
- Lots of green space – for play, 100 year old oak trees

- Co-holistic approach – learning morals, values
- Ties to community
- Custodian caring
- Open communication with parents
- Excellent after school program – 3:20 – 6 pm, before 7:30am
- Very experienced teachers
- Can count on quality educational Queensdale

#### Student Impact

- Class sizes (what's the impact of having larger classes or students)
- Transition Plans/Timelines – for special needs students
  - Special Education/Special Needs (deaf classes)
  - Accessibility
  - Quality of teaching
- Transportation – busing
- Student safety
  - Social and emotional well-being – bullying with more students
  - Quality of infrastructure – what criteria was considered?

#### Community Values

- Church runs programs for students or PA Days joint events between school/church
- Church is safe place
- People have worked hard to build community
- Losing sense of neighbourhood
- Board sensitive to equity issues – Queensdale being faced to lose community culture

#### Daycare

- School daycares
- Home/community

### **Alternate Options For Discussion**

#### Option One

- Close down Franklin Road – move half of Franklin Road to Linden Park, and half to Eastmount Park. Keep Eastmount open.
- Close down Queensdale and move them to Armstrong

#### Option Two

- Close down Linden Park and Eastmount Park (only two schools instead of 3)
- Linden Park students between Upper Wellington and Upper James go to Queensdale; between Wellington and Wentworth go to Franklin Road

#### Option Three

- Instead of closing Queensdale and Eastmount Park, close Armstrong (older building, not accessible) and move their students to Armstrong and Eastmount (\*this idea was suggested by a number of people from the community)

#### Option Four

- Move ALL of Eastmount to Armstrong (so that students don't have to split up). Keep Queensdale open and make it a K-8 school (adding two grades would bring it to capacity)

#### Option Four

- Close Armstrong *for the time being* and move students to Queensdale and Eastmount. Build a STATE OF THE ART school on Armstrong site and tear down Eastmount and Queensdale THEN move everyone to Armstrong site

#### Option Five

- Same as option four, only build on Linden Park site, which is much bigger site

#### Option Six

- Build new school on Linden Park site (beautiful space). Move Armstrong students to Linden Park site. In meantime, students go to Armstrong while Linden Park is being built. Keep Eastmount and Queensdale open.

#### Option Seven

- Build a new school on the Linden Park site, instead of the Pauline Johnson/Cardinal Heights site and move those students to Linden Park site when the school is finished

#### Option Eight

- Instead of closing buildings, turn underutilized buildings into intergenerational hubs (seniors spaces, etc.)

#### Option Nine

- If the current board recommendation is listed, recommend that money from the sale of Queensdale and Eastmount properties go directly back to Armstrong property, so that students IN THE AREA receive the benefits of the sales. The current plan really short changes the north Central Mountain (closing of two of their schools and no plans for new builds). New build should be where the buildings are in the worst shape (North Central).

**Central Mountain Accommodation Review Committee  
Working Group Meeting # 4  
Tuesday, November 12, 2013  
6:00 p.m.**

**Franklin Road Elementary School  
500 Franklin Road, Hamilton, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** - Michael Prendergast

**Voting Members** - Diana Asrani, Amber Bourque, Candice Campbell, Marney Campbell, Marj Howden, Barbara Jalsevac, Jennifer Lockhart, Kathy Long, Denise McCafferty, Jamie McLean, Sharon Miller, Robert Nixon, Candice Romaker, Janeen Schaeffer, Margaret Toth, Lourie Vanderzyden, Laurie Walowina

**Non-Voting Members** - Linda Astle, Julie Beattie, Maria Carbone, Biljana Arsovic Filice, Colin Hazell, Lillian Orban, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

**Regrets**

**Voting Members** - Jenn Clarke, Philip Erwood, Leanne Friesen, Adam Hinks, Patricia Mousseau

**Non-Voting Members** - Nil

**Resource Staff**

Ian Hopkins, Ellen Warling

**Recording Secretary**

Kathy Forde

**Public** - 6 public attendees present - Linden Park (1), Queensdale (4), Ridgemount (1),

**1. Call to Order**

Michael Prendergast called the meeting to order.

**2. Agenda**

**2.1 Additions/Deletions**

Additions:

- Item 3.3. Dates of ARC Process
- Item 3.4 Timelines of Recommendations

## 2.2 Approval of Agenda

With two items added as noted above, approved by consensus by a show of hands.

## 3. Minutes from Working Group Meeting # 3

### 3.1 Clarification

Nil

### 3.2 Approval of Minutes

Approved by consensus by a show of hands.

### 3.3 Dates of ARC Process

Members were concerned that the committee might not be prepared for presenting options at Public Meeting #3 so wanted to review dates. Ian Hopkins reviewed the calendar of key dates. From October 08, 2013, the date of the first Public Meeting, there is a window of 90 to 120 days to complete and deliver the report so January 21, 2014 is the earliest date and February 20, 2014 is the latest date, which provides some flexibility. Delivery date of the final report is currently projected for January 31, 2014. If the report is delivered January 31, 2014, staff then has 30 days to create a report. There is then a 60-day window to present both staff and the committee's option and an opportunity for public delegations. Holiday dates are not included in the count as per Ministry guidelines. After the 60 days, Trustees move forward on making a decision.

### 3.4 Timelines of Recommendations

Ian Hopkins noted that a Working Group meeting could be added or switched with a Public Meeting to accommodate the needs and comfort level of the committee moving forward. Members agreed unanimously by a show of hands to switch December 03 from Public Meeting # 3 to Working Group Meeting # 6 and December 10 from Working Group Meeting # 6 to Public Meeting # 3. This change in schedule will provide committee members with an extra meeting prior to presenting option(s) at Public Meeting # 3 as required. Locations will need to be confirmed and schedule updated. New dates will be posted to the website and provided to Corporate Communications.

**DECISION: Switch December 03 and December 10 meeting dates**

**ACTION: Confirm meeting locations / update schedule**

Michael Prendergast added that in the recommendation(s) developed, the committee can create timelines that are considered most effective for implementation. Trustees however may merge various parts of recommendations and will decide on whether the timelines are appropriate. Information is provided for Trustees to make an informed decision.

## 4. Data Requests

### 4.1 Past Accommodation Reviews



Ian Hopkins provided an outline of past accommodation reviews to show how initial staff options evolved through the review process to Trustee decisions. The key takeaway is that the staff option does change and can change with community input. The process includes public voice.

Ellen Warling noted that other ARCS have started to formulate some questions and answers to provide clarification on common concerns. Working Groups will then review to determine what gets posted to the website. Members were invited to send in any questions relevant to the review process for Central Mountain.

## 5. Public Meeting # 2

### 5.1 Public Feedback

Michael Prendergast indicated that the raw data provided from Public Meeting # 2 was intended for review prior to the meeting. The feedback sheets focused on two questions: Question 1: Do the presented key themes make sense to the group? What is not there that is important for us to know? Question 2: In creating an ideal elementary learning facility, what considerations do you feel are most important? Members felt acquainted with the feedback and expressed no concerns so agreed to move forward to the next agenda item.

## 6. Accommodation Options

### 6.1 Discussion and Development

Michael Prendergast reminded members that as recommendations are developed, it will be important to refer to the Reference Criteria (binders - Tab B.5), which was reviewed. New criteria can be added if necessary based on group consensus. The recommendation developed will need details as support. Discussion focused on items considered important in the development of an option:

#### Student Impact

- School size and the combination of younger and older students (the J-8 model)
- Separate entrance wings should be considered for junior, primary and senior students
- Supervision is a concern so maybe a school size threshold of 350 might be better
- However, schools of 350 sometimes restricts the making of teams and school trips
- Schools with larger populations (400+ kids) may prefer a balanced day schedule with two staggered nutrition and activity breaks
- A schedule must be carefully considered to ensure younger students are separated from older students

#### Programming

- One middle school would contain more students from grades 6 to 8 so would perhaps provide an advantage for offering programs at this level

### JK-8 Model

- The board has determined that the JK-8 model would ideally work best - teachers can work together and better programming can be offered in a larger school (more resources, staff and program availability)
- The Board believes a school with 500-600 students provides a good learning environment with approximately two to three classes per grade
- Opportunities for leadership and for developing relationships provided
- Senior students get involved in art room programs, lunch programs, announcements, etc.
- JK-5 and middle schools also allow opportunities for leadership
- Students responsible for their siblings are at the same school
- Small schools can be difficult for supervision due to union stipulations
- More teachers in larger schools means more supervision is available
- Playgrounds are divided and supervised in a very structured schedule
- Scheduling of gym time is a concern in a larger school - need to ensure there is adequate gyms and gym times available - gyms may need to be added within the options developed
- Other models can be considered with the options developed

### Transportation

- Walking is better
- All students will have sufficient activity at school and can incorporate activity on weekends
- Concern about congestion and more vehicles on the road
- Appropriate signage needed for safety
- Kids will have to get to schools in different ways
- Student safety is a priority - crossing guards will be added as needed - there are no restrictions
- Lights should also be installed as needed (in consultation with the City)
- Students at a distance (kindergarten 1.0 kms / elementary 1.6 kms) are provided with yellow school bus transportation - distance is calculated using a Hamilton Wentworth Student Transportation application - some students may be transported by taxi as part of the gifted program or as required.

### Greenspace

- Schools preferably on a 6-acre site but may not be possible on existing school sites - this would be a consideration for new builds - property size is included on the school profiles

Regarding process for the disposition (sale) of school property, initially the public is informed and then Ministry guidelines are followed offering the property first to certain preferred government agencies before a property can be offered for sale on the open market. It is approximately a one-year process. Since the Board would not want to maintain a building that will be up for sale and a vacant building is prone to vandalism, any recommendations developed may want to stipulate that any properties for disposition start at phase one of the board's property disposition protocol

immediately. Any proceeds from sales would go back to the board's capital account to be reinvested into infrastructure.

Members were satisfied with discussions and concurred to move forward on developing a recommendation. Consensus by a show of hands to move forward on developing a recommendation.

**DECISION: Move forward on developing a recommendation**

**6.2 Alternate Option Discussion Handout**

Sixteen alternate options sent to Ian Hopkins for consideration were reviewed as a starting point for developing a recommendation. One option was reviewed as an example. With information missing it would be difficult for members to make an informed decision. However, members could build upon a suggested option or take parts of various options to formulate a recommendation. In terms of changes, it was noted that a renovation would be completed faster than a rebuild. Costs and funding will need to be considered including money from disposition (sale of Board property) and from other sources. Timelines should also be considered for additions (approximately one year duration depending on how extensive).

Members asked if the Hill Park property, Jerome site or any other vacant Board property can be considered for an elementary school. Ellen Warling noted that the Jerome site has already been declared surplus and the process has started so cannot be considered. Hill Park property may be a consideration. No other Board properties within this ARC geography are vacant. Status of the recreation centre owned by the city and adjacent to Hill Park will be also be verified through Ellen Warling.

**ACTION: Verify status of potential properties**

With the seven Reference Criteria (binders - Tab B.5) in mind, committee members formed breakout groups to review the options.

**Breakout Group Feedback**

- Close George L. Armstrong and place students at Queensdale and Eastmount (K-5) - Franklin Road becomes a larger 6-8 school - Linden Park a K-5 school but accepting students from other schools - Ridgemount and Pauline Johnson remain the same and send students to Cardinal Heights for 6-8
- Transportation for older kids only
- Look at dividing George L. Armstrong
- Renovations

- Build new school on large Linden Park site near Hill Park then nobody has to be displaced - when new school completed, George L. Armstrong students go there too - Queensdale and Eastmount change from K-6 to K-5 schools.

Members were invited to provide any additional ideas for options to Ian Hopkins within the next week. Ian will work with some of the main ideas to create scenarios for further discussion at the next Working Group meeting.

## 7. Correspondence

Correspondence was provided for review. Ian Hopkins noted that only the cover page of the petition from the G.L. Armstrong community was provided as the remaining 130 pages include 2084 signatures. Full document will be posted online.

## 8. Next Steps

- Members should review and reflect on binder details for formulating a collective recommendation
- Any new options submitted to Ian Hopkins will be consolidated and sent back for review
- Contemplate how many options should be presented to the Board
- **Next Working Group Meeting # 5 - November 26 at Queensdale**
- **Working Group Meeting # 6 - December 03 - location to be determined**
- **Next Public Meeting # 3 - December 10 - location to be confirmed**

## 9. Adjournment

The meeting adjourned at 9:00 p.m.

## 10. Tour of Linden Park

Tour of Linden Park to be rescheduled.

## Handouts

- Agenda
- Presentation
- Draft Minutes - Working Group Meeting #3 - October 29, 2013
- Past Accommodation Reviews
- Public Meeting # 2 Feedback
- Alternate Options for Discussion
- Correspondence



Elementary  
**ACCOMMODATION  
 Review Committee**

R.7


**ARC**

**Accommodation Review Committee- Central Mountain  
 Committee Members  
 Working Group Meeting # 4 - November 12, 2013  
 Sign-in Sheet**

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Michael Prendergast	<i>present</i>
<b>Voting Members</b>		
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell Home: 905-318-5279 Email: <a href="mailto:marncamp@sympatico.ca">marncamp@sympatico.ca</a>	<i>M. Campbell</i>
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candice Campbell Home: 905-389-8351 Email: <a href="mailto:candice_campbell@shaw.ca">candice_campbell@shaw.ca</a>	<i>Candice Campbell</i>
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden Home: / Cell: Email: <a href="mailto:lourie.vanderzyden@hwdsb.on.ca">lourie.vanderzyden@hwdsb.on.ca</a>	<i>L. Vanderzyden</i>
Eastmount Park parent representative from School Council/Home and School	Candice Romaker Home: 905-526-0469 Email: <a href="mailto:c_copland@yahoo.com">c_copland@yahoo.com</a>	<i>Candice Romaker</i>
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke Home: 905-385-0774 Email: nil	
Eastmount Park teaching or non-teaching staff	Denise McCafferty Work: 905-387-0172 Email: <a href="mailto:denise.mccafferty@hwdsb.on.ca">denise.mccafferty@hwdsb.on.ca</a>	<i>DMcCafferty</i>
Franklin Road parent representative from School Council/Home and School	Margaret Toth Home/Cell: 905-537-0596 Email: <a href="mailto:bruins16@live.ca">bruins16@live.ca</a>	<i>M. Toth</i>
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer [REDACTED] [REDACTED]	<i>J. Schaeffer</i>
Franklin Road teaching or non-teaching staff	Barbara Jalsevac Home: 905-304-5275 Email: <a href="mailto:barbara.jalsevac@hwdsb.on.ca">barbara.jalsevac@hwdsb.on.ca</a>	<i>B. Jalsevac</i>
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque Home: 905-577-7590 Email: <a href="mailto:abourque@fluke.ca">abourque@fluke.ca</a>	<i>A. Bourque</i>



George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon Home: 905-318-5455 Email: <a href="mailto:hub33@gmail.com">hub33@gmail.com</a>	
George L. Armstrong teaching or non-teaching staff	Patricia Mousseau Home: 905-869-0781 Email: <a href="mailto:patricia.mousseau@hwdsb.on.ca">patricia.mousseau@hwdsb.on.ca</a>	<i>secrets - see email</i>
Linden Park parent representative from School Council/Home and School	Kathy Long Home: 905-746-5629 Work: 905-317-2657 Email: <a href="mailto:rcmracing@sympatico.ca">rcmracing@sympatico.ca</a>	
Linden Park parent representative <u>not</u> from School Council/Home and School	Jennifer Lockhart H: 905-574-3319 W: 905-546-2424 x2386 C: 905-515-5755 Email: <a href="mailto:nnifer@quickclie.net">nnifer@quickclie.net</a>	
Linden Park teaching or non-teaching staff <i>Dianna Gambel</i>		
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina - School Council Chair Home: 905-385-5472 / Cell: 905-807-5032 <a href="mailto:lwalowina@shaw.ca">lwalowina@shaw.ca</a>	
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Mr. Jamie McLean [REDACTED]	
Pauline Johnson teaching or non-teaching staff	Mrs. Marj Howden Cell: 905-865-1999 <a href="mailto:marj.howden@hwdsb.on.ca">marj.howden@hwdsb.on.ca</a>	
Queensdale parent representative from School Council/Home and School	Leanne Friesen Home: 905-387-9202 Cell: 905-746-1150 Email: <a href="mailto:Leanne@mhbc.ca">Leanne@mhbc.ca</a>	
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks Home: 289-396-4373 Email: <a href="mailto:ahinks@cogeco.ca">ahinks@cogeco.ca</a>	
Queensdale teaching or non-teaching staff	Diana Asrani Home: 905-304-5779 Email: <a href="mailto:dmccomb16@hotmail.com">dmccomb16@hotmail.com</a>	
Ridgemount parent representative from School Council/Home and School		
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood Home: 905-389-6344 Cell: 289-260-6344 Email: <a href="mailto:fiveponnut@hotmail.com">fiveponnut@hotmail.com</a>	
<i>Ridgemount staff</i>	<i>Sharon Miller</i>	





Elementary  
 ACCOMMODATION  
 Review Committee

R.7

ARC

Accommodation Review - Central Mountain  
 Public Attendees  
 Working Group Meeting # 4 - November 12, 2013  
 Sign-in Sheet


Name (please print)	School Affiliation (if any)	Signature
MICHELLE F. CURTIS	RIDGEMOUNT / CARDINAL	<i>MFC</i>
Rachel Kostuk	Queensdale	<i>R. Kostuk</i>
Eileen Patchett	Queensdale	<i>E. Patchett</i>
Lillian Orban	Trustee	cmte member
MIKE PATCHETT	Queensdale	<i>M. Patchett</i>
Ryan Coe	Linden Park	<i>R. Coe</i>
Nanci Simpson		
Robyn Patchett	Queensdale	<i>R. Patchett</i>

**Central Mountain Accommodation Review Committee  
Working Group Meeting # 5  
Tuesday, November 26<sup>th</sup>, 2013  
6:00 p.m. – 9:00 p.m.**

**Queensdale Elementary School  
67 Queensdale Avenue East, Hamilton, Ontario**


**Agenda**

1. Call to Order – Chair
2. Agenda
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
3. Minutes from Working Group Meeting #4
  - 3.1 Clarification
  - 3.2 Approval of minutes
4. Minutes from Public Meeting #2
  - 4.1 Clarification
  - 4.2 Approval of minutes
5. Public Meeting #3 Discussion – December 10<sup>th</sup>
  - 5.1 Location
  - 5.2 Format of Meeting
6. Accommodation Options
  - 6.1 Overview of Current Accommodation Options
  - 6.2 Discussion and Development
7. Correspondence
8. Next Steps
9. Adjournment



Hamilton-Wentworth District School Board

**Elementary Accommodation Review Committee**



**Central Mountain**  
Accommodation Review Working Group  
Meeting # 5

Cardinal Heights	Linden Park
Eastmount Park	Pauline Johnson
Franklin Road	Queensdale
G.L. Armstrong	Ridgemount

Queensdale - Tuesday, November 26<sup>th</sup>, 2013 (6 p.m. to 9 p.m.)



Hamilton-Wentworth District School Board


**Elementary Accommodation Review Committee**



**1. Call to Order**


**2. Agenda**

1. Additions/Deletions
2. Approval of Agenda



Hamilton-Wentworth District School Board

**Elementary Accommodation Review Committee**




**3. Minutes from Working Group Meeting #4**

- 3.1 Clarification
- 3.2 Approval of Minutes


**4. Minutes from Public Meeting #2**

- 4.1 Clarification
- 4.2 Approval of Minutes



Hamilton-Wentworth District School Board

**Elementary Accommodation Review Committee**



**5. Public meeting #3 Discussion – Dec 10th**

- 5.1 Location
- 5.2 Format of Meeting

**6. Accommodation Options**

- 6.1 Overview of Current Accommodation Options
- 6.2 Discussion and Development



Hamilton-Wentworth District School Board


**Elementary Accommodation Review Committee**



**7. Correspondence**


**8. Next Steps**

- Continue development of Options



Hamilton-Wentworth District School Board

**Elementary Accommodation Review Committee**

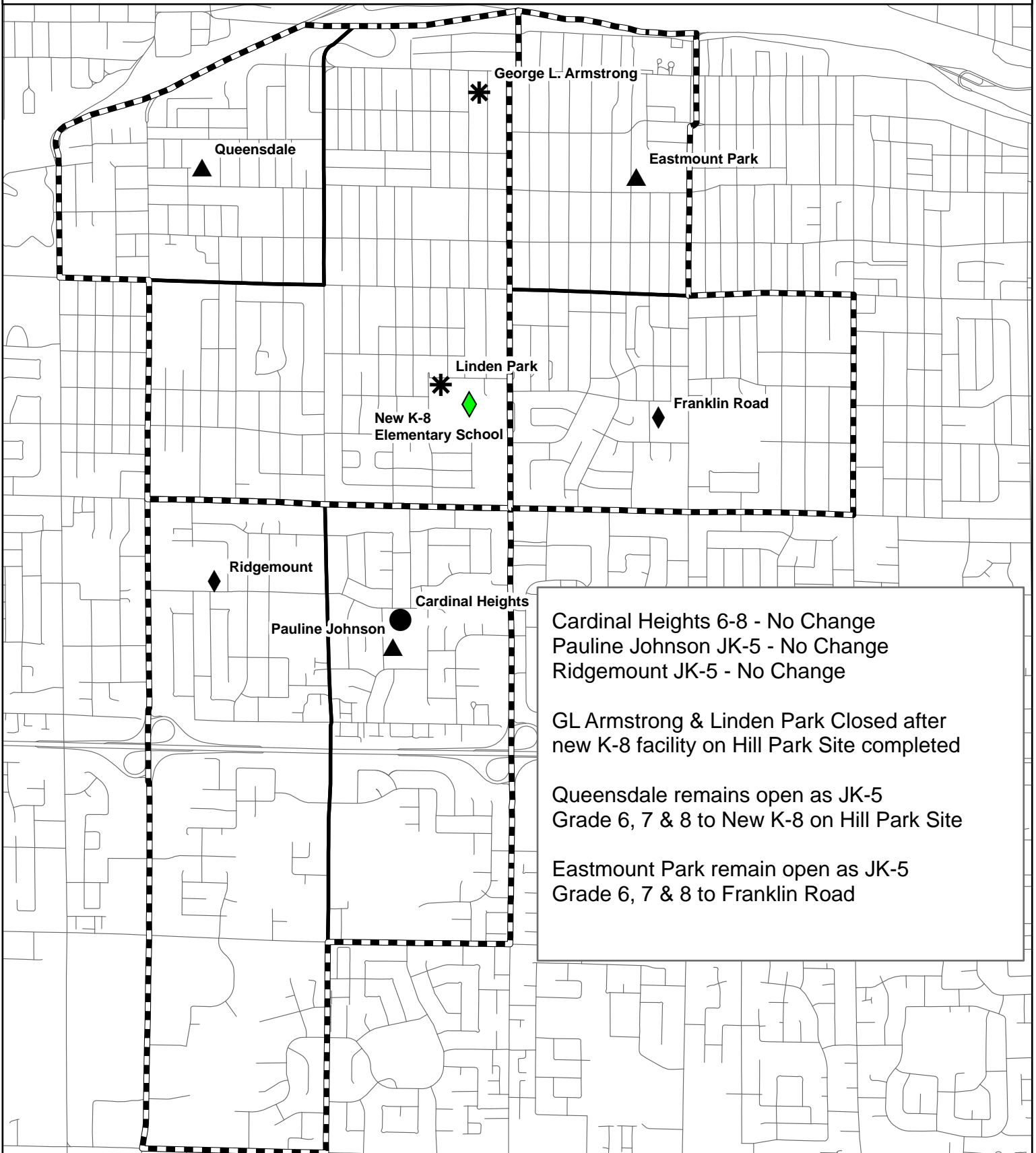


**Next Working Group Meeting:**

**Working Group Meeting #6**  
**December 3<sup>rd</sup> at Ridgemount**  
**6 p.m. to 9 p.m.**



# Central Mountain Group 1 Option



Cardinal Heights 6-8 - No Change  
 Pauline Johnson JK-5 - No Change  
 Ridgemount JK-5 - No Change

GL Armstrong & Linden Park Closed after new K-8 facility on Hill Park Site completed

Queensdale remains open as JK-5  
 Grade 6, 7 & 8 to New K-8 on Hill Park Site

Eastmount Park remain open as JK-5  
 Grade 6, 7 & 8 to Franklin Road

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New K-8 Elementary
Middle School	

0 0.25 0.5 1 Kilometres



Planning & Accommodation

Nov 2013

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	229	218	202	225	226	246	229	233	228
		101%	74%	71%	66%	73%	73%	80%	74%	76%	74%
Eastmount Park (JK-5)	348	216	193	186	189	194	187	188	188	188	188
		62%	55%	53%	54%	56%	54%	54%	54%	54%	54%
Franklin Road (JK-8)	463	355	419	413	412	400	397	399	400	398	396
		77%	91%	89%	89%	86%	86%	86%	86%	86%	86%
George L. Armstrong (Closed)	633	327									
		52%									
New K-8 (on Hill Park Site)	500		538	499	503	479	470	457	457	431	432
			108%	100%	101%	96%	94%	91%	91%	86%	86%
Linden Park (Closed)	319	154									
		48%									
Pauline Johnson (JK-5)	314	265	279	295	307	300	305	304	305	305	305
		84%	89%	94%	98%	96%	97%	97%	97%	97%	97%
Queensdale (JK-5)	279	188	169	179	178	181	175	171	167	164	160
		67%	61%	64%	64%	65%	63%	61%	60%	59%	57%
Ridgemount (JK-5)	290	247	251	242	247	247	250	251	257	263	269
		85%	86%	84%	85%	85%	86%	87%	89%	91%	93%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	95%	93%	93%	93%	92%	92%	92%	91%	90%
Implementation 2014 OTG	2,188										

### Potential Renovations/Additions

Cardinal Heights-None

Eastmount Park-None

Franklin Road-Gym

GL Armstrong-Closed

Linden Park-Closed

Pauline Johnson- None

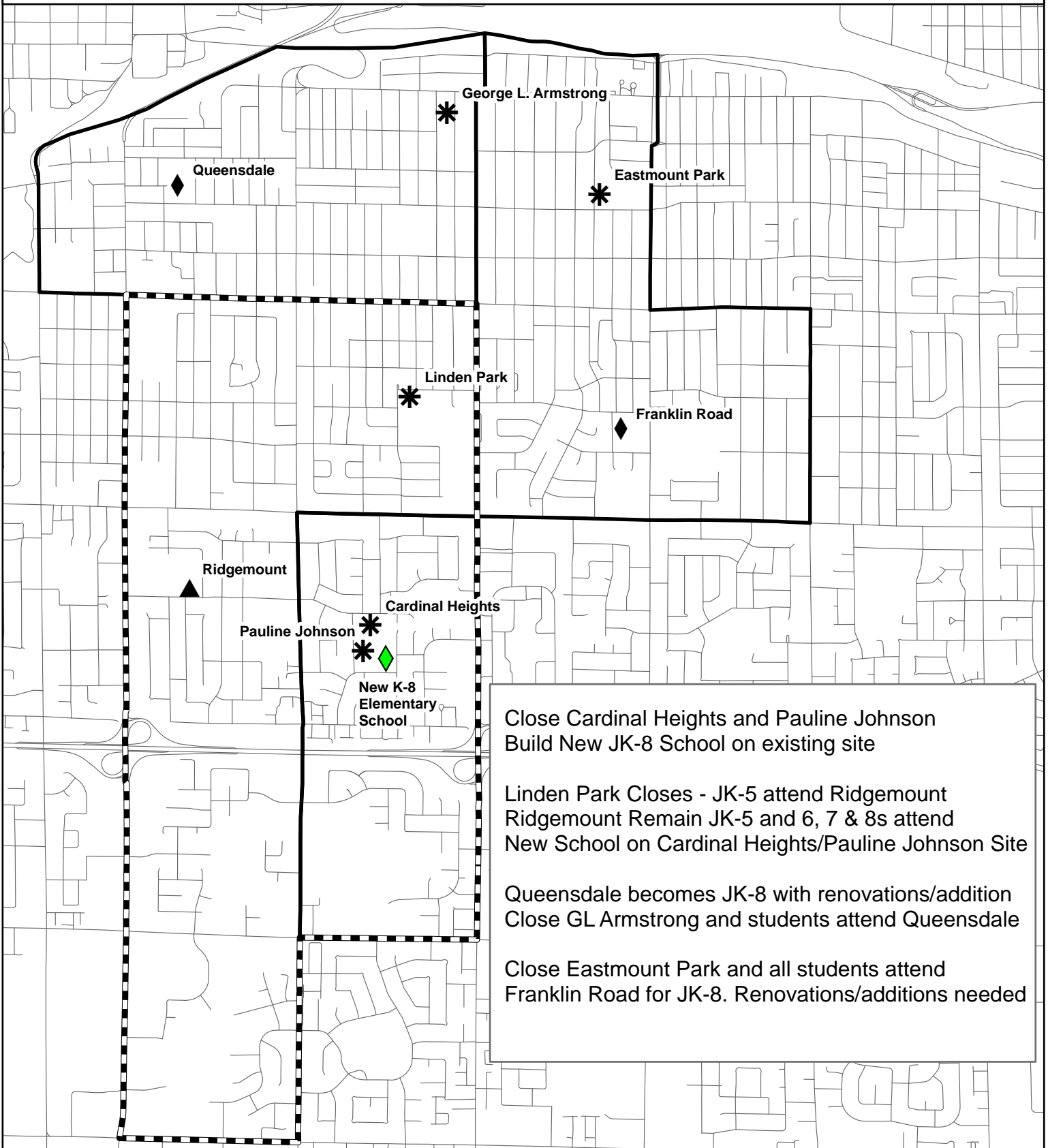
Queensdale- None

Ridgemount- None

\* If there was no timeline given in the option then the implementation date in the above data is 2014. For most scenarios this is not feasible due to renovations, additions and new builds needed. The 2014 date is for discussion purposes only.

\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.

# Central Mountain Group 2 Option



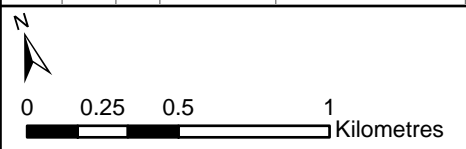
Close Cardinal Heights and Pauline Johnson  
Build New JK-8 School on existing site

Linden Park Closes - JK-5 attend Ridgemount  
Ridgemount Remain JK-5 and 6, 7 & 8s attend  
New School on Cardinal Heights/Pauline Johnson Site

Queensdale becomes JK-8 with renovations/addition  
Close GL Armstrong and students attend Queensdale

Close Eastmount Park and all students attend  
Franklin Road for JK-8. Renovations/additions needed

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New K-8 Elementary
Middle School	



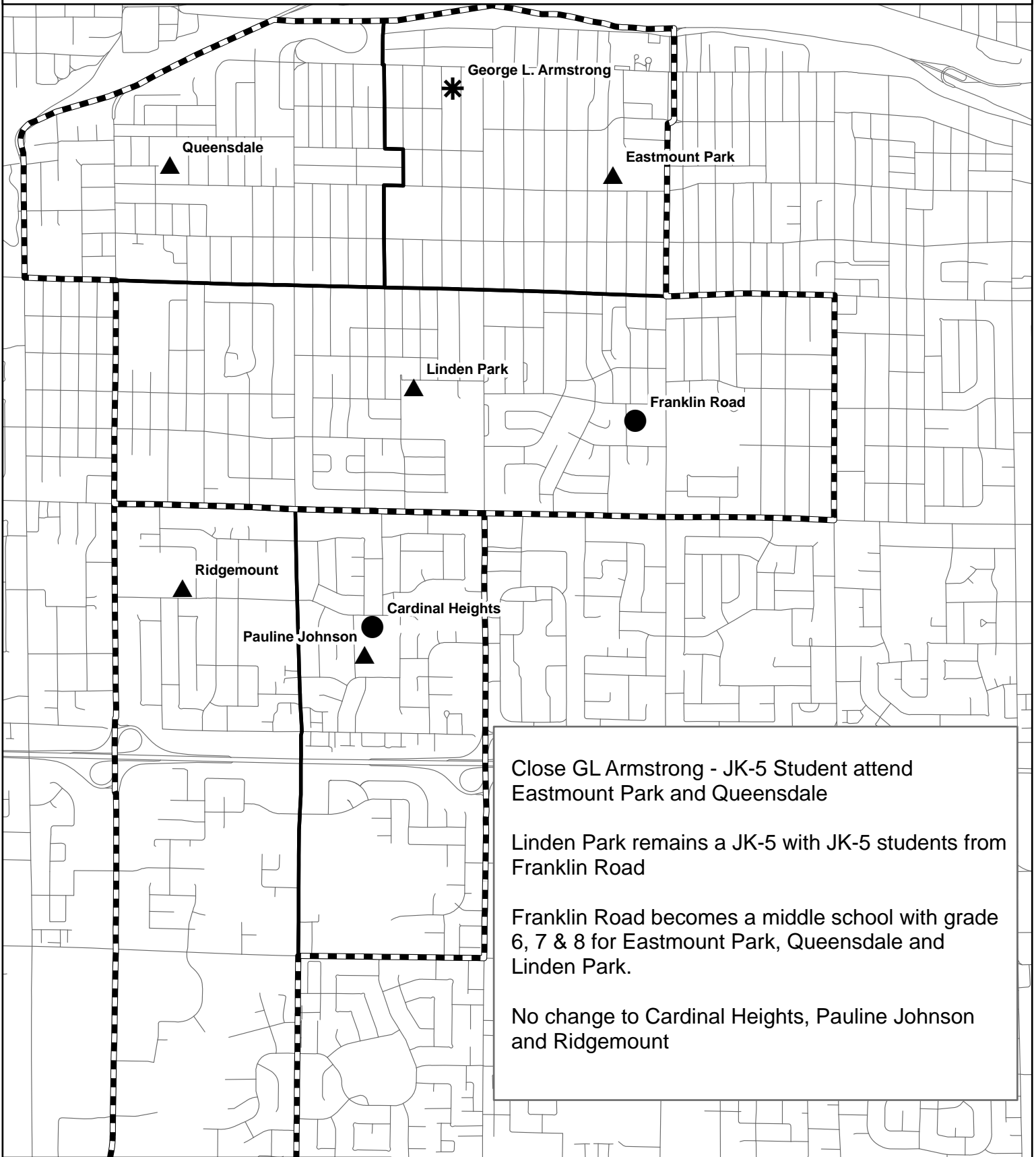
School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (Closed)	308	312									
		101%									
Eastmount Park (Closed)	348	216									
		62%									
Franklin Road (JK-8)	463	355	612	599	601	594	584	587	588	586	584
	618	77%	99%	97%	97%	96%	94%	95%	95%	95%	94%
George L. Armstrong (Closed)	633	327									
		52%									
New K-8 (on Cardinal Heights Site)	600	0	589	584	577	592	608	631	619	615	611
		0%	98%	97%	96%	99%	101%	105%	103%	103%	102%
Linden Park (Closed)	319	154									
		48%									
Pauline Johnson (Closed)	314	265									
		84%									
Queensdale (JK-8)	279	188	467	452	457	437	423	404	397	375	372
	437	67%	107%	103%	105%	100%	97%	92%	91%	86%	85%
Ridgemount (JK-5)	290	247	410	398	403	403	395	394	400	406	412
	422	85%	97%	94%	96%	95%	94%	93%	95%	96%	98%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	100%	98%	98%	98%	97%	97%	96%	95%	95%
Implementation 2014 OTG	2,077										

**Potential Renovations/Additions**

- Cardinal Heights- Closed
- Eastmount Park- Closed
- Franklin Road- 2 FDK, 5 classroom, Gym
- GL Armstrong- Closed
- Linden Park- Closed
- Pauline Johnson- Closed
- Queensdale- 2 FDK, 8 Classroom, Gym
- Ridgemount- 2 FDK, 4 Classroom, Gym

\* If there was no timeline given in the option then the implementation date in the above data is 2014. For most scenarios this is not feasible due to renovations, additions and new builds needed. The 2014 date is for discussion purposes only.  
 \*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.

# Central Mountain Group 3 Option



Close GL Armstrong - JK-5 Student attend Eastmount Park and Queensdale

Linden Park remains a JK-5 with JK-5 students from Franklin Road

Franklin Road becomes a middle school with grade 6, 7 & 8 for Eastmount Park, Queensdale and Linden Park.

No change to Cardinal Heights, Pauline Johnson and Ridgemount

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New K-8 Elementary
Middle School	

N

0 0.25 0.5 1 Kilometres



Planning & Accommodation

Nov 2013

Planning and Accommodation



School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	229	218	202	225	226	246	229	233	228
		101%	74%	71%	66%	73%	73%	80%	74%	76%	74%
Eastmount Park (JK-5)	348	216	308	294	288	289	267	269	269	269	269
		62%	89%	84%	83%	83%	77%	77%	77%	77%	77%
Franklin Road (6-8)	463	355	371	349	365	339	348	343	346	323	321
		77%	80%	75%	79%	73%	75%	74%	75%	70%	69%
George L. Armstrong (Closed)	633	327									
		52%									
Linden Park (JK-5)	319	154	400	393	394	391	384	379	375	372	372
	445	48%	90%	88%	89%	88%	86%	85%	84%	84%	84%
Pauline Johnson (JK-5)	314	265	279	295	307	300	305	304	305	305	305
		84%	89%	94%	98%	96%	97%	97%	97%	97%	97%
Queensdale (JK-5)	279	188	240	242	235	235	229	225	221	218	214
		67%	86%	87%	84%	84%	82%	81%	79%	78%	77%
Ridgemount (JK-5)	290	247	251	242	247	247	250	251	257	263	269
		85%	86%	84%	85%	85%	86%	87%	89%	91%	93%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	85%	83%	83%	83%	82%	82%	82%	81%	81%
Implementation 2014 OTG	2,447										

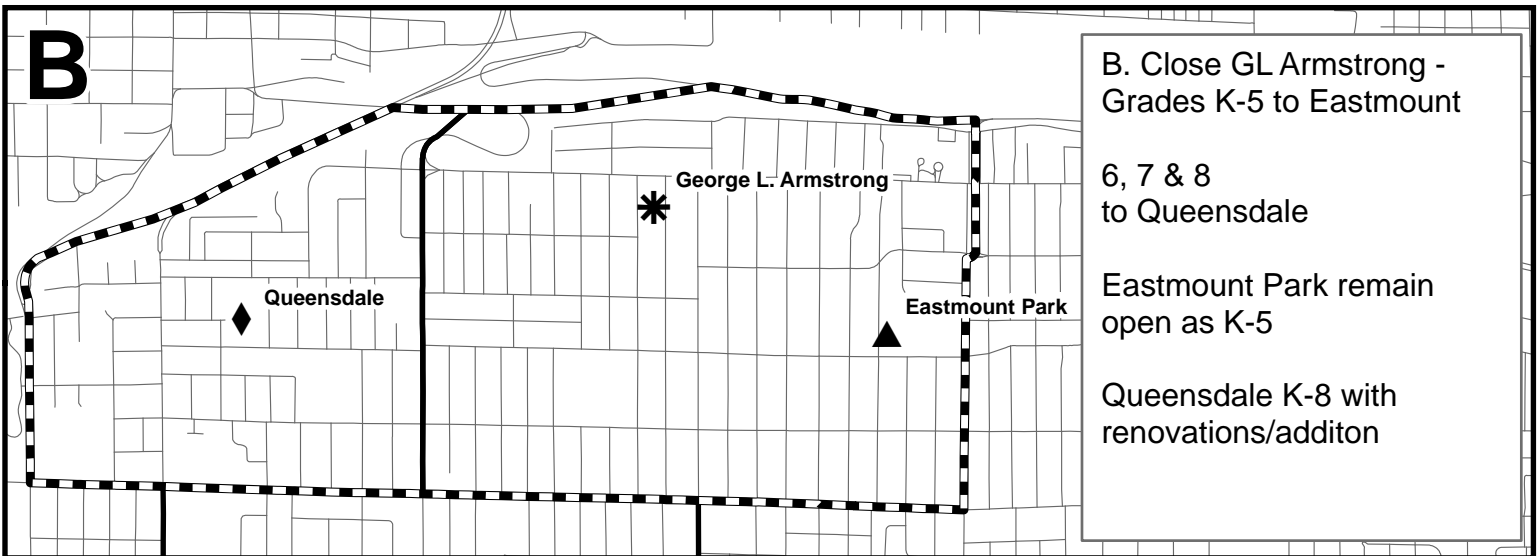
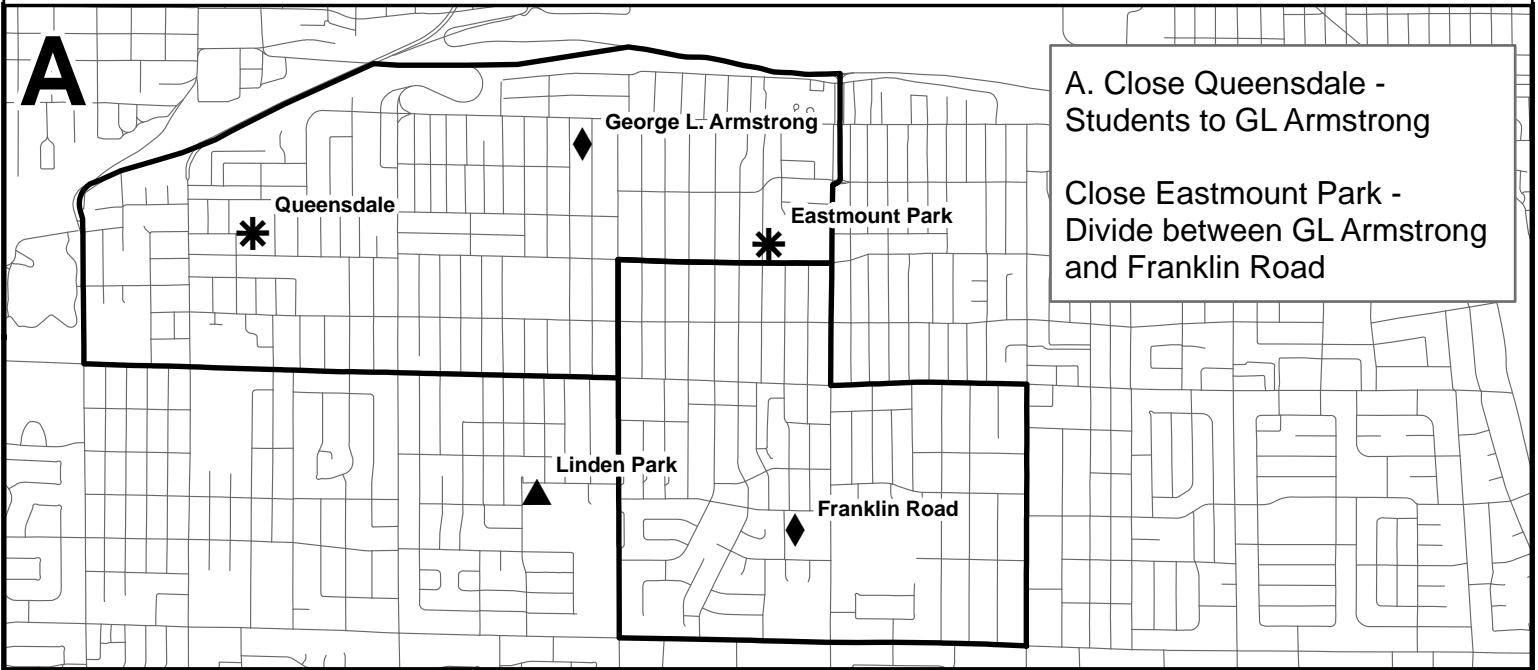
### Potential Renovations/Additions



Cardinal Heights- None  
 Eastmount Park- None  
 Franklin Road- None  
 GL Armstrong- Closed  
 Linden Park- 4 FDK, 2 Classroom, Gym  
 Pauline Johnson- None  
 Queensdale- None  
 Ridgemount- None

\* If there was no timeline given in the option then the implementation date in the above data is 2014. For most scenarios this is not feasible due to renovations, additions and new builds needed. The 2014 date is for discussion purposes only.

\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.

# Central Mountain Group 4 Options



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

**Planning & Accommodation**

Nov 2013

Planning and Accommodation

Option 4A	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Eastmount Park (Closed)	348	216									
		62%									
Franklin Road (JK-8)	463	355	474	459	458	452	446	449	448	449	446
	483	77%	98%	95%	95%	94%	92%	93%	93%	93%	92%
George L. Armstrong (JK-8)	633	327	616	603	611	590	572	553	548	523	520
	673	52%	92%	90%	91%	88%	85%	82%	81%	78%	77%
Queensdale (Closed)	279	188									
		67%									
Total	1,156	1,086	1,090	1,062	1,069	1,042	1,018	1,002	996	973	966
		63%	94%	92%	92%	90%	88%	87%	86%	84%	84%

Curent OTG: 1723

Option 4B	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Eastmount Park (JK-5)	348	216	367	345	333	331	310	311	311	311	311
	388	62%	95%	89%	86%	85%	80%	80%	80%	80%	80%
George L. Armstrong (Closed)	633	327									
		52%									
Queensdale (JK-8)	279	188	364	371	390	367	369	351	348	321	318
	371	67%	98%	100%	105%	99%	100%	95%	94%	87%	86%
Total	759	731	732	715	723	699	679	662	659	632	629
		57%	96%	94%	95%	92%	89%	87%	87%	83%	83%

Curent OTG: 1260

Option 4C	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Eastmount Park (Closed)	348	216									
		62%									
George L. Armstrong (Closed and Rebuilt)	650	327	732	715	723	699	679	662	659	632	629
		50%	113%	110%	111%	107%	104%	102%	101%	97%	97%
Queensdale (Closed)	279	188									
		67%									
Total	650	731	732	715	723	699	679	662	659	632	629
		57%	113%	110%	111%	107%	104%	102%	101%	97%	97%

Curent OTG: 1260

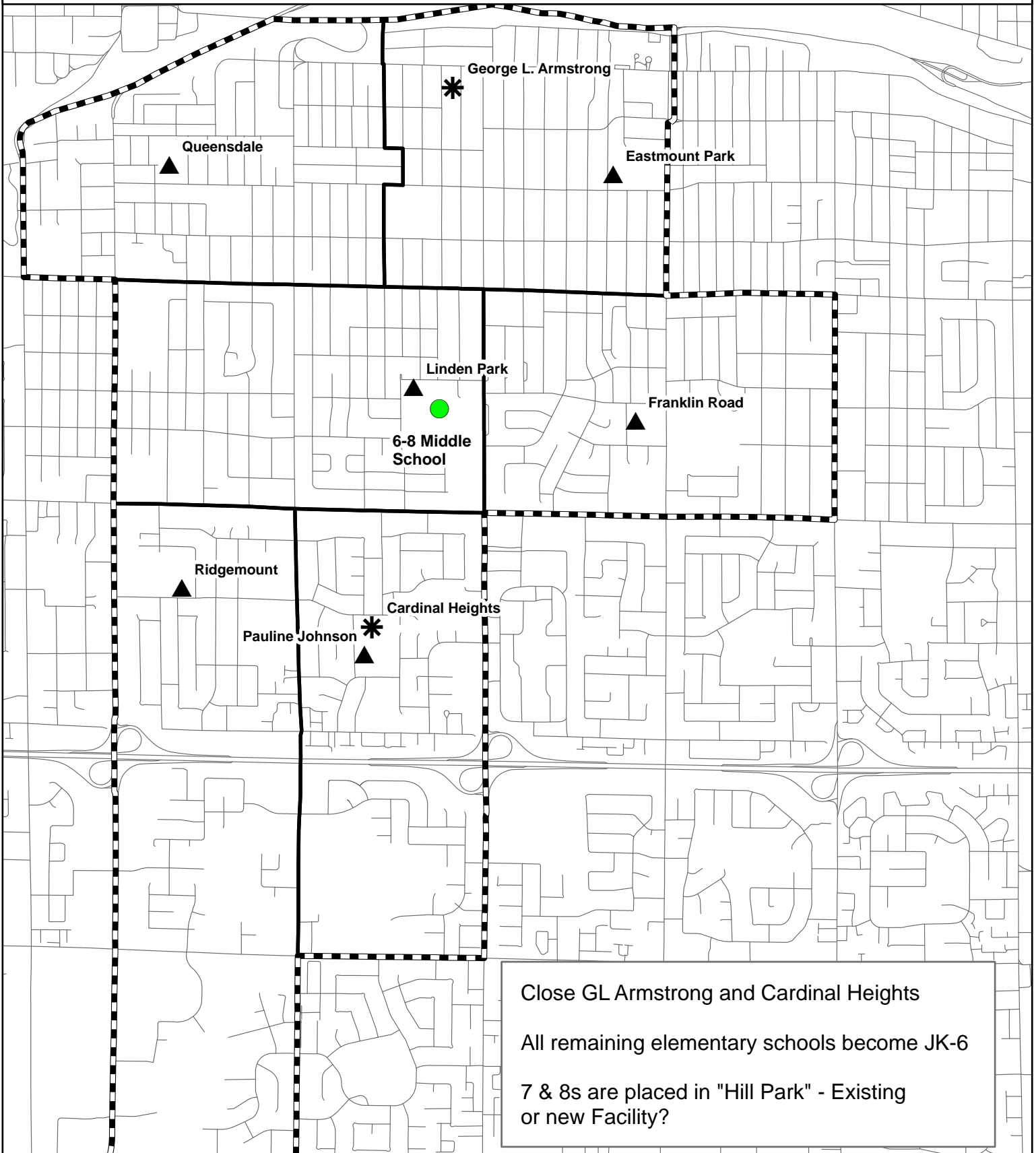
**Potential Renovations/Additions**








A	B	C
Eastmount Park- Closed	Eastmount Park- 2 FDK Rooms	Eastmount Park- Closed
Franklin Road- 1FDK, Gym	GL Armstrong- Closed	GL Armstrong- Closed
GL Armstrong- 2 FDK Rooms	Queensdale- 4 Classroom addition	Queensdale- Closed
Queensdale- Closed		

\* If there was no timeline given in the option then the implementation date in the above data is 2014. For most scenarios this is not feasible due to renovations, additions and new builds needed. The 2014 date is for discussion purposes only.


\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.

# Central Mountain Group 5 Option




 Elem Boundary	 Middle School Boundary
 Jr Elementary	 Closed School
 K-8 Elementary	 Proposed New School
 Middle School	

N



0 0.25 0.5 1 Kilometres




Planning & Accommodation

Nov 2013

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (Closed)	308	312									
		101%									
Eastmount Park (JK-6)	348	216	350	337	323	317	317	296	298	298	298
		62%	100%	97%	93%	91%	91%	85%	86%	86%	86%
Franklin Road (JK-6)	463	355	285	284	279	280	277	281	278	274	271
		77%	62%	61%	60%	60%	60%	61%	60%	59%	59%
George L. Armstrong (Closed)	633	327									
		52%									
New School on Hill Park (7-8)	400		397	374	394	368	369	399	392	371	367
			99%	94%	98%	92%	92%	100%	98%	93%	92%
Linden Park (JK-6)	319	154	180	175	172	174	174	164	163	164	165
		48%	56%	55%	54%	55%	54%	51%	51%	52%	52%
Pauline Johnson (JK-6)	314	265	311	321	337	349	342	348	347	347	347
		84%	99%	102%	107%	111%	109%	111%	111%	111%	111%
Queensdale (JK-6)	279	188	270	258	258	251	249	242	238	235	231
		67%	97%	93%	93%	90%	89%	87%	85%	84%	83%
Ridgemount (JK-6)	290	247	285	283	275	287	281	285	288	294	299
		85%	98%	98%	95%	99%	97%	98%	99%	101%	103%
Total	2,954	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
		70%	86%	84%	84%	84%	83%	84%	83%	82%	82%
Implementation 2014 OTG	2,413										

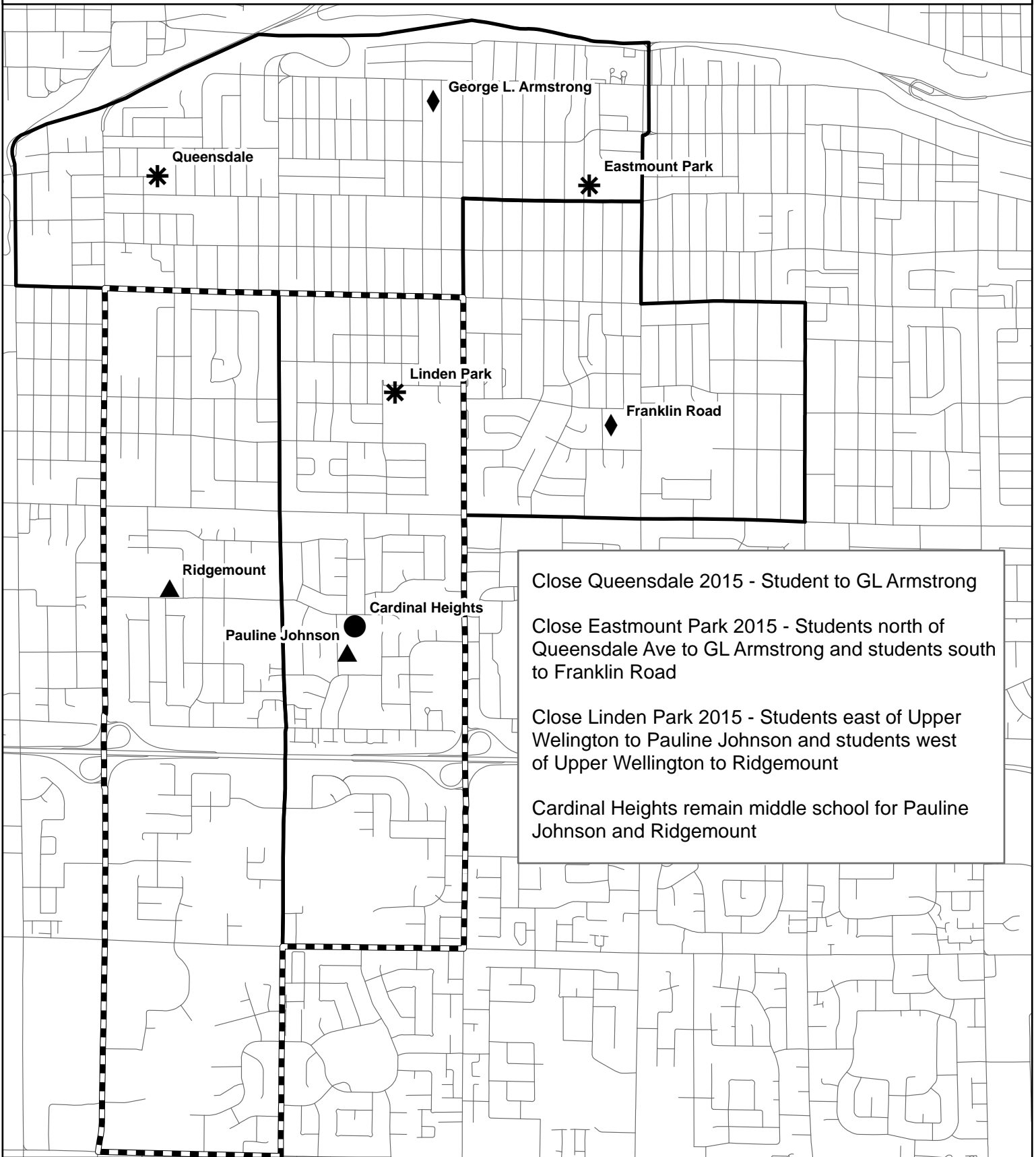
**Potential Renovations/Additions**

- Cardinal Heights- Closed
- Eastmount Park- None
- Franklin Road- None
- GL Armstrong- Closed
- Linden Park- None
- Pauline Johnson-None
- Queensdale- None
- Ridgemount- None

\* If there was no timeline given in the option then the implementation date in the above data is 2014. For most scenarios this is not feasible due to renovations, additions and new builds needed. The 2014 date is for discussion purposes only.

\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.












Close Queensdale 2015 - Student to GL Armstrong

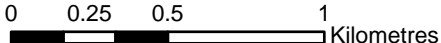
Close Eastmount Park 2015 - Students north of Queensdale Ave to GL Armstrong and students south to Franklin Road

Close Linden Park 2015 - Students east of Upper Wellington to Pauline Johnson and students west of Upper Wellington to Ridgemount

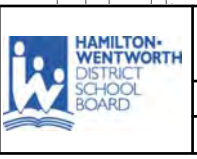
Cardinal Heights remain middle school for Pauline Johnson and Ridgemount

 Elem Boundary	 Middle School Boundary
 Jr Elementary	 Closed School
 K-8 Elementary	 Proposed New School
 Middle School	

N



0 0.25 0.5 1 Kilometres



**Planning & Accommodation**

Nov 2013

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	299	278	259	282	292	316	302	299	295
		101%	97%	90%	84%	91%	95%	103%	98%	97%	96%
Eastmount Park (Closed June 2015)	348	216	219								
		62%	63%								
Franklin Road (JK-8)	463 503	355	358	459	458	452	446	449	448	449	446
		77%	77%	91%	91%	90%	89%	89%	89%	89%	89%
George L. Armstrong (JK-8)	633 673	327	318	603	611	590	572	553	548	523	520
		52%	50%	90%	91%	88%	85%	82%	81%	78%	77%
Linden Park (Closed June 2015)	319	154	159								
		48%	50%								
Pauline Johnson (JK-5)	314 400	265	384	397	405	393	391	389	390	390	390
		84%	122%	99%	101%	98%	98%	97%	98%	98%	98%
Queensdale (Closed 2015)	279	188	195								
		67%	70%								
Ridgemount (JK-5)	290 336	247	251	296	306	310	309	309	315	321	327
		85%	86%	88%	91%	92%	92%	92%	94%	95%	97%
Total	Current OTG	2,062	2,183	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	74%	92%	92%	91%	91%	91%	90%	89%	89%
2015 OTG	2,220										

### Potential Renovations/Additions

Cardinal Heights- None

Eastmount Park- Closed

Franklin Road- 2 FDK, Gym

GL Armstrong- 2 FDK

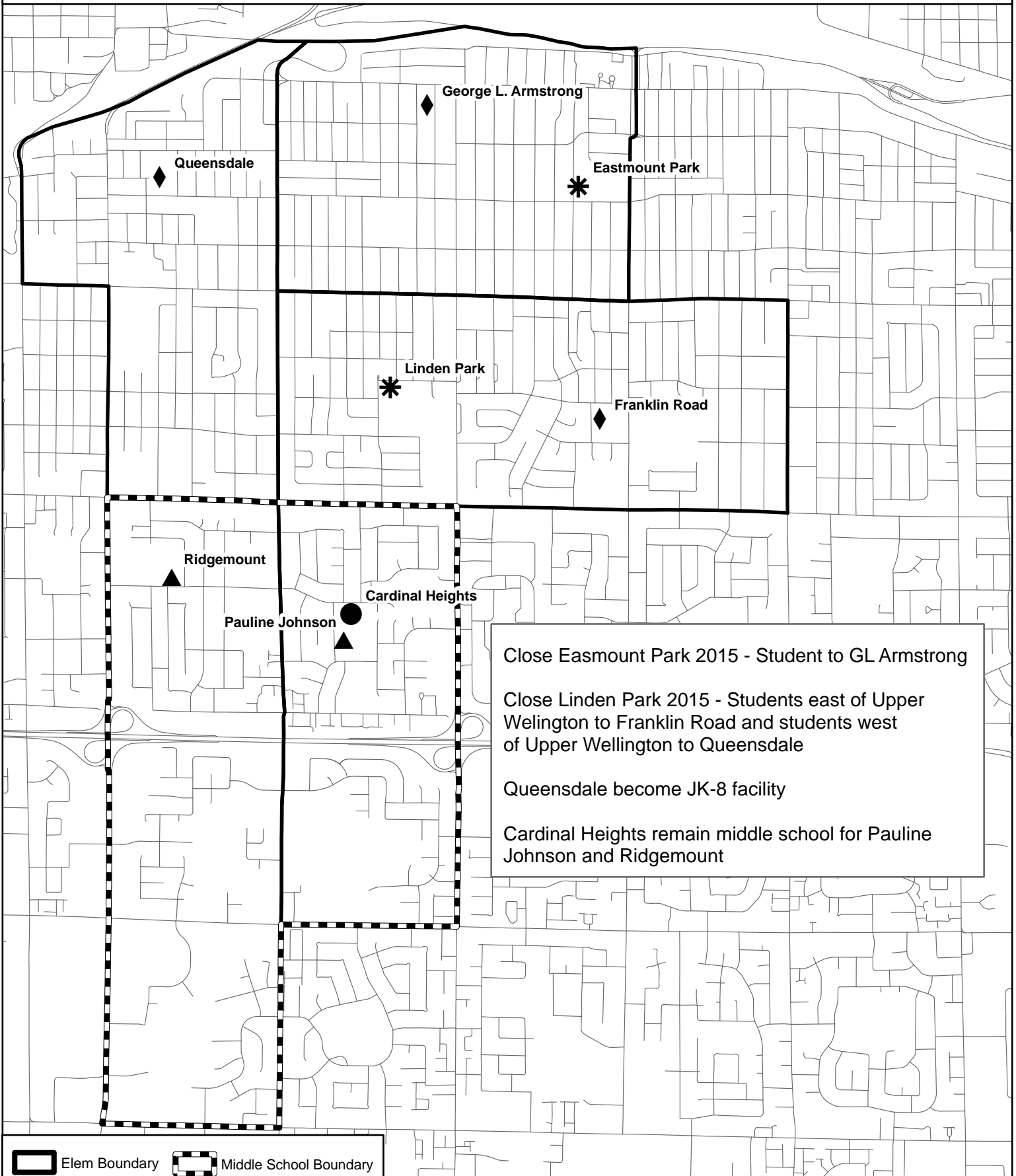
Linden Park- Closed

Pauline Johnson- 2 FDK, 2 Classroom, Gym

Queensdale- Closed

Ridgemount- 2 Classrooms, Gym

\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.



Close Eastmount Park 2015 - Student to GL Armstrong

Close Linden Park 2015 - Students east of Upper Wellington to Franklin Road and students west of Upper Wellington to Queensdale

Queensdale become JK-8 facility

Cardinal Heights remain middle school for Pauline Johnson and Ridgemount

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

Nov 2013

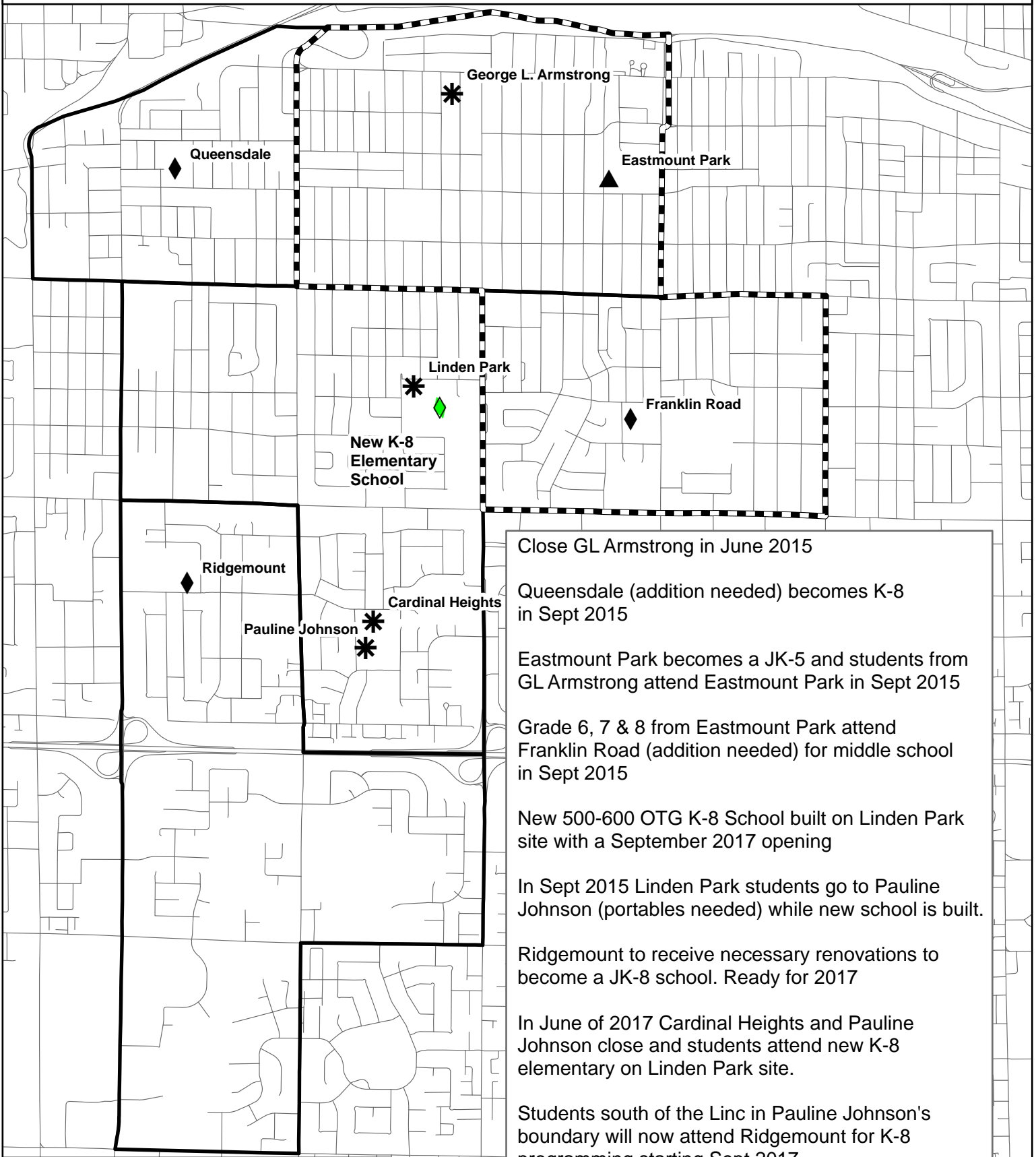
Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	299	218	202	225	226	246	229	233	228
		101%	97%	71%	66%	73%	73%	80%	74%	76%	74%
Eastmount Park (Closed June 2015)	348	216	219								
		62%	63%								
Franklin Road (JK-8)	463 483	355	358	476	472	466	459	457	452	451	448
		77%	77%	99%	98%	97%	95%	95%	94%	93%	93%
George L. Armstrong (JK-8)	633	327	318	509	509	488	466	454	453	431	432
		52%	50%	80%	80%	77%	74%	72%	72%	68%	68%
Linden Park (Closed June 2015)	319	154	159								
		48%	50%								
Pauline Johnson (JK-5)	314	265	279	306	318	311	316	315	316	316	316
		84%	89%	97%	101%	99%	101%	100%	101%	101%	101%
Queensdale (JK-8 in 2015)	279 299	188	195	282	290	290	292	293	296	288	286
		67%	70%	94%	97%	97%	98%	98%	99%	96%	96%
Ridgemount (JK-5)	290	247	251	242	247	247	250	251	257	263	269
		85%	86%	84%	85%	85%	86%	87%	89%	91%	93%
Total	Current OTG 2,954	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
		70%	70%	87%	88%	87%	86%	87%	86%	85%	85%
Implementation OTG	2,327										

### Potential Renovations/Additions

Cardinal Heights- None  
 Eastmount Park- None  
 Franklin Road- 1 FDK, Gym  
 GL Armstrong- 2 FDK - renos  
 Linden Park- Closed  
 Pauline Johnson- None  
 Queensdale- 1 FDK, possible classrooms  
 Ridgemount- None

\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.



Close GL Armstrong in June 2015

Queensdale (addition needed) becomes K-8 in Sept 2015

Eastmount Park becomes a JK-5 and students from GL Armstrong attend Eastmount Park in Sept 2015

Grade 6, 7 & 8 from Eastmount Park attend Franklin Road (addition needed) for middle school in Sept 2015

New 500-600 OTG K-8 School built on Linden Park site with a September 2017 opening

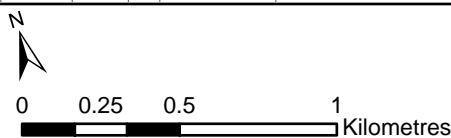
In Sept 2015 Linden Park students go to Pauline Johnson (portables needed) while new school is built.

Ridgemount to receive necessary renovations to become a JK-8 school. Ready for 2017

In June of 2017 Cardinal Heights and Pauline Johnson close and students attend new K-8 elementary on Linden Park site.

Students south of the Linc in Pauline Johnson's boundary will now attend Ridgemount for K-8 programming starting Sept 2017.

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	





School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	299	278	259						
		101%	97%	90%	84%						
Eastmount Park (JK-5 in September 2015)	348	216	219	334	322	320	299	300	300	300	300
		62%	63%	96%	92%	92%	86%	86%	86%	86%	86%
Franklin Road (JK-8) Middle School for Eastmount 2015	463	355	358	511	523	499	496	484	480	461	458
		509	77%	77%	100%	103%	98%	97%	95%	94%	91%
George L. Armstrong (Closed June 2015)	633	327	318								
		52%	50%								
New K-8 (on Linden Park Site Open Sept 2017)	525					502	512	520	516	516	515
						96%	98%	99%	98%	98%	98%
Linden Park (Closed June 2015)	319	154	159								
		48%	50%								
Pauline Johnson (JK-5 and Transition School for Linden Park 2015 & 2016)	314	265	279	451	463						
		84%	89%	144%	148%						
Queensdale (JK-8 in 2015)	279	188	195	217	224	222	224	219	216	212	208
		67%	70%	78%	80%	80%	80%	78%	78%	76%	75%
Ridgemount (JK-8 in 2017)	290	247	251	242	247	483	479	494	492	494	497
		514	85%	86%	84%	85%	94%	93%	96%	96%	96%
Total	Current OTG 2,954	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
		70%	70%	89%	89%	92%	92%	92%	91%	90%	90%
2015 OTG	2,292										
2017 OTG	2,195										

### Potential Renovations/Additions

Cardinal Heights- Closed

Eastmount Park- 1 FDK Room

Franklin Road- 2 Classrooms, Gym

GL Armstrong- Closed

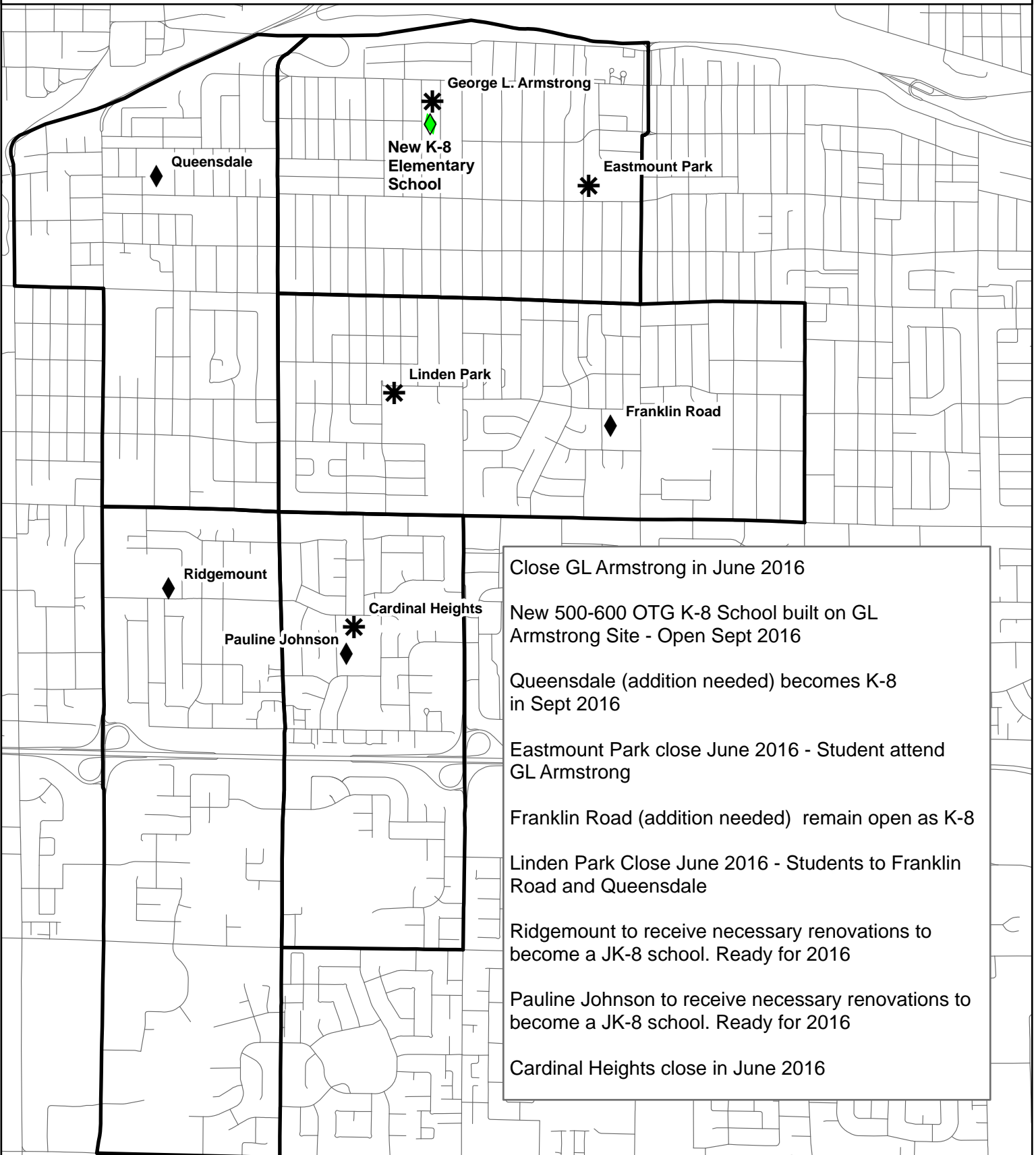
Linden Park- Closed

Pauline Johnson- 6-8 Portables

Queensdale- None

Ridgemount- 2 FDK, 8 Classrooms, Gym

\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.



Close GL Armstrong in June 2016

New 500-600 OTG K-8 School built on GL Armstrong Site - Open Sept 2016

Queensdale (addition needed) becomes K-8 in Sept 2016

Eastmount Park close June 2016 - Student attend GL Armstrong








Franklin Road (addition needed) remain open as K-8

Linden Park Close June 2016 - Students to Franklin Road and Queensdale


Ridgemount to receive necessary renovations to become a JK-8 school. Ready for 2016

Pauline Johnson to receive necessary renovations to become a JK-8 school. Ready for 2016

Cardinal Heights close in June 2016

 Elem Boundary	 Middle School Boundary
 Jr Elementary	 Closed School
 K-8 Elementary	 Proposed New School
 Middle School	

N



0 0.25 0.5 1 Kilometres

	<p>Planning &amp; Accommodation</p>
	<p>Nov 2013</p> <p>Planning and Accommodation</p>

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (Closed June 2016)	308	312	299	278							
		101%	97%	90%							
Eastmount Park (Closed June 2016)	348	216	219	213							
		62%	63%	61%							
Franklin Road (JK-8)	463	355	358	347	472	466	459	457	452	451	448
	509	77%	77%	75%	93%	92%	90%	90%	89%	89%	88%
George L. Armstrong (Closed June 2016)	633	327	318	310							
		52%	50%	49%							
New K-8 (on GL Armstrong Site Open Sept 2016)	500				509	488	466	454	453	431	432
					102%	98%	93%	91%	91%	86%	86%
Linden Park (Closed June 2016)	319	154	159	156							
		48%	50%	49%							
Pauline Johnson (JK-8 in Sept 2016)	314	265	279	295	406	416	432	445	439	444	442
	449	84%	89%	94%	90%	93%	96%	99%	98%	99%	98%
Queensdale (JK-8 in Sept 2016)	279	188	195	192	290	290	292	293	296	288	286
	365	67%	70%	69%	79%	79%	80%	80%	81%	79%	78%
Ridgemount (JK-8 in Sept 2016)	290	247	251	242	361	367	360	367	363	369	371
	382	85%	86%	84%	94%	96%	94%	96%	95%	96%	97%
Total	Current	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	OTG 2,954	70%	70%	69%	92%	92%	91%	91%	91%	90%	90%
2016 OTG	2,205										

### Potential Renovations/Additions

Cardinal Heights- Closed

Eastmount Park- Closed

Franklin Road- 2 Classrooms, Gym

GL Armstrong- Closed

Linden Park- Closed

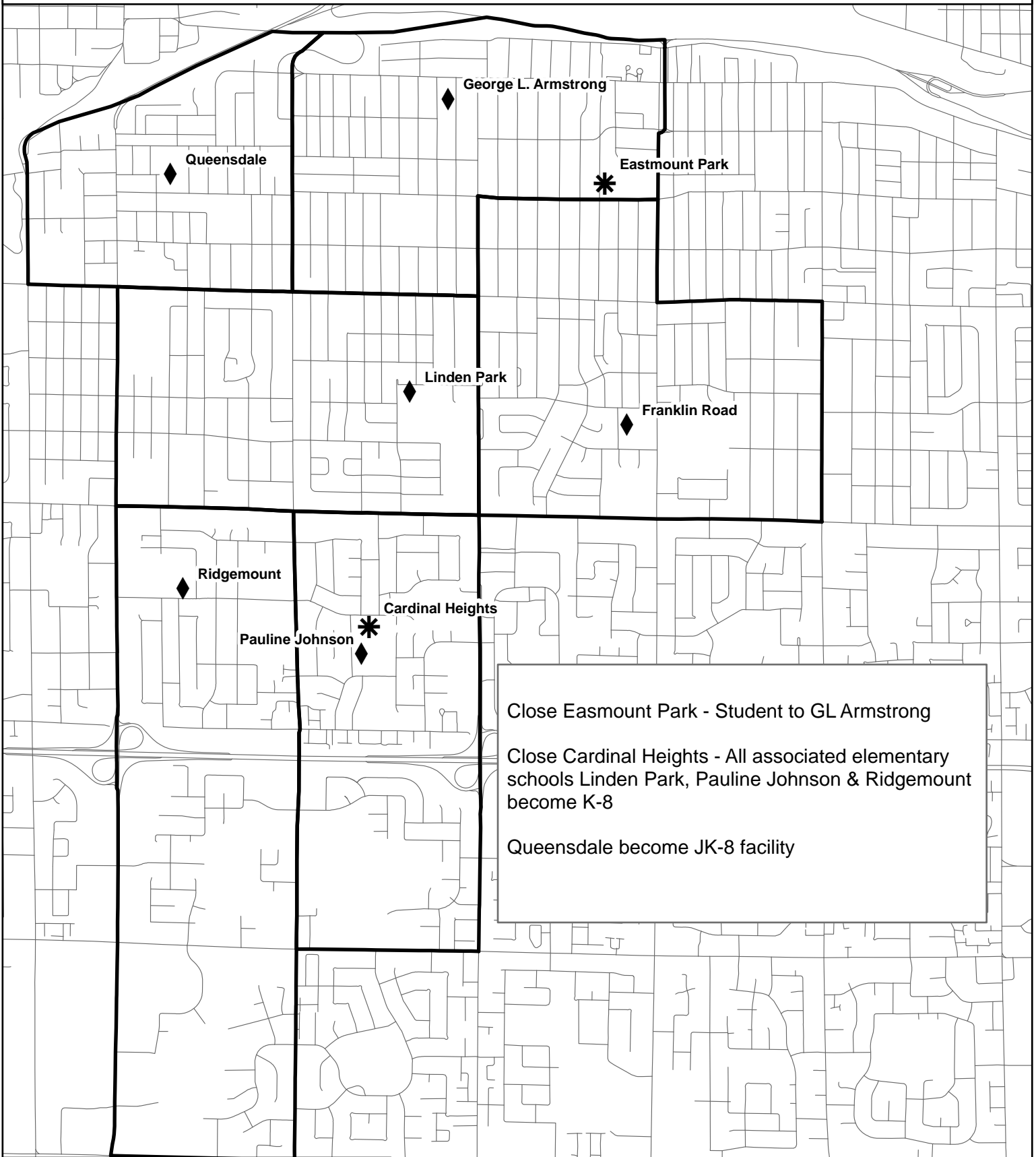
Pauline Johnson- 1 FDK, 5 Classrooms, Gym

Queensdale- 2 FDK, 2 Classrooms

Ridgemount- 4 Classrooms

\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.

# Central Mountain Option 10



Close Easmount Park - Student to GL Armstrong

Close Cardinal Heights - All associated elementary schools Linden Park, Pauline Johnson & Ridgemount become K-8

Queensdale become JK-8 facility

	Elem Boundary		Middle School Boundary
	Jr Elementary		Closed School
	K-8 Elementary		Proposed New School
	Middle School		

N

0 0.25 0.5 1

Kilometres



**Planning & Accommodation**

Nov 2013

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (Closed)	308	312									
		101%									
Eastmount Park (Closed)	348	216									
		62%									
Franklin Road (JK-8)	463	355	474	459	458	452	446	449	448	449	446
	503	77%	94%	91%	91%	90%	89%	89%	89%	89%	89%
George L. Armstrong (JK-8)	633	327	407	397	397	379	359	346	343	322	323
		52%	64%	63%	63%	60%	57%	55%	54%	51%	51%
Linden Park (JK-8)	319	154	229	215	214	213	211	213	216	208	209
		48%	72%	68%	67%	67%	66%	67%	68%	65%	66%
Pauline Johnson (JK-8)	314	265	389	384	395	405	421	434	428	433	431
	449	84%	87%	86%	88%	90%	94%	97%	95%	96%	96%
Queensdale (JK-8)	279	188	209	206	213	211	213	208	205	201	197
		67%	75%	74%	76%	76%	76%	74%	74%	72%	71%
Ridgemount (JK-8)	290	247	370	371	361	367	360	367	363	369	371
	382	85%	97%	97%	94%	96%	94%	96%	95%	96%	97%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	81%	79%	79%	79%	78%	79%	78%	77%	77%
Implementation 2014 OTG	2,565										

### Potential Renovations/Additions

Cardinal Heights- Closed

Eastmount Park- Closed

Franklin Road- 2 FDK, Gym

GL Armstrong- None

Linden Park- None

Pauline Johnson- 1 FDK, 5 Classrooms, Gym

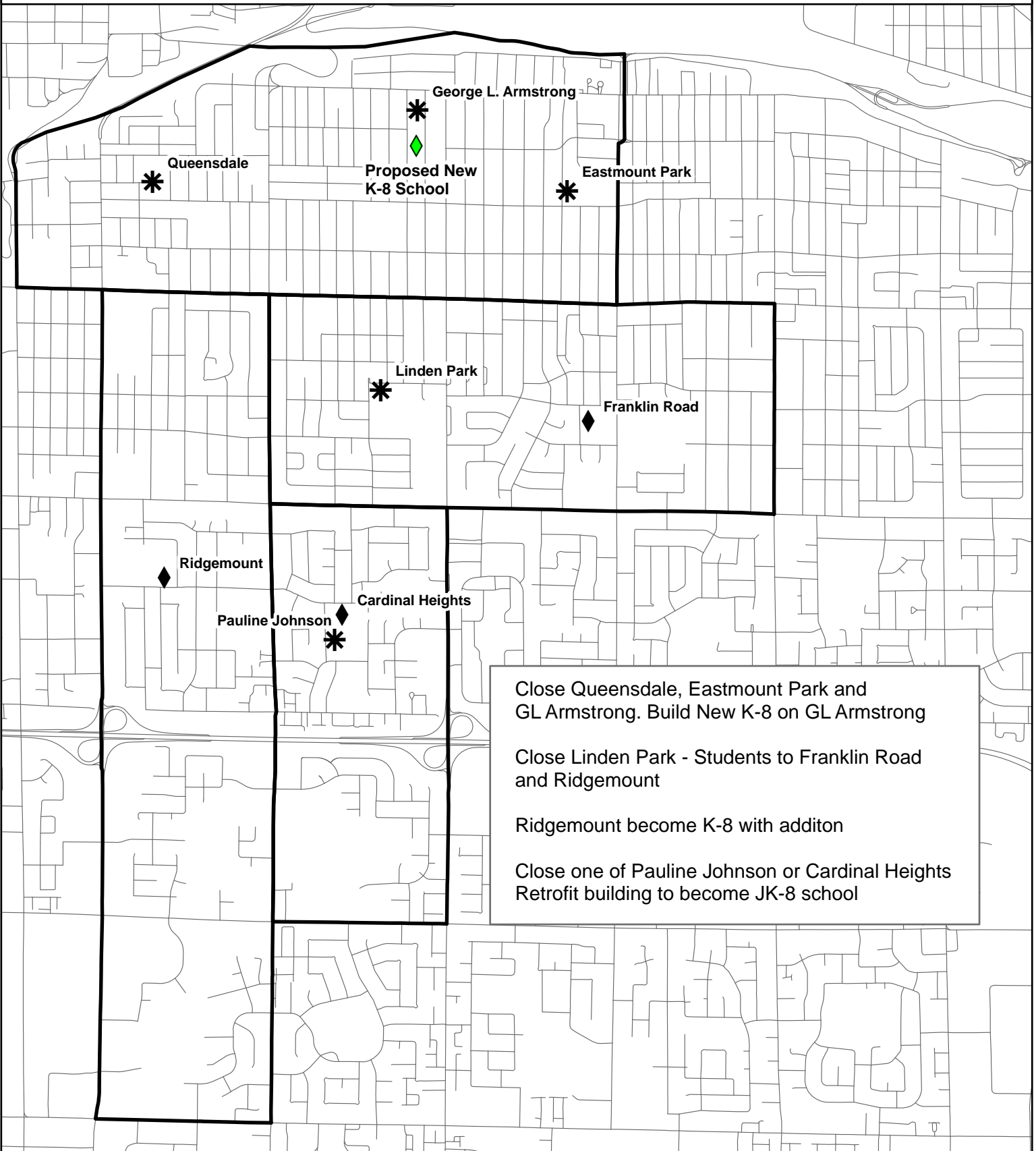
Queensdale- None

Ridgemount- 4 Classrooms

\* If there was no timeline given in the option then the implementation date in the above data is 2014. For most scenarios this is not feasible due to renovations, additions and new builds needed. The 2014 date is for discussion purposes only.

\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.












Close Queensdale, Eastmount Park and GL Armstrong. Build New K-8 on GL Armstrong


Close Linden Park - Students to Franklin Road and Ridgemount

Ridgemount become K-8 with addition

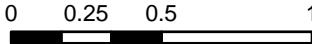
Close one of Pauline Johnson or Cardinal Heights  
Retrofit building to become JK-8 school

 Elem Boundary	 Middle School Boundary
 Jr Elementary	 Closed School
 K-8 Elementary	 Proposed New School
 Middle School	

N



0 0.25 0.5 1 Kilometres




HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

Nov 2013

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (JK-8)	308	312	408	403	414	424	440	453	447	452	450
	460	101%	89%	88%	90%	92%	96%	98%	97%	98%	98%
Eastmount Park (Closed)	348	216									
		62%									
Franklin Road (JK-8)	463	355	501	476	472	466	459	457	452	451	448
	509	77%	98%	94%	93%	92%	90%	90%	89%	89%	88%
George L. Armstrong (New Build)	633	327									
		52%									
Linden Park (Closed)	319	154									
		48%									
Pauline Johnson (Closed)	314	265									
		84%									
Queensdale (Closed)	279	188									
		67%									
Ridgemount (JK-8)	290	247	445	446	438	446	439	452	454	456	460
	448	85%	99%	100%	98%	99%	98%	101%	101%	102%	103%
New K-8 on GL Armstrong Site	700	327	724	707	715	691	671	654	651	624	621
		47%	103%	101%	102%	99%	96%	93%	93%	89%	89%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	98%	96%	96%	96%	95%	95%	95%	94%	93%
Implementation 2014 OTG	2,117										

**Potential Renovations/Additions**

Cardinal Heights- 3 FDK, 4 Classrooms, Gym

Eastmount Park-Closed

Franklin Road- 2 Classrooms, Gym

GL Armstrong- Closed

Linden Park- Closed

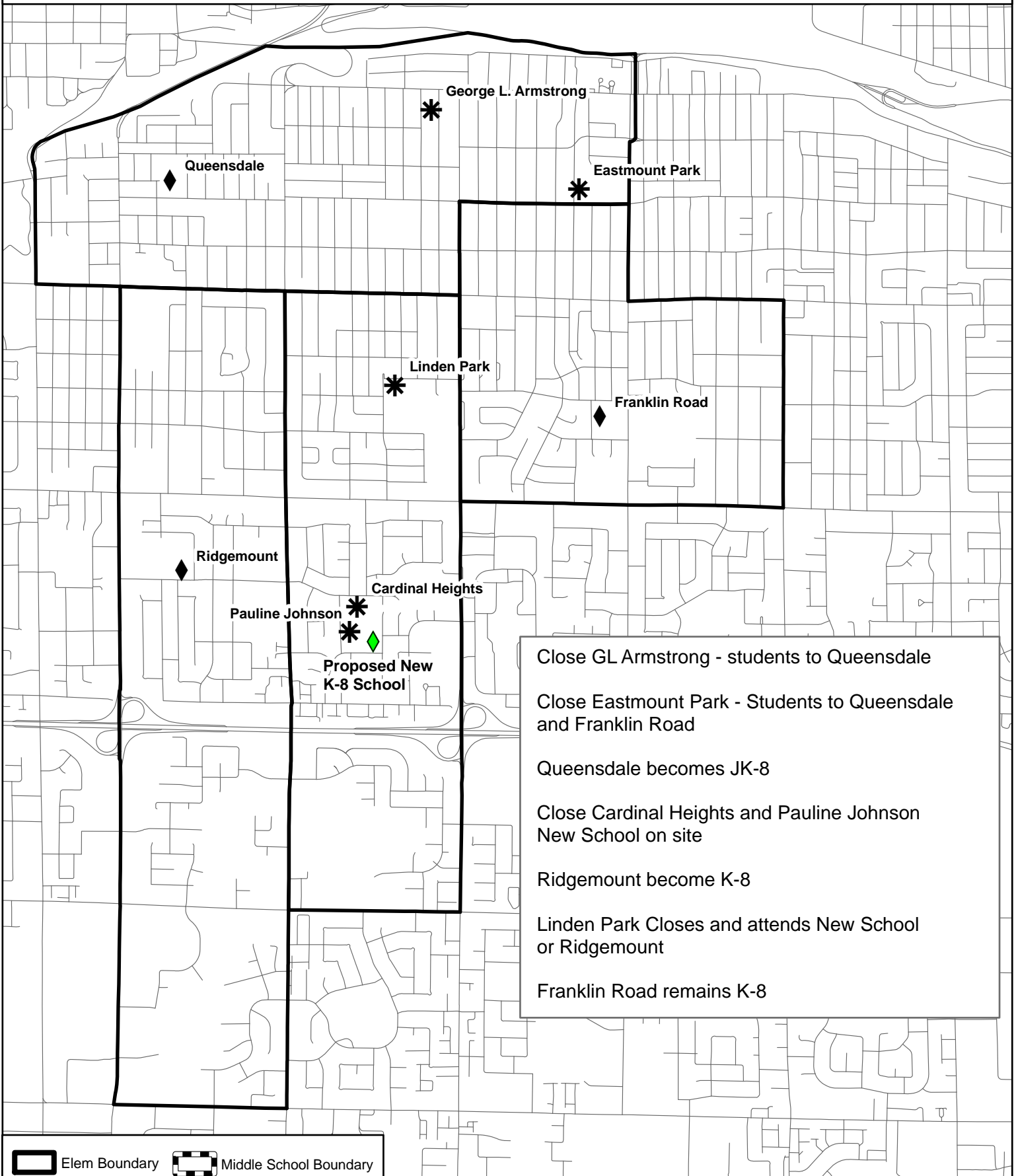
Pauline Johnson- Closed

Queensdale- Closed

Ridgemount- 2 FDK, 6 Classrooms, Gym

\* If there was no timeline given in the option then the implementation date in the above data is 2014. For most scenarios this is not feasible due to renovations, additions and new builds needed. The 2014 date is for discussion purposes only.

\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.



Close GL Armstrong - students to Queensdale

Close Eastmount Park - Students to Queensdale and Franklin Road

Queensdale becomes JK-8

Close Cardinal Heights and Pauline Johnson New School on site

Ridgemount become K-8

Linden Park Closes and attends New School or Ridgemount

Franklin Road remains K-8

	Elem Boundary		Middle School Boundary
	Jr Elementary		Closed School
	K-8 Elementary		Proposed New School
	Middle School		

N

0 0.25 0.5 1 Kilometres



**Planning & Accommodation**

Nov 2013

Planning and Accommodation

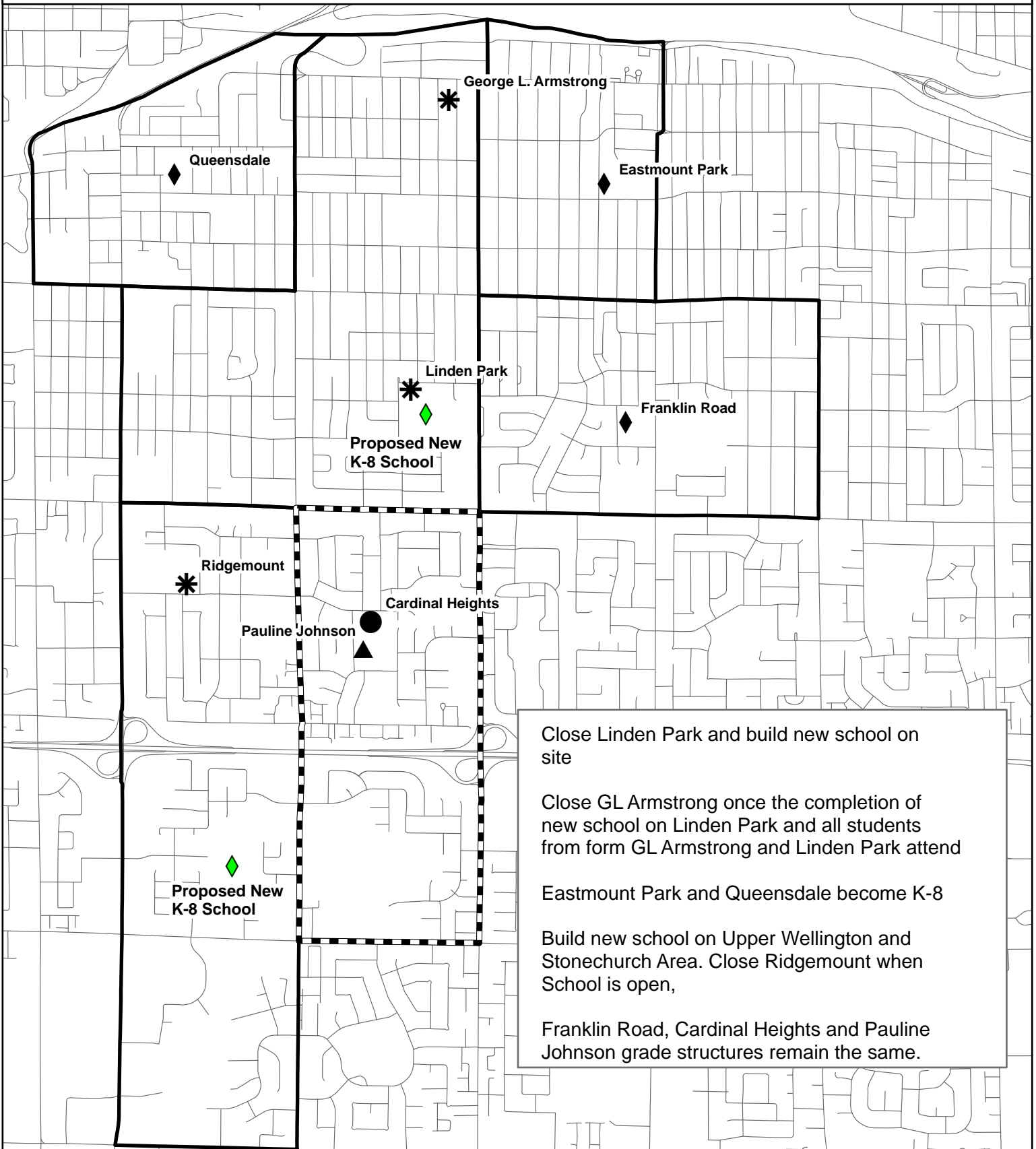
School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (Closed)	308	312									
		101%									
Eastmount Park (Closed)	348	216									
		62%									
Franklin Road (JK-8)	463	355	474	459	458	452	446	449	448	449	446
	503	77%	94%	91%	91%	90%	89%	89%	89%	89%	89%
George L. Armstrong (Closed)	633	327									
		52%									
Linden Park (Closed)	319	154									
		48%									
Pauline Johnson (Closed)	314	265									
		84%									
Queensdale (JK-8)	279	188	605	592	600	579	561	542	537	512	509
	569	67%	106%	104%	105%	102%	99%	95%	94%	90%	89%
Ridgemount (JK-8)	290	247	445	447	438	446	439	452	454	456	460
	468	85%	95%	95%	94%	95%	94%	97%	97%	97%	98%
New School on Cardinal Heights Site	575		554	535	543	550	563	573	565	565	563
			96%	93%	94%	96%	98%	100%	98%	98%	98%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	98%	96%	96%	96%	95%	95%	95%	94%	94%
Implementation 2014 OTG	2,115										

**Potential Renovations/Additions**

- Cardinal Heights-Closed
- Eastmount Park-Closed
- Franklin Road- 2 FDK, Gym
- GL Armstrong-
- Linden Park-
- Pauline Johnson-
- Queensdale- 3 FDK, 10 Classrooms, Gym
- Ridgemount- 2 FDK, 6 Classrooms, Gym

\* If there was no timeline given in the option then the implementation date in the above data is 2014. For most scenarios this is not feasible due to renovations, additions and new builds needed. The 2014 date is for discussion purposes only.

\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.



Close Linden Park and build new school on site

Close GL Armstrong once the completion of new school on Linden Park and all students from form GL Armstrong and Linden Park attend

Eastmount Park and Queensdale become K-8

Build new school on Upper Wellington and Stonechurch Area. Close Ridgemount when School is open,

Franklin Road, Cardinal Heights and Pauline Johnson grade structures remain the same.

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres



**Planning & Accommodation**

Nov 2013

Planning and Accommodation



School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	131	110	99	116	127	141	134	139	137
		101%	43%	36%	32%	38%	41%	46%	44%	45%	44%
Eastmount Park (JK-8)	348	216	254	252	255	251	245	247	251	245	246
		62%	73%	72%	73%	72%	70%	71%	72%	71%	71%
Franklin Road (JK-8)	463	355	358	347	346	343	339	340	337	341	337
		77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (Closed)	633	327									
		52%									
Linden Park (Closed)	319	154									
		48%									
Pauline Johnson (JK-5)	314	265	279	295	307	300	305	304	305	305	305
		84%	89%	94%	98%	96%	97%	97%	97%	97%	97%
Queensdale (JK-8)	279	188	209	206	213	211	213	208	205	201	197
		67%	75%	74%	76%	76%	76%	74%	74%	72%	71%
Ridgemount (Closed)	290	247									
		85%									
New School on Linden Park Site	425		486	461	457	438	421	410	408	383	384
			114%	108%	108%	103%	99%	96%	96%	90%	90%
New School Upper Wellington and Stonechurch	375		360	361	361	367	360	367	363	369	371
			96%	96%	96%	98%	96%	98%	97%	98%	99%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	83%	81%	81%	81%	80%	80%	80%	79%	79%
Implementation 2014 OTG	2,512										

### Potential Renovations/Additions

Cardinal Heights-None

Eastmount Park-None

Franklin Road- None

GL Armstrong- Closed

Linden Park- Closed

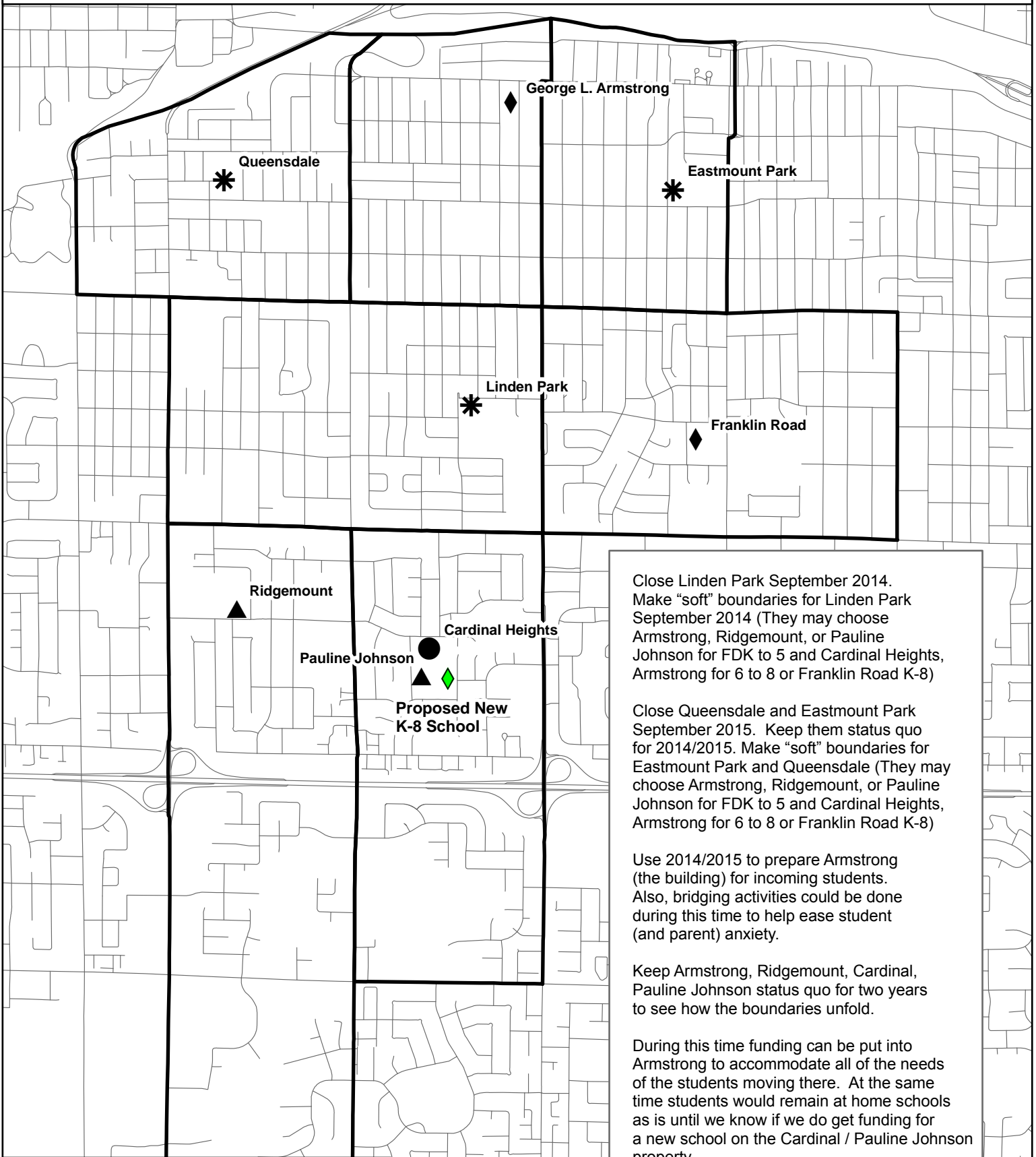
Pauline Johnson- None

Queensdale- None

Ridgemount- Closed

\* If there was no timeline given in the option then the implementation date in the above data is 2014. For most scenarios this is not feasible due to renovations, additions and new builds needed. The 2014 date is for discussion purposes only.

\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.



Close Linden Park September 2014. Make "soft" boundaries for Linden Park September 2014 (They may choose Armstrong, Ridgemount, or Pauline Johnson for FDK to 5 and Cardinal Heights, Armstrong for 6 to 8 or Franklin Road K-8)

Close Queensdale and Eastmount Park September 2015. Keep them status quo for 2014/2015. Make "soft" boundaries for Eastmount Park and Queensdale (They may choose Armstrong, Ridgemount, or Pauline Johnson for FDK to 5 and Cardinal Heights, Armstrong for 6 to 8 or Franklin Road K-8)

Use 2014/2015 to prepare Armstrong (the building) for incoming students. Also, bridging activities could be done during this time to help ease student (and parent) anxiety.

Keep Armstrong, Ridgemount, Cardinal, Pauline Johnson status quo for two years to see how the boundaries unfold.

During this time funding can be put into Armstrong to accommodate all of the needs of the students moving there. At the same time students would remain at home schools as is until we know if we do get funding for a new school on the Cardinal / Pauline Johnson property.

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres



**Planning & Accommodation**

Nov 2013

Planning and Accommodation

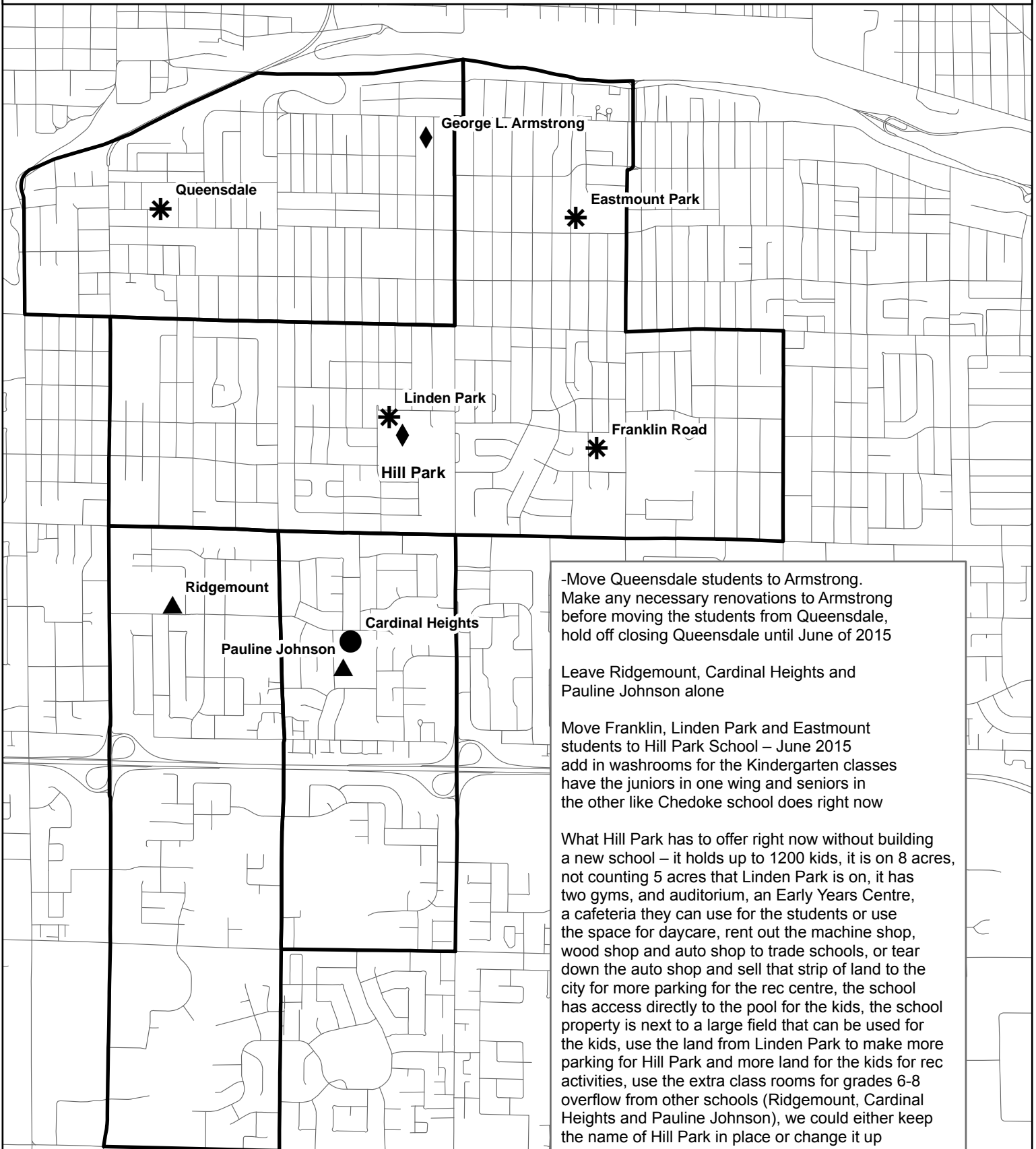
School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	299	278	259	282	292	316	302	299	295
		101%	97%	90%	84%	91%	95%	103%	98%	97%	96%
Eastmount Park (Closed June 2015)	348	216	219	213	207	211	214	208	209	209	209
		62%	63%								
Franklin Road (JK-8)	463	355	358	347	346	343	339	340	337	341	337
		77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (JK-8)	633	327	318	310	316	289	266	261	261	237	238
		52%	50%	49%	50%	46%	42%	41%	41%	37%	38%
Linden Park (Closed June 2015)	319	154	159	156	156	156	145	143	143	143	143
		48%	50%								
Pauline Johnson (JK-5)	314	265	279	295	307	300	305	304	305	305	305
		84%	89%	94%	98%	96%	97%	97%	97%	97%	97%
Queensdale (Closed June 2015)	279	188	195	192	200	199	199	193	189	186	182
		67%	70%								
Ridgemount (JK-5)	290	247	251	242	247	247	250	251	257	263	269
		85%	86%	84%	85%	85%	86%	87%	89%	91%	93%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	103%	101%	102%	101%	100%	100%	100%	99%	99%
Implementation 2015 OTG	2,008										

### Potential Renovations/Additions

Cardinal Heights  
 Eastmount Park  
 Franklin Road  
 GL Armstrong  
 Linden Park  
 Pauline Johnson  
 Queensdale  
 Ridgemount  
 Hill Park

\* With soft boundaries it is difficult to determine where students would attend school and determine the renovations needed at each school. The above information only shows the individual enrolment of each school and the total enrolment with the suggested closures.

\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.



-Move Queensdale students to Armstrong. Make any necessary renovations to Armstrong before moving the students from Queensdale, hold off closing Queensdale until June of 2015

Leave Ridgemount, Cardinal Heights and Pauline Johnson alone

Move Franklin, Linden Park and Eastmount students to Hill Park School – June 2015 add in washrooms for the Kindergarten classes have the juniors in one wing and seniors in the other like Chedoke school does right now

What Hill Park has to offer right now without building a new school – it holds up to 1200 kids, it is on 8 acres, not counting 5 acres that Linden Park is on, it has two gyms, and auditorium, an Early Years Centre, a cafeteria they can use for the students or use the space for daycare, rent out the machine shop, wood shop and auto shop to trade schools, or tear down the auto shop and sell that strip of land to the city for more parking for the rec centre, the school has access directly to the pool for the kids, the school property is next to a large field that can be used for the kids, use the land from Linden Park to make more parking for Hill Park and more land for the kids for rec activities, use the extra class rooms for grades 6-8 overflow from other schools (Ridgemount, Cardinal Heights and Pauline Johnson), we could either keep the name of Hill Park in place or change it up

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres



Planning & Accommodation

Nov 2013

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	299	218	202	225	226	246	229	233	228
		101%	97%	71%	66%	73%	73%	80%	74%	76%	74%
Eastmount Park (Closed June 2015)	348	216	219								
		62%	63%								
Franklin Road (Closed June 2015)	463	355	358								
		77%	77%								
George L. Armstrong (JK-8)	633	327	318	463	468	448	434	415	408	386	383
		52%	50%	73%	74%	71%	69%	66%	64%	61%	60%
Linden Park (Closed June 2015)	319	154	159								
		48%	50%								
Pauline Johnson (JK-5)	314	265	279	295	307	300	305	304	305	305	305
		84%	89%	94%	98%	96%	97%	97%	97%	97%	97%
Queensdale (Closed June 2015)	279	188	195								
		67%	70%								
Ridgemount (JK-5)	290	247	251	242	247	247	250	251	257	263	269
		85%	86%	84%	85%	85%	86%	87%	89%	91%	93%
Hill Park Elementary (Open Sept 2015)	1,194			815	815	807	794	800	804	795	793
				68%	68%	68%	67%	67%	67%	67%	66%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	76%	74%	74%	74%	73%	74%	73%	72%	72%
Implementation 2014 OTG	2,739										

### Potential Renovations/Additions

Cardinal Heights-None  
 Eastmount Park-Closed  
 Franklin Road- Closed  
 GL Armstrong- None  
 Linden Park- Closed  
 Pauline Johnson- None  
 Queensdale- Closed  
 Ridgemount- None  
 Hill Park - Unknown

\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.



**Central Mountain Accommodation Review Committee  
Working Group Meeting # 5  
Tuesday, November 26, 2013  
6:00 p.m.**

**Queensdale Elementary School  
67 Queensdale Avenue, Hamilton, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** - Michael Prendergast

**Voting Members** - Diana Asrani, Amber Bourque, Candice Campbell, Marney Campbell, Jenn Clarke, Philip Erwood, Leanne Friesen, Dianna Gamble, Adam Hinks, Marj Howden, Barbara Jalsevac, Jennifer Lockhart, Kathy Long, Denise McCafferty, Jamie McLean, Sharon Miller, Patricia Mousseau, Robert Nixon, Candice Romaker, Janeen Schaeffer, Margaret Toth, Lourie Vanderzyden, Laurie Walowina

**Non-Voting Members** - Linda Astle, Julie Beattie, Maria Carbone, , Colin Hazell, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

**Regrets**

**Voting Members** - Nil

**Non-Voting Members** - Biljana Arsovic Filice, Lillian Orban,

**Resource Staff**

Ian Hopkins, Ellen Warling

**Recording Secretary**

Kathy Forde

**Public** - 18 public attendees present - George L. Armstrong (2); Linden Park (1); Queensdale (14); No School Affiliation (1)

**1. Call to Order**

Michael Prendergast welcomed everyone and called the meeting to order. With respect to recent concern regarding displays of support at Queensdale, it was noted that any perceptions of bringing Queensdale students into the ARC process were misunderstood. It is recognized that the Queensdale community is passionate about their school as is common with other schools. There is no intent to silence student voice

or parent voice. Administration is responsible for ensuring students are focused on their studies. The role of non-voting committee members is to stay neutral throughout the process.

## **2. Agenda**

### **2.1 Additions/Deletions**

Item 5 will follow Item 6 as discussion from Item 6 may provide insight for Item 5.

### **2.2 Approval of Agenda**

Approved by consensus by a show of hands.

## **3. Minutes from Working Group # 4**

### **3.1 Clarification**

In response to a question raised on Item 6.2, second paragraph, regarding availability of the Jerome site, Ellen Warling clarified the site has been declared surplus so is not available and cannot be reconsidered. Once a property has been declared surplus the status cannot change without a board motion.

### **3.2 Approval of Minutes**

Approved by consensus by a show of hands.

## **4. Minutes from Public Meeting # 2**

### **4.1 Clarification**

Nil

### **4.2 Approval of Minutes**

Approved by consensus by a show of hands.

## **5. Accommodation Options**

### **5.1 Overview of Current Accommodation Options**

Fifteen options have been prepared for review based on public feedback and on input from committee members. Duplicate ideas have been merged.

### **5.2 Discussion and Development**

Ideas on how to proceed on the development of accommodation options were shared. To generate discussion, the following questions were raised. Comments are noted below.

#### **Question: How many options should be presented at the Public Meeting on December 10?**

- The number of options to be considered ranged from three to seven.
- It may be important to stay as close as possible to the guidelines suggested by the Board (i.e. JK-8 model) so that options presented to Trustees are considered in a more favourable way.
- Reference criteria needs to be considered.

- Timelines for the options developed should be stipulated.
- FDK will not impact options being developed as implementation will be at all schools by September 2014.
- New proposals if submitted can still be reviewed if received before the next Working Group meeting.
- If schools are closed and consolidated school capacity is at 95% there is no guarantee that the Ministry will fund a new school so alternative options will be needed to fall back on.
- In terms of construction timelines, Ellen Warling noted that if a decision is made in May 2014, a capital priorities submission can go forward by the end of October 2014 assuming the Ministry has a Capital Priorities submission in fall 2014. The Ministry then makes a decision around February or March 2015. If permission is granted to go ahead with construction, design and permits take time so actual construction would be targeted for an opening date of September 2017. If there are any site limitations, these will be identified as options are developed.
- Concerning life cycle, repairs were previously prohibitive when costs to replace with new outweighed the cost of renovating. In the mid-2000s, money was available to schools deemed prohibitive to repair but that term and that funding no longer exists.
- Regarding the Hill Park site as an option, Ellen Warling advised that the Hill Park site will officially close in June 2014 as a Secondary School, but phase one of the property disposition protocol has not yet started. The Hill Park site can be included within the elementary options because it stills belongs to HWDSB and has not been sold. However, using only a portion of the building or site would need to be investigated. No formal decision has been made on the sale of Hill Park. Proceeds from the sale of Hill Park will be used to support secondary transitions. Members should not assume Linden Park is impacted by Hill Park. Linden Park is on approximately five acres of land. Hill Park is on approximately eight acres. Separately, the City owns the recreation centre and the parkland.

**Question: What will our work look like over the next two weeks?**

Members formed breakout groups to review and discuss the 15 options developed with the intent to narrow down the options from 15 options to 10. One ballot was provided for each voting member to select up to 10 preferred options for further review. Ballots were collected and tallied by two voting members (Adam Hinks and Sharon Miller) as follows:

Option 1:	12 votes	Option 2:	14 votes
Option 3:	10 votes	Option 4:	4 votes
Option 5:	4 votes	Option 6:	13 votes
Option 7:	14 votes	Option 8:	13 votes
Option 9:	10 votes	Option 10:	5 votes
Option 11:	9 votes	Option 12:	5 votes
Option 13:	5 votes	Option 14:	4 votes
Option 15:	0 votes		

As a group, it was determined that options with 9 plus votes would be selected to move forward. As such, eight options (Options 1, 2, 3, 6, 7, 8, 9, 11) will move forward for further consideration. The eight options selected will remain with their original numbers. Should any new options be added, numbers will be assigned consecutively as option 16, 17, etc. Members reiterated that if funding for a new school is not available, an alternative backup plan or two will be needed. Members concurred on the eight options moving forward by consensus by a show of hands.

**DECISION: Eight options moving forward for further discussion**

Options moving forward were further discussed:

**Option 1**

- Numbers, boundaries and capacity to be considered if diverting children
- Not stating any criteria stipulated by the Board stipulates
- Grades are not changing
- No timelines
- No backup plan if funding does not exist
- Moving students to a new K-8 school is a big transition
- Reference to Hill Park site but Board's intention for Hill Park site unknown
- Need back up plan (all options)

**Option 2**

- Timelines need to be adjusted
- More clarity needed
- If a pre-existing structure is in place then why add additions
- Great but funding could be an issue due to extent of renovations identified
- Seem to be building a new school considering the many renovations identified
- Need back up plan (all options)

**Option 3**

- Does not require a new build
- Similar to board option except Armstrong splits
- School boundary should be done on a four-lane road - less likely to split friends who are probably split by a two-way road only
- Grades 6, 7, 8 students to go to Franklin Road (yes)
- Five schools are under 90% capacity
- Need back up plan (all options)

**Option 6**

- Very similar to staff option - only difference is not building a new school - seems like a backup plan to the staff option
- Pupil numbers might change due to grade configuration
- Staff option intends to use Pauline Johnson as a transition school
- Need back up plan (all options)

### **Option 7**

- Does not split up Eastmount
- Cardinal Heights and Armstrong at low capacity
- Splits Linden boundaries
- No new school
- Same boundaries for Ridgemount
- Need back up plan (all options)

### **Option 8**

- Closing two schools that are at capacity
- Four areas affected with boundary changes
- Two schools under capacity
- Additions to three schools
- Pauline Johnson would have portables only temporarily
- The idea of using Hill Park as the transition school would need to be submitted as a new option
- Need back up plan (all options)

### **Option 9**

- Increased enrolment numbers and space for Queensdale to be verified if accommodating FDK, resource classrooms and additional grades 6, 7, 8 students. Ian will verify numbers.
- Some students will need to transition twice
- Grade organization will allow for multiple classes
- Need back up plan (all options)

### **Option 11**

- Timeline to be determined
- Feasibility for building a new school on existing Armstrong site while current school is occupied by students is in question - not sure if this is practical
- The number of transitions that students need to make before arriving at their final destination to be considered
- Must also consider the impact of any changes on future students
- For information, Ministry guidelines indicate kindergarten classroom may contain up to 30 students - once numbers reach 16 a teacher and ECE are assigned to the classroom - if numbers exceed 30 students another class is required. The standard space for FDK classrooms is 950 sq



ft, which is bigger than the average classroom. Maximum space is encouraged where possible. For example, Pauline Johnson is using two regular school classes with partitions to accommodate 30 FDK students in one class. The setup is creative and works well.

- Need back up plan (all options)

Discussions also focused on the potential for an extension on the timeline for any changes and/or implementation to occur September 2015 at the earliest on all options. A September 2015 date would alleviate concerns. Changes starting June 2014 would not allow enough time to consider staffing and staff impacts. Schools amalgamation should be in a healthy manner with reasonable timelines. However, it was also noted that changes earlier than September 2015 may save money and that timelines should not be prolonged. Timelines will need to be determined for each option so that timelines do not change twice. Timelines will need to be specified for each option presented to the public. The public can provide feedback on the timelines. Members agreed by consensus by a show of hands to specify timelines in the options that are presented to the public in order to get feedback on each option.

**DECISION: Timeline will be identified for each option presented to the public**

Any additional options can be submitted to Ian Hopkins by November 29<sup>th</sup> - 12:00 noon.

## **6. Public Meeting # 3 Discussion - December 10<sup>th</sup>**

### **6.1 Location**

Potential locations central to the ARC and with sufficient space were discussed. Ideas varied between Queensdale, Ridgemount, George L. Armstrong, Mountain, Sir Allan MacNab, Westmount and Hill Park. Some gyms require indoor footwear only. Members considered Hill Park to be the most suitable location. Bus tickets are available upon request if needed. Members agreed to Hill Park as the meeting location by consensus by a show of hands.

**DECISION: Public Meeting # 3 will take place at Hill Park**

### **6.2 Format of Meeting**

Twenty-one responses were received concerning meeting format. Ideas were shared on how the meeting should run. As committee representatives, members recognized they have an obligation to the community. The meeting needs to be purposeful and comfortable. Since the last public meeting was abruptly interrupted, guidelines on meeting norms will need to be shared. It will be important to ensure the public can express themselves and feel they have been heard in an organized manner. However, to avoid potential conflict, security should perhaps be considered. The meeting will start in the auditorium with opening remarks and presentation of options, move into the cafeteria for a carousel where attendees can view options and provide comments then return to the auditorium for a brief question and answer session. A carousel session will provide an opportunity to gather feedback on the pros and cons of the options presented. Question sheets can also be used for

members to collect feedback during this time. Members agreed to the meeting format by consensus by a show of hands.

**DECISION: Meeting format confirmed**

## **7. Correspondence**

Correspondence provided for information and consideration.

## **8. Next Steps**

- Continue development of options
- **Next Working Group Meeting # 6 - December 03, 2013 at Ridgemount Elementary School**
- **Next Public Meeting # 3 - December 10, 2013 6:00-9:00 pm @ Hill Park Secondary School**

## **9. Adjournment**

The meeting adjourned at 9:20 p.m.

### **Handouts**

- Agenda
- Presentation
- Draft Minutes - Working Group Meeting # 4
- Draft Minutes - Public Meeting # 2
- Accommodation Options
- Correspondence
- Membership Update (Binder - Tab C)



Elementary  
**ACCOMMODATION  
 Review Committee**

**ARC**

**Accommodation Review Committee - Central Mountain  
 Committee Members  
 Working Group Meeting # 5 - November 26, 2013  
 Sign-in Sheet**

Position	Name	Signature
Accommodation Review Committee Chair	Michael Prendergast	<i>present</i>
<b>Voting Members</b>		
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell	<i>McCampbell</i>
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candice Campbell	<i>Candice Campbell</i>
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden	<i>L. Vanderzyden</i>
Eastmount Park parent representative from School Council/Home and School	Candice Romaker	<i>C. Romaker</i>
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke	<i>Jenn Clarke</i>
Eastmount Park teaching or non-teaching staff	Denise McCafferty	<i>Denise McCafferty</i>
Franklin Road parent representative from School Council/Home and School	Margaret Toth	<i>Margaret Toth</i>
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer	<i>J. Schaeffer</i>
Franklin Road teaching or non-teaching staff	Barbara Jalsevac	<i>B. Jalsevac</i>
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque	<i>A. Bourque</i>
George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon	<i>R. Nixon</i>



# Elementary ACCOMMODATION Review Committee

## ARC

George L. Armstrong teaching or non-teaching staff	Patricia Mousseau	
Linden Park parent representative from School Council/Home and School	Kathy Long	
Linden Park parent representative <u>not</u> from School Council/Home and School	Jennifer Lockhart	
Linden Park teaching or non-teaching staff	Dianna Gamble	
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina	
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Mr. Jamie McLean	
Pauline Johnson teaching or non-teaching staff	Mrs. Marj Howden	
Queensdale parent representative from School Council/Home and School	Leanne Friesen	
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks	
Queensdale teaching or non-teaching staff	Diana Asrani	
Ridgemount parent representative from School Council/Home and School	n/a	
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood	
Ridgemount teaching or non-teaching staff	Sharon Miller	
<b>Non- Voting Representatives</b>		
Area Trustee	Lillian Orban	
Cardinal Heights Principal	Nanci-Jane Simpson	
Ridgemount Park Principal	Linda Astle	







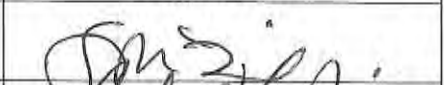

Elementary  
 ACCOMMODATION  
 Review Committee

ARC

Accommodation Review - Central Mountain  
 Public Attendees  
 Working Group Meeting # 5 - November 26, 2013  
 Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Eileen Patchett	Queensdale	<i>E Patchett</i>
MIKE PATCHETT	LINDEN, CARDINAL, ARMSTRONG, QUEENSDALE	<i>Mike Patchett</i>
Rachel Kostuh	Queensdale	<i>R. Kostuh</i>
Dawn Danko	Queensdale	<i>D Danko</i>
Allison Calder	Armstrong	<i>allison Calder</i>
Spencer Calder	Queensdale	<i>Spencer Calder</i>
Lori Calder	Queensdale & Armstrong	<i>L Calder</i>
Kim Thomson	Queensdale	<i>K Thomson</i>
Sandie Rowell	GLA	<i>S Rowell</i>
Joshua Weresch	—	<i>J Weresch</i>
John Kozolank	Queensdale	<i>J Kozolank</i>
Marlene Weil	Queensdale	<i>M. Weil</i>
Robyn Patchett	Queensdale	<i>R Patchett</i>
Julie Peace	Queensdale	<i>Julie Peace</i>
VICTORIA TAYLOR	queensdale	<i>Victoria Taylor</i>
JULIE JACOBS	Queensdale	<i>Julie Jacobs</i>

**Accommodation Review - Central Mountain  
Public Attendees  
Working Group Meeting # 5 - November 26, 2013  
Sign-in Sheet**

Name (please print)	School Affiliation (if any)	Signature
Shawn McNeil	Queensdale	
Stefanie Sheils	Queensdale	

**Central Mountain Accommodation Review Committee  
Working Group Meeting # 6  
Tuesday, December 3<sup>rd</sup>, 2013  
6:00 p.m. – 9:00 p.m.**

**Ridgemount Elementary School  
65 Hester Street, Hamilton, Ontario**

**Agenda**

1. Call to Order – Chair
2. Agenda
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
3. Minutes from Working Group Meeting #5
  - 3.1 Clarification
  - 3.2 Approval of minutes
4. Correspondence
5. Accommodation Options
  - 5.1 Open Discussion of New Accommodation Review Options 16-20
  - 5.2 Discussion and Development
6. Public Meeting #3 Discussion – December 10<sup>th</sup>
  - 6.1 Presentation Format
  - 6.2 Facilitators
  - 6.3 Presenters
7. Next Steps
8. Adjournment

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (Closed June 2016)	308	312	299	278							
		101%	97%	90%							
Eastmount Park (Closed June 2016)	348	216	219	213							
		62%	63%	61%							
Franklin Road (JK-8)	463	355	358	347	472	466	459	457	452	451	448
	509	77%	77%	75%	93%	92%	90%	90%	89%	89%	88%
George L. Armstrong (Closed June 2016)	633	327	318	310							
		52%	50%	49%							
New K-8 (on GL Armstrong Site Open Sept 2016)	500				509	488	466	454	453	431	432
					102%	98%	93%	91%	91%	86%	86%
Linden Park (Closed June 2016)	319	154	159	156							
		48%	50%	49%							
Pauline Johnson (JK-8 in Sept 2016)	314	265	279	295	406	416	432	445	439	444	442
	449	84%	89%	94%	90%	93%	96%	99%	98%	99%	98%
Queensdale (JK-8 in Sept 2016)	279	188	195	192	290	290	292	293	296	288	286
	322	67%	70%	69%	90%	90%	91%	91%	92%	90%	89%
Ridgemount (JK-8 in Sept 2016)	290	247	251	242	361	367	360	367	363	369	371
	382	85%	86%	84%	94%	96%	94%	96%	95%	96%	97%
Total	Current	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	OTG 2,954	70%	70%	69%	94%	94%	93%	93%	93%	92%	92%
2016 OTG	2,162										

### Potential Renovations/Additions

Cardinal Heights- Closed

Eastmount Park- Closed

Franklin Road- 2 Classrooms, Gym

GL Armstrong- Closed

Linden Park- Closed

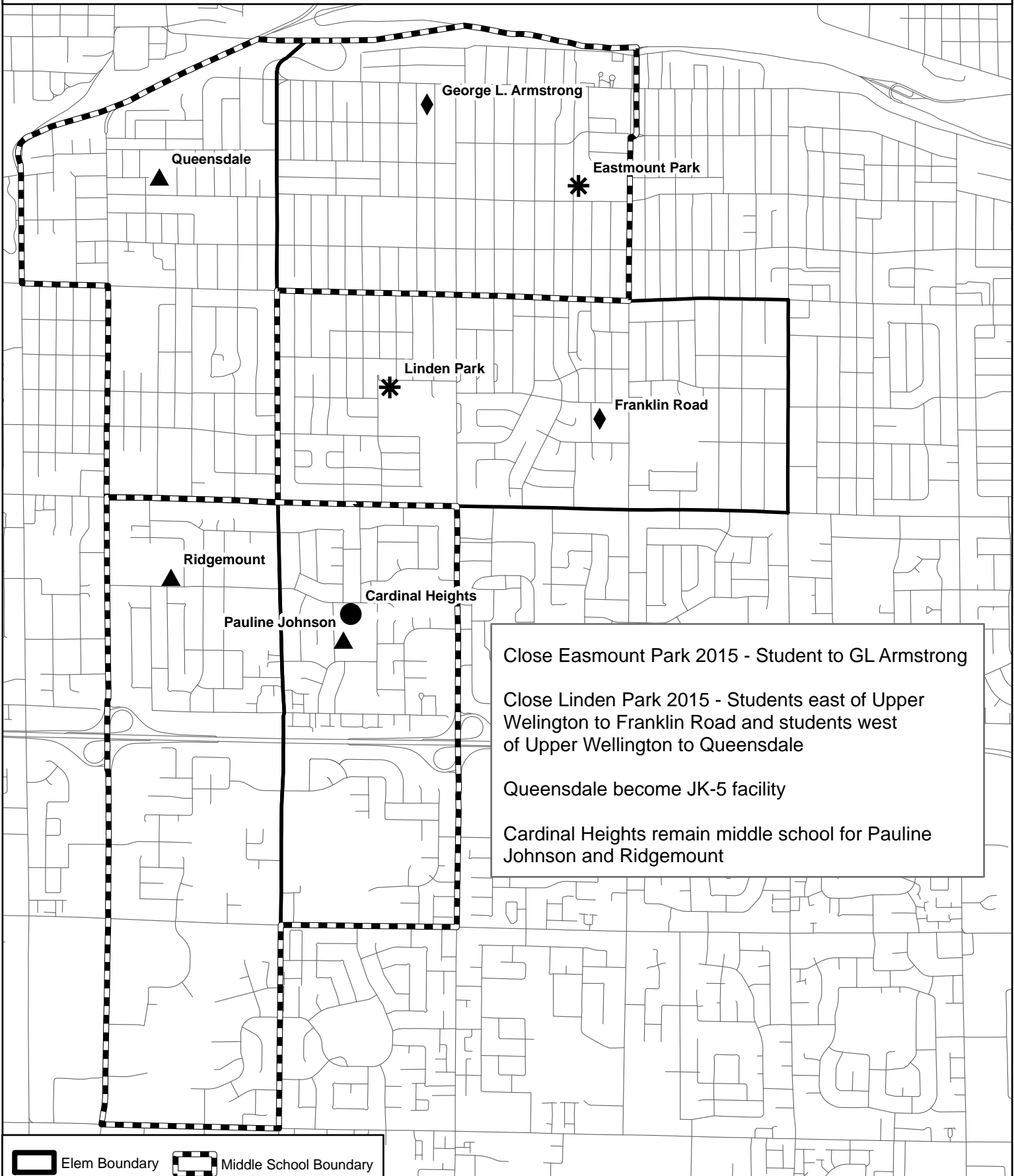
Pauline Johnson- 1 FDK, 5 Classrooms, Gym








Queensdale- 1 FDK, 1 Classrooms

Ridgemount- 4 Classrooms


\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park, Queensdale) that daycare will be accommodated in different HWDSB School.

# Central Mountain Option 16




 Elem Boundary	 Middle School Boundary
 Jr Elementary	 Closed School
 K-8 Elementary	 Proposed New School
 Middle School	

N



0 0.25 0.5 1 Kilometres




HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

Nov 2013

Planning and Accommodation



School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	299	218	202	225	226	246	229	233	228
		101%	97%	71%	66%	73%	73%	80%	74%	76%	74%
Eastmount Park (Closed June 2015)	348	216	219								
		62%	63%								
Franklin Road (JK-8)	463 483	355	358	476	472	466	459	457	452	451	448
		77%	77%	99%	98%	97%	95%	95%	94%	93%	93%
George L. Armstrong (JK-8)	633	327	318	558	562	533	525	518	524	498	499
		52%	50%	88%	89%	84%	83%	82%	83%	79%	79%
Linden Park (Closed June 2015)	319	154	159								
		48%	50%								
Pauline Johnson (JK-5)	314	265	279	306	318	311	316	315	316	316	316
		84%	89%	97%	101%	99%	101%	100%	101%	101%	101%
Queensdale (JK-5 in 2015)	279	188	195	233	237	244	233	229	225	222	218
		67%	70%	83%	85%	88%	84%	82%	81%	79%	78%
Ridgemount (JK-5)	290	247	251	242	247	247	250	251	257	263	269
		85%	87%	84%	85%	85%	86%	87%	89%	91%	93%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	88%	88%	88%	87%	87%	87%	86%	86%
2015 OTG	2,307										

### Potential Renovations/Additions

Cardinal Heights- None

Eastmount Park- None

Franklin Road- 1 FDK, Gym

GL Armstrong- 2 FDK - renos

Linden Park- Closed

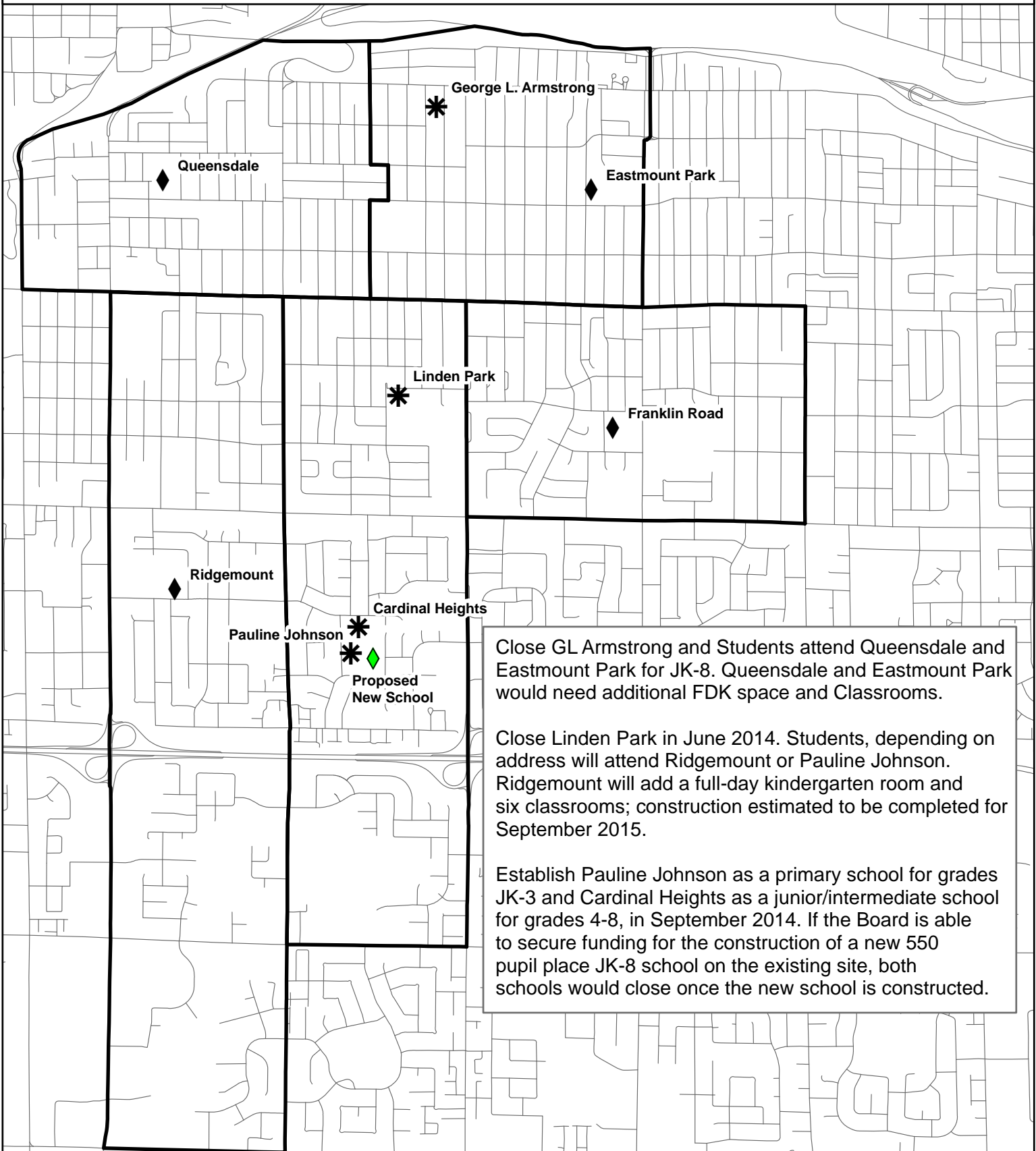
Pauline Johnson- None

Queensdale- 1 FDK - reno

Ridgemount- None

\*\* If a school is proposed to close and contains a daycare (Eastmount Park, Linden Park) that daycare will be accommodated in different HWDSB School.

# Central Mountain Option 17



Close GL Armstrong and Students attend Queensdale and Eastmount Park for JK-8. Queensdale and Eastmount Park would need additional FDK space and Classrooms.

Close Linden Park in June 2014. Students, depending on address will attend Ridgemount or Pauline Johnson. Ridgemount will add a full-day kindergarten room and six classrooms; construction estimated to be completed for September 2015.

Establish Pauline Johnson as a primary school for grades JK-3 and Cardinal Heights as a junior/intermediate school for grades 4-8, in September 2014. If the Board is able to secure funding for the construction of a new 550 pupil place JK-8 school on the existing site, both schools would close once the new school is constructed.

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres



**Planning & Accommodation**

Nov 2013

Planning and Accommodation

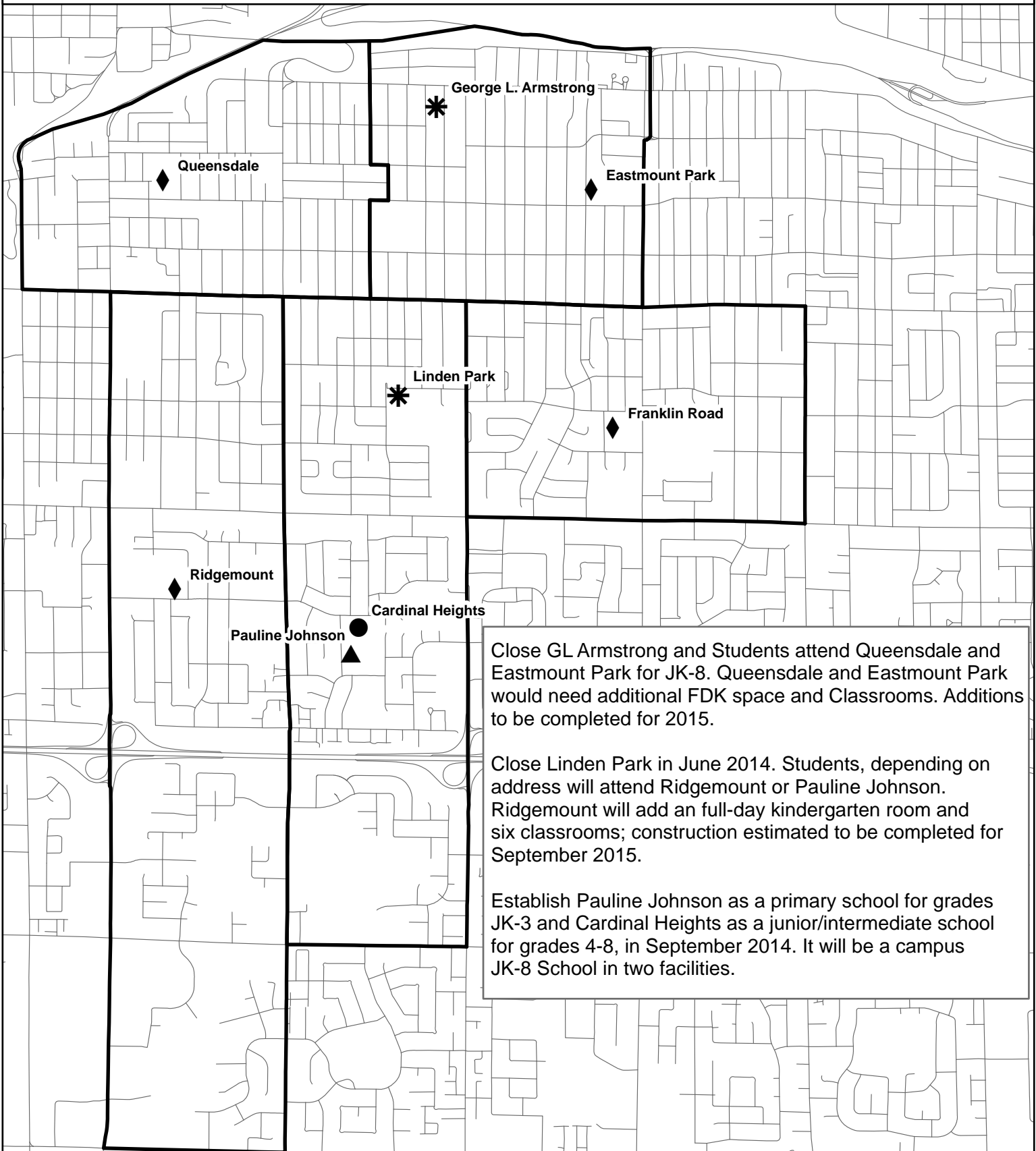
School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (4-8)	308	312	249	241	246						
		101%	81%	78%	80%						
Eastmount Park (JK-8 2015)	348	216	219	398	402	390	376	370	371	350	351
	414	62%	63%	96%	97%	94%	91%	89%	90%	84%	85%
Franklin Road (JK-8)	463	355	358	347	346	343	339	340	337	341	337
		77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (Closed June 2015)	633	327	318								
		52%	50%								
New K-8 on Cardinal Heights Site (Open 2017)	550					550	563	573	565	565	563
						100%	102%	104%	103%	103%	102%
Linden Park (Closed June 2014)	319	154									
		48%									
Pauline Johnson (JK-3)	314	265	302	290	288						
		84%	96%	92%	92%						
Queensdale (JK-8 2015)	279	188	195	318	321	309	303	292	288	282	278
	345	67%	70%	92%	93%	90%	88%	85%	83%	82%	81%
Ridgemount (JK-8)	290	247	436	440	435	435	428	441	443	445	449
	443	85%	150%	99%	98%	98%	97%	100%	100%	100%	101%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	79%	89%	89%	91%	91%	91%	90%	90%	89%
2014 OTG	2,635										
2015 OTG	2,287										
2017 OTG	2,215										

**Potential Renovations/Additions**

Cardinal Heights- Closed  
 Eastmount Park- 1 FDK, 2 Classroom, Possible Gym  
 Franklin Road- None  
 GL Armstrong- Closed

Linden Park- Closed  
 Pauline Johnson- None  
 Queensdale- 1 FDK, 2 Classroom  
 Ridgemount- 1 FDK, 6 Room, Gym

# Central Mountain Option 18



Close GL Armstrong and Students attend Queensdale and Eastmount Park for JK-8. Queensdale and Eastmount Park would need additional FDK space and Classrooms. Additions to be completed for 2015.

Close Linden Park in June 2014. Students, depending on address will attend Ridgemount or Pauline Johnson. Ridgemount will add an full-day kindergarten room and six classrooms; construction estimated to be completed for September 2015.

Establish Pauline Johnson as a primary school for grades JK-3 and Cardinal Heights as a junior/intermediate school for grades 4-8, in September 2014. It will be a campus JK-8 School in two facilities.

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

Nov 2013

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (4-8)	308	312	249	241	246	265	278	287	278	278	276
		101%	81%	78%	80%	86%	90%	93%	90%	90%	90%
Eastmount Park (JK-8 2015)	348 414	216	219	398	402	390	376	370	371	350	351
		62%	63%	96%	97%	94%	91%	89%	90%	84%	85%
Franklin Road (JK-8)	463	355	358	347	346	343	339	340	337	341	337
		77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (Closed June 2015)	633	327	318								
		52%	50%								
Linden Park (Closed June 2014)	319	154									
		48%									
Pauline Johnson (JK-3)	314	265	302	290	288	285	285	286	287	287	287
		84%	96%	92%	92%	91%	91%	91%	91%	91%	91%
Queensdale (JK-8 2015)	279 345	188	195	318	321	309	303	292	288	282	278
		67%	70%	92%	93%	90%	88%	85%	83%	82%	81%
Ridgemount (JK-8)	290 443	247	436	440	435	435	428	441	443	445	449
		85%	150%	99%	98%	98%	97%	100%	100%	100%	101%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	79%	89%	89%	89%	88%	88%	88%	87%	86%
2014 OTG	2,635										
2015 OTG	2,287										

### Potential Renovations/Additions

Cardinal Heights- None

Eastmount Park- 1 FDK, 2 Classroom, Possible Gym

Franklin Road- None

GL Armstrong- Closed

Linden Park- Closed

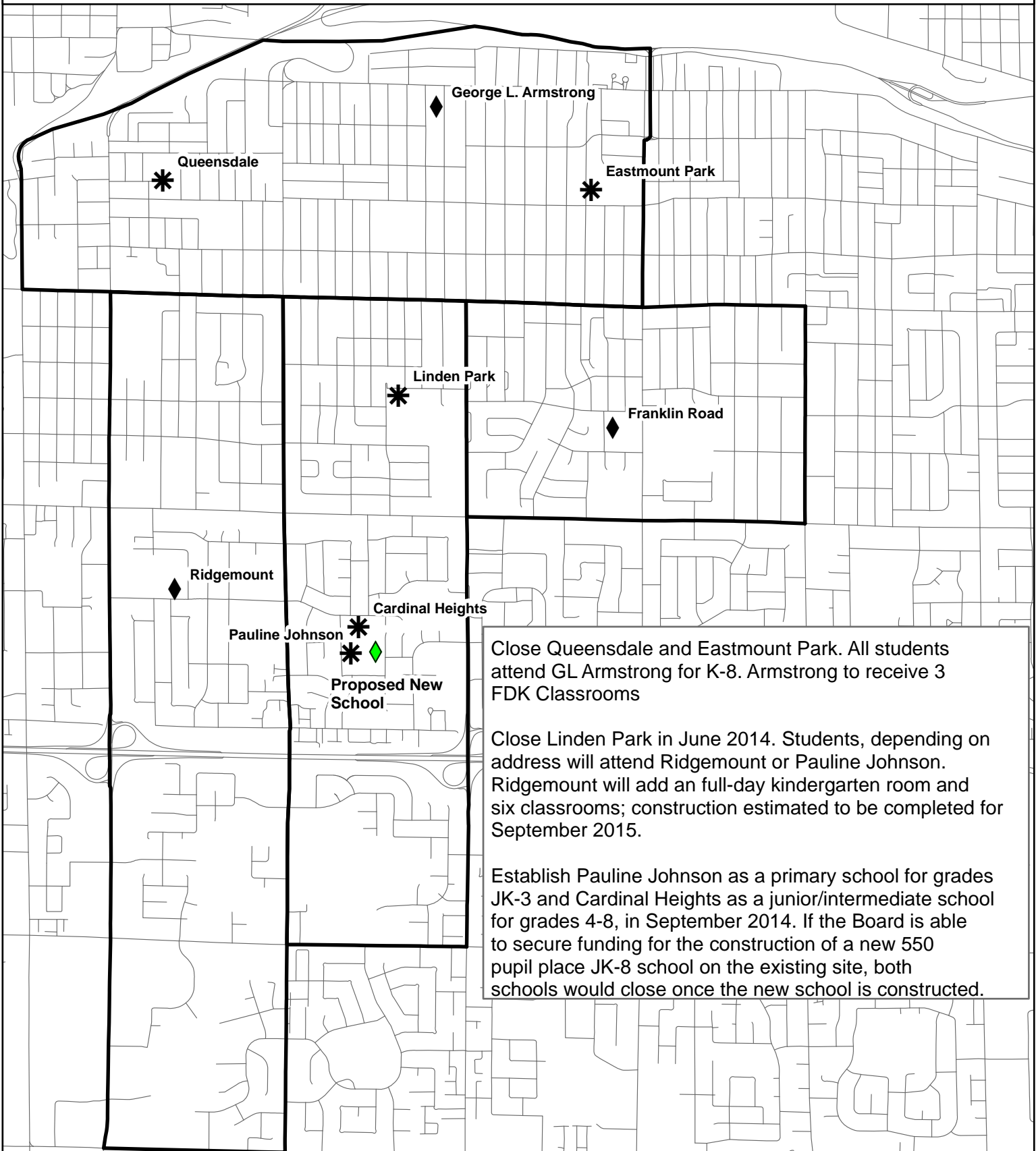
Pauline Johnson- None

Queensdale- 1 FDK, 2 Classroom

Ridgemount- 1 FDK, 6 Room, Gym



# Central Mountain Option 19



Close Queensdale and Eastmount Park. All students attend GL Armstrong for K-8. Armstrong to receive 3 FDK Classrooms

Close Linden Park in June 2014. Students, depending on address will attend Ridgemount or Pauline Johnson. Ridgemount will add a full-day kindergarten room and six classrooms; construction estimated to be completed for September 2015.

Establish Pauline Johnson as a primary school for grades JK-3 and Cardinal Heights as a junior/intermediate school for grades 4-8, in September 2014. If the Board is able to secure funding for the construction of a new 550 pupil place JK-8 school on the existing site, both schools would close once the new school is constructed.

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres



**Planning & Accommodation**

Nov 2013

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (4-8)	308	312	249	241	246						
		101%	81%	78%	80%						
Eastmount Park (Closed June 2015)	348	216	219								
		62%	63%								
Franklin Road (JK-8)	463	355	358	347	346	343	339	340	337	341	337
		77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (JK-8)	633	327	318	715	723	699	679	662	659	632	629
	693	52%	50%	103%	104%	101%	98%	96%	95%	91%	91%
Linden Park (Closed June 2014)	319	154									
		48%									
New K-8 on Cardinal Heights Site (Open 2017)	550					550	563	573	565	565	563
						100%	102%	104%	103%	103%	102%
Pauline Johnson (JK-5)	314	265	302	290	288						
		84%	96%	92%	92%						
Queensdale (Closed 2015)	279	188	195								
		67%	70%								
Ridgemount (JK-8)	290	247	436	440	435	435	428	441	443	445	449
	448	85%	150%	98%	97%	97%	96%	98%	99%	99%	100%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	91%	92%	94%	93%	94%	93%	92%	92%
2014 OTG	2,635										
2015 OTG	2,226										
2017 OTG	2,154										

### Potential Renovations/Additions

Cardinal Heights- Closed

Eastmount Park- Closed

Franklin Road- None

GL Armstrong- 3 FDK

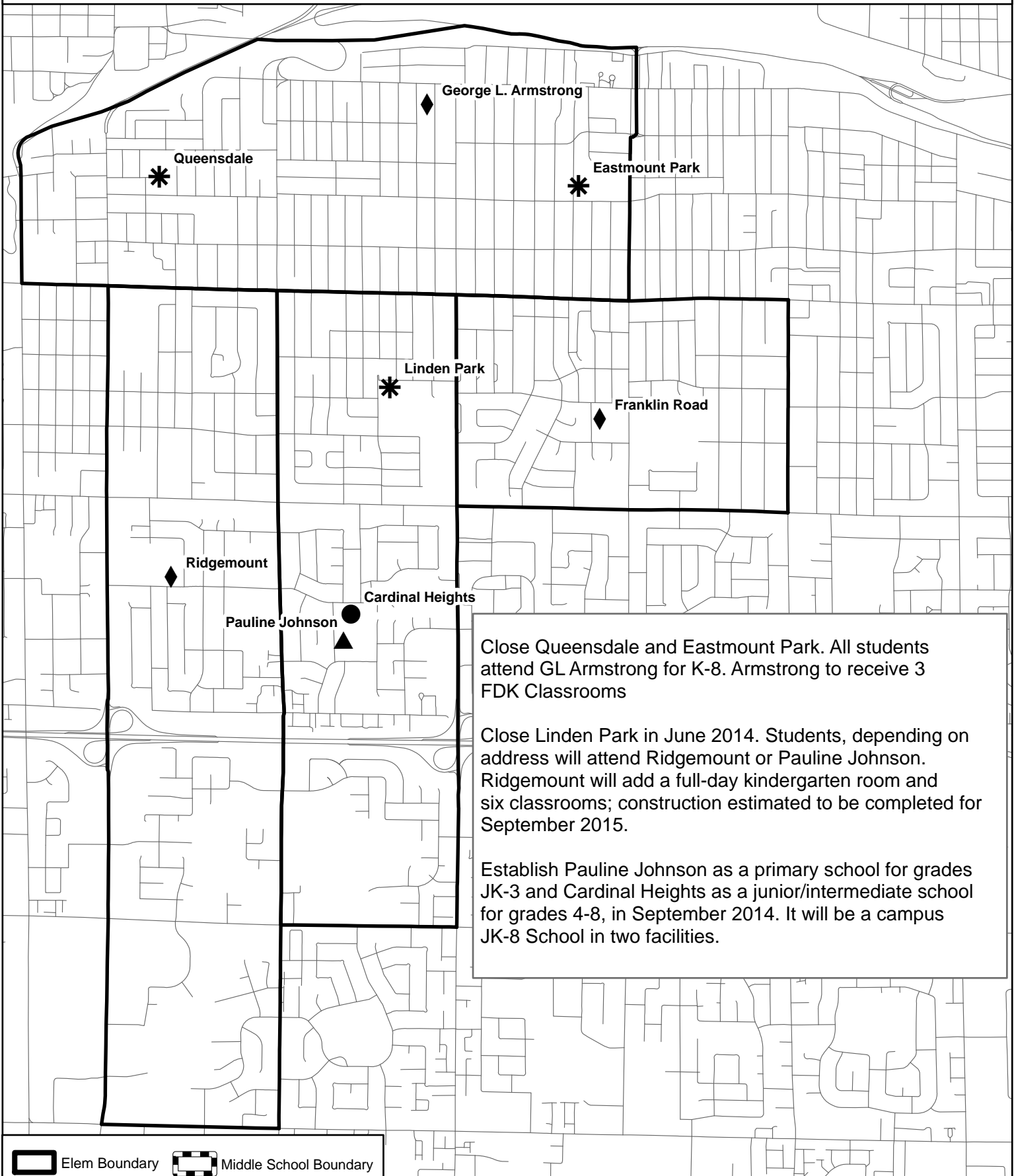
Linden Park- Closed

Pauline Johnson- None

Queensdale- Closed

Ridgemount- 1 FDK, 6 Classrooms, Gym

# Central Mountain Option 20



Close Queensdale and Eastmount Park. All students attend GL Armstrong for K-8. Armstrong to receive 3 FDK Classrooms

Close Linden Park in June 2014. Students, depending on address will attend Ridgemount or Pauline Johnson. Ridgemount will add a full-day kindergarten room and six classrooms; construction estimated to be completed for September 2015.

Establish Pauline Johnson as a primary school for grades JK-3 and Cardinal Heights as a junior/intermediate school for grades 4-8, in September 2014. It will be a campus JK-8 School in two facilities.

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres



**Planning & Accommodation**

Nov 2013

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (4-8)	308	312	249	241	246	265	278	287	278	278	276
		101%	81%	78%	80%	86%	90%	93%	90%	90%	90%
Eastmount Park (Closed June 2015)	348	216	219								
		62%	63%								
Franklin Road (JK-8)	463	355	358	347	346	343	339	340	337	341	337
		77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (JK-8)	633	327	318	715	723	699	679	662	659	632	629
	693	52%	50%	103%	104%	101%	98%	96%	95%	91%	91%
Linden Park (Closed June 2014)	319	154									
		48%									
Pauline Johnson (JK-3)	314	265	302	290	288	285	285	286	287	287	287
		84%	96%	92%	92%	91%	91%	91%	91%	91%	91%
Queensdale (Closed 2015)	279	188	195								
		67%	70%								
Ridgemount (JK-8)	290	247	436	440	435	435	428	441	443	445	449
	448	85%	150%	98%	97%	97%	96%	98%	99%	99%	100%
Total	Current OTG	2,062	2,078	2,033	2,038	2,027	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	91%	92%	91%	90%	91%	90%	89%	89%
2014 OTG	2,635										
2015 OTG	2,226										

### Potential Renovations/Additions

Cardinal Heights- None

Eastmount Park- Closed

Franklin Road- None

GL Armstrong- 3 FDK

Linden Park- Closed

Pauline Johnson- None

Queensdale- Closed

Ridgemount- 1 FDK, 6 Classrooms, Gym

**Central Mountain Accommodation Review Committee  
Working Group Meeting # 6  
Tuesday, December 03, 2013  
6:00 p.m.**

**Ridgemount Elementary School  
65 Hester Street, Hamilton, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** - Michael Prendergast

**Voting Members** - Amber Bourque, Candice Campbell, Marney Campbell, Jenn Clarke, Philip Erwood, Leanne Friesen, Adam Hinks, Marj Howden, Barbara Jalsevac, Kathy Long, Denise McCafferty, Jamie McLean, Sharon Miller, Patricia Mousseau, Robert Nixon, Candice Romaker, Janeen Schaeffer, Margaret Toth, Lourie Vanderzyden, Laurie Walowina

**Non-Voting Members** - Linda Astle, Julie Beattie, Maria Carbone, Biljana Arsovic Filice, Colin Hazell, Lillian Orban, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

**Regrets**

**Voting Members** - Diana Asrani, Dianna Gamble

**Non-Voting Members** - Nil

**Resource Staff**

Ian Hopkins, Ellen Warling

**Recording Secretary**

Kathy Forde

**Public** - 14 public attendees present - George L. Armstrong (1), Linden Park (2), Queensdale (10), No School Affiliation Identified (1)

**1. Call to Order**

Michael Prendergast called the meeting to order. It was noted that Jennifer Lockhart has stepped down. It will soon be determined if an alternate, who has expressed interest, can step in. For information, at the Board meeting last night, trustees voted to defer next year's ARC process (2013/14) for one year due to upcoming trustee elections in 2014. This decision will not impact the work or timelines related to the current ARCs underway. A tour of Cardinal Heights was available prior to the meeting. Ridgemount would be toured during a break.



## 2. Agenda

### 2.1 Additions/Deletions

A delegation has made a request to present an option, as submitted within the correspondence package provided starting on page one. No questions or concerns were raised. Members agreed to provide an opportunity for the delegation to be heard. The delegation was added as Item 4.1.

### 2.2 Approval of Agenda

Approved by consensus by a show of hands.

## 3. Minutes from Working Group Meeting # 5

### 3.1 Clarification

Regarding Item 3.1, further clarification was provided regarding the Jerome site. Since the site has been declared surplus and is not available, it cannot be reconsidered unless a Board motion was voted upon and passed in favour to reverse the decision.

In follow-up to Item 6.2 regarding security for Public Meeting # 3, Michael Prendergast noted this is being considered.

### 3.2 Approval of Minutes

Approved by consensus by a show of hands.

## 4. Correspondence

### 4.1 Delegation - New Option for Consideration (Mike Patchett)

Mike Patchett introduced himself as a local resident and business owner who has lived in area for 35 years, attended Linden Park, Cardinal Heights and Hill Park and has a big connection with schools involved in the Central Mountain ARC review. He bought a house in the area so that his kids could walk to school. His starting point for developing an option came from hearing numerous times from various parents that they do not want to bus their children to school. He believes his proposal meets the needs of the Board, students and community and wanted to ensure details were not overlooked. His work started with enlarging a map to trace walkability. He then created a spreadsheet with current enrolments and tested approximately 55 various options. Many ideas were eliminated due to the impact on boundaries and busing. However, the numbers that remained became obvious and fell into place to form his proposal. The proposal includes relocating Linden Park (JK-8) to one wing of Hill Park including grade 7 & 8 students from Queensdale, Eastmount Park and George L. Armstrong and grade 6, 7 and 8 students from Cardinal Heights. If Hill Park could not be transformed, it could be used as a holding school while Linden Park is modified to fit the K-8 model. George L. Armstrong (closes) with students transferring to Queensdale (JK-6), Eastmount Park (JK-6) or Linden Park. Franklin Road (JK-8) remains as is. A new (JK-8) school would be built south of the LINC to accommodate Ridgemount and Pauline Johnson students living south of the LINC and a growing population in this area. Ridgemount (closes) and students south of the LINC would attend the new school and students north of the LINC would go to Pauline Johnson. Students from Cardinal Heights would shift to Linden Park. Pauline Johnson (closes) and students shift to Cardinal Heights (JK-5) as new home for Pauline Johnson. The

shift of students and boundary changes would address capacity and walkability issues. Students would not move before September 2015 or before construction/renovations was completed.

### Questions / Comments

*Q. You said the new Hill Park is K-8 but would accept grade 7 and 8 students from three schools?*

A. Yes, middle school is good with three classes per grade. You would need some K-5 students to fill the Hill Park wing. You have flexibility to send a grade 6 class to Hill Park if needed.

*Q. What about kids from out-of-catchment from the central mountain district. Are current out-of-catchment kids included with your numbers? How do you include out-of-catchment students?*

A. I do not have exact numbers but there are options. If there is a big influx of kids, we would have a large school available. I have not seen a school at 100% capacity - we squeeze them in.

*Q. What makes this plan walkable? How does this eliminate busing?*

A. The plan is based on the 1.6 km guideline for grades 1 to 8 students. There would still be some busing.

*Q. Busing is expensive. You should compare busing costs versus new build costs.*

A. I agree.

*Q. How to you determine what kids go to what schools?*

A. You pick a boundary in the middle.

*Q. I do not see costs for renovations?*

A. At Hill Park we would need to demolish one wing before the kids are moved in or transfer them between Linden Park and Cardinal Heights while renovations are being done.

*Q. For the schools to be kept open, have you looked at repair and maintenance costs?*

A. No but Cardinal Heights is already setup for middle school and has a bigger gym. I do not have hard numbers to build a school.

*Q. Is there a timeline?*

A. Yes, nothing happens before 2015 and no kids move into a new school until renovations are complete. Kids can move temporarily into a holding school even into Hill Park.

- There is a lot of vacant land south of the LINC
- The area south of the LINC is developing quickly and one area alone is planning for 260 houses
- We need to consider kids making friends
- It costs money to build a school

This proposal is not currently in the format of an option but could be drafted as Option 21 for further review and comparison.

## 5. Accommodation Options

### 5.1 Open Discussion of New Accommodation Review Options 16-20

Members formed break out groups to review option 16-20.

### 5.2 Discussion and Development

Michael Prendergast recapped the work completed to date. Members have agreed on the guiding principles, have heard a lot of public opinion and voice and concurred that the 2014 timeline is not reasonable so would defer changes to September 2015 at the earliest. Binders have been used as an information resource. The current goal is to select the options that will be presented to the public on December 10. It will be important to advise the public that options are still being developed and are not yet final. Members formed breakout groups to continue discussions on the eight options selected from the original 15 and also reviewed Options 16-20. Corrected Option 9 was also provided. The intent is to narrow down the options to a reasonable number for presentation to the public. Members suggested and agreed to individually selecting their top five preferred options by vote which will then be narrowed to three following further discussion. One ballot was provided to each voting member to select their preferred five options. Ballots were collected and tallied as follows:

**Option 1 - 10 votes**

Option 3 - 0 votes

**Option 7 - 13 votes**

Option 9 votes - 0 votes

Option 2 - 0 votes

**Option 6 - 10 votes**

**Option 8 - 8 votes**

**Option 11 - 11 votes**

The five options with the greatest number of votes moved forward for further discussion:

#### Option 1 [10 votes]

- The schools south of Mohawk do not seem to have capacity issues so have not taken capacity concerns into consideration for a new school
- Need a back-up plan
- Does not consider everything the Board is asking for
- Stays status quo - OTG percentages are questionable
- Does not address issues of Eastmount or Queensdale

#### Option 6 [10 votes]

- Is similar to the Board option without the new build - do we really need to present this again
- Seems like the backup plan to the staff option
- The K-3 model was only a transition model in the staff option
- Is only slightly different than the staff option

Central Mountain ARC

Working Group Meeting # 6 - December 03, 2013

**Option 7** [13 votes]

- Did not like because capacity at Cardinal Heights is around 70%
- G.L. Armstrong capacity is too low
- Only closes two schools
- Queensdale numbers are still under 300 for a JK-8 school
- What does a middle school look like with a JK-8

**Option 8** [8 votes]

- Two schools are near capacity
- Four to five areas would need to switch
- Many renovations
- Not sure if Hill Park can be a transition site
- Would need a back-up plan if new school cannot be built

**Option 11** [11 votes]

- Seems like a lot of closures
- A lot of renovations
- Enrolment capacity issue a little better but may cost more
- Transition school not identified during a new build
- Close to escarpment
- Site would have to be evaluated for a new build
- Footprint of the new building would be on the greenspace

Members then selected their preferred three options by voting from the five options above. Results tallied as follows:

Option 1 - 10 votes

**Option 7 - 12 votes**

**Option 11 - 12 votes**

**Option 6 - 15 votes**

Option 8 - 7 votes

As determined by votes, Options 6, 7 and 11 will go forward for presentation to the public. Ian Hopkins will provide projected numbers to assist in determining feasibility. The options are not final. Further input can be added and adjustments made if needed.

## 6. Public Meeting # 3 Discussion - December 10

### 6.1 Presentation Format

The draft presentation was reviewed for information and input. Members speaking will announce themselves as public volunteers. Guidelines for discussion and the meeting format will be provided. Options will be presented verbally. Details will be provided during the carousel session. It will be

important to communicate that options are not final and proposals can still be submitted as work evolves. To ensure public attendees remain engaged, the meeting will open in the auditorium (6:00-6:30 pm), move to the cafeteria for the carousal session (6:30-7:45 pm) and end back in the auditorium for a Q&A session (7:45-9:00 pm). Feedback during the carousal session will be collected by facilitated group discussion, t-charts, sticky notes. Options will be posted. Hardcopies provided at each station. Comments should be gathered and listed as advantages and disadvantages for consistency between stations. Facilitators will be recruited to assist and are trained to ensure everyone has a voice. Committee members will spread themselves out to participate in discussions and to respond to any questions. Name tags will be provided. A speakers list will be created to provide structure, a timeline and to ensure speakers ask one question only to allow an opportunity for all who wish to speak. Members will respond as needed. Board staff will also be available to answer questions if needed. The microphone will be set up at the back of the auditorium. The meeting will end at 9:00 as scheduled. Staff will remain to respond to any further questions. Ian Hopkins will modify the presentation as discussed and circulate to members for review. Michael Prendergast will send a letter home with students.

## 6.2 Facilitators

Members volunteered to co-facilitate and present as follows:

- Slides 1-9 (Jamie McLean and Patricia Mousseau)
- Slide 10-15 (Marnie Campbell)
- Slide 16-19 (Adam Hinks)
- Slide 20 - Option 1, 2, 3 (Laurie Walowina and Marj Howden)
- Assist in guiding the Q&A session (Leanne Friesen)

## 6.3 Presenters

See volunteers listed above.

## 7. Next Steps

- **Next Public Meeting - Tuesday December 10, 2013 at Hill Park**
- **Next Working Group Meeting - Tuesday January 14, 2014 at Linden Park**

## 8. Adjournment

The meeting adjourned at 9:20 p.m.

## Handouts

- Agenda
- Presentation
- Draft Minutes - Working Group Meeting #5
- Option 9 Corrected
- Options 16-20
- Correspondence



Accommodation Review Committee - Central Mountain  
Committee Members  
Working Group Meeting # 6 - December 03, 2013  
Sign-in Sheet

Position	Name	Signature
Accommodation Review Committee Chair	Michael Prendergast	<i>present</i>
<b>Voting Members</b>		
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell	<i>M Campbell</i>
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candice Campbell	<i>Candice Campbell</i>
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden	<i>L. Vanderzyden</i>
Eastmount Park parent representative from School Council/Home and School	Candice Romaker	<i>C. Romaker</i>
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke	<i>Jennifer Clarke</i>
Eastmount Park teaching or non-teaching staff	Denise McCafferty	<i>DMcCafferty</i>
Franklin Road parent representative from School Council/Home and School	Margaret Toth	<i>M. Toth</i>
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer	<i>J. Schaeffer</i>
Franklin Road teaching or non-teaching staff	Barbara Jalsevac	<i>B. Jalsevac</i>
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque	<i>A. Bourque</i>
George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon	<i>R. Nixon</i>

# Elementary ACCOMMODATION Review Committee



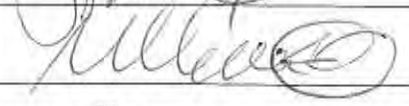
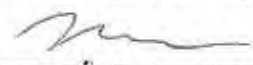
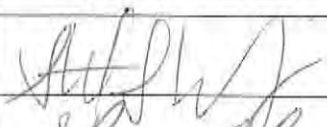
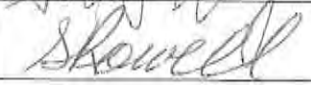
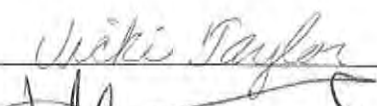
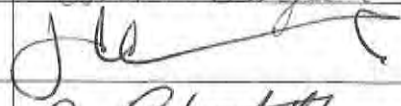

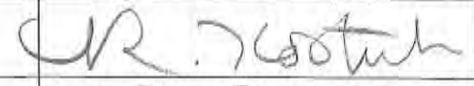
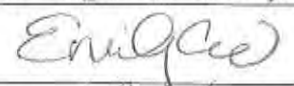


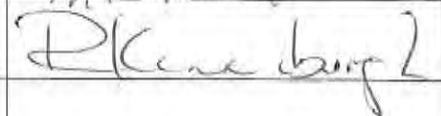
# ARC

George L. Armstrong teaching or non-teaching staff	Patricia Mousseau	<i>P. Mousseau</i>
Linden Park parent representative from School Council/Home and School	Kathy Long	<i>Kathy Long</i>
Linden Park parent representative <u>not</u> from School Council/Home and School	n/a	
Linden Park teaching or non-teaching staff	Dianna Gamble	<i>Dianna Gamble</i>
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina	<i>L. Walowina</i>
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Mr. Jamie McLean	<i>Jamie McLean</i>
Pauline Johnson teaching or non-teaching staff	Mrs. Marj Howden	<i>Marj Howden</i>
Queensdale parent representative from School Council/Home and School	Leanne Friesen	<i>Leanne Friesen</i>
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks	<i>Adam Hinks</i>
Queensdale teaching or non-teaching staff	Diana Asrani	<i>Diana Asrani</i>
Ridgemount parent representative from School Council/Home and School	n/a	
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood	<i>Philip Erwood</i>
Ridgemount teaching or non-teaching staff	Sharon Miller	<i>Sharon Miller</i>
<b>Non- Voting Representatives</b>		
Area Trustee	Lillian Orban	<i>Lillian Orban</i>
Cardinal Heights Principal	Nanci-Jane Simpson	<i>Nanci-Jane Simpson</i>
Ridgemount Park Principal	Linda Astle	<i>Linda Astle</i>

*presents - signed public sheet*



Accommodation Review - Central Mountain  
Public Attendees  
Working Group Meeting # 6 - December 03, 2013  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Alison Mace	Queensdale	
Shawna McNeil	Queensdale	
Matt Mace	Queensdale	
MIKE PATCHETT	LINDEN, CARDINAL, QUEENSDALE, HILL PARK	
Stefanie Shuils	Queensdale	
Sandie Rowell	GLA	
VICKI TAYLOR	Queensdale	
Jochua Weresch		
Eileen Patchett	Queensdale	
Billian Organ	Trustee	
Rachel Kostuk	Queensdale	
Emily Coe	Linden Park	
Robyn Patchett	Queensdale	
M. Steel	"	
Riann Kinniburgh	Queensdale	

**Central Mountain Accommodation Review Committee  
Working Group Meeting # 7  
Tuesday, January 14<sup>th</sup>, 2013  
6:00 p.m. – 9:00 p.m.**

**Linden Park Elementary School  
4 Vickers Road, Hamilton, Ontario**

**Agenda**

1. Call to Order – Chair
2. Agenda
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
3. Minutes from Public Meeting #3
  - 3.1 Clarification
  - 3.2 Approval of minutes
4. Minutes from Working Group Meeting #6
  - 4.1 Clarification
  - 4.2 Approval of minutes
5. Public Meeting #3 Feedback – December 10<sup>th</sup>
  - 5.1 Discussion
6. Public Meeting #4 Discussion – January 21<sup>st</sup>
  - 6.1 Meeting Dates
7. Accommodation Options
  - 7.1 Option 6, 7 and 11 Costing and Transportation Info
  - 7.2 Options 21-33
  - 7.3 Discussion and Development
8. Correspondence
9. Adjournment





# Elementary ACCOMMODATION Review Committee

U.10

# ARC

## Accommodation Review Committee - Central Mountain Committee Members Working Group Meeting # 7 - January 14, 2014 Sign-in Sheet

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Michael Prendergast	<i>present</i>
<b>Voting Members</b>		
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell Home: 905-318-5279 Email: <a href="mailto:marncam@sympatico.ca">marncam@sympatico.ca</a>	<i>M. Campbell</i>
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candice Campbell Home: 905-389-8351 Email: <a href="mailto:candice_campbell@shaw.ca">candice_campbell@shaw.ca</a>	<i>Candice Campbell</i>
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden Home: / Cell: Email: <a href="mailto:lourie.vanderzyden@hwdsb.on.ca">lourie.vanderzyden@hwdsb.on.ca</a>	<i>present</i>
Eastmount Park parent representative from School Council/Home and School	Candice Romaker Home: 905-526-0469 Email: <a href="mailto:c_copland@yahoo.com">c_copland@yahoo.com</a>	<i>present</i>
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke Home: 905-385-0774 Email: nil	<i>present</i>
Eastmount Park teaching or non-teaching staff	Denise McCafferty Work: 905-387-0172 Email: <a href="mailto:denise.mccafferty@hwdsb.on.ca">denise.mccafferty@hwdsb.on.ca</a>	<i>DMcCafferty</i>
Franklin Road parent representative from School Council/Home and School	Margaret Toth Home/Cell: 905-537-0596 Email: <a href="mailto:bruins16@live.ca">bruins16@live.ca</a>	<i>Margaret Toth</i>
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer [REDACTED]	<i>J. Schaeffer</i>
Franklin Road teaching or non-teaching staff	Barbara Jalsevac Home: 905-304-5275 Email: <a href="mailto:barbara.jalsevac@hwdsb.on.ca">barbara.jalsevac@hwdsb.on.ca</a>	<i>B. Jalsevac</i>
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque Home: 905-577-7590 Email: <a href="mailto:abourque@fluke.ca">abourque@fluke.ca</a>	<i>A. Bourque</i>

George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon Home: 905-318-5455 Email: <a href="mailto:hub33@ymail.com">hub33@ymail.com</a>	<i>Ian advises present</i>
George L. Armstrong teaching or non-teaching staff	Patricia Mousseau Home: 905-869-0781 Email: <a href="mailto:patricia.mousseau@hwdsb.on.ca">patricia.mousseau@hwdsb.on.ca</a>	<i>P. Mousseau</i>
Linden Park parent representative from School Council/Home and School	Kathy Long Home: 905-746-5629 Work: 905-317-2657 Email: <a href="mailto:rcmracing@sympatico.ca">rcmracing@sympatico.ca</a>	<i>Kathy Long</i>
Linden Park parent representative <u>not</u> from School Council/Home and School	Philip Viana Home: Cell: Email: <a href="mailto:viana.philip@gmail.com">viana.philip@gmail.com</a>	<i>present</i>
Linden Park teaching or non-teaching staff	Name: Dianna Gamble Work: 905-575-1535 Email: <a href="mailto:dianna.gamble@hwdsb.on.ca">dianna.gamble@hwdsb.on.ca</a>	<i>Dianna Gamble</i>
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina Home: 905-385-5472 Cell: 905-807-5032 <a href="mailto:lwalowina@shaw.ca">lwalowina@shaw.ca</a>	<i>L. Walowina</i>
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Mr. Jamie McLean [REDACTED] [REDACTED]	<i>Jamie McLean</i>
Pauline Johnson teaching or non-teaching staff	Mrs. Marj Howden Cell: 905-865-1999 <a href="mailto:marj.howden@hwdsb.on.ca">marj.howden@hwdsb.on.ca</a>	<i>Marj Howden</i>
Queensdale parent representative from School Council/Home and School	Leanne Friesen Home: 905-387-9202 Cell: 905-746-1150 Email: <a href="mailto:Leanne@mhbc.ca">Leanne@mhbc.ca</a>	<i>L. Friesen</i>
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks Home: 289-396-4373 Email: <a href="mailto:adamh@jdimi.com">adamh@jdimi.com</a>	<i>Adam Hinks</i>
Queensdale teaching or non-teaching staff	Diana Asrani Home: 905-304-5779 Email: <a href="mailto:dmccomb16@hotmail.com">dmccomb16@hotmail.com</a>	<i>D. Asrani</i>
Ridgemount parent representative from School Council/Home and School	n/a Home: Cell: Email:	
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood Home: 905-389-6344 Cell: 289-260-6344 Email: <a href="mailto:fivepinnut@hotmail.com">fivepinnut@hotmail.com</a>	<i>regrets</i>

Ridgemount teaching or non-teaching staff	Sharon Miller Home: 905-388-0162 Email: <a href="mailto:Sharon.miller@hwdsb.on.ca">Sharon.miller@hwdsb.on.ca</a>	<i>S. Miller</i>
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Non- Voting Representatives	
Area Trustee	Lillian Orban <i>present</i>
Cardinal Heights Principal	Nanci-Jane Simpson <i>present</i>
Eastmount Park Principal	Linda Astle <i>present</i>
Franklin Road Principal	Jennifer Robertson-Heath <i>present</i>
George L. Armstrong Principal	Doug Trimble <i>present</i>
Linden Park Principal	Julie Beattie <i>present</i>
Pauline Johnson Principal	Colin Hazell <i>present</i>
Queensdale Principal	Maria Carbone <i>present</i>
Ridgemount Principal	Biljana Arsovic Filice <i>present</i>
Planning and Accommodation Resource Staff	Ian Hopkins <i>present</i>
Administrative Support Staff	Kathy Forde <i>present</i>

Accommodation Review - Central Mountain  
Public Attendees  
Working Group Meeting # 7 - January 14, 2014  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Lillian Orsini	Trustee	Lillian Orsini
Eileen Patchett	Linden Park Neighbour	E. Patchett
Dawn Danko	Queensdale	D. Danko
Stefanie Shells	Queensdale	Stefanie Shells
Alison Mace	Queensdale	Alison Mace
JP DANKO	QUEENSDALE	JP Danko
NICK MORRA	QUEENSDALE	Nick Morra
J. Lockhart	Linden Park	J. Lockhart
HEATHER VIANA	LINDEN PARK	Heather Viana
Shawn McNeil	Queensdale	Shawn McNeil
Marlene Weil	Queensdale	Marlene Weil
MIKE PATCHETT	LINDEN QUEENSDALE CARDINAL	Mike Patchett
John M. Bandy	290 Southbend	John M. Bandy





Date: December 10<sup>th</sup>, 2013

Option #6 Notes:

Notes:

- Is there an option for Linden Park students to transfer together instead of all being sent to different schools? In all three options presented, students are being split apart.
- Is there an option to keep Linden open?
- Why isn't Linden park being considered as the location for a new school to be built?
- Armstrong should be sold as a site for commercial property to generate more \$\$\$ and the new school should be built at Linden with its beautiful property, and it is also central to all schools, and it currently has the recreation centre.
- If Eastmount Park closes, and the students going to Franklin road need to go to Franklin. Will the students who need to cross Fennel Ave. have access to bussing if below the policy requirements?
- If Eastmount Park closes, is there a reason why some students who live south of Queensdale are being forced to go to Franklin? Why can't this group have the option to attend either Franklin or Armstrong with their friends? Plus, it's dangerous crossing Fennell Ave.
- Disadvantage of Option #6: Students from Eastmount getting split between Franklin and Armstrong.....Although we don't want Eastmount to close, if it does, we would like them to have some options to possibly stay together.
- Disadvantage of #6: Currently, Eastmount has Today's Family Daycare which allow for seamless care of students before and after....Will the other schools have this as an option? We don't want our children needing to travel from school to daycare.
- We are concerned that there is a "Halfway House" across the street from Armstrong...people are asking for money at the Shoppers Drug Mart across the street.
- We are concerned about all of the traffic around Armstrong including Tim Hortons and Shoppers Drug Mart.
- They shouldn't split children up and send them to different schools in this process away from their friends.
- Suggestion: They should consider building a new school on the Hill Park/Linden Park site because of the many acres of land, soccer & football fields, and a recreation centre, a daycare, early years, and Today's Family.....Community relationships have also been established. Transportation to this site is very accessible. With this site, transportation for students would be minimal which would result in cost savings. Since Rec Centre and Daycare are here, they could use Hill Park as a holding school while other builds/renovations occur.
- We are concerned that when schools are so close to capacity, we will end up with portables on the sites down the road.
- Option 6 currently has Linden Park closing in 2015. This means that FDK will need to be accommodated for the 2014 school year which will mean expenses incurred for closing in one year. For this reason, I see this not as a viable option.

- Option 6 concern....All 3 options include Linden Park closing. The Linden site is already so established that it should be considered as an optimal site. The feeling is that Linden has not been given an option in this process!!
- With all 3 options, Linden Park students will be divided between multiple schools. New relationships will need to be built at schools.
- Where we live in the new Ridgemount catchment, we live on the north tip, in 2 options we are being told that our community exists much further south than the area where we actually live. This is not our community.
- Option 6 is the only option without a new build which will result in all schools running at capacity which leaves no wiggle room for growth.
- Option 6 Advantage: There are too many schools currently so it is a good idea to consolidate the schools. It also makes sense to get students into Armstrong sooner as they will eventually leave their k-5 schools and end up there anyway.
- In option 6, the rec centre at Hill Park is not being utilized at all.....To not have a school on this property with a pool & rec ctr, doesn't make any sense!
- In option 6, Franklin is too far east for many...Linden is much more central for a location.
- Could the Eastmount catchment be expanded further East to allow for more students to walk to school.
- Linden Park to be transferred to one school not 2 or 3, is that an option that has been considered?
  - Can they travel together?
- Is Linden Park able to stay open? All 3 presented options have LP closing
- LP has great green space to house a new school
- Armstrong could be sold for more money (commercial property). LP could be the home of the new school
- LP property is centred to all these schools, and it has a rec centre
- Rec centre has free after school program, that would be great for a new school at LP
- GL Armstrong – concession street will become traffic jammed with the students and buses
- LP is an aging community, it will revive with young families which will boost school population
- Closing a school is stressful enough but splitting the kids between schools is very stressful
- Would like the option of which school to attend if my school is closing
- Day care at Eastmount where will it move to? Will it be on site?
- Halfway house across the street from GL Armstrong problematic. People asking for money etc.
- Tim Horton's – tons of traffic – safety issue
- Splitting up student bodies between schools is not great idea. Have them move as one unit
- Sackville Hill green space is a treasure, its centrally located. Consider building a new school here – rec centre, soccer field, day care, early years centre, today's family, all here. Community relationships already exist here
- LP is easy to drive to. Very accessible

- Use Hill Park to temporarily house all the kids that would be attending the new build school. Sell off other elementary school for money use HP to temporarily house the students. Discard HP when new elementary school is ready
- School projections so close to capacity is concerning, potential for portables
- South of Linc – why is there no school there? All those kids should not be bussed to Ridgemount. Give them their own community school
- All 3 options include closing LP. It doesn't seem LP has an option. It is centrally located, well established community partners exist
- Not only change school but change relationships and friends when you divide a current student body, not ideal
- Living in the north area of Ridgemount catchment means that all the way extending to Rymal is my neighbourhood. It is not
- Friends that my child will make in school could be very far away, across the Linc and my kids won't be able to just go out and play with their friends
- No ne build in this option
- In the new catchment area of option 6 it is goof to reduce the number of schools. There are 3 Queensdale, Armstrong and Eastmount Park. 2 schools should be closed.
- Kids from Queensdale and LP go to Armstrong eventually so what difference does a few years earlier really make?

#### **Option 6 Advantages**

- Armstrong is somewhat central to the mountain
- If Linden Park closes all students should be kept together
- Kids won't have to walk to school
- Allows rollout of FDK at Queensdale for one year

#### **Option 6 Disadvantages**

- What is the plan to transition the Queensdale hearing impaired classes?
- Armstrong still not reaching target utilization
- No renovation listed or costs for Armstrong
- Very similar to originally proposed staff model
- Acknowledges impossibility of 2014 timelines
- No new school on the Mountain
- Splits students from two schools
- Eastmount children will be split
- It looks like a lot of bussing will have to happen of this option, large region for Ridgemount and Armstrong – probably expensive transportation costs?
- Too many schools being closed
- Too much disruption to students

- New build at Linden Park would work
- Seems to increase buses to Armstrong – what is the drop off location plan. There is not much space on East 18/19 for this. Concession is quite busy with buses (HSR), traffic, rush-hour
- Need school south of Linc to make Ridgemount easier and better boundary – not so long
- Linden Park community split
- Build K-8 on Linden Park/Hill Park this school has room and room for extra daycare, before and after – this is not your personal equity to dispose
- Armstrong is old- think about wifi etc
- Armstrong is not wheelchair accessible on all levels – not feasible to retrofit either without another addition for elevator
- Students south of Linc still not serviced with community school
- Just the boards option without a new building
- 40 block catchment area for Ridgemount
- Don't split the kids at least move them together as new unit to the new location
- Cost? 10 classrooms, 3 gyms
- Busing – safety, not environmentally safe
- Loss of sense of community
- Busy street – student safety
- Bus kids to busy arterial road – commercial area – high pollution
- Reno costs for GLA? For wheelchairs, hard of hearing students
- Linden Park students need to move together as a group
- Linden has a rec centre
- Linden is a perfect spot for a new K-8 school
- After school/daycare would be needed – local daycare already full for school ages
- There is more land on the Sackville Hill property than any of these schools
  - Central location for new school
  - Recreation centre for a new school
  - Day care and early years already there
  - Lots of soccer and football fields
  - This greenspace is a treasure
- Why not build on Linden Park? Great greenspace and location
- Linden Park is central to mountain
- Can use Hill Park as a temporary building to house the schools slated for closure while you build a new school on Sackville Hill Property
- Armstrong has a semi-circle of walkability which goes off the escarpment – why keep it open

Date: December 10<sup>th</sup>, 2013

Option #7 Notes:

'Im looking for a consistent school Jk – 8 – don't want an option where my daughter has to start in one place and switch to another. My daughter would normally go to Linden Park and I want to know if I can send her to Franklin Road right away. I don't want to her have to switch. Or can she go Cardinal Heights in Option 11? How will I know how I can get her to one school for her entire elementary years? Distance to school is not as much an issue as consistency over the 8+ years. I don't intend on moving and she could ride her bike to school.

"My concern is the amount of congestion in traffic that we'll have at Cardinal Heights and Pauline Johnson because they are so close to the new Board of education. It will be a lot of traffic!

"This option keeps more community schools open and I think that's very important. There is a problem with capacity, yes, but the smaller schools are better.

"I think they have bigger land at Linden Park school...a new school should go there. If they tear it down then it could be rebuilt for a new school.

I have a question...if Queensdale closes, where will full day Kindergarten go. It will start in the current schools, right? Won't they already have to accommodate for FDK? If so, then why would it be an issue. In the school with the day care they already have the space, don't they? Before the school closes they are expected to have FDK anyway, right? So, if they have it, then why would it be a concern to even think about FDK in relation to school closures. . I wonder about the potential renovations at Queensdale?

Also....when you say that a school is closing in 2015, does that mean June 2015? OR something else?

I have a question...my concern is with the terms of reference. There were a lot of items that reference **quality of education** as criteria. But all the data we are seeing here is **UTILIZATION!** It seems that this is the only criteria being considered. I would like to see some form of a presentation surrounding the **QUALITY** of education as it pertains to each option with some evidence to back it up. At this point it seems that quality of education is not being considered...we cannot see it or evaluate it.

Some people wondered what schools were represented by the area outside and to the east of Eastmount Park Elementary.

I'd like to add that it would be truly a shame to lose the HP / Sackville Hill land since it's the only green space around. It has a lot of fields, daycares, recreation centre, and lots of community relationships. This is a real shame. Cardinal Heights is not that far away...why couldn't they build there. And the other thing is that I don't like that the Linden Park kids have to get split up...they are already losing their school and that's hard, but at least if they could stay as one block then that would be better. Could we keep Hill Park and put lots of kids here instead. They are going to keep the gyms open anyway, right? For the rec centre? Once the rebuild is done we could move there after having spent some time at Hill Park.



With the overpopulated schools.....I don't agree with that. There are too many kids in one place and I need my kids closer to my house....I'm closest to Linden Park and I NEED it because my child has special needs...I have to run when my child has problems and I need to be close. Also, there would be too much traffic...it's not going to help at all if we lose Linden Park. I can just go to the Catholic School if they close Linden Park...I don't want to have to go far. The Catholic is very close...it's called ST Peter and Paul and it's right close at Upper James and it's walking distance. It would save time consuming. I come from Toronto and have learned that no one wants to be stuck in traffic in stead of creating more problems. Have the schools closer to the homes. A lot of parents are leaving their other schools so they can go to schools closer to home. I have to run for my child...and my kids will NOT go to an over-populated school and they want to stay at Linden Park...I don't want them to suffer and I do want them to be scared at a big school. It's fear. My students are age 4 and 6 and they have a long time of elementary school ahead of them. It's most important to me that they have a school close by. Upper Gage is too far. Why don't they just tear down Linden Park and rebuild there. WE don't want to close Linden Park. Save it!

ALL the options listed have Linden Park closing!!! We don't have an option like the other people. Every single plan has us closing and we have the largest area/acreage and we have a community established already with the park, the church, daycare etc and the early years centre. Our solution was presented and it was to combine Lindan Park and Franklin Rd into Hill Park...make one bigger school in the community. We could close down one wing. Our First value is schools close to the community.

If the school gets too big our kids won't get extra help. It's not good for kids. Even in the secondary school review process Hill Park was listed at the best of the secondary schools....so it's still a great place to be.

It doesn't make sense to close an old school, linden Park, and then move us into another old school. It would be the same bad routine. It's not fair to push our kids from one side to the next.

The other issues with all the options having Linden Park closing is that they would be dividing our boundaries...and this would separate friendship groups...and this leads to fear. They are comfy with their friends now. Note, however, that Queensdale would still be all that bad since there would only be 315 kids, but the real issue is separating our community. If our kids don't get to stay with their friends then they will cry. They love their school. Already, my daughter has said that she doesn't want to move...in fact, she doesn't want to go to school at all if she has to move.

The other concern with this option is that it has Linden Park closing in 2015 BUT where with the FDK go? Will they equip us for just one year? I don't think so! This is not a complete option.

IT IS IMPORTANT FO R THE KIDS TO HAVE A SAY. You are ripping the school apart.

My daughter wants to talk tonight....she's only in Gr 1.

Who is Mrs Beattie? Oh, she's the principal? I heard she doesn't like the idea either.

I have looked at the options but it looks like some of the schools would be overfilled.

If the school closes our real estate prices will go down. I live near Queensdale and that's why I want to have that school stay open. I've been there for 60 years. I love it when I look out my door and see the kids playing. It's such a community school....we do all sorts of things together. My church is there, Olivet, and we had a spaghetti supper at the school and we had a program for something else at the school.

The day care has a summer camp and it's available all summer from 7 a.m. – 6 p.m. and it's hosted Linden Park (Today's Family) – it's a different thing but it's attached. They give the kids beautiful meals and the hours are excellent. If the school closes then the daycare will be lost. This is the best daycare. They take trips and they support you and the kids feel comfortable and they enjoy going. They do one step – drop them off at the steps and then the day care people take the kids to the school day classes when school starts. They also do March Break and PD days and other things. I've talked with lots of mothers and they want the daycare to stay. Today's Family is #1....this is really the best because it's right in the school. It's a beautiful place....they have more than one teacher there. My question is: now, how many kids will be in one class.

GL Armstrong is prime commercial property and is of greater value if it's sold.

One other thing is that if they could house the closing schools here at Hill Park then it would be great to house us here and maybe build a new school right here at the Sackville site. Using Hill Park is a good idea because it could house several schools, and it's all walking distance – no transportation costs.

Disadvantage – adds 30 students to Queensdale which may not be enough to create a proper Middle school population

- Need a school south of the link because they have to 30 blocks to school under current proposal and cross the Link.
- Why would we run so close to the limit – this may lead to portables in the near future. Costs of portables and experience of being in the portable is a concern.
- No French immersion option presented in any of the options, would prefer a JK to 8 French school in the options.
- Linden Park students are split up to go to different schools. Could there be some consideration in keeping them altogether?
- Is there an option to keep Linden open? Linden is in a residential area with lots of park space whereas GL Armstrong is in a commercial area. Linden has a pool, soccer fields, playgrounds, and rec. centre nearby. Also a Early Years Centre. Could a new school be built on the Linden site?
- G.L. Armstrong is not a central location to serve all the other schools. Also the traffic is congested on Commercial Street and would cause bus issues and the school may be better off sold as a commercial property. Linden Park is central to all the schools. The Rec. Centre offers a free after school program. We wouldn't want lose it. Linden Park also has a MID class – it is already accessible and up and running. Worried about separating the MID students from that class into separate school locations.
- Schools need to be attached to the recreation centres

- Considered using new board site to build on? (example of Durham)
- Concerns about the rec centre near Linden not being utilized by any of the schools
- Concern about dividing the students at Linden into separate schools. They will lose friends.
- New idea: a school should be built south of the Link because that is where a lot of the development is happening
- New idea: keep Hill Park open because it has a central location and has access to community pool, etc.
- Queensdale – why K-8? The location is in the corner of the map and it would limit the number of students who would be able to walk there.
- Eastmount has a lot of park space – wouldn't want to lose it
- Location at Cardinal is close to commercial district
- New idea: Build a new school on the Linden site to serve as a centralized location for Eastmount, G.L. Armstrong, Queensdale, and Franklin Rd. or is there another school that the Queensdale students could attend? Or the Eastmount students to attend? (in the event of overflow at Linden) This might allow Linden to become the centralized site. Linden has all the community services – pool, rec. centre. Westmount is the example to follow.
- Linden Park has a very good partnership with Hill Park – reading buddies, Linden students can be extras in Hill Park plays, Hill Park have brought plays to Linden. It is a shame to lose this partnership.
- 

### **Option 7 Advantages**

- 2 rather than 4 schools close (closing a school is traumatic for various parties)
- Better % of filled seats in each school (capacity)
- If Linden Park closes, keep all students together
- Keep all Linden Park students together – move together to Queensdale so they can keep their sense of community
- Most realistic option
- Queensdale safe playground for community with lots of green space
- Queensdale stays open!!!
- Student population per school – good sizes, not too big
- There is improved utilization for 4 schools – Queensdale would be increased in numbers
- Cost effective in terms of retrofits (though maintenance of older buildings not included in given data)
- Projected capacities are high, but allow room for future growth if needed
- School that has already been renovated 5 years ago remains open. FDK will already be rolled out and accommodated

### **Option 7 Disadvantages**

- Why are kids still having to cross the line – where is the school there? A new high school is being put there; why not an elementary school?
- Loss of huge developed green space great for middle school sporting function/events (Linden/Hill Park land)
- Keep Linden Park students together – school closure is difficult enough
- Sackville Hill is a beautiful, large green space that we are lucky to have at the moment
  - o Build here – lots of soccer and football fields, recreation centre and daycare
  - o Already established community of relationships
  - o Early years as well
  - o Don't agree with bigger populations in schools
  - o Can use Hill Park to house students while building a new school on Hill Park/Linden Park site
- Loss of Hill Park/Linden Park land
- Why more rooms and renos to GLA and it is still only 50% full?
- Why keep 3 schools within 800m?
- Why do kids in Jerome, Crerar, and Rickman's areas still have to be bussed? Lots of new housing in these areas – where is the school for the future?
- Linden Park community is split
- If this option happens, move all Linden students together as a group to Queensdale
- Linden Park has great space. Why not build on it? Central location!
- Huge number of students for Linden would be expected to fit Queensdale – no explanation beyond “possible classrooms” – seems more of a definite
- Cardinal Heights will have lower utilization rates
- For all options → not seeing any reference to most of the criteria in any option. Quality? Transportation? Community partners?
- Has the facts that G.L. Armstrong was built in 1930 and the popularity of asbestos in construction of that age been taken into consideration?
- Like the schools with smaller numbers rather than a school with over 600 students
- My daughter has a feeding tube and I need to be 2 min away from the school! She goes to Linden Park
- As a student I like Queensdale as a small school where the principal knows you by name (not a JK-8)





Date: December 10<sup>th</sup>, 2013

Option #11 Notes:

Greatest concern is that the boundaries of the Linden Park school are being split , so students will not stay together with their friends and teachers and community. Would like an option where the Linden Park kids stay together.

Instead of using the Cardinal Heights area for new build, suggest the Sackville Hill area. It has lots of acreage, soccer fields, rec. centre, early years and daycare. The community supports exist in this area.

New Ridgemount catchment is not an existing community. It splinters the communities that currently exist.

Disadvantage\_ Ridgemount to become K-8 so 2 K-8 schools located very close together. Why not use Linden/Hillpark property for K-8 school. Either utilize existing building or demolish and rebuild new school.

Build a new school on Linden Park site. There is more land, central location close to recreation centre.

New build at Linden site could accommodate Ridgemount Pauline Johnson, Cardinal Heights and Franklin Road.

A school population of 700 is too big. Mentioned 2 times.

One of the biggest disadvantages of option 11 is the high cost. Most schools closing and highest related costs. It is based on a funding commitment from the ministry so there are no guarantees.

Option 11 looks like it involves a holding school after 2014.

One advantage is that Armstrong is an historical building, there may be objection to tearing it down.

Concern that the neighbourhood is ready for a turnover i.e. neighbourhood is filled with elderly who will be leaving and selling their homes to young families. Values of homes will decrease if there is no school in the area. Suggest one big school on Hill Park land because there is so much infrastructure already. It is also a good site because students do not have to cross major roads.

Keep Queensdale open . Close Eastmount, G.L. Armstrong and Linden. Build a new facility on Linden Park site.

House the closing school students in Hill Park while building a new school on site.

All three options tonight have Linden Park closing. So there is no option for the Linden Park community in what is presented tonight.

My daughter is a special needs student, I need to be close to my daughter. She has a feeding tube and I am the only one that knows how to work with the tube. This is a critical issue!! Also do not want the

daycare closed it is a necessary support for parents. If Linden Park closes, I will take my children to St. Peter and Paul which is close to my house. It does not make sense to go from an old school to another old school. What is the rush to close the schools.

-Armstrong does not need a new school however Linden Park area should get a new school and students would be able to merge with Franklin road students

-The students would be able to walk to school and this would eliminate the need to add students to Ridgemount

-If students were to go K-8 at Linden Park then the students would be closer to recreational facilities in the area

-If Franklin Road closed and Linden expanded (or a new facility built on that property) there would be less disruption to the Ridgemount community

- Linden offers far more "green space" for students and also safer for the student

-concern about GL Armstrong being a more "commercial area"

-every option presented this evening shows Linden Park students being "split up"

-If Ridgemount and Cardinal Heights are both K-8 then we have 2 k-8 schools close together when Linden could be the new k-8 facility

-some questions around a population shift in the area and then the potential need to add portables to so many schools

-Ridgemount and Cardinal Heights are too close together to justify both being k-8

-We don't like the fact that we are losing the "community school" feel

-why are we not thinking of adding a newer school south of the Linc

-some question around another option to be made available where Linden students could be kept together, parental concern around the "small community feel" being lost in the shuffle

-concern about funding for this option and whether the ministry will actually provide the funding needed

-there is an aging population in the neighbourhood however eventually those properties will be sold and younger families will not be interested in purchasing these homes because there are no schools within walking distance

-fear that property values will depreciate and that people will not be drawn to the neighbourhood

-people will be drawn to the neighbourhood if there are schools within walking distance

-if Linden park is the site for the new school it is the most central location for most students and it is within walking distance from most homes

-students will be safer not having to cross busy streets

-another option is to house the closing schools at Hillpark while building a new school , this option will allow for students to walk to school and still access the daycare and the recreational facilities

-students are very concerned about larger populations in their school

-this option is “ludicrous” as we are not given enough information about where the students will be “in holding”

### **Advantages**

-Kids don't have to walk

-We get a new school

### **Disadvantages**

-Not as walkable = more buses

- Build new school on land Linden Park side

-Having too much traffic & too much pollution

-Linden Park/Hill Park:

-a lot of green space available for rebuilding (Cardinal Heights is a smaller property)

-has a recreation centre

-has day care and “early years”

-lots of acreage

-has soccer/football fields already developed

-save city \$ with keeping rec centre with less renos needed

-keep Linden Park students together- bad enough that they have to close at least keep the children together

-40 block catchment area

-New build on Armstrong site, plan shows school built at the back of property, leaving only space for a playground is too close to a busy street

-Can put closing schools- locate at Hill Park- until new school is built- hopefully build on the green space here at Hill Park/Linden Park

-Why would we close 4 schools, unsettling so many communities (unnecessary)

-Build on the Hill Park spot K-8- the numbers you have are wrong and houses are being sold and bought by new families

-Linden Park- keep students together

-Build new school on Linden Park property instead to accommodate Linden, Cardinal and Pauline OR Linden, Armstrong, Eastmount & Queensdale

-Eastmount has today's family for daycare before & after

- Mountain kids club and Eastmount softball league which the children have access to
- City takes care of maintenance of the field, no cost to the board
- Keep Linden Park kids together
- Not fair to split up the school population
- There is a halfway house across from Armstrong
- High costs and lots of transitions for students
- If you're going to build a new school, why not on Hill Park site
- Where do Pauline Johnson or Cardinal students go while building is being retrofit?
- Huge costs associated with this plan- lots of new classrooms, new school
- 17 new classrooms + 3 gyms + 1 new school- \$\$\$-& still have to bus hundreds of students who can now stay in their own neighbourhood and walk- much healthier than more bus pollution
- Wipes out huge portion of Central Mountain
- Busing
  - Safety (bullying)
  - Pollution
- Closing 4 schools traumatic to kids
- Loss of sense of community
- Students south of Linc not serviced in community school- no change
- Could we keep the Linden Park students together? In all options they are split up
- Where do closed school students go in 2014 before new school is built?
- New build at Linden site could accommodate Ridgemount, Pauline Johnson, Cardinal Heights and Franklin Rd
- Keep Queensdale open, Close Eastmount, G.L. Armstrong and Linden. Build a new facility of Linden Park site
- We like the walkable school scenario! The three options presented are not walkable. Could we please learn more?
- Build a new school on Linden Park site- more land, central location, close to recreation centre
- They are saying that 4 schools are being closed in June, and that they are going to magically build a new school in the time or June to September. When the school takes 2 years to build. Where are the kids going to go?
- Timelines for renovations/rebuild of Armstrong?
- School population of 700? Too big
- The schools are too big
- Ridgemount to become K-8, Pauline or Cardinal to become K-8- 2 K-8 schools located in close proximity, so why not use Linden/Hill Park property for K-8 school? Either utilize existing building(s) or demolish and rebuild a new school

Hamilton Wentworth District School Board - Facilities Management  
Financial Summary  
Elementary Accommodation Review Committee -Central Mountain  
January 2014

**DRAFT - FOR DISCUSSION  
PURPOSES ONLY**

A	New School Construction/Additions/FDK	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	New School Construction	\$0	\$10,300,000	\$0	\$0	\$12,770,000
	Full Day Kindergarten	\$0	\$1,660,000	\$2,130,000	\$1,650,000	\$2,610,000
	Additions	\$0	\$1,500,000	\$750,000	\$250,000	\$2,000,000
	<b>Projected Total</b>	<b>\$0</b>	<b>\$13,460,000</b>	<b>\$2,880,000</b>	<b>\$1,900,000</b>	<b>\$17,380,000</b>
	Ministry Funding (1)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
Potential Capital Funding - Pending Ministry Approval	\$0	\$11,800,000	\$750,000	\$250,000	\$14,770,000	
Approved Full Day Kindergarten	\$0	\$1,660,000	\$2,130,000	\$1,650,000	\$2,610,000	
<b>Projected Total</b>	<b>\$0</b>	<b>\$13,460,000</b>	<b>\$2,880,000</b>	<b>\$1,900,000</b>	<b>\$17,380,000</b>	

B	Allowance to Meet Ministry Benchmark (2)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	Projected Total	\$4,500,000	\$1,500,000	\$2,700,000	\$3,300,000	\$1,800,000
	Renewal Costs-High and Urgent 1-5 years (3)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	Projected Total	\$10,115,187	\$4,127,556	\$7,069,039	\$8,092,388	\$4,800,578
	Remaining Renewal Costs-Not High and Urgent 6+ years (4)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	Projected Total	\$21,522,248	\$8,995,975	\$12,145,913	\$14,994,386	\$6,630,296
	<b>Total Estimated Renewal Costs</b>	<b>\$36,137,435</b>	<b>\$14,623,531</b>	<b>\$21,914,952</b>	<b>\$26,386,774</b>	<b>\$13,230,874</b>
	Less the Proceeds of Disposition (5)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	Projected Total	\$0	\$6,149,000	\$6,149,000	\$3,608,000	\$6,149,000
	<b>Balance to Fund</b>	<b>\$36,137,435</b>	<b>\$8,474,531</b>	<b>\$15,765,952</b>	<b>\$22,778,774</b>	<b>\$7,081,874</b>
	<b>Total Cost of Option</b>	<b>\$36,137,435</b>	<b>\$21,934,531</b>	<b>\$18,645,952</b>	<b>\$24,678,774</b>	<b>\$24,461,874</b>

C	Administration Savings (6)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	Projected Yearly Administration Savings	\$0	\$542,207	\$542,929	\$361,925	\$695,276
	Operational Savings (7)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	Projected Yearly Operational Savings	\$0	\$543,122	\$601,679	\$389,082	\$684,860

**NOTES:**

**A - Capital Funding** would be requested as part of the Capital Priorities Submissions to the Ministry of Education. Ministry approval is required to receive funding. FDK Funding has been previously approved.

**B - Board Funding** dollars would be used to fund section B over the next 10 years. High and urgent needs will be prioritized and addressed on a yearly basis as part of the annual capital renewal plan.

**C - Indicates** the estimated yearly administrative and operational savings for each option. Once the final decision is made and implemented actual savings can be determined and may be available.

(1) Funding - Includes approved FDK funding and capital priorities submissions which requires Ministry approval

(2) Estimated cost to construct or renovate existing schools to better align with suggested Ministry benchmarks for gym size, administrative space, staff space and library.

(3) Current renewal backlog to complete high and urgent items

(4) Remaining Renewal backlog not identified as high and urgent

(5) Proceeds of disposition are based on estimated average market value prices for school board owned land +/- 20%

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

(7) Operational Costs-These encompass all of the expenditures required to operate and maintain the school including heating, lighting, cleaning and routine maintenance.

**HWDSB Staff Option:** Close Eastmount Park, Linden Park and Queensdale. Pending ministry funding close Cardinal Heights and Pauline Johnson and build a new 550 pupil place JK-8 school on site. Ridgemount receives addition and becomes JK-8 school.

**ARC Concept Option #6:** Eastmount Park, Linden Park and Queensdale Close. Cardinal Heights, Franklin Road, Pauline Johnson and Ridgemount grade organizations all remain the same with larger boundaries.

**ARC Concept Option #7:** Eastmount Park and Linden Park close. Queensdale's grade organization become JK-8 with a larger boundary. Cardinal Heights, Franklin Road, Pauline Johnson and Ridgemount grade organization all remain the same with changed boundaries.

**ARC Concept Option #11:** Close Eastmount Park, GL Armstrong and Queensdale, build replacement 700 pupil place school on GL Armstrong site. Pauline Johnson or Cardinal Heights closes and remaining school organization is JK-8. Ridgemount's grade organization become JK-8 and Franklin Road grade organization remain JK-8. Linden Park close and students attend Ridgemount or Franklin Road.

	<b>2013-14 Regular Student Data</b>				
	<b>Students Attending</b>	<b>Eligible for Transportation</b>	<b>Number of Bus Runs</b>	<b>Costs</b>	<b>Change in Cost</b>
<b>Current Situation</b>	1951	316	9	\$346,500	-
<b>Option 6 Totals</b>	1951	518	13	\$500,500	\$154,000
<b>Option 7 Totals</b>	1951	426	12	\$462,000	\$115,500
<b>Option 11 Totals</b>	1951	642	16	\$616,000	\$269,500

**Assumptions:**

Annual estimated bus costs \$38,500 for single tier, urban route

Elementary buses planned to max ridership of 66

December 2013 student data

Bus additions assume no efficiencies with existing fleet

Existing walk boundaries apply with no hazzard exceptions

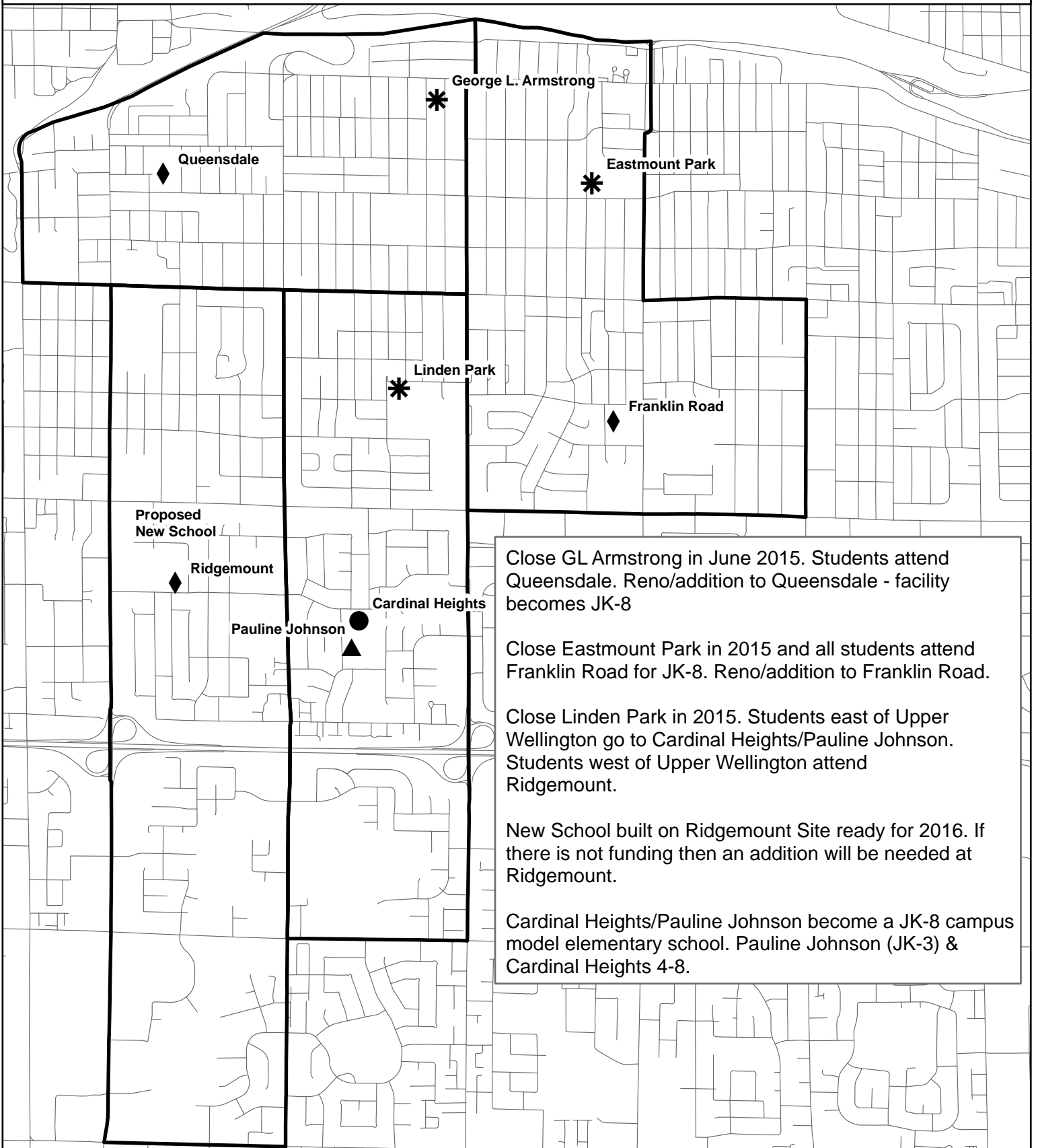
Existing school bell times

Special Needs students & bus routes excluded from study

Out of catchment students not eligible for transportation per policy



# Central Mountain Option 21










Close GL Armstrong in June 2015. Students attend Queensdale. Reno/addition to Queensdale - facility becomes JK-8

Close Eastmount Park in 2015 and all students attend Franklin Road for JK-8. Reno/addition to Franklin Road.


Close Linden Park in 2015. Students east of Upper Wellington go to Cardinal Heights/Pauline Johnson. Students west of Upper Wellington attend Ridgemount.

New School built on Ridgemount Site ready for 2016. If there is not funding then an addition will be needed at Ridgemount.

Cardinal Heights/Pauline Johnson become a JK-8 campus model elementary school. Pauline Johnson (JK-3) & Cardinal Heights 4-8.

 Elem Boundary	 Middle School Boundary
 Jr Elementary	 Closed School
 K-8 Elementary	 Proposed New School
 Middle School	

N



0 0.25 0.5 1 Kilometres



HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

Nov 2013

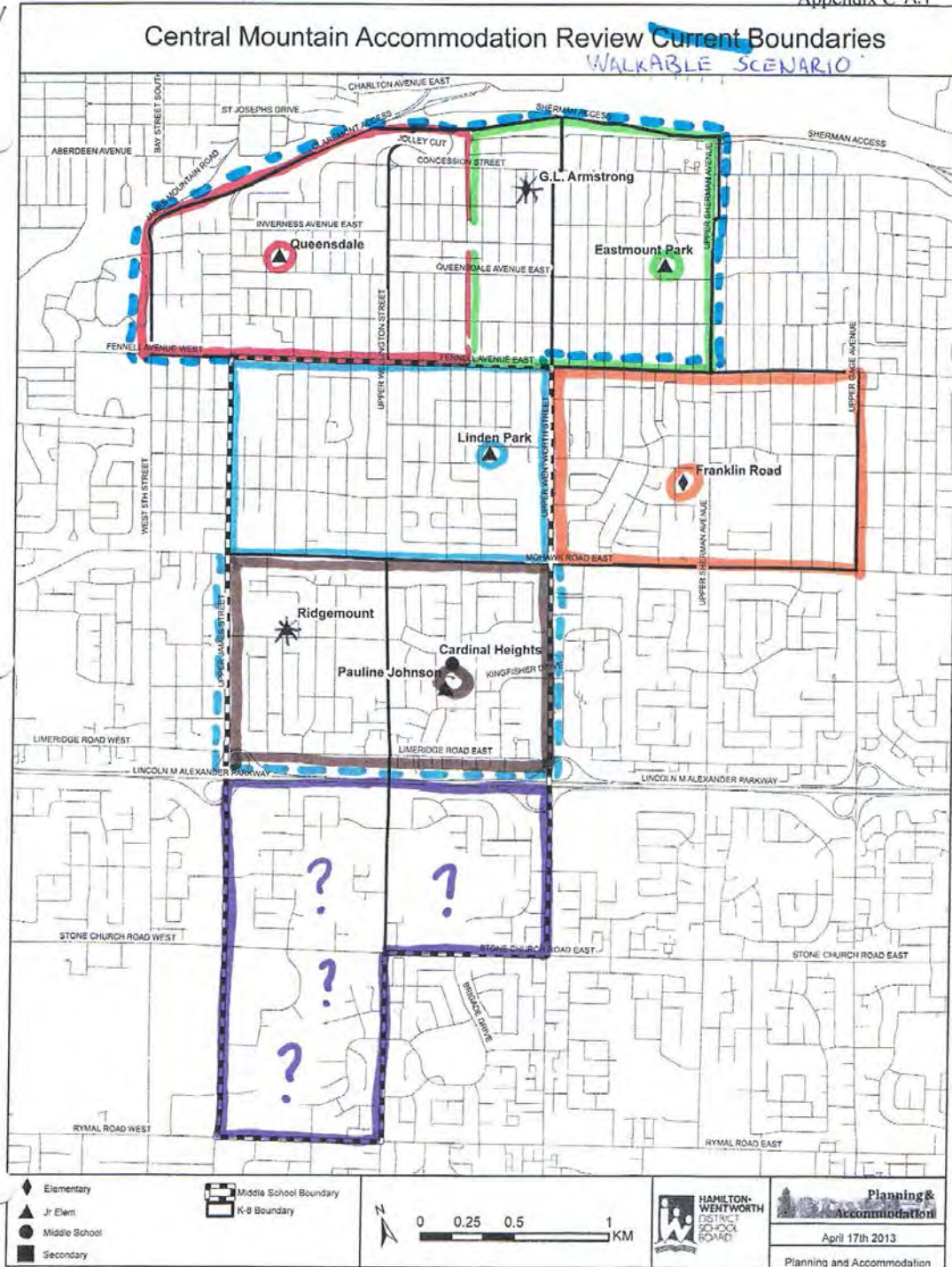
Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (4-8 - Campus School)	308	312	299	255	255	265	278	287	278	278	276
		101%	97%	83%	83%	86%	90%	93%	90%	90%	90%
Eastmount Park (Closed 2015)	348	216	219								
		62%	63%								
Franklin Road (JK-8)	463 618	355	358	599	601	594	584	587	588	586	584
		77%	77%	97%	97%	96%	94%	95%	95%	95%	94%
George L. Armstrong (Closed 2015)	633	327	318								
		52%	50%								
Linden Park (Closed 2015)	319	154	159								
		48%	50%								
Pauline Johnson (JK-3 - Campus School)	314	265	279	290	288	285	285	286	287	287	287
		84%	89%	92%	92%	91%	91%	91%	91%	91%	91%
Queensdale (JK-8 in 2015)	279 437	188	195	463	468	448	434	415	408	386	383
		67%	70%	106%	107%	102%	99%	95%	93%	88%	88%
Ridgemount (JK-8 - New build if no funding an addition)	290 422	247	251	426	427	435	428	441	443	445	449
		85%	86%	101%	101%	103%	101%	104%	105%	105%	106%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	97%	97%	97%	96%	96%	95%	94%	94%
2015 OTG	2,099										

### Potential Renovations/Additions

Cardinal Heights- None  
 Eastmount Park- Closed  
 Franklin Road- 2 FDK, 5 Classrooms, Gym  
 GL Armstrong- Closed  
 Linden Park- Closed  
 Pauline Johnson- Closed  
 Queensdale- FDK, 6 Classroom, Gym  
 Ridgemount- 2 FDK, 4 Classrooms, Gym

Appendix C A.1



Received Nov 29<sup>th</sup>, 2013 from Eileen Patchett

## Walkable Schools Scenario

Aim: to give every community a local walkable public school, while eliminating unnecessary empty pupil spaces to free up valuable surplus properties.

### Action

1. Linden Park relocates to the adjacent Hill Park building. It will be a J.K. to Gr. 8 school of approximately 450 students. It will receive Gr. 7 & 8 graduates from Queensdale and Eastmount Park, current Gr. 7 & 8 students from G. L. Armstrong, and approximately 120 Gr. 6, 7, and 8 students from Cardinal Heights. One wing of Hill Park is to be removed to “right size” the school and provide a paved playground area. The majority of students in the new Linden Park area will be in walkable distance. IF the Hill Park building is deemed unsalvageable to use for this purpose, then the Hill Park building would be used as a “holding school” while Linden Park receives the necessary modifications to fit the K-8 model. (This could be in the form of an addition, or a new build on existing Linden Park site).
2. G. L. Armstrong is to close. Approximately 90 J.K. to Gr. 6 students will transfer to Queensdale, approximately 130 J.K. to Gr. 6 students will transfer to Eastmount Park, and approximately 120 Gr. 7 and 8 students will transfer to the new Linden Park in the Hill Park building.
3. Eastmount Park receives 130 J.K. to Gr. 6 students from G. L. Armstrong. This fills Eastmount Park to capacity and it remains J.K. to Gr. 6. The majority of students are within walkable distance. Eastmount grads will attend the new Linden Park in the Hill Park building for Gr. 7 and 8.
4. Queensdale receives approximately 90 J.K. to Gr. 6 students from G. L. Armstrong. This fills Queensdale to capacity and it remains J.K. to Gr. 6. The majority of students are within a walkable distance. Queensdale grads attend the new Linden Park in the Hill Park building for Gr. 7 and 8.
5. Franklin Road remains J.K. to Gr. 8 as it currently is. No changes are needed. The majority of students are within a walkable distance.

6. A new J.K. to Gr. 8 school is to be built in either the Jerome, Crerar or Ryckmans neighbourhood (current Ridgemount and Pauline Johnson area south of the Linc.) Ideally, this school would be on the Jerome site currently owned by HWDSB if/when it becomes available. Otherwise, this school would be built somewhere on one of the many undeveloped areas of land in these three adjacent neighbourhoods. It will receive all Ridgemount and Pauline Johnson students living south of the Linc, approximately 395 students. These neighbourhoods are still developing, so the school would be built to accommodate a future addition to handle the growing population. Almost all students will be within a walkable distance.
7. Ridgemount boundaries change. All students north of the Linc, approximately 130, attend Pauline Johnson. All students south of the Linc, approximately 130, attend new J.K. to Gr. 8 school to be built south of the Linc. Current Ridgemount school closes. This eliminates the need for most, if not ALL, busing for Ridgemount students. If funding for new school cannot be obtained now, then Ridgemount remains at current location as J.K. to Gr. 6 school until funding can be secured (and graduates would attend Linden Park in Hill Park building for Gr. 7 and 8).
8. Current Cardinal Heights Gr. 6, 7 and 8 students will be distributed as follows: Graduates of Pauline Johnson and Ridgemount living north of the Linc, and all graduates of Linden Park will move to the new Linden Park in the Hill Park building. Graduates of Pauline Johnson and Ridgemount living south of the Linc will attend the new J. K. to Gr. 8 school south of the Linc. The Cardinal Heights building, originally built as a K. to Gr. 8 school, will be the new home for Pauline Johnson J.K. to Gr. 5 students, with only minimal modifications. IF funding for the new school south of the Linc cannot be obtained now, then all Linden Park graduates and Gr. 7 and 8 graduates of Ridgemount and Pauline Johnson will attend the new Linden Park in Hill Park building until funding can be secured.
9. Pauline Johnson students are relocated to the adjacent Cardinal Heights building. Pauline Johnson boundaries change. Pauline Johnson receives J.K. to Gr. 5 students from Ridgemount who live north of the Linc, while all current Pauline Johnson students living south of the Linc attend the new school south of the Linc. Pauline Johnson remains J.K. to Gr. 5. This eliminates the need for busing for most, if not ALL, Pauline Johnson students currently bused. Pauline Johnson building closes. IF funding for new school cannot be obtained now, then Pauline Johnson moves to Cardinal Heights building, and remains a J.K. to Gr. 6 school until funding can be secured. (All graduates will attend Linden Park in Hill Park building for Gr. 7 and 8).

Received Nov 29<sup>th</sup>, 2013 from Eileen Patchett

Option 22

SUMMARY AND TIMING

No students are to be relocated before Sept. 2015 and not until any necessary construction/renovation is completed on their destination school.

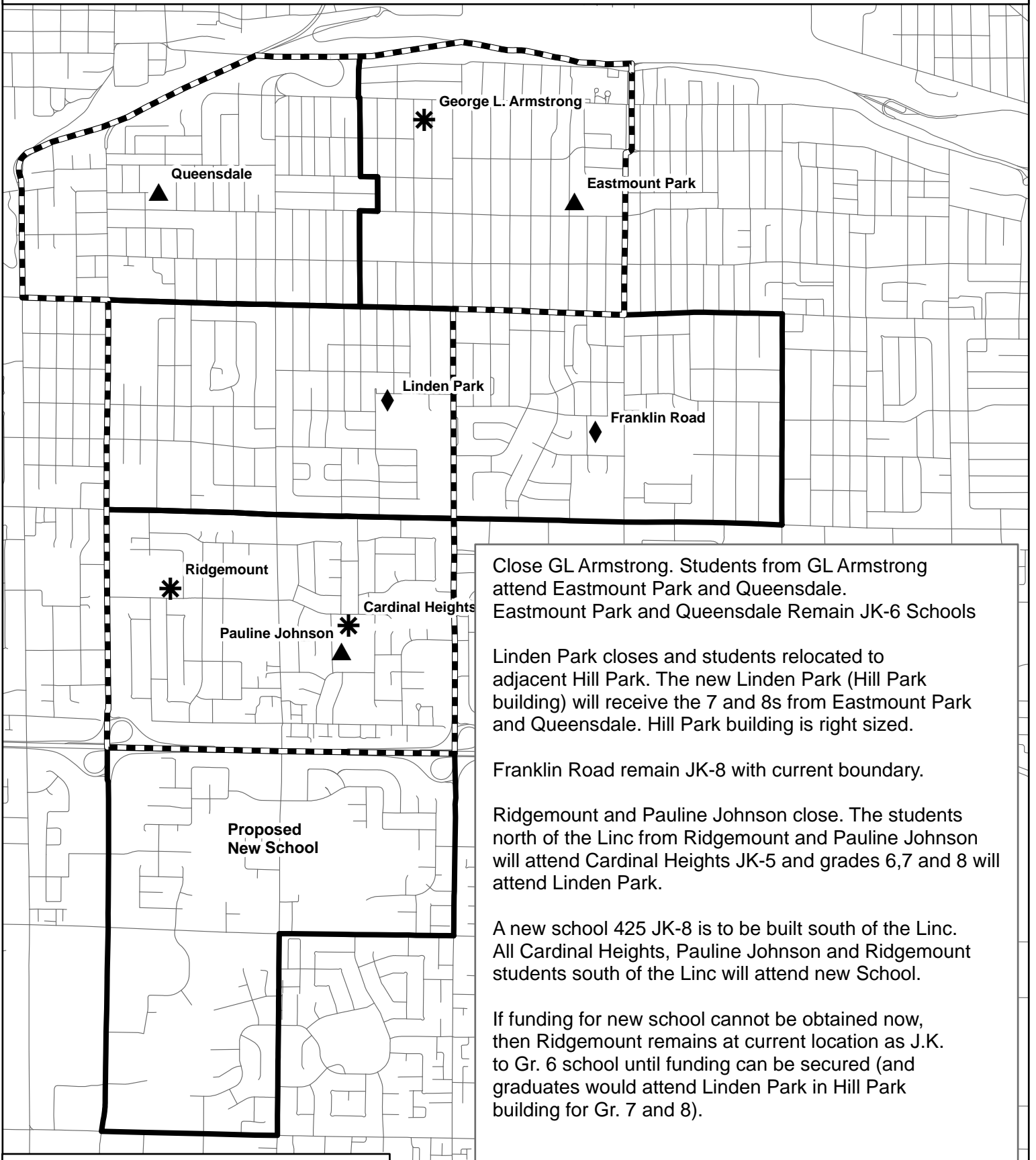
No renovations are necessary in any schools while containing students.

School	OTG	Enrollment	Utilization Rate	Remaining Vacant Seats
Linden Park	450	414	92%	36
G. L. Armstrong	Closed	--	--	--
Eastmount Park	348	349	100%	0
Queensdale	279	279	100%	0
Franklin Road	463	351	76%	112
New South of Linc	425	394	93%	31
Ridgemount	Closed	--	--	--
Cardinal Heights	308	300	97%	8
Pauline Johnson	Closed	--	--	--
Total	2273	2087	--	187
Average	---	---	93%	--

Current OTG	2954
Proposed OTG	2273
Vacant pupil spaces eliminated	681



# Central Mountain Option 22



Close GL Armstrong. Students from GL Armstrong attend Eastmount Park and Queensdale. Eastmount Park and Queensdale Remain JK-6 Schools








Linden Park closes and students relocated to adjacent Hill Park. The new Linden Park (Hill Park building) will receive the 7 and 8s from Eastmount Park and Queensdale. Hill Park building is right sized.

Franklin Road remain JK-8 with current boundary.

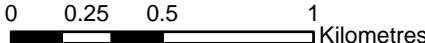
Ridgemount and Pauline Johnson close. The students north of the Linc from Ridgemount and Pauline Johnson will attend Cardinal Heights JK-5 and grades 6,7 and 8 will attend Linden Park.

A new school 425 JK-8 is to be built south of the Linc. All Cardinal Heights, Pauline Johnson and Ridgemount students south of the Linc will attend new School.

If funding for new school cannot be obtained now, then Ridgemount remains at current location as J.K. to Gr. 6 school until funding can be secured (and graduates would attend Linden Park in Hill Park building for Gr. 7 and 8).

 Elem Boundary	 Middle School Boundary
 Jr Elementary	 Closed School
 K-8 Elementary	 Proposed New School
 Middle School	

N



	<p>Planning &amp; Accommodation</p>
	<p>December 2013</p>
	<p>Planning and Accommodation</p>

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (JK-6)	308	312	299	359	365	371	363	371	368	367	367
	388	101%	97%	93%	94%	96%	94%	96%	95%	95%	95%
Eastmount Park (JK-6)	348	216	219	326	312	306	306	285	287	287	287
		62%	63%	94%	90%	88%	88%	82%	82%	82%	82%
Franklin Road (JK-8)	463	355	358	347	346	343	339	340	337	341	337
		77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (Closed)	633	327	318								
		52%									
New K-8 South of Linc	375			311	310	325	325	339	341	344	348
				83%	83%	87%	87%	90%	91%	92%	93%
New Linden Park - Right sized Hill Park (K-8 )	450			431	447	429	427	439	433	409	408
				96%	99%	95%	95%	97%	96%	91%	91%
Linden Park (Closed)	319	154	159								
		48%	50%								
Pauline Johnson (Closed)	314	265	279								
		84%	89%								
Queensdale (JK-6)	279	188	195	258	258	251	249	242	238	235	231
		67%	70%	93%	93%	90%	89%	87%	85%	84%	83%
Ridgemount (Closed)	290	247	251								
		85%	86%								
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	93%	91%	92%	91%	90%	91%	90%	89%	89%
2015 OTG	2,223										

**Potential Renovations/Additions**

Cardinal Heights- 4 FDK

Eastmount Park- Possible FDK

Franklin Road- None

GL Armstrong- Closed

Linden Park- Closed

Pauline Johnson- Closed

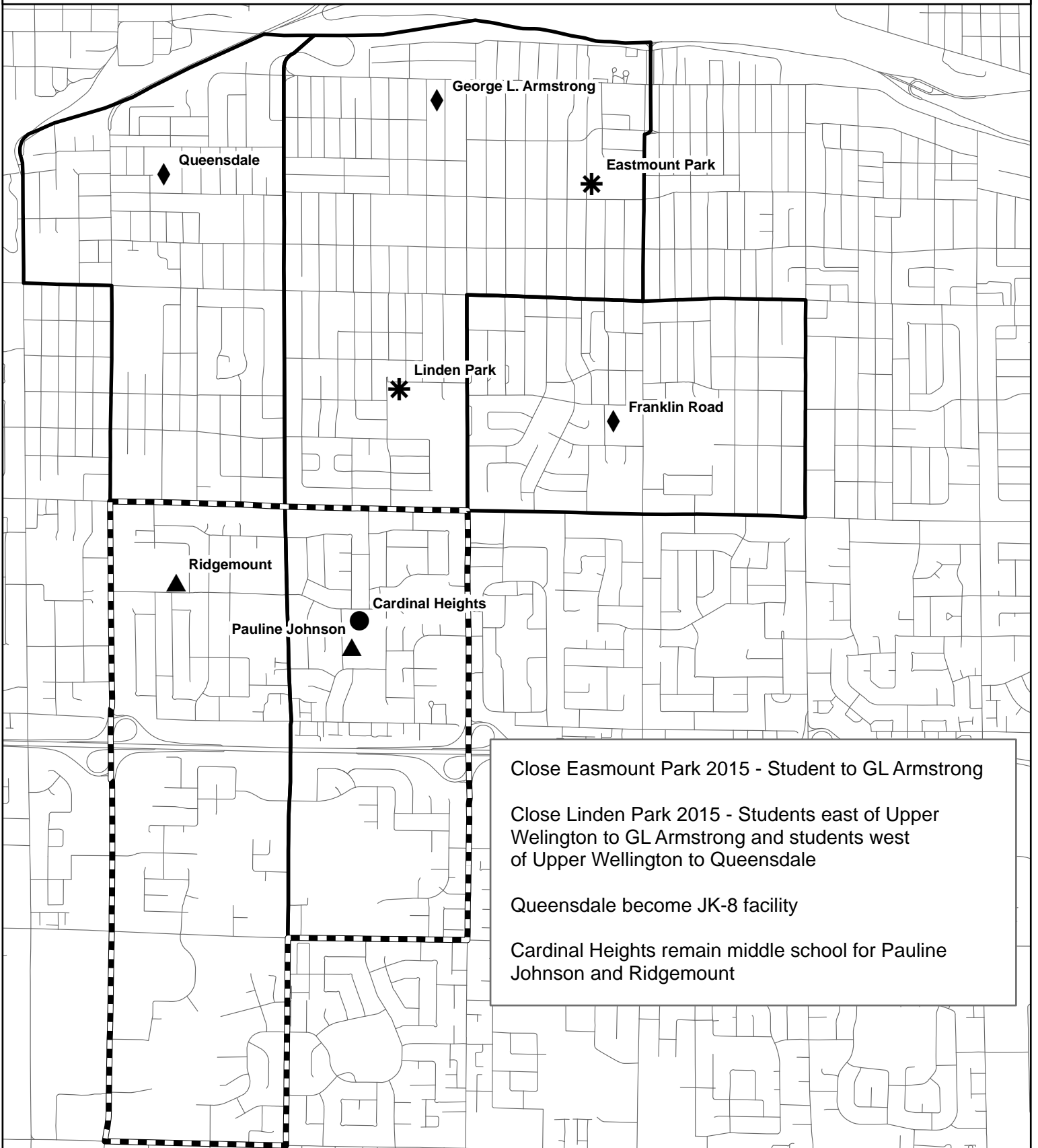
New Linden Park- Right size of Hill Park current OTG 1194

Queensdale- Potential FDK

Ridgemount- Closed

I would like to submit my proposal to the ARC, the board and the trustees. Option 7 presented last night's meeting seems to utilize existing structures quite efficiently. As callus as this may appear there is no disrespect intended, seems to disrupt the least number of students in the area at Linden Park. Again I apologize I don't want to see any community divided at all. The only change that I would implement on this proposal would be rather than diverting the students to Franklin Road I would have them attend GLA for fdk-grade 8. The proposed boundaries for Queendale and its fdk-grade 8 structure would remain the same and the rest of this proposal would follow suit remaining also the same. The only change would be to the boundaries of GLA that would now extend south up to Mohawk road as opposed to stopping at Fennell ave. and would include all the area that was to be diverted to Franklin Road School. This would increase the student body at Armstrong by approx. 80+/- students. I know once this isn't the best option for all communities it is just meant to be a starting point for further exploration and discussion of this particular option.

# Central Mountain Option 23



Close Eastmount Park 2015 - Student to GL Armstrong

Close Linden Park 2015 - Students east of Upper Wellington to GL Armstrong and students west of Upper Wellington to Queensdale

Queensdale become JK-8 facility

Cardinal Heights remain middle school for Pauline Johnson and Ridgemount

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

Nov 2013

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights 6-8)	308	312	299	218	202	225	226	246	229	233	228
		101%	97%	71%	66%	73%	73%	80%	74%	76%	74%
Eastmount Park (Closed 2015)	348	216	219								
		62%	63%								
Franklin Road (JK-8)	463	355	358	347	346	343	339	340	337	341	337
		77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (JK-8)	633	327	318	638	635	610	587	572	568	541	542
	673	52%	50%	95%	94%	91%	87%	85%	84%	80%	81%
Linden Park (Closed 2015)	319	154	159								
		48%	50%								
Pauline Johnson (JK-5)	314	265	279	295	307	300	305	304	305	305	305
		84%	89%	94%	98%	96%	97%	97%	97%	97%	97%
Queensdale (JK-8 in 2015)	279	188	195	282	290	290	292	293	296	288	286
	299	67%	70%	94%	97%	97%	98%	98%	99%	96%	96%
Ridgemount (JK-5)	290	247	251	253	258	258	261	262	268	274	280
		85%	86%	87%	89%	89%	90%	90%	92%	95%	97%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	87%	87%	86%	86%	86%	85%	84%	84%
2015 OTG	2,347										

### Potential Renovations/Additions

Cardinal Heights- None  
 Eastmount Park- None  
 Franklin Road- None  
 GL Armstrong- 2 FDK  
 Linden Park-  
 Pauline Johnson-  
 Queensdale-1 FDK, potential classroom  
 Ridgemount-

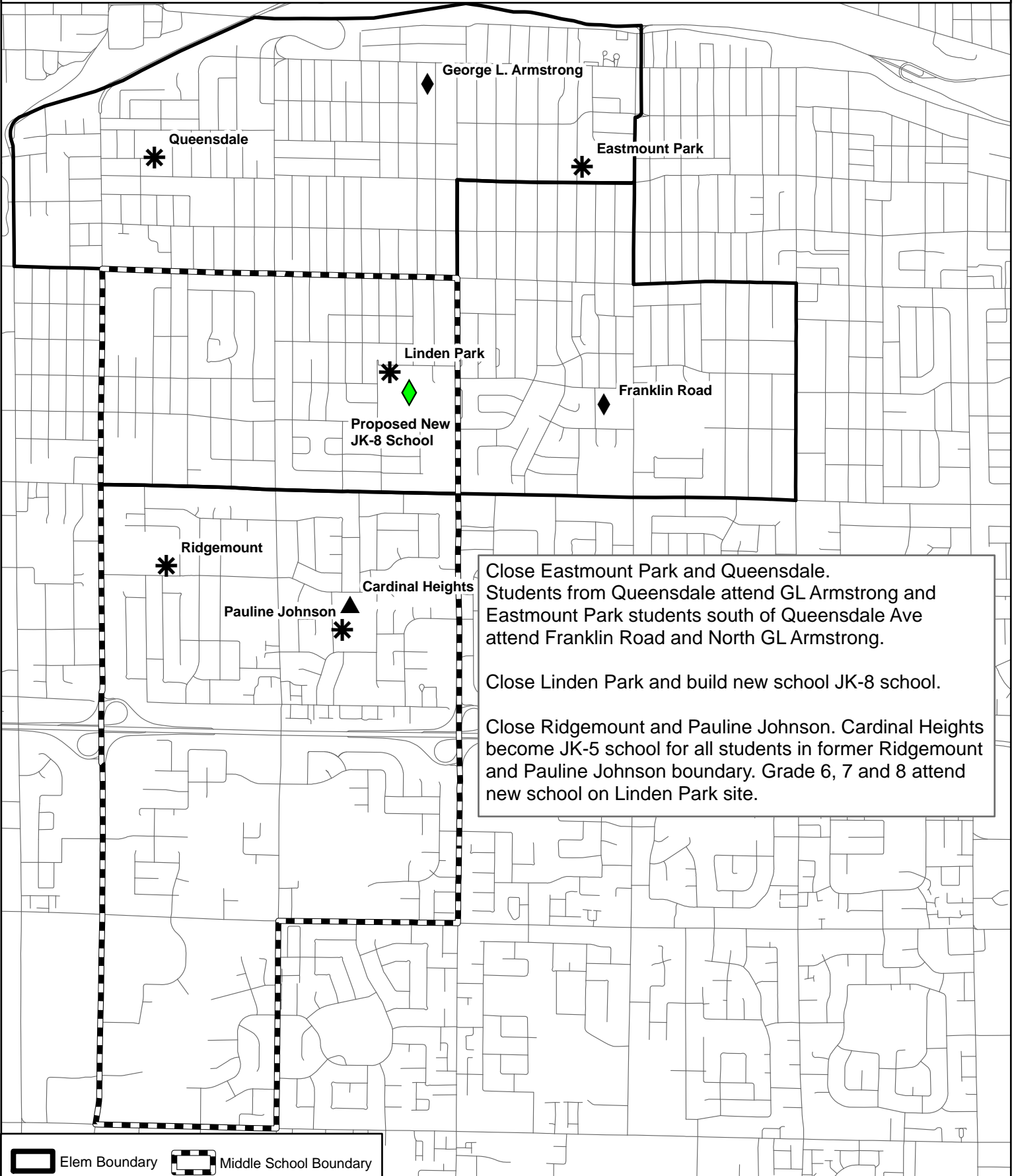
## Option 24

### Option A

Close Ridgemount Elementary School 2014; divert all students attending this school now to the Cardinal Heights Elementary School. This would now mean the closure and demolition of Pauline Johnson Elementary School with all these students now attending Cardinal Heights in the new format of FDK-Grade 5. This would mean a new student body count of approx. 530 FDK-5 students, a new school could be built to suit this or the existing school could be provided with an addition to facilitate this new function. The point being that Ridgemount is now approx. +/- 1km from Cardinal Heights now, which is very close together so that most students could walk to school the rest, of course as they are now would be bused. The Cardinal Heights grades 6-8 students would now head north to join with the Linden Park community students. Linden Park boundaries would take on only those grades 6-8 students that Cardinal Heights once did plus their own student body. Build a new school at Linden Park to accommodate this option and/or failing this place an addition on to existing structure. The new format of this school would be FDK-8 and would mean that Linden Park keep its existing boundaries plus that of the Cardinal Heights 6-8 students. This would bring the total student body numbers to approx. 458 students. It would also be a fairly walkable school with the balance of students to be bused and all the necessary lights, crossing guard's etc. will be provided by the board. All this would take place within 2014-2015. Close Eastmount in 2014 and all student within the existing boundaries that are south of Queensdale ave. would attend Franklin Road school. The balance would attend Armstrong School. Further to this part of the plan Queensdale School would close in 2014 and all student body deferred to Armstrong School. This would give Armstrong School a new student body of FDK-8 students with a figure of approx. 633 students. Armstrong would need all needed upgrades. Students could walk and/or have transportation provided as needed by the board. The board would provide all traffic lights, crossing guards etc. as needed. Franklin Road remains FDK-8 but now takes on the balance of students from Eastmount School, bringing it's' numbers to approx. 358 students all student make walk or use the transportation provided by the board as needed. All this is to be implemented 2014-2015. The majority of the schools would be within walking distance, all existing structures could be utilized with minimal adjustments. This proposal closes four schools, Ridgemount, Pauline Johnson, Eastmount and Queensdale. The use of Linden Park, the Rec Centre and the land would also be optimized. Thank You



# Central Mountain Option 24



Close Eastmount Park and Queensdale. Students from Queensdale attend GL Armstrong and Eastmount Park students south of Queensdale Ave attend Franklin Road and North GL Armstrong.

Close Linden Park and build new school JK-8 school.

Close Ridgemount and Pauline Johnson. Cardinal Heights become JK-5 school for all students in former Ridgemount and Pauline Johnson boundary. Grade 6, 7 and 8 attend new school on Linden Park site.

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres



Planning & Accommodation

Nov 2013

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Cardinal Heights (JK-5 - New School or Addition)</b>	308	312	538	545	562	555	563	563	570	576	582
	566	101%	95%	96%	99%	98%	99%	100%	101%	102%	103%
<b>Eastmount Park (Closed 2015)</b>	348	216									
		62%									
<b>Franklin Road (JK-8)</b>	463	355	474	459	458	452	446	449	448	449	446
	483	77%	98%	95%	95%	94%	92%	93%	93%	93%	92%
<b>George L. Armstrong (JK-8)</b>	633	327	608	595	603	582	564	545	540	515	512
		52%	96%	94%	95%	92%	89%	86%	85%	81%	81%
<b>Linden Park (Closed)</b>	319	154									
		48%									
<b>New JK-8 School on Linden Park Site</b>	450	-	458	433	416	438	437	459	445	442	438
		-	102%	96%	92%	97%	97%	102%	99%	98%	97%
<b>Pauline Johnson (Closed)</b>	314	265									
		84%									
<b>Queensdale (Closed)</b>	279	188									
		67%									
<b>Ridgemount (Closed)</b>	290	247									
		85%									
<b>Total</b>	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	98%	96%	97%	96%	95%	95%	95%	94%	94%
<b>Implementation OTG</b>	2,112										

**Potential Renovations/Additions**

Cardinal Heights- 6 FDK rooms, 6 classrooms, gym or new build

Eastmount Park- closed

Franklin Road- 1 FDK, Gym

GL Armstrong-2 FDK renos

Linden Park- closed

Pauline Johnson- closed

Queensdale- closed

Ridgemount- closed

ATTENTION BOARD MEMBERS AND ARC COMMITTEE MEMBERS:

SCHOOL PROPOSAL

This is a proposal that calls for the building of three new schools for the central mountain. This proposal is meant to fall between the timelines of 2014 to 2015 pending funding for such an undertaking.

Step #1

Ridgemount no changes

Step #2

Build new school on Cardinal Heights/Pauline Johnson Property

When school complete close and demolish Pauline Johnson

Students could remain at present schools until new school was built, there is enough property to do so

Pauline Johnson joins with the students at Cardinal Heights at the new FDK to grade 8 school

Total new student body count will be 572 students

Step#3

Build new school on Linden Park property

Students of Linden Park to attend Franklin Road School until new school is completed

Alterations during this transition may need to be made to Franklin Road School

Close Franklin Road School when the new school construction is completed

Franklin Road School will join with the Linden Park students to form a new FDK-8 school

Total new student body count will be 508 students

Step #4

Build new school at Queensdale site to accommodate the students of Armstrong and Eastmount

Students of Queensdale may attend Armstrong until new school is completed

When new school complete close Eastmount and Armstrong

## Option 25

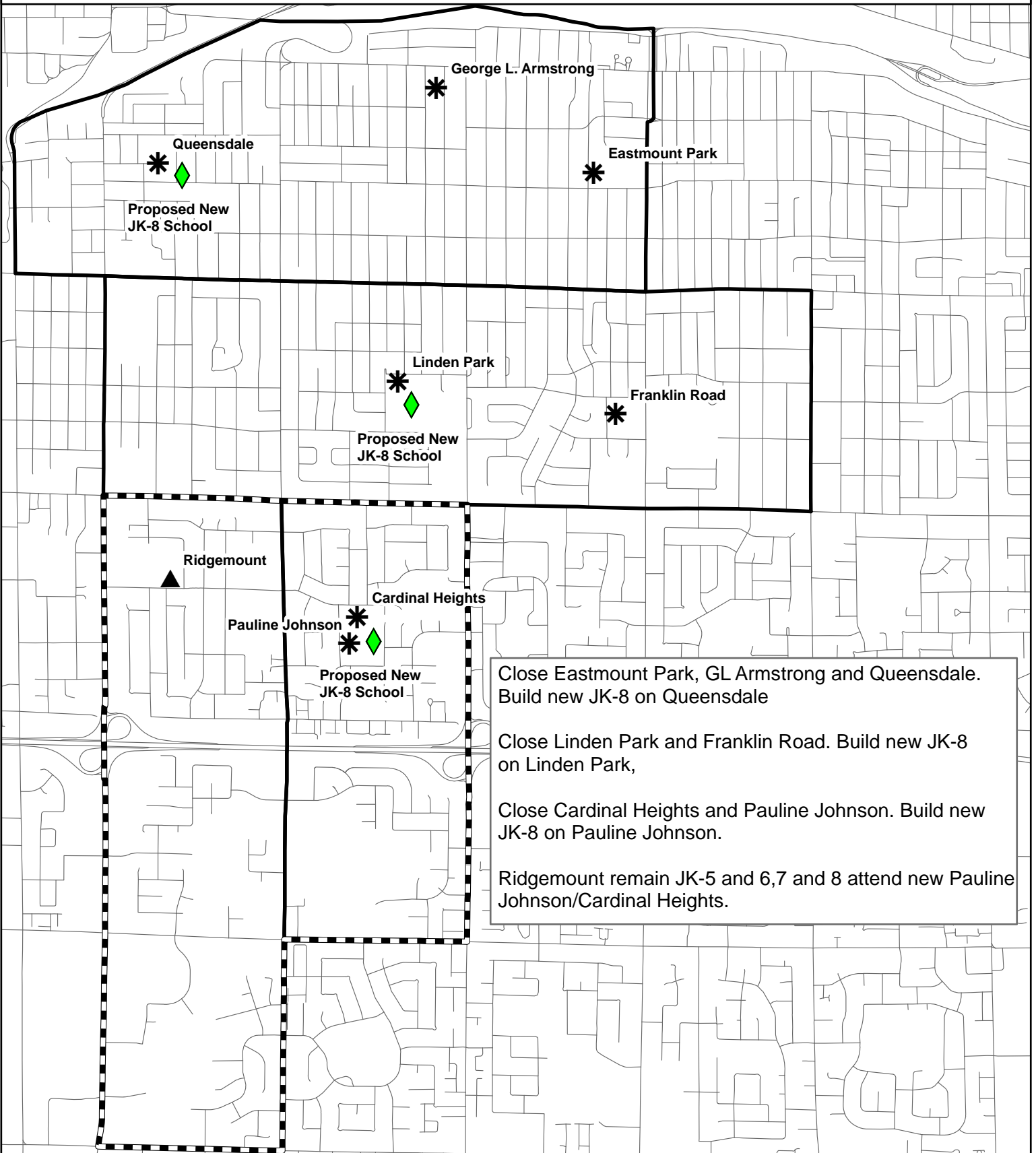
These students will join with the students of Queensdale to form a new FDK-grade 8 program

Total new student body count will be 637 students

Conclusion:

All the transportation issues would have to be worked out with the board. All these transitions are to be completed by 2015 at the latest.

# Central Mountain Option 25



Close Eastmount Park, GL Armstrong and Queensdale. Build new JK-8 on Queensdale

Close Linden Park and Franklin Road. Build new JK-8 on Linden Park,

Close Cardinal Heights and Pauline Johnson. Build new JK-8 on Pauline Johnson.

Ridgemount remain JK-5 and 6,7 and 8 attend new Pauline Johnson/Cardinal Heights.

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres

	<p>Planning &amp; Accommodation</p>
	<p>Dec 2013</p>
<p>Planning and Accommodation</p>	

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (Closed)	308	312									
		101%									
Eastmount Park (Closed)	348	216									
		62%									
Franklin Road (Closed)	463	355									
		77%									
George L. Armstrong (Closed)	633	327									
		52%									
Linden Park (Closed)	319	154									
		48%									
Pauline Johnson (Closed)	314	265									
		84%									
Queensdale (Closed)	279	188									
		67%									
Ridgemount (JK-5)	290	247	251	242	247	247	250	251	257	263	269
		85%	86%	84%	85%	85%	86%	87%	89%	91%	93%
New JK-8 on Cardinal Heights	550	265	520	525	521	537	543	561	546	551	545
		48%	95%	95%	95%	98%	99%	102%	99%	100%	99%
New JK-8 on Linden Park	550	188	576	551	549	545	538	542	542	538	536
		34%	105%	100%	100%	99%	98%	99%	99%	98%	97%
New JK-8 on Queensdale	700	247	731	714	722	698	678	661	658	631	628
		35%	104%	102%	103%	100%	97%	94%	94%	90%	90%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	97%	98%	97%	96%	96%	96%	95%	95%
2015 OTG	2,090										

**Potential Renovations/Additions**

- |                          |                         |
|--------------------------|-------------------------|
| Cardinal Heights- Closed | Linden Park- Closed     |
| Eastmount Park- Closed   | Pauline Johnson- Closed |
| Franklin Road- Closed    | Queensdale- Closed      |
| GL Armstrong- Closed     | Ridgemount- None        |



**Ian Morton**

**December 15, 2013**

## **Arc committee school proposal**

### **Cardinal Heights Area**

- **Let's build a new school on this large site to accommodate all the students of Pauline Johnson and Cardinal Heights Schools**
- **Erect a new structure designed to hold the new capacity of students which would be approx. 572 students that will now attend Full Day Kindergarten to Grade 8**
- **The two schools on this site could remain open as the new building is being constructed and once completed the students could move into the new building**
- **Failing the funding of the new school the two schools would remain open with renovations as required(completion date 2014)**
- **All the transportation needs of this would be handled by the board as they have done in the past**
- **Soft implementation dates would be mid-2014 to 2015 depending on designers, funding, approval etc.**

### **Ridgemount Area**

- **This school, it's program offerings and boundaries would remain untouched**

### **Linden Park/Franklin Road/Estmount Areas All Affected**

- **Close Linden Park School and now have all the students now attend Franklin Road School**
- **Franklin Road School boundaries will expand now to accept the old Linden Park School boundaries and now extend down into Eastmounts boundaries from East of Upper Wentworth and South of Queensdale Avenue to form a much larger catchment area**
- **Additions and modifications to Franklin Road School will have to be made to accommodate the new student numbers**
- **The newly formed school at Franklin Road would now accommodate 509 students that will attend Full Day Kindergarten to Grade 8**
- **Soft implementation dates of 2014 to 2015 would have to be negotiated pending approval and funding**

## Option 26

- **Transportation would be the responsibility of the Board as it has been in the past**
- **Therefore Linden Park will be closing and Eastmount will be closing**
- **The student body of Eastmount would unfortunately be divided up with some attending Franklin Road and some attending Armstrong(to be discussed next).**

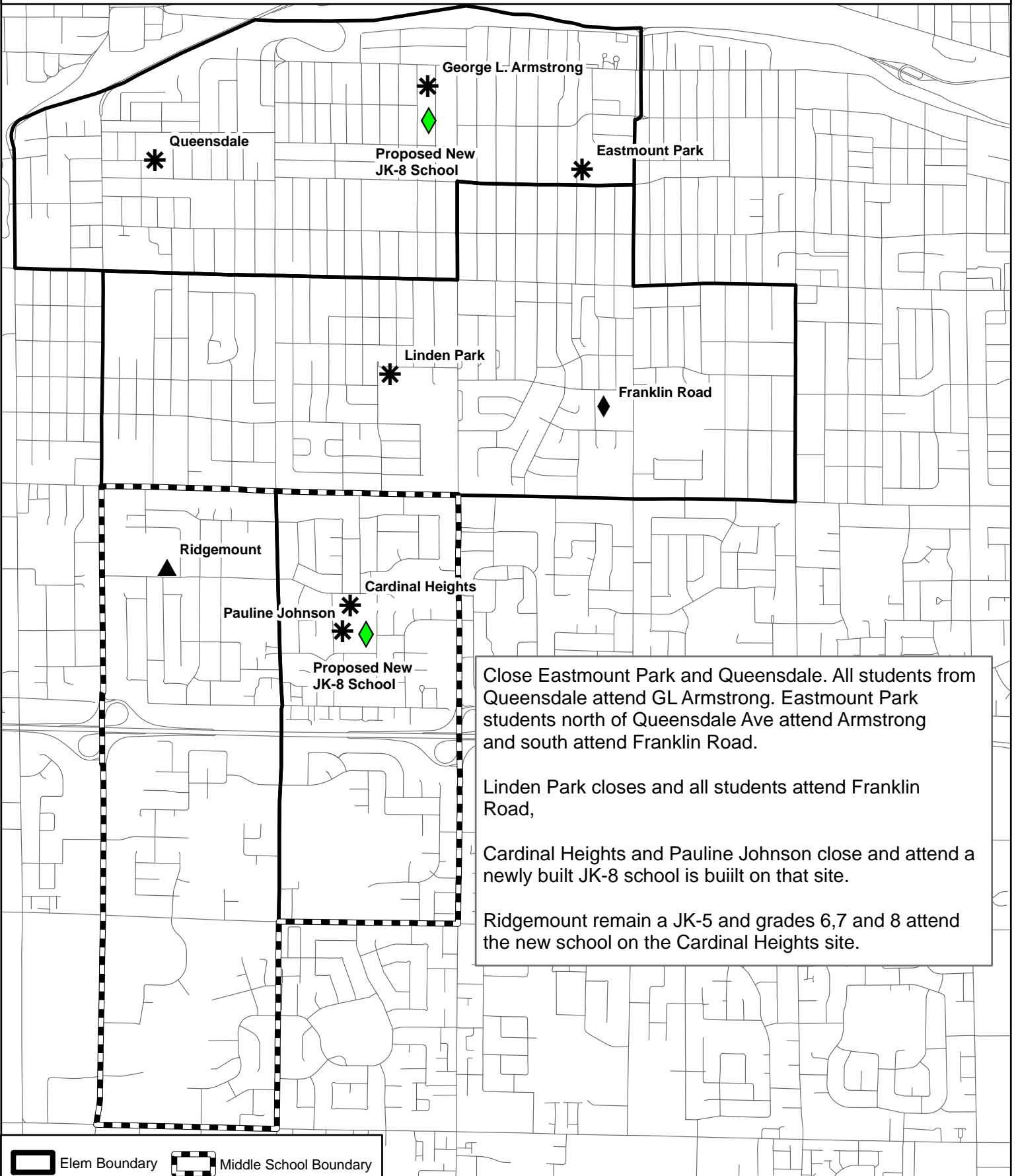
**Queensdale/Armstrong/Balance of Eastmount Areas**

- **A new facility is to be built on the Armstrong site to accommodate an FDK-8 Program and the students of Queensdale and the balance of the students from Eastmount**
- **As construction is underway the students of Armstrong could either remain in the old Armstrong school during construction if possible, and thereby meaning the students of both Eastmount and Queensdale could remain in their respective schools until construction was complete**
- **Falling this the students of Armstrong would have to be sent to both Eastmount and Queensdale with temporary boundaries to govern this and with minimal alterations being done at either Queensdale or Eastmount to accommodate this**
- **Upon completion of the new school Queensdale school and Eastmount school would close and all the students would then attend the newly built school at Armstrong 603 students attending an FDK-Grade 8 program**
- **Soft implementation date to be completed at the latest in 2015**
- **Falling the funding for such a new school Armstrong would undergo renovations at the existing school to accommodate the new numbers and programs as needed(completion date 2014)**
- **Transportation issues to be dealt with, as in the past, by the board**

**I hope I have included all the necessary information needed for this proposal.**

**Thank You**

# Central Mountain Option 26



Close Eastmount Park and Queensdale. All students from Queensdale attend GL Armstrong. Eastmount Park students north of Queensdale Ave attend Armstrong and south attend Franklin Road.

Linden Park closes and all students attend Franklin Road,

Cardinal Heights and Pauline Johnson close and attend a newly built JK-8 school is built on that site.

Ridgemount remain a JK-5 and grades 6,7 and 8 attend the new school on the Cardinal Heights site.

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres



**Planning & Accommodation**

Dec 2013

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (Closed)	308	312									
		101%									
Eastmount Park (Closed)	348	216									
		62%									
Franklin Road (JK-8)	463	355	691	663	661	653	646	651	653	647	645
	687	77%	101%	97%	96%	95%	94%	95%	95%	94%	94%
George L. Armstrong (Closed)	633	327									
		52%									
Linden Park (Closed)	319	154									
		48%									
Pauline Johnson (Closed)	314	265									
		84%									
Queensdale (Closed)	279	188									
		67%									
Ridgemount (JK-5)	290	247	251	242	247	247	250	251	257	263	269
		85%	86%	84%	85%	85%	86%	87%	89%	91%	93%
New JK-8 on Cardinal Heights	550		519	524	520	536	542	560	545	550	544
			94%	95%	95%	97%	99%	102%	99%	100%	99%
New JK-8 on GL Armstrong	600		616	603	611	590	572	553	548	523	520
			103%	101%	102%	98%	95%	92%	91%	87%	87%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	96%	96%	95%	94%	95%	94%	93%	93%
Implementation OTG	2,127										

**Potential Renovations/Additions**

Cardinal Heights- Closed  
 Eastmount Park- Closed  
 Franklin Road- 2 FDK, 8 classrooms, gym  
 GL Armstrong- Closed

Linden Park- Closed  
 Pauline Johnson- Closed  
 Queensdale- Closed  
 Ridgemount- None

## Option 27

Monday January 6<sup>th</sup>, 2014

Why not take advantage of the property and facilities available at the Hill Park and Linden Park sites. I suggest that that Linden Park, Hill Park, Armstrong, Queensdale, and Eastmount be closed and all these schools be housed in to new schools built on the Hill Park and Linden Park site. Also there would be a new school to be built at Cardinal Heights.

### Part 1

- Demolish both Hill Park and Linden Park School
- Half of the students of Linden Park School would attend Franklin Road School during construction of the new schools, one quarter of the students could attend Ridgemount and the other one quarter would attend either Pauline Johnson or Cardinal heights depending on their grade level. These temporary boundaries would have to be negotiated by the board.
- Franklin Road Temporary numbers will be approx. 438 students, no renovations required
- Pauline Johnson and Cardinal heights numbers depend on grade distribution
- Ridgemount will see its numbers increase by about 20 students to 271, no renovation needed
- Queensdale, Armstrong and Eastmount would all remain open until new schools were complete
- Build two new schools on Hill Park and Linden Park site, one FDK-5 the other grade 6-8
- The combined totals of both new schools would be 891 students divided between the two schools and this is all relevant to grade distribution to be determined by the board
- All transportation to be provided by the board and all safety functions for walkability also to be provided by the board
- Completion date 2016

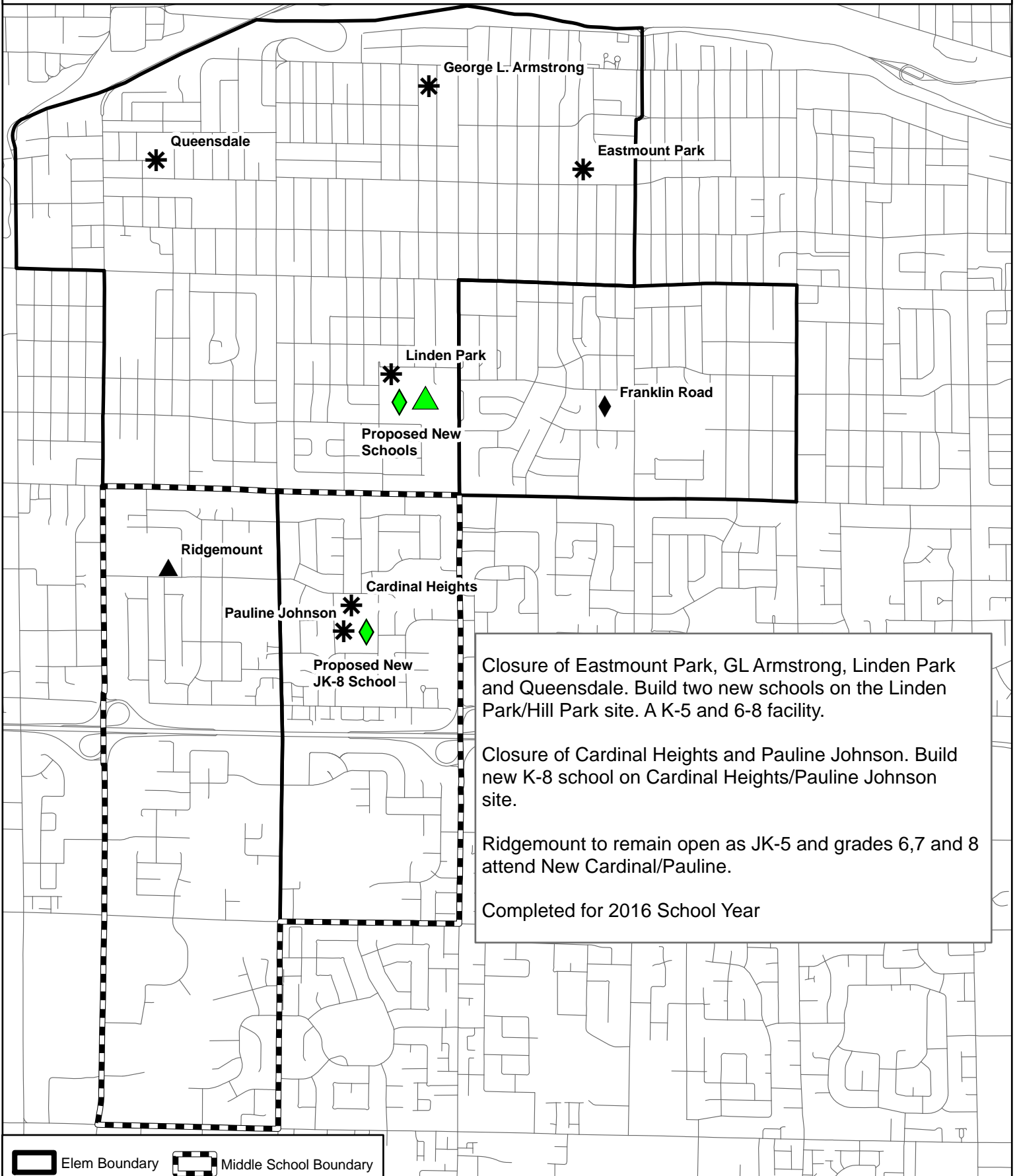
### Part 2

- Ridgemount numbers and curriculum would remain the same
- Build a new school at the shared Pauline Johnson and Cardinal Heights site, no student disruption as they could remain in old schools as new school is being built
- The new school would be An FDK -8 School with about 579 students in total
- Completion date of 2016
- All transportation and safety measures to be provided by the board for all situations described above

Thank you



# Central Mountain Option 27



Closure of Eastmount Park, GL Armstrong, Linden Park and Queensdale. Build two new schools on the Linden Park/Hill Park site. A K-5 and 6-8 facility.

Closure of Cardinal Heights and Pauline Johnson. Build new K-8 school on Cardinal Heights/Pauline Johnson site.

Ridgemount to remain open as JK-5 and grades 6,7 and 8 attend New Cardinal/Pauline.

Completed for 2016 School Year

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

Jan 2014

Planning and Accommodation



School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (Closed)	308	312	299	278							
		101%	97%	90%							
Eastmount Park (Closed)	348	216	219	213							
		62%	63%	61%							
Franklin Road (K-8)	463	355	358	347	346	343	339	340	337	341	338
		77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (Closed)	633	327	318	311							
		52%	50%	49%							
Linden Park (Closed)	319	154	159	156							
		48%	50%	49%							
Pauline Johnson (Closed)	314	265	279	295							
		84%	89%	94%							
Queensdale (Closed)	279	188	195	192							
		67%	70%	69%							
Ridgemount (K-5)	290	247	251	242	247	247	250	251	257	263	269
		85%	86%	84%	85%	85%	86%	87%	89%	91%	93%
New K-5 on Linden Park (Open 2016)	600				637	639	599	595	591	588	584
					106%	106%	100%	99%	99%	98%	97%
New 6-8 on Linden Park (Open 2016)	275				291	265	283	273	276	245	246
					106%	96%	103%	99%	100%	89%	90%
New K-8 on Cardinal Heights (Open 2016)	550				517	533	539	557	542	547	541
					94%	97%	98%	101%	99%	99%	98%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	69%	94%	93%	92%	93%	92%	91%	91%
Implementation OTG	2,178										

**Potential Renovations/Additions**

Cardinal Heights- Closed  
 Eastmount Park- Closed  
 Franklin Road- None  
 GL Armstrong- Closed

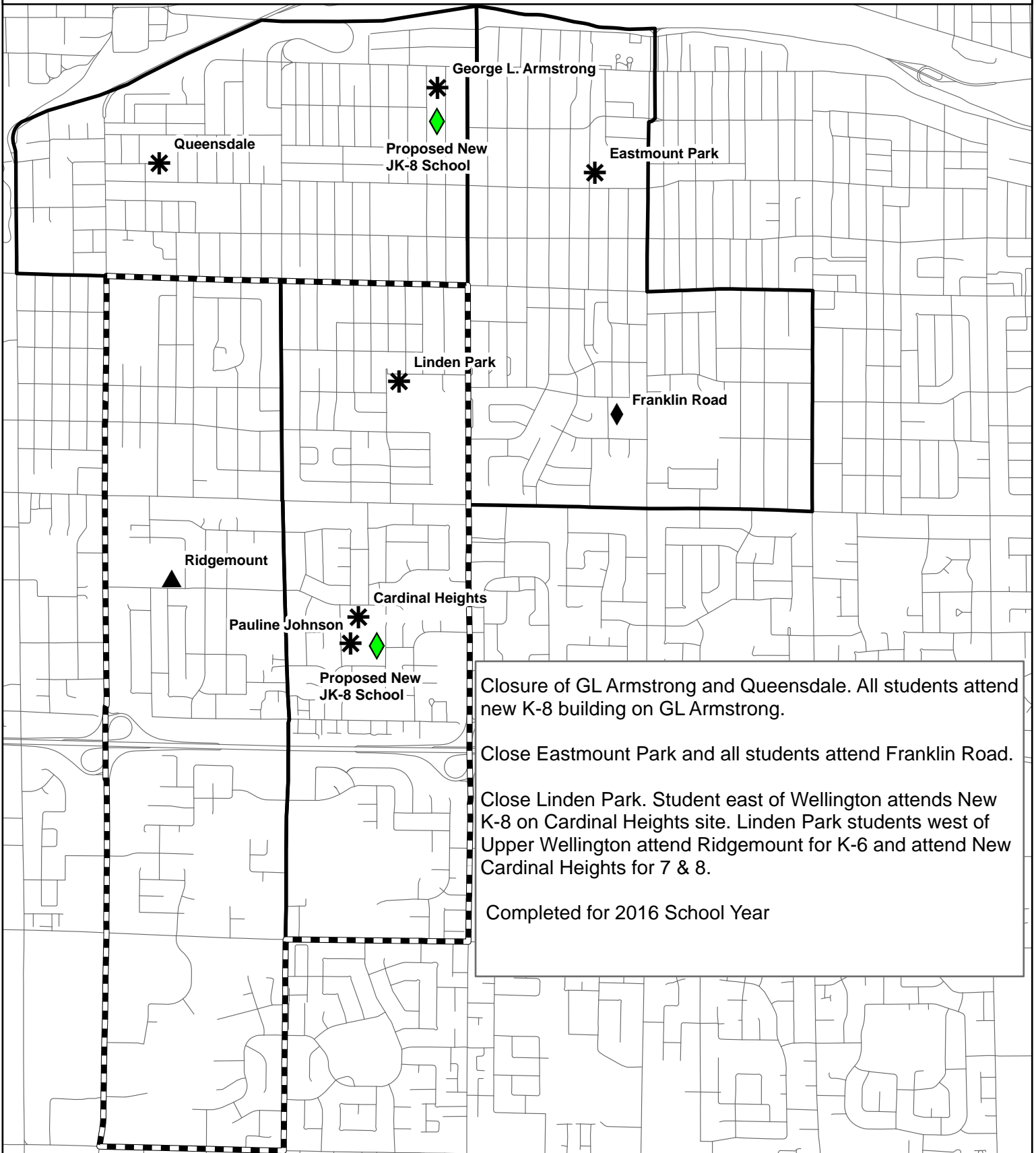
Linden Park- Closed  
 Pauline Johnson- Closed  
 Queensdale- Closed  
 Ridgemount-None

### Elementary School Proposal;

This proposal will see two new schools built, one at the shared location of Pauline Johnson and Cardinal Heights site, and a new school built on the Armstrong property. Also an addition would be added to Franklin Road School and Ridgemount School.

- The new school at the Armstrong site will accommodate FDK to Grade 8 students with the student body being made up from the students of Queensdale School and Armstrong School
- The new school would be built to house approx. 550 students. The new numbers from each school would add up to be 513 students.
- This would require demolishing Armstrong School and closing Queensdale School
- Temporary boundary changes would have to be made to accommodate approx. half the students at Armstrong at either Eastmount and Queensdale Schools during the demolition and erection of the new school at Armstrong
- Once the build was completed the students of Queensdale and Armstrong could now attend the new school
- Latest completion date 2016
- Any accommodations and modifications (temporary) would have to be made to both Eastmount and Queensdale, if needed, to accommodate this scenario.
- During this demolition and construction phase an addition to Franklin Road School would also be happening
- Franklin Road would now absorb Eastmounts boundaries and would combine their students with Eastmounts giving the school new numbers of 577 students, therefore the addition would have to suit these numbers
- This would be an FDK to Grade 8 facility
- Latest completion date 2016
- Build new school on Cardinal Heights and Pauline Johnson School site; given the availability of property there students could remain at these two schools until the build was completed and then the two remaining schools could be demolished.
- This new school would also be accepting approx. half of the Linden Park students, this would bring the number of students to approx. 658 students and therefore new school would have to be built to suite these numbers, FDK to Grade 8
- The remaining students of Linden Park would attend Ridgemount School
- The approx. numbers for this school would be 370 students FDK to grade 6
- As other new schools and additions are being built Ridgemount would also be getting an addition to accommodate the new student numbers, Linden Park would remain open until the addition and new build at Cardinal Heights was completed.
- Latest completion date 2016
- All boundaries, transportation and other infrastructure to be determined by the board

# Central Mountain Option 28










Closure of GL Armstrong and Queensdale. All students attend new K-8 building on GL Armstrong.

Close Eastmount Park and all students attend Franklin Road.

Close Linden Park. Student east of Wellington attends New K-8 on Cardinal Heights site. Linden Park students west of Upper Wellington attend Ridgemount for K-6 and attend New Cardinal Heights for 7 & 8.

Completed for 2016 School Year

 Elem Boundary	 Middle School Boundary
 Jr Elementary	 Closed School
 K-8 Elementary	 Proposed New School
 Middle School	

N



0 0.25 0.5 1 Kilometres




HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

Jan 2014

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (Closed)	308	312	299	278							
		101%	97%	90%							
Eastmount Park (Closed)	348	216	219	213							
		62%	63%	61%							
Franklin Road (K-8)	463	355	358	347	601	594	584	587	588	586	584
	618	77%	77%	75%	97%	96%	94%	95%	95%	95%	94%
George L. Armstrong (Closed)	633	327	318	311							
		52%	50%	49%							
Linden Park (Closed)	319	154	159	156							
		48%	50%	49%							
Pauline Johnson (Closed)	314	265	279	295							
		84%	89%	94%							
Queensdale (Closed)	279	188	195	192							
		67%	70%	69%							
Ridgemount (JK-6)	290	247	251	242	337	354	352	352	355	361	367
	356	85%	86%	84%	95%	99%	99%	99%	100%	101%	103%
New K-8 on GL Armstrong Site (Open 2016)	450				468	448	434	415	408	386	383
					104%	99%	96%	92%	91%	86%	85%
New K-8 on Cardinal Heights Site (Open 2016)	650				633	630	639	662	653	649	644
					97%	97%	98%	102%	100%	100%	99%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	69%	98%	98%	97%	97%	97%	96%	95%
Implementation OTG	2,074										

**Potential Renovations/Additions**

Cardinal Heights-Closed  
 Eastmount Park- Closed  
 Franklin Road- 2 FDK, 5 Classroom, Gym  
 GL Armstrong- Closed

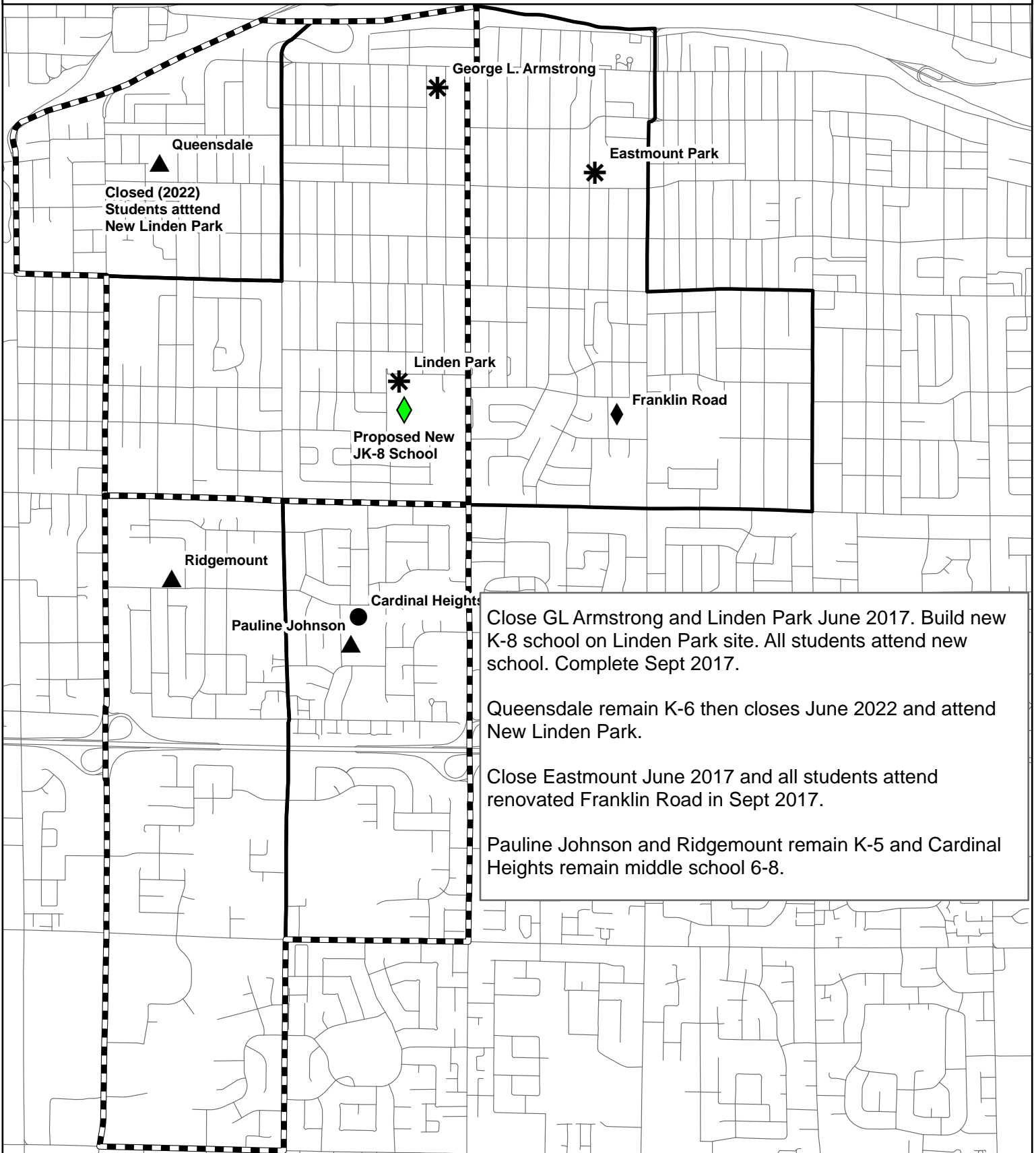
Linden Park- Closed  
 Pauline Johnson- Closed  
 Queensdale- Closed  
 Ridgemount- 1FDK, 2 Classrooms, Gym

## Option 29

### Central Mountain Elementary ARC – Option S:

- Build new K-8 school on Linden Park property for Sep 2017, can hold Linden students at Linden during building or hold at Armstrong & start community building
- Close Armstrong 2017 and move to Linden Sep 2017
- Queensdale 7-8 students to attend new school on Linden Sep 2017
- Close Queensdale 2022 and attend new school on Linden
- Leave Cardinal Heights & Pauline Johnson as is, projected to be over 90%
- Leave Ridgemount as is, projected over 90%
- Renovate Franklin to include all of Eastmount students for Sep 2015 to accomodate 600, tweak western catchment boundary using new school on Linden site

# Central Mountain Option 29










Close GL Armstrong and Linden Park June 2017. Build new K-8 school on Linden Park site. All students attend new school. Complete Sept 2017.


Queensdale remain K-6 then closes June 2022 and attend New Linden Park.

Close Eastmount June 2017 and all students attend renovated Franklin Road in Sept 2017.

Pauline Johnson and Ridgemount remain K-5 and Cardinal Heights remain middle school 6-8.

 Elem Boundary	 Middle School Boundary
 Jr Elementary	 Closed School
 K-8 Elementary	 Proposed New School
 Middle School	

N



0 0.25 0.5 1 Kilometres

	<p>Planning &amp; Accommodation</p>
	<p>Jan 2014</p>

Planning and Accommodation



School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	299	278	259	225	226	246	229	233	228
		101%	97%	90%	84%	73%	73%	80%	74%	76%	74%
Eastmount Park (Closed 2017)	348	216	219	213	207						
		62%	63%	61%	60%						
Franklin Road (K-8)	463 618	355	358	347	346	594	584	587	588	586	584
		77%	77%	75%	75%	96%	94%	95%	95%	95%	94%
George L. Armstrong (Closed 2017)	633	327	318	311	316						
		52%	50%	49%	50%						
Linden Park (Closed 2017)	319	154	159	156	156						
		48%	50%	49%	49%						
Pauline Johnson (K-5)	314	265	279	295	307	300	305	304	305	305	305
		84%	89%	94%	98%	96%	97%	97%	97%	97%	97%
Queensdale (Closed 2022)	279	188	195	192	200	199	199	193	189	186	
		67%	70%	69%	72%	71%	71%	69%	68%	67%	
Ridgemount (K-5)	290	247	251	242	247	258	261	262	268	274	280
		85%	86%	84%	85%	89%	90%	90%	92%	95%	97%
New K-8 on Linden Park Site (Open 2017)	550					450	435	425	424	398	581
						82%	79%	77%	77%	72%	106%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	69%	69%	86%	85%	85%	85%	84%	95%
2017 OTG	2,359										
2022 OTG	2,080										

**Potential Renovations/Additions**

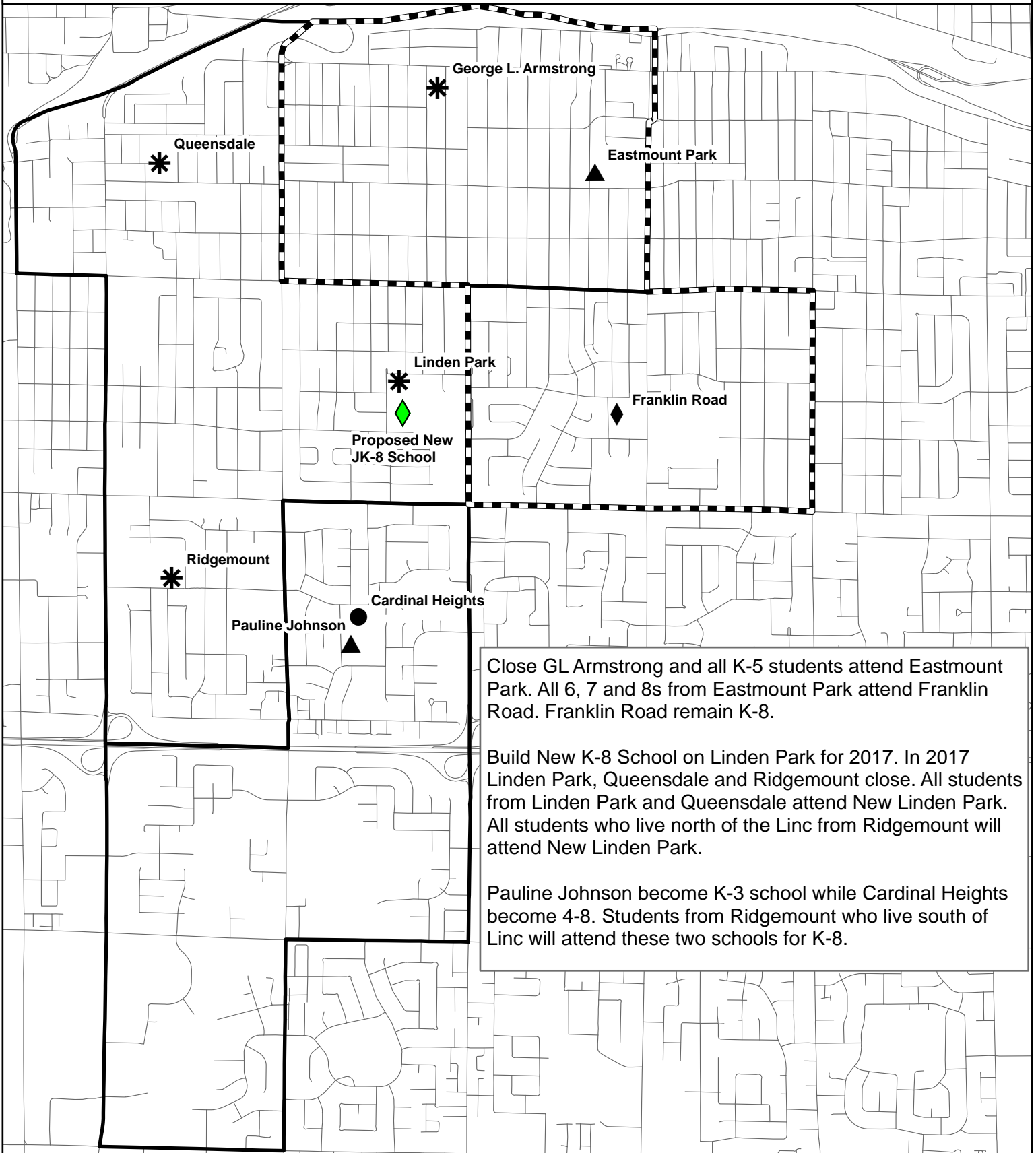
Cardinal Heights- None  
 Eastmount Park- Closed  
 Franklin Road- 2 FDK, 5 Classroom, Gym  
 GL Armstrong- Closed

Linden Park- Closed  
 Pauline Johnson- None  
 Queensdale- None (Closed 2022)  
 Ridgemount- None

Central Mountain Elementary ARC – Option T:

- Eastmount change to K-5 in Sep 2017, grades 6-8 to Franklin Road (315)
- Close Armstrong Jun 2017, K-5 students to attend Eastmount Sep 2017, 6-8 students to Franklin Road
- Renovate Franklin Road to 500 - 550 capacity for Sep 2017 to accommodate 6-8 students from Eastmount & Armstrong
- New K-8 school built on Linden Park property (NE corner) for Sep 2017, Linden students can remain at Linden during build
- Linden Park (K-5) plus 6-8 students to move to new school (600 capacity) on site Sep 2017
- Close Queensdale Jun 2017, K-8 students to attend new school on Linden property Sep 2017.
- Close Ridgemount Jun 2017, K-8 students from Mohawk to north of Linc to attend new school on Linden property starting Sep 2017, K-8 students from south of Linc to Rymal to attend Pauline Johnson & Cardinal Heights starting Sep 2017
- Pauline Johnson to change to K-3 school starting Sep 2017, grades 4-5 to attend Cardinal
- Cardinal Heights to change to 4-8 school starting Sep 2017








# Central Mountain Option 30




Close GL Armstrong and all K-5 students attend Eastmount Park. All 6, 7 and 8s from Eastmount Park attend Franklin Road. Franklin Road remain K-8.

Build New K-8 School on Linden Park for 2017. In 2017 Linden Park, Queensdale and Ridgemount close. All students from Linden Park and Queensdale attend New Linden Park. All students who live north of the Linc from Ridgemount will attend New Linden Park.

Pauline Johnson become K-3 school while Cardinal Heights become 4-8. Students from Ridgemount who live south of Linc will attend these two schools for K-8.

 Elem Boundary	 Middle School Boundary
 Jr Elementary	 Closed School
 K-8 Elementary	 Proposed New School
 Middle School	

N



0 0.25 0.5 1 Kilometres

	<p>Planning &amp; Accommodation</p>
	<p>Jan 2014</p>

Planning and Accommodation

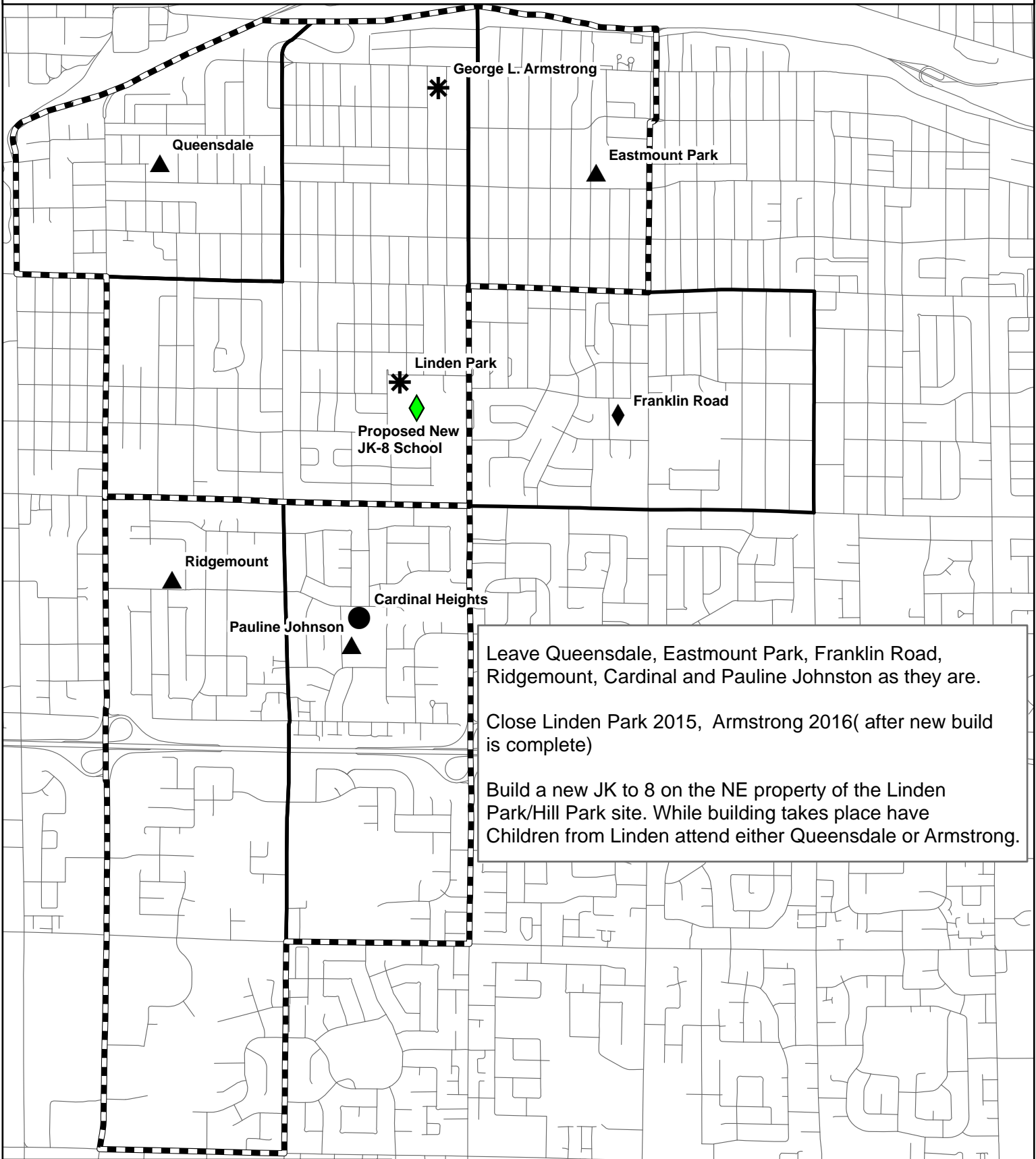
School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (4-8 in 2017)	308	312	299	278	259	297	308	322	312	318	316
		101%	97%	90%	84%	97%	100%	105%	101%	103%	103%
Eastmount Park (K-5 in 2017)	348	216	219	213	207	331	310	311	311	311	311
		62%	63%	61%	60%	95%	89%	89%	89%	89%	89%
Franklin Road (K-8)	463	355	358	347	346	499	496	484	480	461	458
		77%	77%	75%	75%	108%	107%	104%	104%	100%	99%
George L. Armstrong (Closed 2017)	633	327	318	311	316						
		52%	50%	49%	50%						
Linden Park (Closed 2017)	319	154	159	156	156						
		48%	50%	49%	49%						
Pauline Johnson (K-3 in 2017)	314	265	279	295	307	317	319	323	329	333	337
		84%	89%	94%	98%	101%	102%	103%	105%	106%	107%
Queensdale (Closed 2017)	279	188	195	192	200						
		67%	70%	69%	72%						
Ridgemount (Closed 2017)	290	247	251	242	247						
		85%	86%	84%	85%						
New Linden Park K-8 School Open Sept 2017	550					581	577	576	572	560	556
						106%	105%	105%	104%	102%	101%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	69%	69%	102%	101%	102%	101%	100%	100%
2017 OTG	1,983										

**Potential Renovations/Additions**

Cardinal Heights- None  
 Eastmount Park- FDK Renovation  
 Franklin Road- Gym  
 GL Armstrong- Closed

Linden Park- Closed  
 Pauline Johnson- FDK Additions/renovation  
 Queensdale- Closed  
 Ridgemount- Closed

# Central Mountain Option 31



Leave Queensdale, Eastmount Park, Franklin Road, Ridgemount, Cardinal and Pauline Johnston as they are.

Close Linden Park 2015, Armstrong 2016( after new build is complete)

Build a new JK to 8 on the NE property of the Linden Park/Hill Park site. While building takes place have Children from Linden attend either Queensdale or Armstrong.

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

Jan 2014

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	299	278	202	225	226	246	229	233	228
		101%	97%	90%	66%	73%	73%	80%	74%	76%	74%
Eastmount Park (K-6)	348	216	219	213	207	211	214	208	209	209	209
		62%	63%	61%	60%	60%	61%	60%	60%	60%	60%
Franklin Road (K-8)	463	355	358	347	346	343	339	340	337	341	338
		77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (Closed)	633	327	318	466							
		52%	50%	74%							
Linden Park (Closed)	319	154	159								
		48%	50%								
Pauline Johnson (K-5)	314	265	279	295	307	300	305	304	305	305	305
		84%	89%	94%	98%	96%	97%	97%	97%	97%	97%
Queensdale (K-6)	279	188	195	192	200	199	199	193	189	186	182
		67%	70%	69%	72%	71%	71%	69%	68%	67%	65%
Ridgemount (K-5)	290	247	251	242	247	247	250	251	257	263	269
		85%	86%	84%	85%	85%	86%	87%	89%	91%	93%
New K-8 on Linden Park	500				529	502	477	475	477	446	447
					106%	100%	95%	95%	95%	89%	89%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	77%	81%	81%	80%	81%	80%	79%	79%
2015 OTG	2,635										
2016 OTG	2,502										

**Potential Renovations/Additions**

Cardinal Heights- None  
 Eastmount Park- None  
 Franklin Road- None  
 GL Armstrong- Closed

Linden Park- Closed  
 Pauline Johnson- None  
 Queensdale- None  
 Ridgemount- None



Quote from Letter by Pamela B Reinholdt - dated October 2, 2013

"At HWDSB, we want to give our students the best schools. We have schools with empty spaces and in need of expensive renovations. This is why Accommodation Review Committees (ARCs) have been set up."

Quote from Chair of the Board, Trustee Jessica Brennan – dated Dec 9, 2013

"We need to have our schools in excellent condition, fabulous learning environments, with the right resources in the building. Half-empty buildings unfortunately give us less resources."

### Option Overview:

- Close G.L. Armstrong in June 2015, depending on address and grade students attend Eastmount Park (JK-6), Queensdale(JK-6) (boundaries split approximately at Armstrong), or Franklin Road(JK-8). Eastmount Park feeds Franklin Road for grades 7 and 8.
- Close Ridgemount in June 2015, depending on address students attend Linden Park or Pauline Johnson/Cardinal Heights.
- Linden Park will add sufficient full-day kindergarten rooms and sufficient classrooms/gym (if needed), to become JK-8 and complete outstanding renovation needs, including renovations to make the school fully wheelchair accessible; construction estimated to be completed for September 2015. Queensdale will feed Linden Park for grades 7-8.
- Establish Pauline Johnson as a primary school for grades JK - 3 and Cardinal Heights as a junior / Intermediate school for grades 4 - 8, in September , 2014. If the Board is able to secure funding for the construction of a new 550 pupil place JK-8 school either on the current site or on a new site south of the Linc, both schools would close once(if) the new school is constructed. If new construction is funded, SERIOUS consideration should be given to a site south of the Linc instead of on the current site to address areas of population growth in future years. If a new site is used then the Linden Park Boundary should change to encompass some of the current Pauline Johnson/Cardinal Height catchment and this should be accounted for in renovations to Linden Park.

### Best Schools for students

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2011–2012									
R - Reading W - Writing M - Math	Grade 3				Grade 6				Overall Average
	R	W	M	Grade 3 Average	R	W	M	Grade 6 Average	
Pauline Johnson	67	75	64	68.67					68.67
Franklin Road	58	83	58	66.33	88	76	48	70.67	68.19
Linden Park	59	73	64	65.33					65.33
Queensdale	52	58	52	54.00	70	65	60	65.00	58.71
Ridgemount	48	52	48	49.33	56	64	47	55.67	52.05
Cardinal Heights					60	50	40	50.00	50.00
Eastmount Park	44	72	33	49.67	73	53	13	46.33	48.24
G.L Armstrong	50	47	41	46.00	50	30	10	30.00	39.14

## Outdoor Space per Student (SPS)

Looking at the available space for students to be active outdoors, these are the values for the 8 school in the Central Mountain ARC. Calculation is based on the Site size minus the size of the building and divided by the number of students current attending.

School	Year	Building Size (ft/sq)	Site Size (Acres)	Usable Outdoor Space (ft/sq)	Outdoor SPS(ft/sq)	2013 Students
Pauline Johnson	1967	32,280	9.2	368,472	1,390.46	265
Linden Park	1957	27,187	5.26	201,939	1,311.29	154
Cardinal Heights	1963	38,542	9.2	362,210	1,160.93	312
Ridgemount	1961	27,527	6.42	252,128	1,020.76	247
Queensdale	1948	30,198	4.72	175,405	933.01	188
Franklin Road	1954	37,416	7.75	300,174	845.56	355
Armstrong	1930	58,133	4.55	140,065	428.33	327
Eastmount Park	1959	29,196	1.7	44,856	207.67	216

Note: Eastmount Park has access to public green space immediately adjacent to the school

Pauline Johnson and Cardinal Heights share a lot, so the average size each school has is 4.6 acres

### Facility Utilization/Permanent and Non-Permanent Accommodation

Closing G.L Armstrong means based on the 2014 projections, 318 students would need to be re-located and 315 empty spaces will be eliminated. Queensdale, Eastmount Park and Franklin Road schools have space to accommodate (84+129+105) 318 students based on the 2014 enrolment projections. Therefore closing G.L. Armstrong will put this set of schools at approximately 100% capacity.

Closing Ridgemounts means, based on 2014 projections, 290 students will need to be re-located to Linden Park or Pauline Johnson/Cardinal Heights depending on address. Linden can be “right-sized” for the catchment area so that it is at close to 100% capacity.

Pauline Johnson and/or Cardinal Heights should also reach close to 100% capacity with the new boundaries. Temporary port-a-pacs may be useful while the new build is underway.

### Expensive Renovations

Closing G.L Armstrong would remove the expected \$5,937,600 in facility cost over the next 10 year on the oldest school in the Central Mountain area.

Additions to Linden Park are similar to those that were required at Ridgemount in the initial staff proposal. Linden Park has a higher capacity than Ridgemount. FDK classroom additions are funded under FDK rollout.

## Geography and Transportation

Closing Armstrong and Ridgemount addresses some of the geographic and transportation issues in the planning area. The cluster of Ridgemount, Pauline Johnson and Cardinal Heights are 900m apart, making Pauline Johnson and Cardinal Heights walkable for the majority of students north of the Linc who currently attend Ridgemount. Students south of the Linc are currently already bused to Ridgemount, so busing would not change significantly.

Nearly all students currently within G.L. Armstrong's boundaries are a walkable distance to either Queensdale or Eastmount Park. The public concerns regarding G.L. Armstrong's location on a busy road, with many parking lots and street parking impacting student safety and potential for bus drop-offs would be addressed with this option.

Only slightly more students will potentially need to be bused to Linden Park for grade 7 and 8 compared to busing for G.L. Armstrong. A small increase in Eastmount students would need to be bused to Franklin Road for grades 7 – 8.

## Equity/Quality Teaching Environments/Programming

This plan closes G.L. Armstrong, a school that is not fully accessible, and keeps schools that are already accessible open. Eastmount would require renovations to provide a barrier-free washroom. Linden Park's accessibility issues would be addressed in the renovations to make it JK-8.

This plan provides walkable schools to approximately the same number of students as the current status quo.

Specialized programming is not required for JK-6. It can be provided for all grade 7 and 8 students (for example science). A dedicated science room that is not used as a full-time classroom is NOT recommended as this will negatively impact the OTG capacity percentages in the future. Innovative strategies should be employed to provide students access to appropriate equipment.

Most of the schools that have been more recently renovated are kept in use, while schools requiring extensive renovations are either closed or renovated.

The current Deaf and Hard of Hearing Program will not be impacted.

Recommendations to the School Board to provide dual track schools with French Emersion instead of full French Emersion schools would be ideal in view of equity (this may be outside the mandate of this ARC but is worth addressing).

## Opportunities for Partnerships

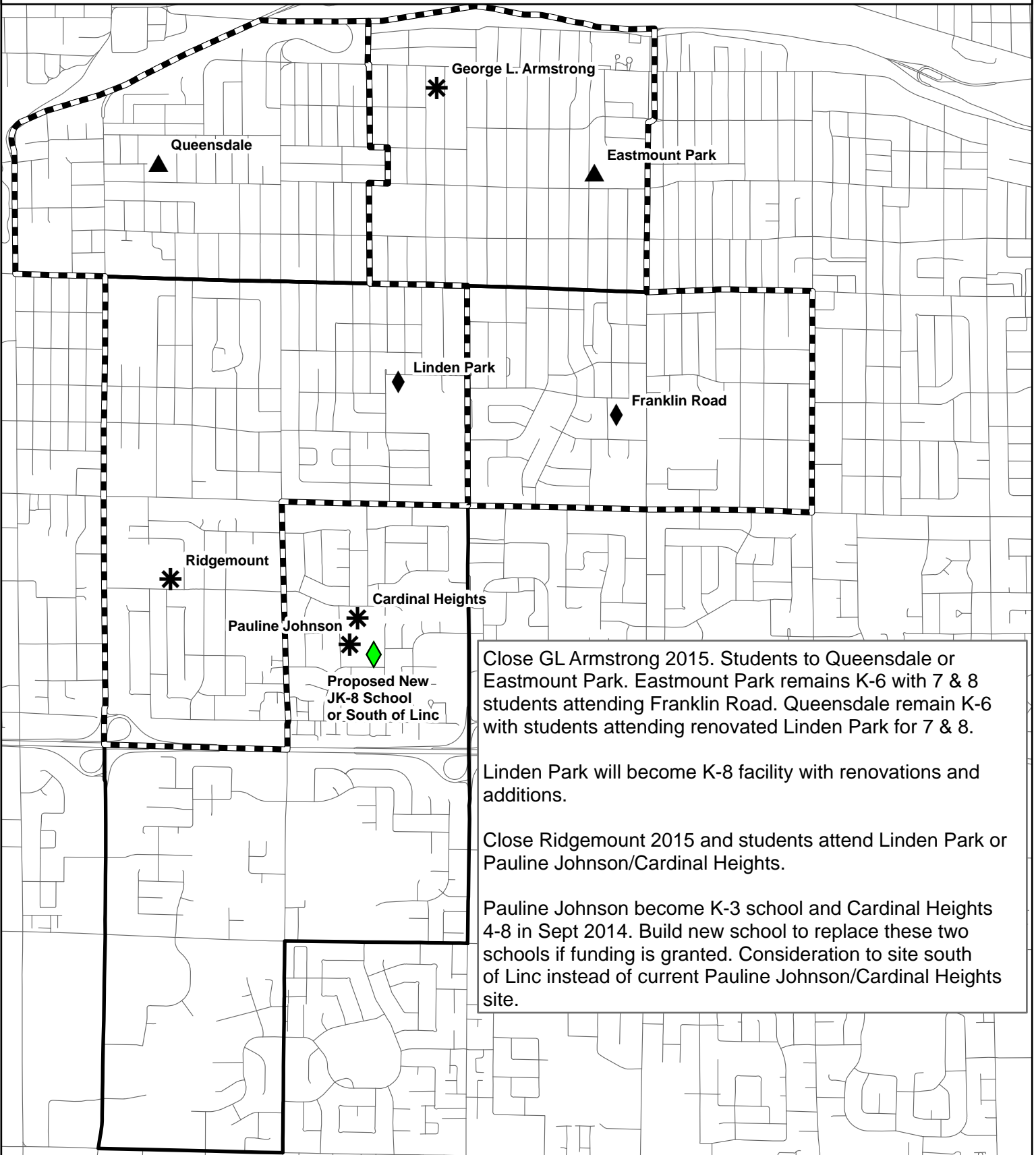
The ARC should also consider potential partnerships according to the Ministry. The letter sent to businesses by the Director in the summer of 2013 was not sufficient to gauge potential partnerships. The ARC should look to each community to determine if partnerships are possible.

## ALTERNATE TO THIS OPTION:

Instead of renovating Linden Park, Ridgemount could be renovated to become JK-8, in which case, Queensdale students would be bused to Ridgemount for grades 7 and 8, and Linden Park would close. However, considering the proximity of Ridgemount to Pauline Johnson and Cardinal Heights, the distance from Queensdale as well as the East boundary, this is not optimal.

Instead of closing Ridgemount, both Pauline Johnson and Cardinal Heights could be closed, if a new site is built south of the Linc and Ridgemount is renovated to become JK-8. Linden would also stay open and be renovated for JK-8 in this case, resulting in increased renovation costs.

# Central Mountain Option 32



Close GL Armstrong 2015. Students to Queensdale or Eastmount Park. Eastmount Park remains K-6 with 7 & 8 students attending Franklin Road. Queensdale remain K-6 with students attending renovated Linden Park for 7 & 8.

Linden Park will become K-8 facility with renovations and additions.

Close Ridgemount 2015 and students attend Linden Park or Pauline Johnson/Cardinal Heights.

Pauline Johnson become K-3 school and Cardinal Heights 4-8 in Sept 2014. Build new school to replace these two schools if funding is granted. Consideration to site south of Linc instead of current Pauline Johnson/Cardinal Heights site.

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres

	<p>Planning &amp; Accommodation</p>
	<p>Jan 2014</p>
<p>Planning and Accommodation</p>	

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (4-8 2014) Closed 2016 pending new school	308	312	383	281	281						
		101%	124%	91%	91%						
Eastmount Park (K-6)	348	216	219	326	312	306	306	285	287	287	287
		62%	63%	94%	90%	88%	88%	82%	82%	82%	82%
Franklin Road (K-8)	463	355	358	418	436	427	408	424	421	404	402
		77%	77%	90%	94%	92%	88%	92%	91%	87%	87%
George L. Armstrong (Closed)	633	327	318								
		52%	50%								
Linden Park (K-8)	319	154	159	428	426	417	408	407	406	395	395
		48%	50%	106%	105%	103%	101%	101%	100%	98%	97%
Pauline Johnson (K-3 2014) Closed 2016 pending new school	314	265	333	322	325						
		84%	106%	103%	104%						
Queensdale (K-6)	279	188	195	258	258	251	249	242	238	235	231
		67%	70%	93%	93%	90%	89%	87%	85%	84%	83%
Ridgemount (Closed)	290	247	113								
		85%	39%								
New K-8 on Cardinal Heights Site or South of Linc (Open 2017)	650					625	638	657	652	662	664
						96%	98%	101%	100%	102%	102%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	69%	69%	94%	94%	94%	93%	92%	92%
2015 OTG	2,117										
2017 OTG	2,145										

### Potential Renovations/Additions

Cardinal Heights- None

Eastmount Park- None

Franklin Road- Gym

GL Armstrong- Closed

Linden Park- 2 FDK, 2 Classrooms, Gym

Pauline Johnson- Closed

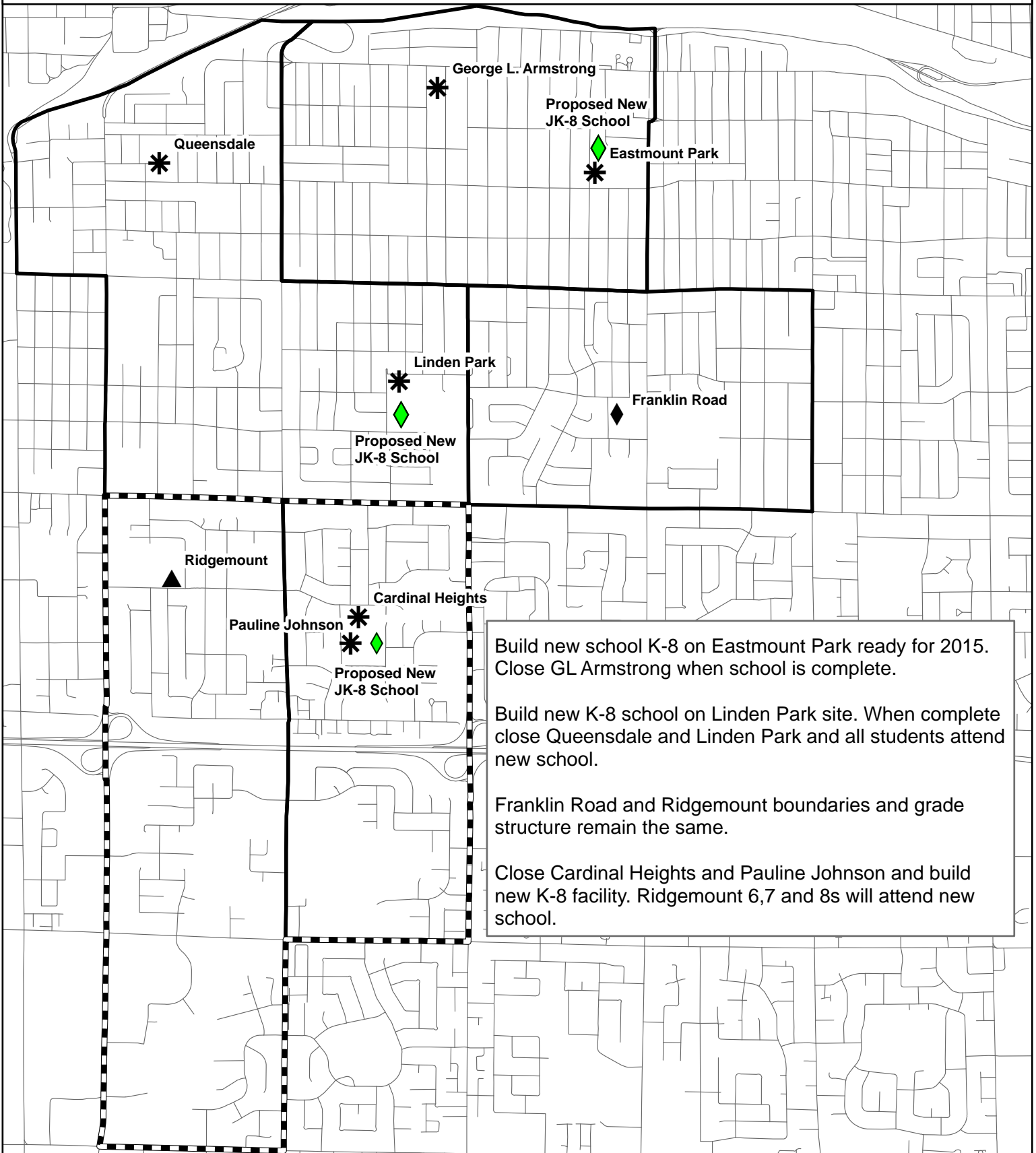
Queensdale- None

Ridgemount- Closed





# Central Mountain Option 33



Build new school K-8 on Eastmount Park ready for 2015. Close GL Armstrong when school is complete.

Build new K-8 school on Linden Park site. When complete close Queensdale and Linden Park and all students attend new school.

Franklin Road and Ridgemount boundaries and grade structure remain the same.

Close Cardinal Heights and Pauline Johnson and build new K-8 facility. Ridgemount 6,7 and 8s will attend new school.

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres

	<p>Planning &amp; Accommodation</p>
	<p>Jan 2014</p>
<p>Planning and Accommodation</p>	


School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (Closed)	308	312	299								
		101%	97%								
Eastmount Park (Closed)	348	216	219								
		62%	63%								
Franklin Road (K-8)	463	355	358	347	346	343	339	340	337	341	337
		77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (Closed)	633	327	318								
		52%	50%								
Linden Park (Closed)	319	154	159								
		48%	50%								
Pauline Johnson (Closed)	314	265	279								
		84%	89%								
Queensdale (Closed)	279	188	195								
		67%	70%								
Ridgemount (K-5)	290	247	251	242	247	247	250	251	257	263	269
		85%	86%	84%	85%	85%	86%	87%	89%	91%	93%
New K-8 Eastmount Park Site	475			509	509	488	466	454	453	431	432
				107%	107%	103%	98%	96%	95%	91%	91%
New K-8 Linden Park Site	425			422	427	424	423	421	422	409	407
				99%	100%	100%	100%	99%	99%	96%	96%
New K-8 Cardinal Heights Site	500			513	509	525	531	549	534	539	533
				103%	102%	105%	106%	110%	107%	108%	107%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	94%	95%	94%	93%	94%	93%	92%	92%
2015 OTG	2,153										

**Potential Renovations/Additions**

Cardinal Heights- Closed  
 Eastmount Park- Closed  
 Franklin Road- None  
 GL Armstrong- Closed

Linden Park- Closed  
 Pauline Johnson- Closed  
 Queensdale- Closed  
 Ridgemount- None

## CENTRAL MOUNTAIN ARC: EVALUATING THE OPTIONS

Option	Facility Utilization	Permanent/Non-Permanent Accommodation	Program Offerings/ Model	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
Staff	<p><b>Closes:</b> 3 schools that are below capacity* Linden Park 1<sup>st</sup> FCI Queensdale 2<sup>nd</sup> FCI Eastmount Park 6<sup>th</sup> FCI</p> <p><b>Possibly Closes:</b> 2 schools at capacity Cardinal Heights 3<sup>rd</sup> FCI Pauline Johnson 8<sup>th</sup> FCI</p> <p><b>Result:</b> Most sites at or near capacity*</p> <p><b>Capacity is defined at 80% or higher.</b></p>	<p>1 year portables at Ridgemount</p> <p><b>Renovations:</b> 2 FDK Armstrong 2 FDK Ridgemount</p> <p><b>New:</b> Possible at Pauline Johnson/ Cardinal Heights site</p>	<p>K-8*</p> <p>G.L. Armstrong Franklin Road Ridgemount Pauline/Cardinal</p> <p>*K-3 Model for Pauline Johnson 4-8 for Cardinal Heights (no funding)</p>  <p>*Is a JK – 8 school much less than the 550 student model</p>	<p>One year at Ridgemount over capacity (160%) in 2014</p>	<p>Affects 3 Areas Queensdale, Eastmount, Linden Park</p> <p>(Queensdale, Eastmount feed to G.L. Armstrong in Grade 7)</p>	Yes	Yes	<p>No (new school need not be built)</p> <p>*assumes renovations can be done without Ministry Funding/New builds need Ministry Approval</p>
1	<p><b>Closes:</b> 2 schools that are below capacity Linden Park 1<sup>st</sup> FCI G.L. Armstrong 5<sup>th</sup> FCI</p> <p><b>Result:</b> Cardinal below capacity Queensdale below capacity Eastmount Park Below capacity</p>	<p>No portables</p> <p><b>Renovations:</b> 1 FDK at Pauline Gym at Franklin Road</p> <p><b>New:</b> Hill Park Site</p>	<p>K-8 New Hill Park Franklin Road</p> <p>K-5 Eastmount Queensdale Ridgemount Pauline Johnson 6-8 Cardinal Heights</p>	Yes	<p>Affects 2 Areas Armstrong Linden Park</p>	Yes	Yes	<p>Yes (New school at Hill Park, otherwise students stay in existing sites)</p>

Option	Facility Utilization	Permanent/Non-Permanent Accomodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
2	<p><b>Closes:</b> 3 schools that are below capacity Linden Park 1<sup>st</sup> FCI G.L. Armstrong 5<sup>th</sup> FCI Eastmount 6<sup>th</sup> FCI</p> <p><b>Possibly Closes:</b> 2 schools at capacity Cardinal Heights 3<sup>rd</sup> FCI Pauline Johnson 8<sup>th</sup> FCI</p> <p><b>Result:</b>  Most sites at or near capacity</p>	<p>No portables</p> <p><b>Renovations:</b> 2 FDK, 5 classrooms, ,Gym at Franklin Road</p> <p>2 FDK 8 classroom, Gym at Queensdale</p> <p>2 FDK, classrooms, Gym at Ridgemount</p> <p><b>New:</b>  Possible at Pauline, Cardinal Heights site</p>	<p>K-8</p> <p>Queensdale Franklin Road Possibly at Pauline Johnson and Cardinal Heights</p> <p>K-5 Ridgemount</p>	<p>Yes, some schools full to start.</p>	<p>Affects 3 Areas</p> <p>George L Armstrong, Linden Park, Eastmount</p>	<p>Yes</p>	<p>Yes</p>	<p>Maybe (depends on renovations)</p> <p>(New school at Pauline Johnson and Cardinal Heights depends on funding, but is not necessary)</p>
3	<p><b>Closes:</b> 1 school that is below capacity. G.L. Armstrong 5<sup>th</sup> FCI</p> <p><b>Result:</b>  Cardinal Heights under capacity</p> <p>Eastmount Park under capacity Franklin Road under capacity</p> <p>Queensdale under capacity</p>	<p>No Portables</p> <p><b>Renovations:</b> 1 FDK Pauline Johnson</p> <p>Gym Franklin Road</p> <p><b>New:</b>  None</p>	<p>No K-8 Models</p> <p>JK -5</p> <p>6-8 Cardinal Heights Franklin Road</p>	<p>Yes</p>	<p>Affects 1 Area</p> <p>G.L. Armstrong</p>	<p>Yes</p>	<p>Yes</p>	<p>No</p>

Option	Facility Utilization	Permanent/Non-Permanent Accomodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
4A	<p><b>Closes:</b> 2 schools that are below capacity Queensdale 2<sup>nd</sup> FCI Eastmount Park 6<sup>th</sup> FCI</p> <p><b>Result:</b> G.L. Armstrong under capacity</p> <p>*No mention made of Ridgemount, Pauline Johnson, Cardinal Heights, or Linden Park</p>	<p>No portables</p> <p><b>Renovations:</b> 1 FDK, Gym at Franklin Road</p> <p>2 FDK at G. L. Armstrong</p> <p><b>New:</b> None</p>	<p>JK – 8</p> <p>FranklinRoad G. L. Armstrong</p>	Yes	<p>Affects 2 Areas</p> <p>Queensdale Eastmount Park</p>	Yes	Yes	No
4B	<p><b>Closes:</b> 1 schools that is below capacity G.L. Armstrong 5<sup>th</sup> FCI</p> <p><b>Result:</b> All schools at capacity</p> <p>*No mention made of Ridgemount, Pauline Johnson, Cardinal Heights, Franklin Road or Linden Park</p>	<p>No portables</p> <p><b>Renovations:</b> 2 FDK at Eastmount Park</p> <p>4 Classrooms at Queensdale</p> <p><b>New:</b> None</p>	<p>JK – 5</p> <p>Eastmount Park</p> <p>JK – 8</p> <p>Queensdale</p>	Yes	<p>Affects 1 Area</p> <p>G.L. Armstrong</p>	Yes	Yes	No

Option	Facility Utilization	Permanent/Non-Permanent Accomodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
4C	<p><b>Closes:</b> 3 schools that are below capacity Linden Park 1<sup>st</sup> FCI Queensdale 2<sup>nd</sup> FCI G.L. Armstrong 5<sup>th</sup> FCI</p> <p><b>Result</b>  New school at capacity</p> <p>*No mention made of Ridgemount, Pauline Johnson, Cardinal Heights, Franklin Road or Linden Park</p>	<p>No portables</p> <p><b>Renovations:</b>  No renovations</p> <p><b>New:</b>  Hill Park Site</p>	<p>JK – 8</p> <p>Hill Park Site (over 550 students)</p>	<p>Yes (New school over capacity for 6 years)</p>	<p>Affects 3 Areas</p> <p>Queensdale Eastmount Park G. L . Armstrong</p>	Yes	Yes	Yes
5	<p><b>Closes:</b>  1 school at capacity Cardinal Heights 3<sup>rd</sup> FCI 1 school below capacity G.L. Armstrong 5<sup>th</sup> FCI</p> <p><b>Result</b>  Franklin Road under capacity Linden Park under capacity</p> <p>Pauline Johnson slightly over capacity</p>	<p>No portables</p> <p><b>Renovations:</b>  No renovations, unless Hill Park is to be used.</p> <p><b>New:</b>  Hill Park Site</p>	<p>JK – 6</p> <p>7-8 Hill Park Site</p>	<p>Pauline Johnson over capacity for 6 years</p>	<p>Affects 2 Areas</p> <p>Cardinal Heights G. L. Armstrong</p>	Yes	Yes	Yes (If new school is to be built)



Option	Facility Utilization	Permanent/Non-Permanent Accomodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
6	<p><b>Closes:</b></p> <p>Queensdale 2<sup>nd</sup> FCI Eastmount Park 6<sup>th</sup> FCI Linden Park 1<sup>st</sup> FCI</p> <p><b>Result:</b></p> <p>George L Armstrong slightly below capacity</p>	<p>No portables</p> <p><b>Renovations:</b></p> <p>2 FDK, Gym at Franklin Road</p> <p>2 FDK at George L Armstrong</p> <p>2 FDK Classroom, Gym at Pauline Johnson</p> <p>2 Classrooms, Gym at Ridgemount</p> <p><b>New:</b></p> <p>None</p>	<p>6-8</p> <p>Cardinal Heights JK – 8</p> <p>Franklin Road G. L. Armstrong</p> <p>JK – 5</p> <p>Pauline Johnson <b>Ridgemount</b></p>	<p>Pauline Johnson over capacity (122%) in 2014</p>	<p>Affects 3 Areas</p> <p>Eastmount Park Queensdale Linden Park</p>	Yes	Yes	Maybe (significant Renovations)
7	<p><b>Closes:</b></p> <p>Eastmount Park 6<sup>th</sup> FCI Linden Park 1<sup>st</sup> FCI</p> <p><b>Result:</b></p> <p>Cardinal Height below capacity George L Armstrong below capacity</p>	<p>No portables</p> <p><b>Renovations:</b></p> <p>1FDK, Gym at Franklin Road</p> <p>2FDK, additional at G.L. Armstrong</p> <p>1 FDK, classrooms at Queensdale</p> <p><b>New:</b></p> <p>None</p>	<p>6-8</p> <p>Cardinal Heights JK-8</p> <p>Franklin Road <b>G.L. Armstrong</b> Queensdale</p> <p>JK – 5</p> <p>Pauline Johnson Ridgemount</p>	<p>Pauline Johnson at capacity for 6 years</p>	<p>Affects 2 Areas</p> <p>Eastmount Park Linden Park</p>	Yes	Yes	Maybe (renovations)

Option	Facility Utilization	Permanent/Non-Permanent Accomodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
8	<p><b>Closes:</b></p> <p>2 schools at capacity Pauline Johnson 8<sup>th</sup> FCI Cardinal Heights 3<sup>rd</sup> FCI</p> <p>1 school under capacity G.L. Armstrong 5<sup>th</sup> FCI</p> <p><b>Result:</b></p> <p>1 school under capacity Queensdale</p>	<p>6-8 Portables at Pauline Johnson for 2 years</p> <p><b>Renovations:</b></p> <p>1 FDK Room at Eastmount Park</p> <p>2 Classrooms, Gym at Franklin Road</p> <p>2 FDK, 8 Classrooms, Gym at Ridgemount</p> <p><b>New:</b></p> <p>Linden Park Site (not 6 acres)</p>	<p>6-8</p> <p>Cardinal Heights</p> <p>JK – 8</p> <p>Franklin Road Queensdale New School Queensdale Ridgemount Eastmount Park</p> <p>JK-5</p> <p>Pauline Johnson</p>	<p>Pauline Johnson over capacity (144% in 2015) (148% in 2016)</p>	<p>Affects 5 Areas</p> <p>G.L. Armstrong Eastmount Park Linden Park Cardinal Heights Pauline Johnson</p>	Yes	Yes	Yes
9	<p><b>Closes:</b></p> <p>1 school at capacity Cardinal Heights 3<sup>rd</sup> FCI</p> <p>2 schools under capacity G.L. Armstrong 5<sup>th</sup> FCI Linden Park 1<sup>st</sup> FCI</p> <p><b>Result:</b></p> <p>All schools at capacity</p>	<p>No Portables</p> <p><b>Renovations:</b></p> <p>2 Classrooms, Gym at Franklin Road</p> <p>1 FDK 5 Classrooms, Gym at Pauline Johnson</p> <p>2 FDK, 2 classrooms at Queensdale</p> <p><b>New:</b></p> <p>Armstrong Site</p>	<p>JK – 8</p> <p>Franklin Road New Armstrong Queensdale Ridgemount Renovated Pauline/Cardinal</p>	<p>Yes</p> <p>(Armstrong below capacity for 2 years)</p>	<p>Affects 2 Areas</p> <p>Eastmount Park Linden Park</p>	Yes	Yes	Yes

Option	Facility Utilization	Permanent/Non-Permanent Accomodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
10	<p><b>Closes:</b></p> <p>1 school at capacity Cardinal Heights 3<sup>rd</sup> FCI</p> <p>1 school under capacity Eastmount Park 6<sup>th</sup> FCI</p> <p>Result:</p> <p>3 schools under capacity George L Armstrong Linden Park Queensdale</p>	<p>No Portables</p> <p><b>Renovations:</b></p> <p>2 FDK, Gym at Franklin Road</p> <p>1 FDK 5 classrooms, Gym at Pauline Johnson</p> <p>4 classrooms at Ridgemount</p> <p><b>New:</b></p> <p>None</p>	<p>JK- 8</p> <p>Franklin Road G.L. Armstrong Linden Park Pauline Johnson Queensdale Ridgemount</p>	Yes	<p>Affects 1 Area</p> <p>Eastmount Park</p>	Yes	Yes	Maybe (significant renovations)
11	<p><b>Closes:</b></p> <p>4 schools below capacity</p> <p>Queensdale 2<sup>nd</sup> FCI Eastmount Park 6<sup>th</sup> FCI G.L. Armstrong 5<sup>th</sup> FCI Linden Park 1<sup>st</sup> FCI</p> <p>1 school at capacity</p> <p>Either Pauline Johnson 8<sup>th</sup> FCI Cardinal Heights 3<sup>rd</sup> FCI</p> <p><b>Result:</b></p> <p>All schools at capacity</p>	<p>No Portables</p> <p><b>Renovations:</b></p> <p>3 FDK 4 classrooms, Gym at Cardinal/Pauline</p> <p>2 classrooms, Gym at Franklin Road</p> <p>2 FDK, 6 classrooms, Gym at Ridgemount</p> <p><b>New:</b></p> <p>G.L. Armstrong Site</p>	<p>JK-8</p> <p>Pauline/Cardinal Franklin Road New School (Armstrong Site) Ridgemount</p>	<p>Yes</p> <p>(Ridgemount right at or over 100%)</p>	<p>Affects 3 areas</p> <p>Queensdale Eastmount Park Linden Park</p>	Yes	Yes	Yes

Option	Facility Utilization	Permanent/Non-Permanent Accomodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding	
12	<p><b>Closes:</b></p> <p>2 schools at capacity</p> <p>Pauline Johnson 8<sup>th</sup> FCI Cardinal Heights 3<sup>rd</sup> FCI</p> <p>3 schools below capacity</p> <p>G.L. Armstrong 5<sup>th</sup> FCI Eastmount Park 6<sup>th</sup> FCI Linden Park 1<sup>st</sup> FCI</p> <p><b>Result:</b></p> <p>All schools at capacity</p>	<p>No portables</p> <p><b>Renovations:</b></p> <p>2 FDK, Gym at Franklin Road</p> <p>3 FDK, 10 classrooms, Gym at Queensdale</p> <p>2 FDK, 6 classrooms, Gym at Ridgemount</p> <p>New:</p> <p>At Pauline/Cardinal site</p>	<p>JK – 8</p> <p>Franklin Road Queensdale Ridgemount Cardinal/Pauline</p>	Yes	Affects 3 areas	Yes	Yes	Yes	
13	<p><b>Closes:</b></p> <p>2 schools under capacity</p> <p>Linden Park 1<sup>st</sup> FCI G.L. Armstrong 5<sup>th</sup> FCI</p> <p>1 school at Capacity Ridgemount 4<sup>th</sup> FCI</p> <p><b>Result:</b></p> <p>4 schools under capacity Cardinal Heights Eastmount Park Franklin Road Queensdale</p>	<p>No Portables</p> <p><b>Renovations:</b></p> <p>None</p> <p><b>New:</b></p> <p>Linden Park Site (not 6 Acres)</p> <p>New School New Site</p>	<p>6-8</p> <p>Cardinal Heights</p> <p>JK -5</p> <p>Pauline Johsnon</p> <p>JK – 8</p> <p>Eastmount Park Franklin Road Queensdale</p>	Yes	(New Linden Park School over 100% capacity from 2014-2018)	Affects 4 Areas	Yes	Yes	Yes

Option	Facility Utilization	Permanent/Non-Permanent Accomodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
14	Similar to staff option, using "soft boundaries" and more flexible timelines for closurres	No Portables  <b>Renovations:</b>  Armstrong  New school at Pauline/Cardinal dependent on Ministry Funding	Same as staff options	Yes	Same as staff option, Depends on parent 3 preference.	Yes	Yes	No
15	<b>Closes:</b>  4 schools under capacity  Linden Park 1 <sup>st</sup> FCI Queensdale 2 <sup>nd</sup> FCI Eastmount Park 6 <sup>th</sup> FCI Franklin Road 7 <sup>th</sup> FCI  <b>Result:</b>  3 schools under capacity Cardinal Heights George L Armstrong Hill Park Elementary	No Portables  <b>Renovations:</b>  None/Unsure  <b>New:</b>  None	6-8  Cardinal Heights  JK -5  Pauline Johsnon Ridgemount  JK – 8  G.L Armstrong Hill Park Elem. (over 550 students)	Yes	Affects 4 Areas  Linden Park Queensdale Eastmount Park Franklin Road	Yes	Yes	No

Option	Facility Utilization	Permanent/Non-Permanant Accomodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
21	<p><b>Closes:</b> Eastmount Park 6<sup>th</sup> FCI G.L. Armstrong 5<sup>th</sup> FCI Linden Park 1<sup>st</sup> FCI</p> <p><b>Result:</b> All schools at capacity</p>	<p>No Portables</p> <p><b>Renovations:</b> 2 FDK, 5 Classes, Gym at Franklin Road FDK 6 Classes, Gym at Queensdale 2 FDK. 4 Classes, Gym at Ridgemount</p> <p><b>New:</b> Possible Ridgemount</p>	<p>JK – 3 Pauline Johnson 4 – 8 Cardinal Heights JK – 8 Franklin Road Queensdale Ridgemount</p>	<p>Yes</p>	<p>Affects 2 Areas G.L. Armstrong Eastmount</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
22	<p><b>Closes:</b> 1 schools under capacity G.L. Armstrong 5<sup>th</sup> FCI Linden Park 1<sup>st</sup> FCI</p> <p>2 Schools at Capacity Pauline Johnson 8<sup>th</sup> FCI Ridgemount 4<sup>th</sup> FCI</p> <p><b>Result:</b> 3 Schools Under Capacity Eastmount Park Franklin Road Queensdale</p>	<p>No Portables</p> <p><b>Renovations:</b> 4 FDK Cardinal Heights FDK Eastmount FDK Queensdale</p> <p><b>New:</b> Linden Park Site South of Linc Site</p>	<p>JK - 6 Cardinal Heights Eastmount Queensdale JK - 8 Franklin Road Linc School Linden Park</p>	<p>Yes</p>	<p>Affects 3 Areas Pauline Johnson G.L. Armstrong Ridgemount</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>



Option	Facility Utilization	Permanent/Non-Permanent Accommodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
23	<p><b>Closes:</b></p> <p>2 Schools Under Capacity</p> <p>Eastmount Park 6<sup>th</sup> FCI Linden Park 1<sup>st</sup> FCI</p> <p><b>Result:</b></p> <p>3 Schools under capacity Cardinal Heights Franklin Road G.L. Armstrong</p>	<p>No Portables</p> <p><b>Renovations:</b></p> <p>2 FDK Armstrong 1 FDK 1 Class Queensdale</p>	<p>6-8 Cardinal Heights</p> <p>JK – 5 Pauline Johnson Ridgemount</p> <p>JK – 8</p> <p>G.L. Armstrong</p> <p><del>Queensdale</del></p> <p><del>Franklin Road</del></p>	<p>Yes</p>	<p>Affects 2 Areas</p> <p>Linden Park Eastmount</p>	<p>Yes</p>	<p>Yes</p>	<p>No</p>
24	<p><b>Closes:</b></p> <p>2 schools at capacity</p> <p>Pauline Johnson 8<sup>th</sup> FCI Ridgemount 4<sup>th</sup> FCI</p> <p>2 schools under capacity</p> <p>Linden Park 1<sup>st</sup> FCI Queensdale 2<sup>nd</sup> FCI</p> <p><b>Result:</b></p> <p>1 schools under capacity George L Armstrong</p>	<p>No Portables</p> <p><b>Renovations:</b></p> <p>6 FDK 6 Classes Gym Cardinal Heights</p> <p>1 FDK Gym Franklin Road</p> <p><b>New:</b></p> <p>Linden Park Franklin Road</p> <p>Possible Cardinal Heights</p>	<p>JK - 5 Cardinal Heights</p> <p>JK – 8</p> <p>G.L Armstrong</p> <p><del>Linden Park</del></p> <p><del>Franklin Road</del></p>	<p>Yes</p>	<p>Affects 4 Areas</p> <p>Linden Park Queensdale Eastmount Park Franklin Road</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>

Option	Facility Utilization	Permanent/Non-Permanent Accommodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
25	<p><b>Closes:</b></p> <p>4 Schools Under Capacity</p> <p>Eastmount Park 6<sup>th</sup> FCI G.L. Armstrong 5<sup>th</sup> FCI Queensdale 2<sup>nd</sup> FCI Linden Park 1<sup>st</sup> FCI</p> <p>3 Schools at Capacity</p> <p>Pauline Johnson 8<sup>th</sup> FCI Cardinal Heights 3<sup>rd</sup> FCI Ridgemount 4<sup>th</sup> FCI</p> <p><b>Result:</b> All schools at capacity</p>	<p>No Portables</p> <p><b>Renovations:</b></p> <p>None</p> <p><b>New:</b></p> <p>Cardinal Heights Linden Park Queensdale</p>	<p>JK – 5</p> <p>Ridgemount</p> <p>JK – 8</p> <p>Cardinal Heights</p> <p>Linden Park</p> <p>Queensdale (over 550 students)</p>	<p>Yes</p>	<p>Affects 3 Areas</p> <p>G.L. Armstrong Franklin Road Eastmount Park</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
26	<p><b>Closes:</b></p> <p>3 schools under capacity</p> <p>Linden Park 1<sup>st</sup> FCI Queensdale 2<sup>nd</sup> FCI G.L. Armstrong 5<sup>th</sup> FCI</p> <p>2 Schools at Capacity</p> <p>Pauline Johnson 8<sup>th</sup> FCI Cardinal Heights 3<sup>rd</sup> FCI</p> <p><b>Result:</b> 1 schools under capacity George L Armstrong</p>	<p>No Portables</p> <p><b>Renovations:</b></p> <p>2 FDK 8 classes Gym Franklin Road</p> <p><b>New:</b></p> <p>Cardinal Heights/ Pauline Johnson G.L. Armstrong</p>	<p>JK – 5</p> <p>Ridgemount</p> <p>JK – 8</p> <p>G.L. Armstrong</p> <p>Cardinal Heights</p> <p>Franklin Road (over 550 students)</p>	<p>Yes</p>	<p>Affects 3 Areas</p> <p>Linden Park Queensdale Eastmount Park</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>

Option	Facility Utilization	Permanent/Non-Permanant Accomodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
27	<p><b>Closes:</b></p> <p>2 Schools at Capacity</p> <p>Pauline Johnson 8<sup>th</sup> FCI Cardinal Heights 3<sup>rd</sup> FCI</p> <p>4 Schools Under Capacity</p> <p>Eastmount Park 6<sup>th</sup> FCI G.L. Armstrong 5<sup>th</sup> FCI Queensdale 2<sup>nd</sup> FCI Linden Park 1<sup>st</sup> FCI</p> <p><b>Result:</b></p> <p>1 school under capacity Franklin Road</p>	<p>No Portables</p> <p><b>Renovations:</b></p> <p>None</p> <p><b>New:</b></p> <p>Linden Park JK – 5 Linden Park 6 – 8 Cardinal Heights/ Pauline Johnson</p>	<p>K – 5</p> <p>Ridgemount Linden Park 6 – 8</p> <p>Linden Park JK – 8</p> <p>Cardinal Heights/ Pauline Johnson</p> <p>Franklin Road</p>	<p>Yes</p>	<p>Affects 3 Areas</p> <p>G.L. Armstrong Queensdale Eastmount Park</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
28	<p><b>Closes:</b></p> <p>2 Schools at Capacity</p> <p>Pauline Johnson 8<sup>th</sup> FCI Cardinal Heights 3<sup>rd</sup> FCI</p> <p>4 schools under capacity</p> <p>Queensdale 2<sup>nd</sup> FCI G.L. Armstrong 5<sup>th</sup> FCI Eastmount Park 6<sup>th</sup> FCI Linden Park 1<sup>st</sup> FCI</p> <p><b>Result:</b></p> <p>1 school under capacity New G.L. Armstrong</p>	<p>No Portables</p> <p><b>Renovations:</b></p> <p>2 FDK 5 Classes Gym Franklin Road</p> <p>1 FDK 2 Classes Gym Ridgemount</p> <p><b>New:</b></p> <p>G.L. Armstrong Cardinal Heights/ Pauline Johnson</p>	<p>JK – 6 Ridgemount</p> <p>JK – 8</p> <p>G.L. Armstrong Cardinal Heights/ Pauline Johnson (over 550 students)</p>	<p>Yes</p>	<p>Affects 3 Areas</p> <p>Linden Park Queensdale Eastmount Park</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>

Option	Facility Utilization	Permanent/Non-Permanent Accommodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
29	<b>Closes:</b> 4 schools under capacity Eastmount Park 6 <sup>th</sup> FCI G.L. Armstrong 5 <sup>th</sup> FCI Queensdale 2 <sup>nd</sup> FCI Linden Park 1 <sup>st</sup> FCI  <b>Result:</b> 1 school under capacity Cardinal Heights	<b>No Portables</b>  <b>Renovations:</b> 2 FDK 5 Classes Gym Franklin Road  <b>New:</b> Linden Park	JK – 5  Ridgemount Pauline Johnson  6 – 8  Cardinal Heights  JK – 8  Franklin Road Linden Park (both over 550 students)	Yes	Affects 3 Areas  Queensdale G.L. Armstrong Eastmount Park	Yes	Yes	Yes
30	<b>Closes:</b> 1 School at capacity Ridgemount 4 <sup>th</sup> FCI  3 schools under capacity Linden Park 1 <sup>st</sup> FCI Queensdale 2 <sup>nd</sup> FCI Franklin Road 7 <sup>th</sup> FCI  <b>Result:</b> All schools at capacity	<b>No Portables</b>  <b>Renovations:</b> FDK Eastmount Park  FDK Pauline Johnson  Gym Franklin Road  <b>New:</b> Linden Park	6-8  Cardinal Heights  JK - 3  Pauline Johnson  JK – 5  Eastmount  JK – 8  Linden Park	Yes  (Pauline somewhat over capacity at 107%)	Affects 3 Areas  Queensdale G.L. Armstrong Ridgemount	Yes	Yes	Yes



Option	Facility Utilization	Permanent/Non-Permanent Accommodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
31	<p><b>Closes:</b></p> <p>2 schools under capacity</p> <p>G.L. Armstrong 5<sup>th</sup> FCI Linden Park 1<sup>st</sup> FCI</p> <p><b>Result:</b></p> <p>4 schools under capacity Cardinal Heights Eastmount Park Franklin Road Queensdale</p>	<p><b>Renovations:</b></p> <p>None</p> <p><b>New:</b></p> <p>Linden Park Site</p>	<p>JK – 5</p> <p>Ridgemoont Pauline Johnson</p> <p>JK – 6</p> <p>Eastmount Park Queensdale</p> <p>6 – 8</p> <p>Cardinal Heights</p> <p>JK – 8</p> <p>Franklin Road Linden Park</p>	<p>Yes</p>	<p>Affects 1 Area</p> <p>G.L. Armstrong</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
32	<p><b>Closes:</b></p> <p>3 Schools at Capacity</p> <p>Pauline Johnson 8<sup>th</sup> FCI Cardinal Heights 3<sup>rd</sup> FCI Ridgemoont 4<sup>th</sup> FCI</p> <p>1 Schools Under Capacity</p> <p>G.L. Armstrong 5<sup>th</sup> FCI</p> <p><b>Result:</b></p> <p>3 Schools Under Capacity Eastmount Park Franklin Road Queensdale</p>	<p><b>Renovations:</b></p> <p>2 FDK 2 Classes Gym Linden Park</p> <p>Gym Franklin Road</p> <p>Gym Franklin Road</p> <p><b>New:</b></p> <p>New Site at Pauline/Cardinal or South of Linc</p>	<p>4-8</p> <p>Cardinal Heights</p> <p>JK - 3</p> <p>Pauline Johnson</p> <p>JK – 6</p> <p>Queensdale Eastmount</p> <p>JK – 8</p> <p>Franklin Road Linden Park</p> <p>New School at Pauline/Cardinal or South of Linc (over 550 students)</p>	<p>Yes</p>	<p>Affects 4 Areas</p> <p>G.L. Armstrong Ridgemoont Pauline Johnson Cardinal Heights</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>

Option	Facility Utilization	Permanent/Non-Permanent Accommodation	Program Offerings	Quality Teaching and Learning Environments	Transportation	Partnerships	Equity	Dependent on Ministry Funding
33	<p><b>Closes:</b></p> <p>2 schools at capacity</p> <p>Cardinal Heights 3<sup>rd</sup> FCI</p> <p>Pauline Johnson 8<sup>th</sup> FCI</p> <p>3 schools under capacity</p> <p>G.L. Armstrong 5<sup>th</sup> FCI</p> <p>Queensdale 2<sup>nd</sup> FCI</p> <p>Linden Park FCI</p> <p><b>Result:</b></p> <p>1 school under capacity</p> <p>Franklin Road</p>	<p>No Portables</p> <p><b>Renovations:</b></p> <p>None</p> <p><b>New:</b></p> <p>Linden Park</p> <p>Pauline/Cardinal</p>	<p>JK – 5</p> <p>Ridgemount</p> <p>JK – 8</p> <p>Franklin Road</p> <p>Linden Park</p>	<p>Yes</p>	<p>Affects 3 Areas</p> <p>Queensdale</p> <p>G.L. Armstrong</p> <p>Eastmount Park</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
	<p><b>Closes:</b></p> <p><b>Result:</b></p>	<p>No Portables</p> <p><b>Renovations:</b></p> <p><b>New:</b></p>	<p>6-8</p> <p>JK - 3</p> <p>JK – 5</p> <p>JK – 8</p>					



Central Mountain Accommodation Review Committee  
Working Group Meeting # 7  
Tuesday, January 14, 2014  
6:00 p.m.

Linden Park Elementary School  
4 Vickers Road, Hamilton, ON

Minutes

ATTENDANCE:

Committee Members

**Chair** - Michael Prendergast

**Voting Members** - Diana Asrani, Amber Bourque, Candice Campbell, Marney Campbell, Jenn Clarke, Leanne Friesen, Dianna Gamble, Adam Hinks, Marj Howden, Barbara Jalsevac, Kathy Long, Denise McCafferty, Jamie McLean, Sharon Miller, Patricia Mousseau, Robert Nixon, Candice Romaker, Janeen Schaeffer, Margaret Toth, Lourie Vanderzyden, Philip Viana, Laurie Walowina

**Non-Voting Members** - Linda Astle, Julie Beattie, Maria Carbone, Biljana Arsovic Filice, Colin Hazell, Lillian Orban, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

Regrets

**Voting Members** - Philip Erwood

**Non-Voting Members** - Nil

Resource Staff

Ian Hopkins, Ellen Warling

Recording Secretary

Kathy Forde

**Public** - 13 public attendees present - Linden Park (5); Queensdale (7); No School Affiliation Identified (1)

**1. Call to Order**

Michael Prendergast called the meeting to order.

**2. Agenda**

**2.1 Additions/Deletions**

Order of agenda was revised to accommodate flow of discussions. Item 8 moved to Item 6; Item 6 becomes Item 7; Item 7 becomes Item 8.

## 2.2 Approval of Agenda

Changes as discussed were approved by consensus by a show of hands.

## 3. Minutes from Public Meeting # 3

### 3.1 Clarification

Item 5, page 7, regarding availability of Hill Park was clarified as follows: Hill Park is not currently viable as an elementary school. The school is not designed for elementary students - it would require extensive renovations. Capacity is approximately 1200 students and ideally we are looking at a school size of roughly 500. Although the Board has not yet started phase one of the property disposition protocol and no decision has been made regarding the property at this point, transition has started for closure. Technically, the property is available but funds have been committed. Trustees would need to vote to reverse the decision and keep Hill Park open as an option.

### 3.2 Approval of Minutes

With clarification, minutes were approved by consensus by a show of hands.

## 4. Minutes from Working Group Meeting # 6

### 4.1 Clarification

Co-facilitators were clarified under Item 6, Slide 20. Date and location were added under Item 7 for Next Working Group Meeting.

### 4.2 Approval of Minutes

With clarification, minutes were approved by consensus by a show of hands.

## 5. Public Meeting # 3 Feedback - December 10

### 5.1 Discussion

Members divided into groups to review feedback from Public Meeting # 3 on Options 6, 7, and 11. Items of relevance were reported back to the committee as follows:

#### Option 6

- Splitting of boundaries and separation of students is a concern - it will be important to keep kids together within school communities if possible
- Many parents concerned Linden Park could be lost
- Loosing green space at Linden Park and loosing the recreation centre is a concern
- Walkability

#### Option 7

- Data and capacity details have been a concern
- Not enough attention on quality of education

- Special need classes to be carefully considered (Tier 3 programs include students from various locations so it will be important to keep students together in an appropriate location - it is recognized these students need stability and minimum disruption)
- Public attendees are not hearing how options were chosen - should perhaps answer questions before presenting
- Greenspace is a concern
- Loss of using the recreation centre is a concern
- Building a new school south of the LINC is a concern
- GL Armstrong may be a prime property potentially for sale
- Not enough population at Queensdale to allow for a middle school
- Two schools closing rather than four

#### Option 11

- Splitting up Linden Park students is a concern - an alternative is needed
- GL Armstrong population would be too big
- Costs are a concern
- Would a holding school be necessary after 2014
- Walkability
- Safer not to cross streets
- Would be difficult to build at GL Armstrong - playground too close
- New school south of the LINC is a concern

#### 6. Correspondence

Ian Hopkins provided one additional piece of correspondence to the package as a handout. Time was provided for members to review the correspondence. French Immersion was flagged as a concern, however, it was noted that this topic has been addressed at previous meetings. Correspondence from John-Paul Danko, requesting that his letter concerning process and timelines be read aloud, was contemplated. Most members thought that since everyone has read the letter to themselves it would be redundant to read the letter aloud. Ballots were handed out to determine the next step in response to the correspondence received. Votes were tallied. No further action required.

- YES - Take action - (7) votes
- NO - Receive as correspondence only - (14) votes

#### 7. Public Meeting # 4 Discussion - January 21

##### 7.1 Meeting Dates

Ian Hopkins provided a draft work plan with additional meeting dates in response to concern expressed on needing more time to develop options. Key dates were reviewed. Any further extension to the timeline would require a written request from the Committee to trustees for consideration. The following comments were shared:

- Members are tired but feel they need time to make a good decision
- Members have done due diligence
- Members would like to see the process through
- The public wants transparency
- It will be important for parents to accept decisions that are made
- Final options presented will require rationale
- Recommendations that impact the 2014/15 school year would likely impact staffing so need to be carefully considered

The last Working Group meeting is intended to finalize details and approve minutes from the Public Meeting. Minor modifications (edits, lines on maps, etc.) can be processed without public consultation. Only substantial changes would require public review. The public is provided with a final opportunity during the 60-day window when delegations are welcomed to present any concerns during the trustee review period.

The revised schedule will accommodate the extra time needed to move forward with clear direction. The schedule still allows time for one extra meeting if needed. Members agreed by consensus with the draft work plan that includes two additional Working Group meetings prior to Public Meeting # 4.

**DECISION: Revised schedule accepted**

The delayed date for the final Public Meeting will be communicated to schools involved.

The idea of writing an extension letter to trustees will be carried forward for further discussion. Rationale would be required.

## **8. Accommodation Options**

### **8.1 Option 6, 7 and 11 Costing and Transportation Info**

Ian Hopkins provided comprehensive costing based on the various options developed. Details were reviewed. Handout provided. Estimates include costs for new school construction, FDK, additions and renewal; potential funding from the Ministry and through proceeds of disposition; and savings through administrative and operational annual projections. Property value varies and can change so are provided as an estimation only. Numbers are subject to change with each option. There is still a high cost required to maintain schools as status quo so potential savings of up to 50% can be realized among the various options being developed. Administrative and operational costs are based on annual numbers and could potentially offset transportation costs over a 10-year period. Building size will impact the numbers, which are calculated based on square footage. Costs include desks and chairs, etc. Timelines for renovations are generally quicker than for new builds. Ministry funding would be required for any new builds. Option B is suggested as a fallback if Option A specifies a new build.

Jamie McLean created a rubric for evaluating the various options based on the information provided to date. It was suggested only as additional information that may be useful for members in their thinking for determining the best options.

## 8.2 Options 21-33

In reviewing additional options, members suggested each option be reviewed collectively as an entire group, options be eliminated if all members are in agreement, and that each member votes on their top two to five options if necessary. It was noted that some options may offer bits and pieces towards development of the options that will go forward. Review included the following comments:

### Option 21 (remove)

- Portables may be needed
- Where do GL Armstrong kids go
- Need to look at reorganization
- Do not understand why a new build would occur on the Ridgemount site
- Not sure about Ridgemount, how Queensdale and Franklin Road can accommodate students when additions are underway
- Many questions including walkability

### Option 22 (further consideration required)

- Three schools under capacity and two schools need new builds
- Does not meet reference criteria
- Great option / more involved / big picture for entire community
- Speaks to human factor / moves classes as a whole
- School south of the LINC
- Good walkability factor

### Option 23 (further consideration required)

- Queensdale as a JK-8 would be under 300 students so would be approximately one class per grade - cannot separate students if dealing with problems
- Closes two schools opposed to three
- Cardinal Heights remains a middle school (grades 6-8)
- Need an option that does not have a new build
- Meets Board's criteria
- Has advantages and disadvantages

### Option 24 (remove)

- Closes five schools - one school closes in 2014



**Option 25 (remove)**

- Not realistic
- Expensive
- Destructive

**Option 26 (remove)**

- Closing six schools / building two
- Major implications for transportation - many students would require busing
- Not close to criteria

**Option 27 (remove)**

- Much disruption
- Transportation
- Too many closures

**Option 28 (remove)**

- Appears to be Staff Option but builds new school at GL Armstrong
- Two new builds versus one
- Not viable - does not meet criteria

**Option 29 (remove)**

- Closing four schools and building one
- Closure of Queensdale
- Has potential but needs too much tweaking
- Similar to Option 30
- Too many questions - not meeting criteria

**Option 30 (further consideration required)**

- Closing four and building one
- A lot of over-capacity
- Some capacity numbers are low and some are high
- K-3 does not meet Board criteria
- In Staff Option there is a K-3 model
- Is doable - not totally off the rails

**Option 31 (further consideration required)**

- Similar to Option 29 but without odd years
- Does not close Eastmount Park
- Average capacity is only 80% - LTFMP is 90-110% for optimal utilization



**Option 32 (further consideration required)**

- Different - should be explored
- Closing two - building two

**Option 33 (remove)**

- Three new builds
- A lot of busing
- 2015 deadline for new builds too quick

**8.3 Discussion and Development**

Options 22, 23, 30, 31 and 32 will move forward along with Options 6, 7 and 11 for further consideration. Ian will provide costing numbers on the new options for comparison. Transportation numbers will be estimated based on current data due to the lengthy turnaround needed through the Transportation Department.

**9. Adjournment**

The meeting adjourned at 8:50 p.m.

- **Working Group Meeting # 8 - January 21, 2014 at Eastmount Park**
- **Working Group Meeting # 9 - January 28, 2014 at Pauline Johnson**
- **Next Public Meeting # 4 - February 04, 2014 at Hill Park**
- **Working Group Meeting # 10 - February 11, 2014 at Ridgemount**

**Handouts**

- Agenda
- Draft Minutes - Public Meeting # 3
- Draft Minutes - Working Group Meeting # 6
- Public Meeting # 3 Feedback
- Financial Summary Options 6, 7, 11
- Transportation Costs Options 6, 7, 11
- Options 21-30
- Options 31-33
- Options 1-15 Committee Summary
- Options 31-33 Committee Summary
- Correspondence

**Central Mountain Accommodation Review Committee  
Working Group Meeting # 8  
Tuesday, January 21<sup>st</sup>, 2013  
6:00 p.m. – 9:00 p.m.**

**Eastmount Park Elementary School  
155 East 26<sup>th</sup> Street Hamilton, Ontario**

**Agenda**

1. Call to Order – Chair
2. Agenda
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
3. Working Group Meeting Format
4. Minutes from Working Group Meeting #7
  - 4.1 Clarification
  - 4.2 Approval of minutes
5. Accommodation Options
  - 5.1 Option 22, 23, 30, 31 &32 Costing and Transportation Info
  - 5.2 Continuing Discussion and Development
6. Accommodation Review Committee Report
  - 6.1 Draft Table of Contents
7. Correspondence
8. Adjournment

**CENTRAL MOUNTAIN ACCOMMODATION REVIEW WORK PLAN****Key Dates:**

January 21<sup>st</sup>, 2014 – First date to hand in ARC report  
February 20<sup>th</sup>, 2014 – Last date to hand in ARC report

**January 14<sup>th</sup>, 2014 – Working Group Meeting #7 (Complete)**

## Tasks:

- Review Public Meeting 3 public feedback
- Review the schedule and work plan
- Review/narrow accommodation options

**January 21<sup>st</sup>, 2014 – Working Group Meeting #8 (Eastmount Park)**

## Tasks:

- Finalize accommodation recommendation
- Commence review of ARC report layout and draft

**January 28<sup>th</sup>, 2014 – Working Group Meeting #9 (Pauline Johnson)**

## Tasks:

- Review draft ARC report and revise
- Preparation for public meeting #4
  - Meeting structure
  - Presentation
  - Rationale for recommendation

**February 4<sup>th</sup>, 2014 – Public Meeting #4 (Hill Park)**

## Tasks:

- Present final recommendation
- Receive input from public

**February 11<sup>th</sup>, 2014 – Working Group Meeting #10 (Ridgemount)**

## Tasks:

- Review public input from public meeting #4
- Finalize and approve report

Hamilton Wentworth District School Board - Facilities Management  
Financial Summary  
Elementary Accommodation Review Committee -Central Mountain  
January 2014

**DRAFT - FOR DISCUSSION  
PURPOSES ONLY**

A	New School Construction/Additions/FDK	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	New School Construction	\$0	\$10,300,000	\$0	\$0	\$12,770,000
	Full Day Kindergarten	\$0	\$1,660,000	\$2,130,000	\$1,650,000	\$2,610,000
	Additions	\$0	\$1,500,000	\$750,000	\$250,000	\$2,000,000
	<b>Projected Total</b>	<b>\$0</b>	<b>\$13,460,000</b>	<b>\$2,880,000</b>	<b>\$1,900,000</b>	<b>\$17,380,000</b>
	Ministry Funding (1)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	Potential Capital Funding - Pending Ministry Approval	\$0	\$11,800,000	\$750,000	\$250,000	\$14,770,000
	Approved Full Day Kindergarten	\$0	\$1,660,000	\$2,130,000	\$1,650,000	\$2,610,000
	<b>Projected Total</b>	<b>\$0</b>	<b>\$13,460,000</b>	<b>\$2,880,000</b>	<b>\$1,900,000</b>	<b>\$17,380,000</b>

B	Allowance to Meet Ministry Benchmark (2)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	Projected Total	\$4,500,000	\$1,500,000	\$2,700,000	\$3,300,000	\$1,800,000
	Renewal Costs-High and Urgent 1-5 years (3)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	Projected Total	\$10,115,187	\$4,127,556	\$7,069,039	\$8,092,388	\$4,800,578
	Remaining Renewal Costs-Not High and Urgent 6+ years (4)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	Projected Total	\$21,522,248	\$8,995,975	\$12,145,913	\$14,994,386	\$6,630,296
	<b>Total Estimated Renewal Costs</b>	<b>\$36,137,435</b>	<b>\$14,623,531</b>	<b>\$21,914,952</b>	<b>\$26,386,774</b>	<b>\$13,230,874</b>
	Less the Proceeds of Disposition (5)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	Projected Total	\$0	\$6,149,000	\$6,149,000	\$3,608,000	\$6,149,000
	<b>Balance to Fund by HWDSB</b>	<b>\$36,137,435</b>	<b>\$8,474,531</b>	<b>\$15,765,952</b>	<b>\$22,778,774</b>	<b>\$7,081,874</b>
<b>Total Cost of Option (A+B)</b>	<b>\$36,137,435</b>	<b>\$21,934,531</b>	<b>\$18,645,952</b>	<b>\$24,678,774</b>	<b>\$24,461,874</b>	

C	Annual Administration Savings (6)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	Projected Total	\$0	\$542,207	\$542,929	\$361,925	\$695,276
	Annual Operational Savings (7)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	Projected Total	\$0	\$543,122	\$601,679	\$389,082	\$684,860

D	Annual Transportation Cost (8)	Status Quo	HWDSB Staff Option	ARC Option #6	ARC Option #7	ARC Option #11
	Projected Total	\$346,500	\$423,500	\$500,500	\$462,000	\$616,000

**NOTES:**

**A - Capital Funding** would be requested as part of the Capital Priorities Submissions to the Ministry of Education. Ministry approval is required to receive funding. FDK Funding has been previously approved.

**B - Board Funding** dollars would be used to fund section B over the next 10 years. High and urgent needs will be prioritized and addressed on a yearly basis as part of the annual capital renewal plan.

**C - Indicates** the estimated yearly administrative and operational savings for each option. Once the final decision is made and implemented actual savings can be determined and may be available.

**D - Estimated Annual Cost of Transportation - HWDSB Staff option** transportation estimate completed by Planning and Accommodation

(1) Funding - Includes approved FDK funding and capital priorities submissions which requires Ministry approval

(2) Estimated cost to construct or renovate existing schools to better align with suggested Ministry benchmarks for gym size, administrative space, staff space and library.

(3) Current renewal backlog to complete high and urgent items

(4) Remaining Renewal backlog not identified as high and urgent

(5) Proceeds of disposition are based on estimated average market value prices for school board owned land +/- 20%

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

(7) Operational Costs-These encompass all of the expenditures required to operate and maintain the school including heating, lighting, cleaning and routine maintenance.

(8) Transportation - Estimated costs of transportation based on option boundaries. Assumptions : 66 students per bus, no bus efficiencies are created 1 km and 1.6 km walking boundaries based on road network, special needs bussing not included, out of catchment students do not qualify for transportation as per HWDSB Transportation Policy

**HWDSB Staff Option:** Close Eastmount Park, Linden Park and Queensdale. Pending ministry funding close Cardinal Heights and Pauline Johnson and build a new 550 pupil place JK-8 school on site. Ridgemount receives addition and becomes JK-8 school.

**ARC Concept Option #6:** Eastmount Park, Linden Park and Queensdale Close. GL Armstrong remain JK-8. Cardinal Heights, Franklin Road, Pauline Johnson and Ridgemount grade organizations all remain the same with larger boundaries.

**ARC Concept Option #7:** Eastmount Park and Linden Park close. GL Armstrong remains JK-8. Queensdale's grade organization become JK-8 with a larger boundary. Cardinal Heights, Franklin Road, Pauline Johnson and Ridgemount grade organization all remain the same with changed boundaries.

**ARC Concept Option #11:** Close Eastmount Park, GL Armstrong and Queensdale, build replacement 700 pupil place school on GL Armstrong site. Pauline Johnson or Cardinal Heights closes and remaining school organization is JK-8. Ridgemount's grade organization become JK-8 and Franklin Road grade organization remain JK-8. Linden Park close and students attend Ridgemount or Franklin Road.

Hamilton Wentworth District School Board - Facilities Management  
 Financial Summary  
 Elementary Accommodation Review Committee -Central Mountain  
 January 2014

**DRAFT - FOR DISCUSSION  
 PURPOSES ONLY**

A	New School Construction/Additions/FDK		Status Quo	ARC Option #22	ARC Option #23	ARC Option #30	ARC Option #31	ARC Option #32
	New School Construction		\$0	\$7,400,000	\$0	\$10,300,000	\$9,520,000	\$12,000,000
	Full Day Kindergarten		\$0	\$2,135,000	\$945,000	\$2,375,000	\$0	\$950,000
	Additions		\$0	\$1,500,000	\$250,000	\$0	\$0	\$750,000
	<b>Projected Total</b>		<b>\$0</b>	<b>\$11,035,000</b>	<b>\$1,195,000</b>	<b>\$12,675,000</b>	<b>\$9,520,000</b>	<b>\$13,700,000</b>
B	Ministry Funding (1)		Status Quo	ARC Option #22	ARC Option #23	ARC Option #30	ARC Option #31	ARC Option #32
	Potential Capital Funding - Pending Ministry Approval		\$0	\$8,900,000	\$250,000	\$10,300,000	\$9,520,000	\$12,750,000
	Approved Full Day Kindergarten		\$0	\$2,135,000	\$945,000	\$2,375,000	\$0	\$950,000
	<b>Projected Total</b>		<b>\$0</b>	<b>\$11,035,000</b>	<b>\$1,195,000</b>	<b>\$12,675,000</b>	<b>\$9,520,000</b>	<b>\$13,700,000</b>
	Allowance to Meet Ministry Benchmark (2)		Status Quo	ARC Option #22	ARC Option #23	ARC Option #30	ARC Option #31	ARC Option #32
Projected Total		\$4,500,000	\$3,000,000	\$3,300,000	\$2,400,000	\$3,600,000	\$2,400,000	
Renewal Costs-High and Urgent 1-5 years (3)		Status Quo	ARC Option #22	ARC Option #23	ARC Option #30	ARC Option #31	ARC Option #32	
Projected Total		\$10,115,187	\$6,860,386	\$8,092,388	\$4,906,600	\$6,916,289	\$4,591,906	
Remaining Renewal Costs-Not High and Urgent 6+ years (4)		Status Quo	ARC Option #22	ARC Option #23	ARC Option #30	ARC Option #31	ARC Option #32	
Projected Total		\$21,522,248	\$13,546,689	\$14,994,386	\$8,272,709	\$13,581,124	\$11,570,226	
Total Estimated Renewal Costs		\$36,137,435	\$23,407,075	\$26,386,774	\$15,579,309	\$24,097,413	\$18,562,132	
Less the Proceeds of Disposition (5)		Status Quo	ARC Option #22	ARC Option #23	ARC Option #30	ARC Option #31	ARC Option #32	
Projected Total		\$0	\$6,143,500	\$3,608,000	\$8,684,500	\$2,513,500	\$6,143,500	
Balance to Fund by HWDSB		\$36,137,435	\$17,263,575	\$22,778,774	\$6,894,809	\$21,583,913	\$12,418,632	
Total Cost of Option (A+B)		\$36,137,435	\$28,298,575	\$23,973,774	\$19,569,809	\$31,103,913	\$26,118,632	
C	Annual Administration Savings (6)		Status Quo	ARC Option #22	ARC Option #23	ARC Option #30	ARC Option #31	ARC Option #32
	Projected Total		\$0	\$516,336	\$361,925	\$514,176	\$153,080	\$516,805
	Annual Operational Savings (7)		Status Quo	ARC Option #22	ARC Option #23	ARC Option #30	ARC Option #31	ARC Option #32
Projected Total		\$0	\$608,039	\$389,082	\$472,757	\$142,149	\$874,555	
D	Annual Transportation Cost (8)		Status Quo	ARC Option #22	ARC Option #23	ARC Option #30	ARC Option #31	ARC Option #32
	Projected Total		\$346,500	\$346,500	\$385,000	\$539,000	\$346,500	\$346,500

**NOTES:**

**A - Capital Funding** would be requested as part of the Capital Priorities Submissions to the Ministry of Education. Ministry approval is required to receive funding. FDK Funding has been previously approved.

**B - Board Funding** dollars would be used to fund section B over the next 10 years. High and urgent needs will be prioritized and addressed on a yearly basis as part of the annual capital renewal plan.

**C - Indicates** the estimated yearly administrative and operational savings for each option. Once the final decision is made and implemented actual savings can be determined and may be available.

**D - Estimated Cost of Transportation - Based on Planning and Accommodation Analysis - Hamilton-Wentworth Student Transportation Services** estimates are being estimated.

(1) Funding - Includes approved FDK funding and capital priorities submissions which requires Ministry approval

(2) Estimated cost to construct or renovate existing schools to better align with suggested Ministry benchmarks for gym size, administrative space, staff space and library.

(3) Current renewal backlog to complete high and urgent items

(4) Remaining Renewal backlog not identified as high and urgent

(5) Proceeds of disposition are based on estimated average market value prices for school board owned land +/- 20%

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

(7) Operational Costs-These encompass all of the expenditures required to operate and maintain the school including heating, lighting, cleaning and routine maintenance.

(8) Transportation - Estimated costs of transportation based on option boundaries. Assumptions : 66 students per bus, no bus efficiencies are created 1 km and 1.6 km walking boundaries based on road network, special needs bussing not included, out of catchment students do not qualify for transportation as per HWDSB Transportation Policy

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Central Mountain Accommodation Review Committee  
Working Group Meeting # 8  
Tuesday, January 21, 2014  
6:00 p.m.

Eastmount Park Elementary School  
55 East 26<sup>th</sup> Street, Hamilton, ON

Minutes

ATTENDANCE:

Committee Members

**Chair** - Michael Prendergast

**Voting Members** - Diana Asrani, Amber Bourque, Candice Campbell, Marney Campbell, Jenn Clarke, Leanne Friesen, Adam Hinks, Marj Howden, , Kathy Long, Denise McCafferty, Jamie McLean, Sharon Miller, Patricia Mousseau, Robert Nixon, Candice Romaker, Janeen Schaeffer, Margaret Toth, Lourie Vanderzyden, Philip Viana, Laurie Walowina

**Non-Voting Members** - Linda Astle, Julie Beattie, Maria Carbone, Biljana Arsovic Filice, Colin Hazell, Lillian Orban, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

Regrets

**Voting Members** - Philip Erwood, Dianna Gamble, Barbara Jalsevac

**Non-Voting Members** - Nil

Resource Staff

Ian Hopkins, Ellen Warling

Recording Secretary

Kathy Forde

**Public** - 8 public attendees present - Linden Park (1); Queensdale (7)

**1. Call to Order**

Michael Prendergast called the meeting to order.

**2. Agenda**

**2.1 Additions/Deletions**

Item 3.1 - Meeting Schedule added for clarification.

Item 7 - Correspondence moved to Item 4.3 to allow for review of new option submitted.

## **2.2 Approval of Agenda**

With changes discussed, the agenda was approved by consensus by a show of hands.

## **3. Working Group Meeting Format**

In response to various comments received since the last meeting, Michael Prendergast reminded everyone to be respectful while speaking to ensure only one conversation is underway thereby reducing disruption.

### **3.1 Meeting Schedule**

Members considered the schedule with additional meeting dates to be reasonable for moving forward in developing two or three options for the Public Meeting on February 04. However, members thought the idea of finalizing work on February 11 may become rushed so suggested blending the Public Meeting with a Working Group Meeting on February 04. Members voted by consensus to accept the meeting schedule as presented but will need to confirm if a Working Group Meeting is added February 04. If so, the meeting schedule will need to be updated.

## **4. Minutes from Working Group Meeting # 7**

### **4.1 Clarification**

Regrets under attendance updated. Item 8.1 regarding the rubric created by Jamie McLean revised for accuracy.

### **4.2 Approval of Minutes**

With the changes discussed, minutes were approved by consensus by a show of hands.

### **4.3 Correspondence**

The first piece, identified as new option 33 was reviewed. Many points have already been seen in other options. Overall, members consider it to be very similar to Option 23. Members will be mindful of this submission as options are reviewed. On the second item concerning enrolment projections, Ellen Warling noted that numbers and formulas used by the Board are verified regularly for accuracy. A decline in kindergarten students is normally due to those heading off to French Immersion programming which starts in grade one. Other declines are often due to families moving. Each neighbourhood is different by community by year. Related to the third letter regarding evaluation of options, members were reminded to reference the Terms of Reference and to be mindful of guiding principles and public considerations.

## **5. Accommodation Options**

### **5.1 Options 22, 23, 30, 31 & 32 Costing and Transportation Info**

Ian Hopkins provided and reviewed the costing and transportation information provided for Options 22, 23, 30, 31 and 32 noting that the transportation data is only a raw analysis.

## 5.2 Continuing Discussion and Development

Options continue to be developed based on the feedback received from public input. The committee will finalize its work on February 11 at the last Working Group Meeting. Not less than 30 days after the ARC report is submitted to the Director, the Staff Report can be received by the Board of Trustees. There is a 60 day window after the staff report has been presented to hold public delegations. After the 60 days and public delegations the Trustees may vote on a final outcome. The committee can present as many options as desired but it is encouraged there is a plan B for options with suggested new builds in the situation HWDSB is not granted funding for building a new school.

The Staff Option will include only one recommendation. It is written by HWDSB Facilities staff and the Executive Team and can also change based on public input. When the report is submitted, the final Staff recommendation will be available to the public. From past experience, the staff option often changes from the initial option that was proposed at the beginning of the accommodation review process

A committee member expressed concern about staff having the opportunity for writing the Staff Option at the beginning and ending of the process as it seems the committee is not well-informed without knowing what the final Staff Option will be. Comments were noted as a consideration for future ARC processes.

Members formed breakouts to review and discuss the advantages and disadvantages of the options moving forward. It was noted that Options 6 and 11 are similar, and Options 7 and 23 are similar.

### Option 6 and 11

#### Option 6

- Population at GL Armstrong drops over the years but is a school to stay open
- High transportation costs
- Splitting students in different directions - public does not like this
- Only two schools K-8
- Does not mention renovations at GL Armstrong
- Cost effective compared to renovation costs
- No new builds - uses existing infrastructure

#### Option 11

- Costly
- GL Armstrong may not be best site for a new build - busy area and size of property (4.55 acres)
- Closing five schools
- With exception of retrofit it is the Board option - just shifts things
- Population seems to be more stable
- Cheaper to renovate opposed to a new build
- Option 11 seems better aligned

### **Option 7 and 23**

#### **Option 7**

- Closing same schools but much higher OTG capacity so need to adjust boundaries
- K-8 population of 300 or so students
- Low utilization at some schools
- Possibly needs realignment for where kids are going
- Current OTG capacity falls below reference criteria

#### **Option 23**

- Cardinal Heights, Franklin Road and GL Armstrong under capacity
- Same disruption but better utilization - need to consolidate kids
- Capacity is an issue
- Programming is an issue when grades are limited
- There is validity but needs to be tweaked where it does not work

### **Option 22**

- Why would the Board close Ridgemount after renovating the school
- High costs
- Is different - involves more puzzle pieces but meets public criteria (walkability, vitality of the central mountain)
- Three JK-6
- Growth seems to be moving south so the Board may decide to build a new school there
- To save money, could consider renovation of a JK-8 rather than closing and building new school

### **Option 30**

- Eliminates everything west of Upper Wentworth
- Highest transportation costs
- Seems overly aggressive
- It is a significant realignment
- May be one worth removing

### **Option 31**

- Has the highest cost with only one school closure and one new build
- GL Armstrong remains open so adds many renewal costs
- Only 81 % utilization overall which seems too low
- Almost status quo

### **Option 32**

- Utilization is low at Cardinal Heights, Franklin Road, Queensdale
- Overall utilization good at mid-90%
- Worth discussing options that leave Linden Park open

- Where do GL Armstrong 7-8 students go
- Similar to Option 31 with exception of one school
- Concern about greenspace
- Operational savings is good
- Transportation costs do not change so from cost perspective makes sense
- Similar to Option 22
- A lot of transitions from grade 6 to 7 to 8
- Ridgemount closure is an issue due to recent renovations

### Option 33

- Not reviewed as many details were included within the other options examined.

### General Comments

- It was noted that if schools are over-capacity or areas are under-serviced a new school can be considered but that process that takes time for funding and construction. The Board looks at capacity, infrastructure and new communities. Ancaster Meadows and Bellmoore schools were associated with growth communities. Now, Winona and Waterdown are considered areas of growth.
- As work nears final discussions, details can be tweaked as needed to bring clarity. Solid options need to be selected and can then be blended. The goal is to write the best option/s.

To narrow down options, members (20) voted on their preferred option of six options by secret ballot:

- Option 6 and 11 blended - (4) votes
- Option 7 and 23 blended - (7) votes**
- Option 22 - 3 votes
- Option 30 - 3 votes
- Option 31 - 1 vote
- Option 32 - 2 votes

Members (20) then voted on their preferred (second) option of five options by secret ballot:

- Option 6 and 11 - (7) votes
- Option 22 - (8) votes**
- Option 30 - (4) votes
- Option 31 - (0) votes
- Option 32 - (1) votes



Members (20 minus one abstained) then voted on their preferred (third) option of four options by secret ballot:

**Option 6 and 11 - (7) votes**

Option 30 - (5) votes

Option 31 - (0) votes

**Option 32 - (7) votes**

Options that will move forward for further review include:

**Options 6 and 11 (to be blended)**

**Options 7 and 23 (to be blended)**

**Option 22**

**Option 32**

Members broke into groups to start looking at blending Options 6 and 11 into one and Options 7 and 23 into one. Comments can be provided to Ian Hopkins who will provide related details and costing for the blended options. This narrows the options down to four that will be further reviewed at the next meeting.

## 6. Accommodation Review Committee Report

### 6.1 Draft Table of Contents

Deferred.

## 7. Adjournment

The meeting adjourned at 9:00 p.m.

- **Working Group Meeting # 9 - January 28, 2014 at Pauline Johnson**
- **Next Public Meeting # 4 - February 04, 2014 at Hill Park**
- **Working Group Meeting # 10 - February 11, 2014 at Ridgemount**

### Handouts

- Agenda
- Work Plan
- Updated Schedule
- Draft Minutes - Working Group Meeting # 7
- Correspondence
- Financial Summary Options 22, 23, 30, 31, 32
- Financial Summary Options 6, 7, 11
- ARC Report - Draft Table of Contents





# Elementary ACCOMMODATION Review Committee

V.7

# ARC

## Accommodation Review Committee - Central Mountain Committee Members Working Group Meeting # 8 - January 21, 2014 Sign-in Sheet

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Michael Prendergast	<i>present</i>
<b>Voting Members</b>		
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell Home: 905-318-5279 Email: <a href="mailto:marncam@sympatico.ca">marncam@sympatico.ca</a>	<i>mrcampbell</i>
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candice Campbell Home: 905-389-8351 Email: <a href="mailto:candice_campbell@shaw.ca">candice_campbell@shaw.ca</a>	<i>Candice Campbell</i>
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden Home: / Cell: Email: <a href="mailto:lourie.vanderzyden@hwdsb.on.ca">lourie.vanderzyden@hwdsb.on.ca</a>	<i>L. V. Z.</i>
Eastmount Park parent representative from School Council/Home and School	Candice Romaker Home: 905-526-0469 Email: <a href="mailto:c_copland@yahoo.com">c_copland@yahoo.com</a>	<i>C. Romaker</i>
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke Home: 905-385-0774 Email: nil	<i>Jenn Clarke</i>
Eastmount Park teaching or non-teaching staff	Denise McCafferty Work: 905-387-0172 Email: <a href="mailto:denise.mccafferty@hwdsb.on.ca">denise.mccafferty@hwdsb.on.ca</a>	<i>DMcCafferty</i>
Franklin Road parent representative from School Council/Home and School	Margaret Toth Home/Cell: 905-537-0596 Email: <a href="mailto:bruins16@live.ca">bruins16@live.ca</a>	<i>M. Toth</i>
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer [REDACTED]	<i>J. Schaeffer</i>
Franklin Road teaching or non-teaching staff	Barbara Jalsevac Home: 905-304-5275 Email: <a href="mailto:barbara.jalsevac@hwdsb.on.ca">barbara.jalsevac@hwdsb.on.ca</a>	<i>ill.</i>
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque Home: 905-577-7590 Email: <a href="mailto:abourque@fluke.ca">abourque@fluke.ca</a>	<i>A. Bourque</i>

Update: January 14, 2014



# Elementary ACCOMMODATION Review Committee

V.7

# ARC

George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon Home: 905-318-5455 Email: <a href="mailto:hub33@ymail.com">hub33@ymail.com</a>	
George L. Armstrong teaching or non-teaching staff	Patricia Mousseau Home: 905-869-0781 Email: <a href="mailto:patricia.mousseau@hwdsb.on.ca">patricia.mousseau@hwdsb.on.ca</a>	
Linden Park parent representative from School Council/Home and School	Kathy Long Home: 905-746-5629 Work: 905-317-2657 Email: <a href="mailto:rcmracing@sympatico.ca">rcmracing@sympatico.ca</a>	
Linden Park parent representative <u>not</u> from School Council/Home and School	Philip Viana Home: Cell: Email: <a href="mailto:viana.philip@gmail.com">viana.philip@gmail.com</a>	
Linden Park teaching or non-teaching staff	Name: Dianna Gamble Work: 905-575-1535 Email: <a href="mailto:dianna.gamble@hwdsb.on.ca">dianna.gamble@hwdsb.on.ca</a>	
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina Home: 905-385-5472 Cell: 905-807-5032 <a href="mailto:lwalowina@shaw.ca">lwalowina@shaw.ca</a>	
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Mr. Jamie McLean [REDACTED]	
Pauline Johnson teaching or non-teaching staff	Mrs. Marj Howden Cell: 905-865-1999 <a href="mailto:marj.howden@hwdsb.on.ca">marj.howden@hwdsb.on.ca</a>	
Queensdale parent representative from School Council/Home and School	Leanne Friesen Home: 905-387-9202 Cell: 905-746-1150 Email: <a href="mailto:Leanne@mhbc.ca">Leanne@mhbc.ca</a>	
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks Home: 289-396-4373 Email: <a href="mailto:adamh@jdimi.com">adamh@jdimi.com</a>	
Queensdale teaching or non-teaching staff	Diana Asrani Home: 905-304-5779 Email: <a href="mailto:dmccomb16@hotmail.com">dmccomb16@hotmail.com</a>	
Ridgemount parent representative from School Council/Home and School	n/a Home: Cell: Email:	
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood Home: 905-389-6344 Cell: 289-260-6344 Email: <a href="mailto:fivepinnut@hotmail.com">fivepinnut@hotmail.com</a>	



# Elementary ACCOMMODATION Review Committee

V.7

# ARC

Ridgemount teaching or non-teaching staff	Sharon Miller Home: 905-388-0162 Email: Sharon.miller@hwdsb.on.ca	<i>S. Miller</i>
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Non- Voting Representatives		
Area Trustee	Lillian Orban	<i>Lillian Orban</i>
Cardinal Heights Principal	Nanci-Jane Simpson	<i>NJ Simpson</i>
Eastmount Park Principal	Linda Astle	<i>Linda Astle</i>
Franklin Road Principal	Jennifer Robertson-Heath	<i>JRH</i>
George L. Armstrong Principal	Doug Trimble	<i>Yes</i>
Linden Park Principal	Julie Beattie	<i>Yes</i>
Pauline Johnson Principal	Colin Hazell	<i>Yes</i>
Queensdale Principal	Maria Carbone	<i>Maria Carbone</i>
Ridgemount Principal	Biljana Arsovic Filice	<i>Yes</i>
Planning and Accommodation Resource Staff	Ian Hopkins	<i>Yes</i>
Administrative Support Staff	Kathy Forde	<i>Yes</i>



*Elementary*  
**ACCOMMODATION  
 Review Committee**

V.7

**ARC**

**Accommodation Review - Central Mountain  
 Public Attendees  
 Working Group Meeting # 8 - January 21, 2014  
 Sign-in Sheet**

Name (please print)	School Affiliation (if any)	Signature
Emily Coe	Linden Park <del>Queen's Dale</del>	Emily Coe
Lillian Orban	Trustee <sup>see</sup> <sub>cont. sheet</sub>	Lillian Orban
Alison Mace	Queensdale	Alison Mace
Eileen Patchett	Q' Dale	E. Patchett
M. Mace Patchett	QUEENS DALE / LINDEN	M. Patchett
Dawn Danko	Queensdale	D. Danko
J.P. DANKO	QUEENSDALE	J.P. Danko
Shawn McNiue	Queensdale	Shawn McNiue
Stefanie Skits	Queensdale	Stefanie Skits

**Central Mountain Accommodation Review Committee  
Working Group Meeting # 9  
Tuesday, January 28<sup>th</sup>, 2013  
6:00 p.m. – 9:00 p.m.**

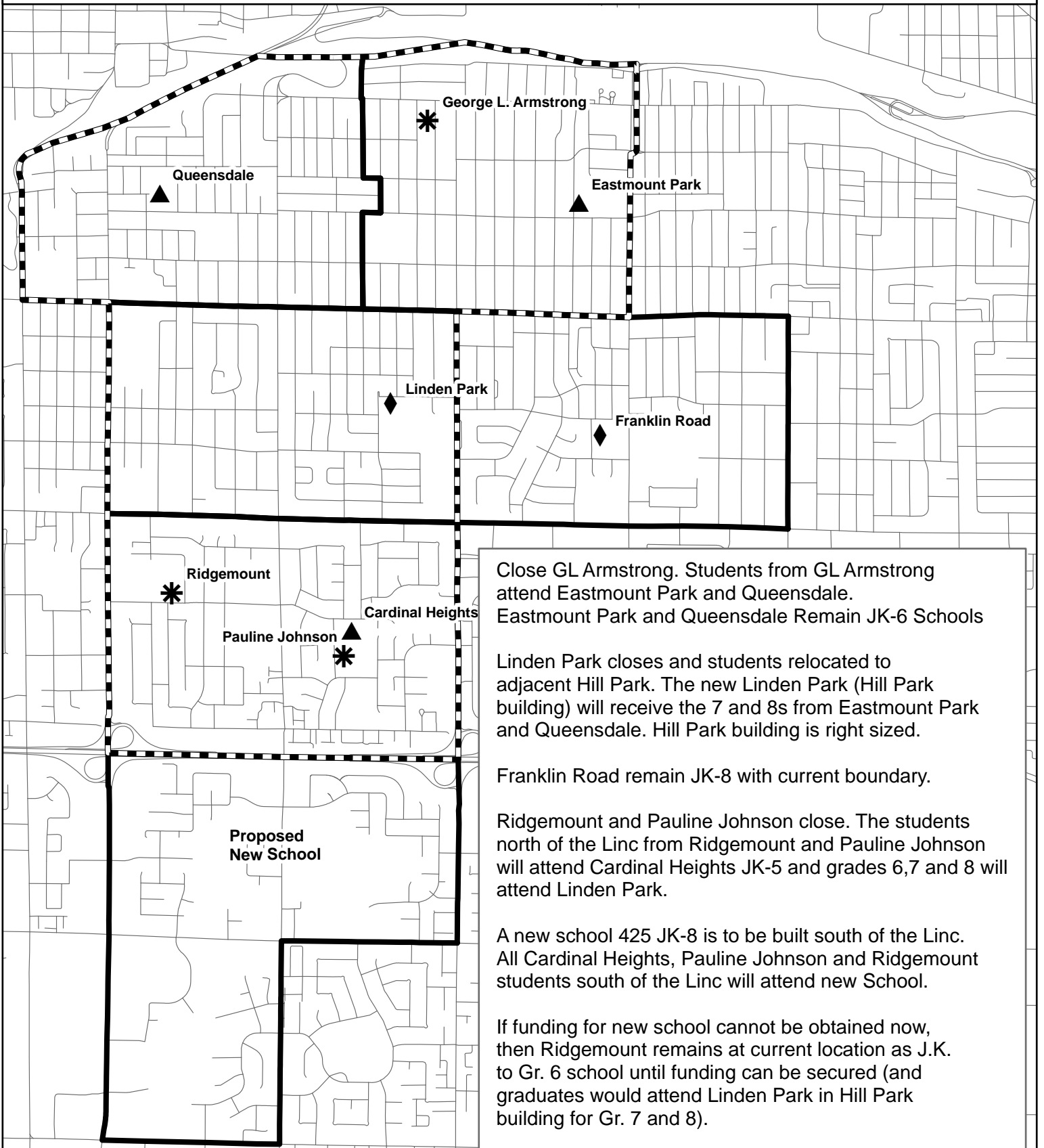
**Pauline Johnson Elementary School  
25 Hummingbird Lane Hamilton, Ontario**

**Agenda**

1. Call to Order – Chair
2. Agenda
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
3. Minutes from Working Group Meeting #8
  - 3.1 Clarification
  - 3.2 Approval of minutes
4. Accommodation Options
  - 4.1 Discussion
  - 4.2 Rationale for Options
5. Public Meeting #4
  - 5.1 Format (Public/Working Meeting, Facilitators, Q & A)
  - 5.2 Presentation
  - 5.3 Presentation Volunteers
6. Correspondence
7. Adjournment



# Central Mountain Option 22



Close GL Armstrong. Students from GL Armstrong attend Eastmount Park and Queensdale. Eastmount Park and Queensdale Remain JK-6 Schools








Linden Park closes and students relocated to adjacent Hill Park. The new Linden Park (Hill Park building) will receive the 7 and 8s from Eastmount Park and Queensdale. Hill Park building is right sized.

Franklin Road remain JK-8 with current boundary.


Ridgemount and Pauline Johnson close. The students north of the Linc from Ridgemount and Pauline Johnson will attend Cardinal Heights JK-5 and grades 6,7 and 8 will attend Linden Park.

A new school 425 JK-8 is to be built south of the Linc. All Cardinal Heights, Pauline Johnson and Ridgemount students south of the Linc will attend new School.

If funding for new school cannot be obtained now, then Ridgemount remains at current location as J.K. to Gr. 6 school until funding can be secured (and graduates would attend Linden Park in Hill Park building for Gr. 7 and 8).

 Elem Boundary	 Middle School Boundary
 Jr Elementary	 Closed School
 K-8 Elementary	 Proposed New School
 Middle School	

N



0 0.25 0.5 1 Kilometres

	
	December 2013 Planning and Accommodation



School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (JK-6)	308	312	299	359	365	371	363	371	368	367	367
	388	101%	97%	93%	94%	96%	94%	96%	95%	95%	95%
Eastmount Park (JK-6)	348	216	219	326	312	306	306	285	287	287	287
		62%	63%	94%	90%	88%	88%	82%	82%	82%	82%
Franklin Road (JK-8)	463	355	358	347	346	343	339	340	337	341	337
		77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (Closed)	633	327	318								
		52%									
New K-8 South of Linc	375			311	310	325	325	339	341	344	348
				83%	83%	87%	87%	90%	91%	92%	93%
New Linden Park - Right sized Hill Park (K-8 )	450			431	447	429	427	439	433	409	408
				96%	99%	95%	95%	97%	96%	91%	91%
Linden Park (Closed)	319	154	159								
		48%	50%								
Pauline Johnson (Closed)	314	265	279								
		84%	89%								
Queensdale (JK-6)	279	188	195	258	258	251	249	242	238	235	231
		67%	70%	93%	93%	90%	89%	87%	85%	84%	83%
Ridgemount (Closed)	290	247	251								
		85%	86%								
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	93%	91%	92%	91%	90%	91%	90%	89%	89%
2015 OTG	2,223										

### Potential Renovations/Additions

Cardinal Heights- 4 FDK

Eastmount Park- Possible FDK

Franklin Road- None

GL Armstrong- Closed

Linden Park- Closed

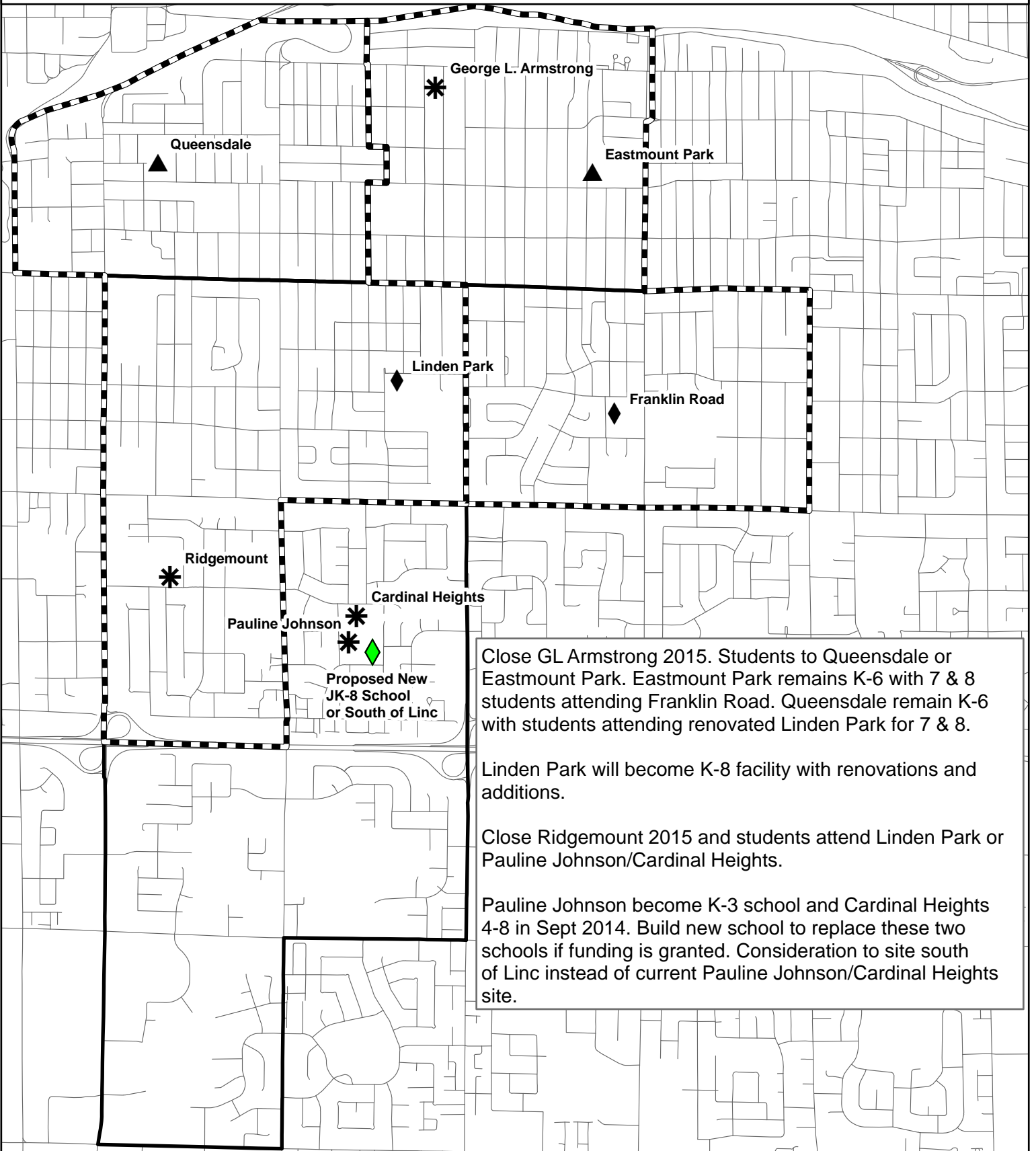
Pauline Johnson- Closed

New Linden Park- Right size of Hill Park current OTG 1194

Queensdale- Potential FDK

Ridgemount- Closed

# Central Mountain Option 32



Close GL Armstrong 2015. Students to Queensdale or Eastmount Park. Eastmount Park remains K-6 with 7 & 8 students attending Franklin Road. Queensdale remain K-6 with students attending renovated Linden Park for 7 & 8.

Linden Park will become K-8 facility with renovations and additions.

Close Ridgemount 2015 and students attend Linden Park or Pauline Johnson/Cardinal Heights.

Pauline Johnson become K-3 school and Cardinal Heights 4-8 in Sept 2014. Build new school to replace these two schools if funding is granted. Consideration to site south of Linc instead of current Pauline Johnson/Cardinal Heights site.

	Elem Boundary		Middle School Boundary
	Jr Elementary		Closed School
	K-8 Elementary		Proposed New School
	Middle School		

N

0 0.25 0.5 1 Kilometres

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

Jan 2014

Planning and Accommodation

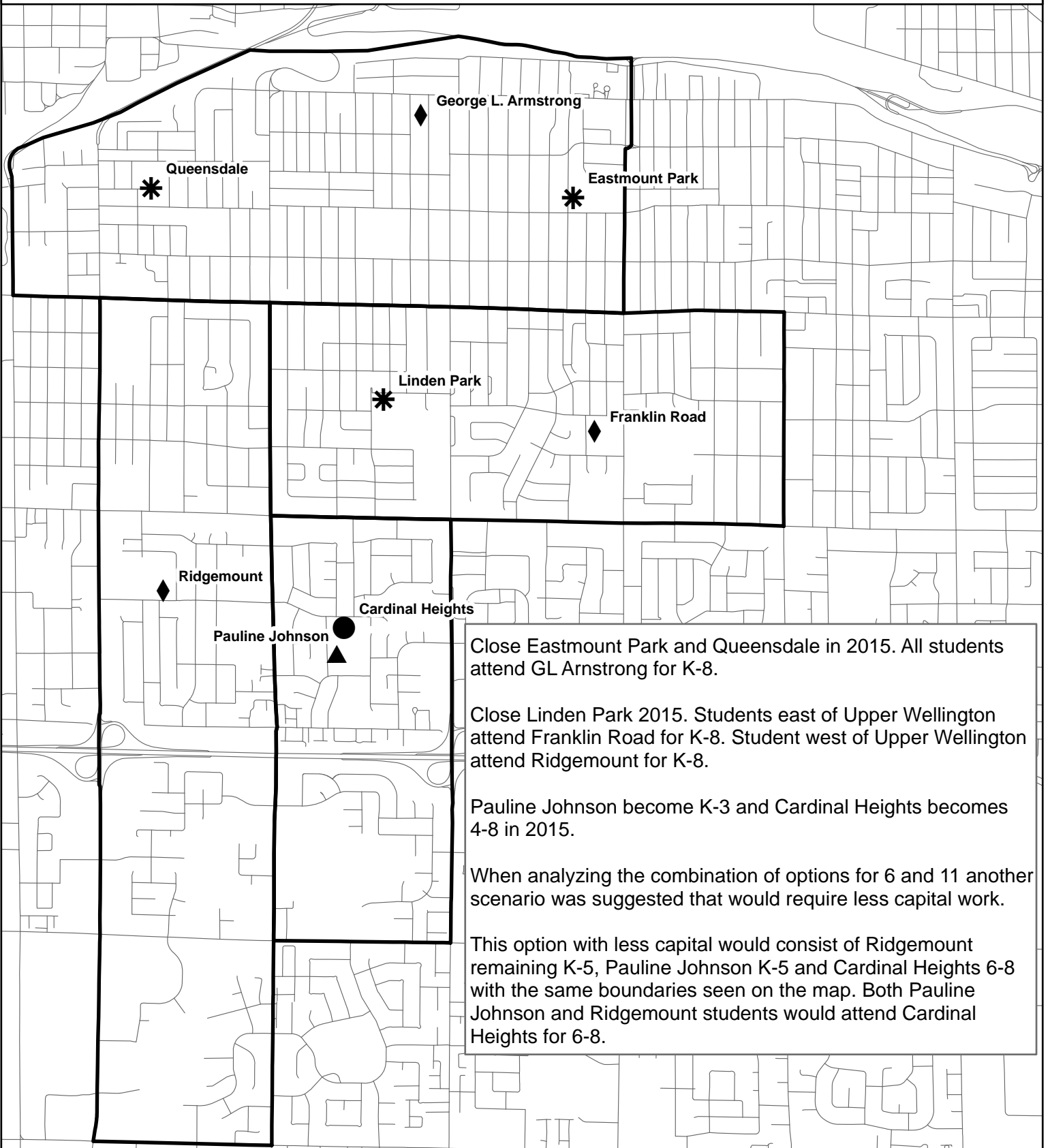
School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (4-8 2014) Closed 2016 pending new school	308	312	383	281	281						
		101%	124%	91%	91%						
Eastmount Park (K-6)	348	216	219	326	312	306	306	285	287	287	287
		62%	63%	94%	90%	88%	88%	82%	82%	82%	82%
Franklin Road (K-8)	463	355	358	418	436	427	408	424	421	404	402
		77%	77%	90%	94%	92%	88%	92%	91%	87%	87%
George L. Armstrong (Closed)	633	327	318								
		52%	50%								
Linden Park (K-8)	319	154	159	428	426	417	408	407	406	395	395
	405	48%	50%	106%	105%	103%	101%	101%	100%	98%	97%
Pauline Johnson (K-3 2014) Closed 2016 pending new school	314	265	333	322	325						
		84%	106%	103%	104%						
Queensdale (K-6)	279	188	195	258	258	251	249	242	238	235	231
		67%	70%	93%	93%	90%	89%	87%	85%	84%	83%
Ridgemount (Closed)	290	247	113								
		85%	39%								
New K-8 on Cardinal Heights Site or South of Linc (Open 2017)	650					625	638	657	652	662	664
						96%	98%	101%	100%	102%	102%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	69%	69%	94%	94%	94%	93%	92%	92%
2015 OTG	2,117										
2017 OTG	2,145										

**Potential Renovations/Additions**

Cardinal Heights- None  
 Eastmount Park- None  
 Franklin Road- Gym  
 GL Armstrong- Closed

Linden Park- 2 FDK, 2 Classrooms, Gym  
 Pauline Johnson- Closed  
 Queensdale- None  
 Ridgemount- Closed

# Central Mountain Option 34 (6/11 Combo)



Close Eastmount Park and Queensdale in 2015. All students attend GL Arnstrom for K-8.

Close Linden Park 2015. Students east of Upper Wellington attend Franklin Road for K-8. Student west of Upper Wellington attend Ridgemount for K-8.

Pauline Johnson become K-3 and Cardinal Heights becomes 4-8 in 2015.

When analyzing the combination of options for 6 and 11 another scenario was suggested that would require less capital work.

This option with less capital would consist of Ridgemount remaining K-5, Pauline Johnson K-5 and Cardinal Heights 6-8 with the same boundaries seen on the map. Both Pauline Johnson and Ridgemount students would attend Cardinal Heights for 6-8.

	Elem Boundary		Middle School Boundary
	Jr Elementary		Closed School
	K-8 Elementary		Proposed New School
	Middle School		

N

0 0.25 0.5 1 Kilometres

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

Jan 2014

Planning and Accommodation

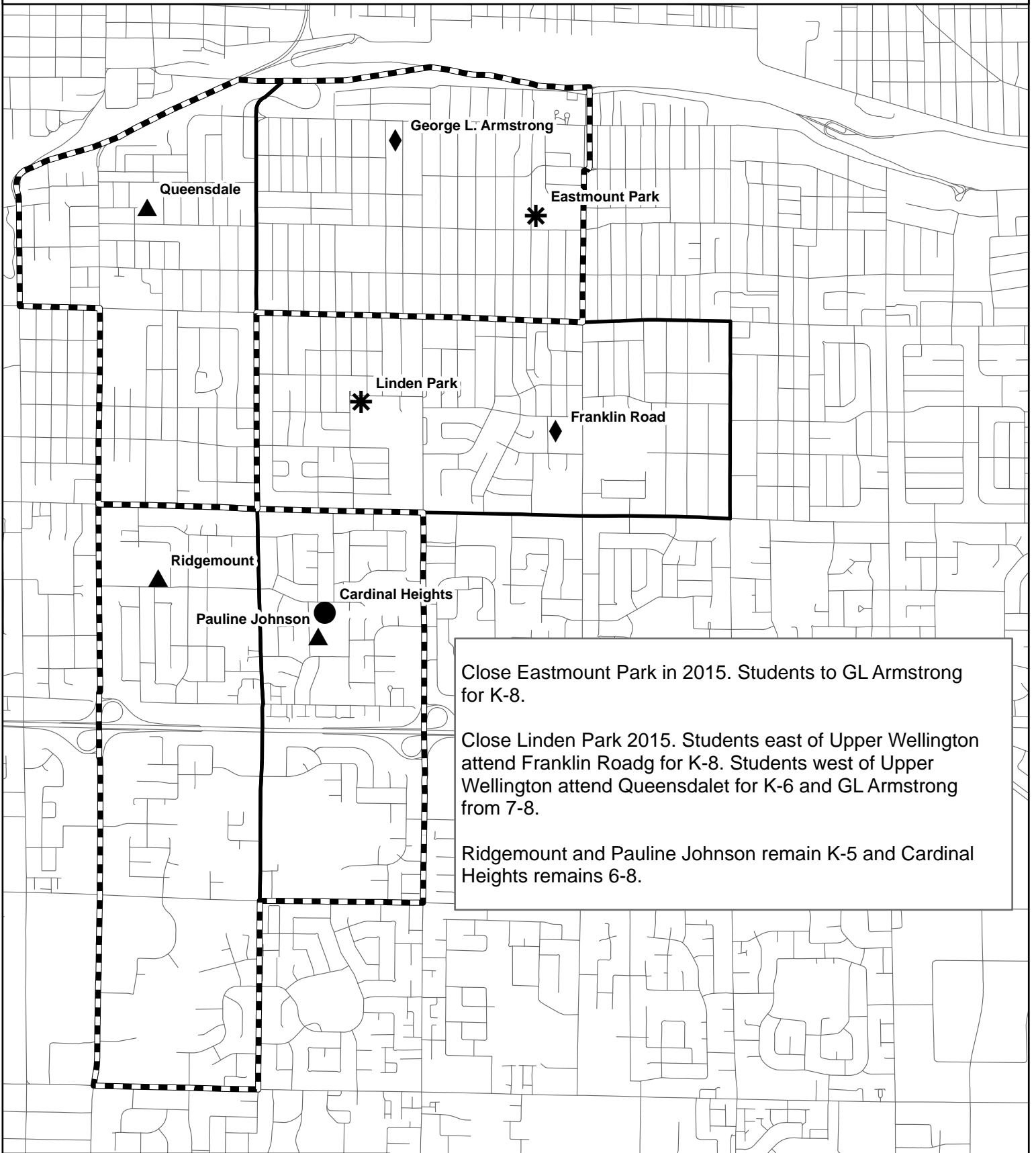
School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (4-8)	308	312	299	189	185	197	213	225	219	223	221
		101%	97%	61%	60%	64%	69%	73%	71%	73%	72%
Eastmount Park (Closed)	348	216	219								
		62%	63%								
Franklin Road (K-8)	463	355	358	476	472	466	459	457	452	451	448
		77%	77%	103%	102%	101%	99%	99%	98%	97%	97%
George L. Armstrong (K-8)	633	327	318	715	723	699	679	662	659	632	629
	700	52%	50%	102%	103%	100%	97%	95%	94%	90%	90%
Linden Park (Closed)	319	154	159								
		48%	50%								
Pauline Johnson (K-3)	314	265	279	216	221	219	219	220	221	221	221
		84%	89%	69%	70%	70%	70%	70%	70%	70%	70%
Queensdale (Closed)	279	188	195								
		67%	70%								
Ridgemount (K-8)	290	247	251	437	438	446	439	452	454	456	460
	448	85%	86%	97%	98%	99%	98%	101%	101%	102%	103%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	91%	91%	91%	90%	90%	90%	89%	89%
Implentation OTG	2,233										

**Potential Renovations/Additions**

Cardinal Heights- None  
 Eastmount Park- Closed  
 Franklin Road- Possible FDK Reno  
 GL Armstrong- 3 FDK Addition/Reno, 2 Classroom

Linden Park- Closed  
 Pauline Johnson- None  
 Queensdale- Closed  
 Ridgemount- FDK Addition, 6 Classrooms

# Central Mountain Option 35 (7/23 Combo)



Close Eastmount Park in 2015. Students to GL Armstrong for K-8.

Close Linden Park 2015. Students east of Upper Wellington attend Franklin Roadg for K-8. Students west of Upper Wellington attend Queensdalet for K-6 and GL Armstrong from 7-8.

Ridgemount and Pauline Johnson remain K-5 and Cardinal Heights remains 6-8.

	Elem Boundary		Middle School Boundary
	Jr Elementary		Closed School
	K-8 Elementary		Proposed New School
	Middle School		

N

0 0.275 0.55 1.1 Kilometres

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

Jan 2014

Planning and Accommodation



School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	299	218	202	225	226	246	229	233	228
		101%	97%	71%	66%	73%	73%	80%	74%	76%	74%
Eastmount Park (Closed)	348	216	219								
		62%	63%								
Franklin Road (K-8)	463	355	358	476	472	466	459	457	452	451	448
		77%	77%	103%	102%	101%	99%	99%	98%	97%	97%
George L. Armstrong (K-8)	633	327	318	538	538	511	488	487	493	466	467
		52%	50%	85%	85%	81%	77%	77%	78%	74%	74%
Linden Park (Closed)	319	154	159								
		48%	50%								
Pauline Johnson (K-5)	314	265	279	295	307	300	305	304	305	305	305
		84%	89%	94%	98%	96%	97%	97%	97%	97%	97%
Queensdale (K-6)	279	188	195	253	261	267	270	260	256	253	250
		67%	70%	91%	94%	96%	97%	93%	92%	91%	90%
Ridgemount (K-5)	290	247	251	253	258	258	261	262	268	274	280
		85%	86%	87%	89%	89%	90%	90%	92%	94%	97%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	89%	89%	89%	88%	88%	88%	87%	86%
Implentation OTG	2,287										

**Potential Renovations/Additions**

Cardinal Heights- None  
 Eastmount Park- Closed  
 Franklin Road- FDK Reno/Addtion  
 GL Armstrong- FDK Reno/Addition

Linden Park- Closed  
 Pauline Johnson- Possible FDK Renos  
 Queensdale- Possible FDK Renos  
 Ridgemount- None

Hamilton Wentworth District School Board - Facilities Management  
 Financial Summary  
 Elementary Accommodation Review Committee -Central Mountain  
 January 2014

**DRAFT - FOR DISCUSSION  
 PURPOSES ONLY**

A	New School Construction/Additions/FDK		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35	
		New School Construction	\$0	\$10,300,000	\$7,400,000	\$12,000,000	\$0	\$0	
		Full Day Kindergarten	\$0	\$1,660,000	\$2,135,000	\$950,000	\$2,135,000	\$1,650,000	
		Additions	\$0	\$1,500,000	\$1,500,000	\$750,000	\$2,000,000	\$0	
	<b>Projected Total</b>	<b>\$0</b>	<b>\$13,460,000</b>	<b>\$11,035,000</b>	<b>\$13,700,000</b>	<b>\$4,135,000</b>	<b>\$1,650,000</b>		
B	Ministry Funding (1)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35	
		Potential Capital Funding - Pending Ministry Approval	\$0	\$11,800,000	\$8,900,000	\$12,750,000	\$2,000,000	\$0	
		Approved Full Day Kindergarten	\$0	\$1,660,000	\$2,135,000	\$950,000	\$2,135,000	\$1,650,000	
		<b>Projected Total</b>	<b>\$0</b>	<b>\$13,460,000</b>	<b>\$11,035,000</b>	<b>\$13,700,000</b>	<b>\$4,135,000</b>	<b>\$1,650,000</b>	
B	Allowance to Meet Ministry Benchmark (2)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35	
		Projected Total	\$4,500,000	\$1,500,000	\$3,000,000	\$2,400,000	\$2,700,000	\$3,300,000	
	Renewal Costs-High and Urgent 1-5 years (3)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35	
		Projected Total	\$10,115,187	\$4,127,556	\$6,860,386	\$4,591,906	\$7,069,039	\$8,092,388	
	Remaining Renewal Costs-Not High and Urgent 6+ years (4)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35	
		Projected Total	\$21,522,248	\$8,995,975	\$13,546,689	\$11,570,226	\$12,145,913	\$14,994,386	
	Total Estimated Renewal Costs			\$36,137,435	\$14,623,531	\$23,407,075	\$18,562,132	\$21,914,952	\$26,386,774
	Less the Proceeds of Disposition (5)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35	
		Projected Total	\$0	\$6,149,000	\$6,143,500	\$6,143,500	\$6,149,000	\$3,608,000	
		<b>Balance to Fund by HWDSB</b>	<b>\$36,137,435</b>	<b>\$8,474,531</b>	<b>\$17,263,575</b>	<b>\$12,418,632</b>	<b>\$15,765,952</b>	<b>\$22,778,774</b>	
	<b>Total Cost of Option (A+B)</b>	<b>\$36,137,435</b>	<b>\$21,934,531</b>	<b>\$28,298,575</b>	<b>\$26,118,632</b>	<b>\$19,900,952</b>	<b>\$24,428,774</b>		
C	Annual Administration Savings (6)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35	
		Projected Total	\$0	\$542,207	\$516,336	\$516,805	\$542,929	\$362,223	
	Annual Operational Savings (7)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35	
	Projected Total	\$0	\$543,122	\$608,039	\$580,660	\$601,679	\$389,082		
D	Annual Transportation Cost (8)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35	
		Projected Total	\$346,500	\$500,500	\$346,500	\$346,500	\$616,000	\$462,000	

**NOTES:**

**A - Capital Funding would be requested as part of the Capital Priorities Submissions to the Ministry of Education. Ministry approval is required to receive funding. FDK Funding has been previously approved.**

**B - Board Funding dollars would be used to fund section B over the next 10 years. High and urgent needs will be prioritized and addressed on a yearly basis as part of the annual capital renewal plan.**

**C - Indicates the estimated yearly administrative and operational savings for each option. Once the final decision is made and implemented actual savings can be determined and may be available.**

**D - Estimated Cost of Transportation - ARC Options 22 and 32 are based on Planning and Accommodation Analysis - Hamilton-Wentworth Student Transportation Services costing estimates are being completed. ARC Option 34 and 35 are based on ARC Options 11 and 7 due to the option similarities.**

**(1) Funding - Includes approved FDK funding and capital priorities submissions which requires Ministry approval**

**(2) Estimated cost to construct or renovate existing schools to better align with suggested Ministry benchmarks for gym size, administrative space, staff space and library.**

**(3) Current renewal backlog to complete high and urgent items**

**(4) Remaining Renewal backlog not identified as high and urgent**

**(5) Proceeds of disposition are based on estimated average market value prices for school board owned land +/- 20%**

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

**(7) Operational Costs-These encompass all of the expenditures required to operate and maintain the school including heating, lighting, cleaning and routine maintenance.**

**(8) Transportation - Estimated costs of transportation based on option boundaries. Assumptions : 66 students per bus, 1 km and 1.6 km walking boundaries based on road network, special needs transportation not included, out of catchment students do not qualify for transportation as per HWDSB Transportation Policy**

Note #1: The value under Annual Operational savings ARC Option #32. This is a corrected value from the financial summary received on January 21st.

Note #2: The Staff Option Annual Transportation Cost has been updated.

Note #3: Option 22 - In the option submitted there is an alternative to right size Linden Park rather than right size Hill Park to a K-8 Elementary school. The financial information shows the cost of an addition at Linden Park to create a K-8 school.

Central Mountain Accommodation Review Committee  
Working Group Meeting # 9  
Tuesday, January 28, 2014  
6:00 p.m.

Pauline Johnson Elementary School  
25 Hummingbird Lane, Hamilton, ON

Minutes

ATTENDANCE:

Committee Members

**Chair** - Michael Prendergast

**Voting Members** - Diana Asrani, Amber Bourque, Candice Campbell, Marney Campbell, Jenn Clarke, Philip Erwood, Leanne Friesen, Dianna Gamble, Adam Hinks, Marj Howden, Barbara Jalsevac, Kathy Long, Denise McCafferty, Jamie McLean, Sharon Miller, Patricia Mousseau, Robert Nixon, Candice Romaker, Margaret Toth, Lourie Vanderzyden, Philip Viana, Laurie Walowina

**Non-Voting Members** - Julie Beattie, Maria Carbone, Biljana Arsovic Filice, Colin Hazell, Lillian Orban, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

Regrets

**Voting Members** - Janeen Schaeffer

**Non-Voting Members** - Linda Astle

Resource Staff

Ian Hopkins, Ellen Warling

Recording Secretary

Kathy Forde

Public - 8 public attendees present - Linden Park (2); Queensdale (5); All Schools (1)

**1. Call to Order**

Michael Prendergast called the meeting to order. Members were reminded that the meeting and participants could be recorded at any time and to remain seated during the meeting.

**2. Agenda**

**2.1 Additions/Deletions**

Item 6 Correspondence was moved to Item 4. Subsequent items renumbered accordingly.

## 2.2 Approval of Agenda

With changes discussed, the agenda was approved by consensus.

## 3. Minutes from Working Group Meeting # 8

### 3.1 Clarification

Attendance was updated for accuracy.

### 3.2 Approval of Minutes

With clarification as discussed, minutes were approved by consensus.

## 4. Correspondence

Time was permitted for members to review new correspondence. No action required. In response to comments on the accuracy of two previous letters, it was noted that some public attendees may not sign-in so any reference to meeting proceedings or interpretation of meeting discussions would be accepted as provided. Correspondence is collected for review as submitted and is not edited or declined.

## 5. Accommodation Options

### 5.1 Discussion

Michael Prendergast reminded members to be mindful of the Terms of Reference and guiding principles as options continue to be discussed. The four options that moved forward from the last meeting include Options 22, 32, 34 (combination of Options 6 and 11) and 35 (combination of Options 7 and 23).

Updated costing details were reviewed and now include the blended options. Some of the options still require tweaks in terms of timing and boundaries which can still be incorporated. Final values will be incorporated prior to the Public Meeting. Option 22 is the only option with a land purchase so additional costs will be added. Full costing for renovations was not entirely complete.

The number of options to be presented at the Public Meeting was discussed. Three options were presented at the last Public Meeting. The end goal will be to present two or three options. At the last Working Group meeting, members will finalize the report.

Members formed breakout groups to review each of the four options. Comments on advantages and disadvantages were shared as follows:

### Option 22

- Appears to be a forward-thinking balanced option in terms of geographic distribution but population numbers need to be reviewed
- Linden Park will have approximately six classes for each of the grades 7 and 8 levels but only two to three classes for the lower grades

- Ridgemount is better under Plan B
- Numbers are low at some schools
- Board will need to locate property
- Timelines to be added
- Schools have switched between JK-5 and JK-6
- Should have JK-5 and 6-8 students stay together
- From a teaching perspective, grade six is considered junior
- Public feedback indicated preference for keeping communities together and to move students in the same direction of consolidations
- Distribution of student population must be carefully considered
- GL Armstrong students have potential of three moves per student before entering high school
- Transitions have been a big concern but to gain future long term success we may have to endure a short term adjustment
- Community partners are important
- Funding is provided according to the number of students not community partners
- In a consolidation, more rooms can be built as needed

### Option 32

- Lowest numbers for busing so is an advantage for transportation (numbers are estimate only)
- Enrolment capacity numbers are really good across all schools so are fairly balanced
- Timelines seems most practical
- Seems to meet all reference criteria
- This option aligns with public voice
- Need to change the 2014 reference to 2015
- Linden Park remains open, is better utilized and one of the nicer properties
- In terms of quality teaching environments, the schools with grades 6-8 have the largest properties so allow maximum space
- If a new build is not supported the backup plan would be to keep everything as is
- Low utilization in the future but higher than the other options

### Option 34 (6/11 combo)

- Cardinal heights would be at capacity if renovations were completed to absorb Pauline Johnson
- Transportation is safe
- Similar to Staff Option
- Capital would be needed for a six room addition at Ridgemount
- Keeps only one school open in a very large area which is a public concern
- Proximity of GL Armstrong to businesses and a busy street could be a concern although it was noted from past experience over the last few years that no problems have been encountered

- GL Armstrong with increased student population may create traffic congestion - a Kiss and Ride would have to be considered

#### **Option 35 (7/23 combo)**

- Closes two schools instead of three
- Enrolments are still good
- If we keep a school open and it is a right-sized school it is considered an advantage
- If keeping majority of schools open renewal costs over the years will be high
- It was noted that renovation numbers at Queensdale were previously reviewed

To move forward, members voted (secret ballot) on the number of options to present at the Public Meeting:

- 1 option - (0) votes
- 2 options - (3) votes
- 3 options - (9) votes
- 4 options - (10) votes**

All four options will be presented, which provides the maximum opportunity for feedback.

#### **5.2 Rationale for Options**

Rationale will be provided for each option based on committee comments.

### **6. Public Meeting # 4**

#### **6.1 Format (Public/Working Meeting, Facilitators, Q&A)**

Various ideas were shared on the format. The public meeting will be perceived as an opportunity for people to speak so the public will want an open floor question and answer session to feel they have been heard. A constructive session will be important to ensure time is used effectively. Facilitators will record public feedback, which can then be consolidated for review. Questions will be focused to assist in finalizing the options. It was suggested that options be displayed prior to the meeting for viewing and that reference criteria be included for better public understanding. Some insight on why the other options did not move forward should perhaps be available as well if questions are raised. Members felt that they do not need three full hours of public consultation as they do not expect to hear anything new. As such, it was suggested that the Public Meeting be scheduled for the first half of the evening (auditorium) and that a Working Group meeting follow for the second half (library) to allow time for review of public feedback and for determining the options that will move forward as only one last Working Meeting is scheduled to finalize all work. Meeting time for the Working Group can be extended if necessary upon a vote. The public will be allowed to observe as always. It was suggested that Board staff be available following the Public Meeting to respond to any further questions.



The final ARC Report needs to be submitted by February 20, 2014. The public will then have another opportunity to voice final concerns through delegations when options are presented to trustees. Date and procedures for delegations will be communicated in advance. Members discussed that two options will be selected for the final ARC Report. One option will include a new build and one will be without a new build.

## **6.2 Presentation**

Michael Prendergast will provide opening remarks.

## **6.3 Presentation Volunteers**

Any members interested in volunteering or with additional comments can connect with Ian Hopkins.

## **7. Adjournment**

The meeting adjourned at 9:00 p.m.

- **Next Public Meeting # 4 - February 04, 2014 at Hill Park**
- **Working Group Meeting # 10 - February 11, 2014 at Ridgemount**

### **Handouts**

- Agenda
- Draft Minutes - Working Group Meeting # 8
- Correspondence
- Committee Options 22, 32, 34, 35
- Financial Summary Options 22, 32, 34, 35



# Elementary ACCOMMODATION Review Committee

W.7

# ARC

## Accommodation Review Committee - Central Mountain Committee Members Working Group Meeting # 9 - January 28, 2014 Sign-in Sheet

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Michael Prendergast	<i>present</i>
<b>Voting Members</b>		
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell Home: 905-318-5279 Email: <a href="mailto:marncam@sympatico.ca">marncam@sympatico.ca</a>	<i>M. Campbell</i>
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candice Campbell Home: 905-389-8351 Email: <a href="mailto:candice_campbell@shaw.ca">candice_campbell@shaw.ca</a>	<i>Candice Campbell</i>
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden Home: / Cell: Email: <a href="mailto:lourie.vanderzyden@hwdsb.on.ca">lourie.vanderzyden@hwdsb.on.ca</a>	<i>L. Vdz.</i>
Eastmount Park parent representative from School Council/Home and School	Candice Romaker Home: 905-526-0469 Email: <a href="mailto:c_copland@yahoo.com">c_copland@yahoo.com</a>	<i>C. Romaker</i>
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke Home: 905-385-0774 Email: nil	<i>Jennifer Clarke</i>
Eastmount Park teaching or non-teaching staff	Denise McCafferty Work: 905-387-0172 Email: <a href="mailto:denise.mccafferty@hwdsb.on.ca">denise.mccafferty@hwdsb.on.ca</a>	<i>McCafferty</i>
Franklin Road parent representative from School Council/Home and School	Margaret Toth Home/Cell: 905-537-0596 Email: <a href="mailto:bruins16@live.ca">bruins16@live.ca</a>	<i>M. Toth</i>
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer [REDACTED] [REDACTED]	<i>regrets</i>
Franklin Road teaching or non-teaching staff	Barbara Jalsevac Home: 905-304-5275 Email: <a href="mailto:barbara.jalsevac@hwdsb.on.ca">barbara.jalsevac@hwdsb.on.ca</a>	<i>B. Jalsevac</i>
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque Home: 905-577-7590 Email: <a href="mailto:abourque@fluke.ca">abourque@fluke.ca</a>	<i>A. Bourque</i>



# Elementary ACCOMMODATION Review Committee

W.7

# ARC

George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon Home: 905-318-5455 Email: <a href="mailto:hub33@ymail.com">hub33@ymail.com</a>	
George L. Armstrong teaching or non-teaching staff	Patricia Mousseau Home: 905-869-0781 Email: <a href="mailto:patricia.mousseau@hwdsb.on.ca">patricia.mousseau@hwdsb.on.ca</a>	
Linden Park parent representative from School Council/Home and School	Kathy Long Home: 905-746-5629 Work: 905-317-2657 Email: <a href="mailto:rcmracing@sympatico.ca">rcmracing@sympatico.ca</a>	
Linden Park parent representative <u>not</u> from School Council/Home and School	Philip Viana Home: Cell: Email: <a href="mailto:viana.philip@gmail.com">viana.philip@gmail.com</a>	
Linden Park teaching or non-teaching staff	Name: Dianna Gamble Work: 905-575-1535 Email: <a href="mailto:dianna.gamble@hwdsb.on.ca">dianna.gamble@hwdsb.on.ca</a>	
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina Home: 905-385-5472 Cell: 905-807-5032 <a href="mailto:lwalowina@shaw.ca">lwalowina@shaw.ca</a>	
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Mr. Jamie McLean [REDACTED]	
Pauline Johnson teaching or non-teaching staff	Mrs. Marj Howden Cell: 905-865-1999 <a href="mailto:marj.howden@hwdsb.on.ca">marj.howden@hwdsb.on.ca</a>	
Queensdale parent representative from School Council/Home and School	Leanne Friesen Home: 905-387-9202 Cell: 905-746-1150 Email: <a href="mailto:Leanne@mhbc.ca">Leanne@mhbc.ca</a>	
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks Home: 289-396-4373 Email: <a href="mailto:adamh@jdimi.com">adamh@jdimi.com</a>	
Queensdale teaching or non-teaching staff	Diana Asrani Home: 905-304-5779 Email: <a href="mailto:dmccomb16@hotmail.com">dmccomb16@hotmail.com</a>	
Ridgemount parent representative from School Council/Home and School	n/a Home: Cell: Email:	
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood Home: 905-389-6344 Cell: 289-260-6344 Email: <a href="mailto:fivepinnut@hotmail.com">fivepinnut@hotmail.com</a>	



# Elementary ACCOMMODATION Review Committee

W.7

# ARC

Ridgemount teaching or non-teaching staff	Sharon Miller Home: 905-388-0162 Email: <a href="mailto:Sharon.miller@hwdsb.on.ca">Sharon.miller@hwdsb.on.ca</a>	<i>S. Miller</i>
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Non- Voting Representatives	
Area Trustee	Lillian Orban <i>L Orban</i>
Cardinal Heights Principal	Nanci-Jane Simpson <i>NJ Simpson</i>
Eastmount Park Principal	Linda Astle <i>regrets</i>
Franklin Road Principal	Jennifer Robertson-Heath <i>J Robertson-Heath</i>
George L. Armstrong Principal	Doug Trimble <i>D Trimble</i>
Linden Park Principal	Julie Beattie <i>J Beattie</i>
Pauline Johnson Principal	Colin Hazell <i>Colin Hazell</i>
Queensdale Principal	Maria Carbone <i>Maria Carbone</i>
Ridgemount Principal	Biljana Arsovic Filice <i>BA Filice</i>
Planning and Accommodation Resource Staff	Ian Hopkins <i>present</i>
Administrative Support Staff	Kathy Forde <i>present</i>





Elementary  
 ACCOMMODATION  
 Review Committee

W.7

ARC

Accommodation Review - Central Mountain  
 Public Attendees  
 Working Group Meeting # 9 - January 28, 2014  
 Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
MARIE PATCHETT	ALL	
Eileen Patchett	Queensdale/Linden Park	
Emily Coe	Linden Park	
Lillian O'Ban	Trustee <sup>Member</sup> Sign-in <sub>Sheet</sub>	
A. Malt	Queensdale	
M. Weil	"	
Shawna Mc Nicol	Queensdale	
Stefanie Shuils	Queensdale	
D Danko	Queensdale	

**Central Mountain Accommodation Review Committee  
Working Group Meeting # 10  
Tuesday, February 4<sup>th</sup>, 2014  
7:45 p.m. – 9:00 p.m.**

**Hill Park Secondary School  
465 East 16<sup>th</sup> Street Hamilton, Ontario**

**Agenda**

1. Call to Order – Chair
2. Agenda
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
3. Minutes from Working Group Meeting #9
  - 3.1 Clarification
  - 3.2 Approval of minutes
4. Correspondence
5. Public Meeting #4 – Feedback
  - 5.1 Discussion
6. Accommodation Options
  - 6.1 Discussion – Report
7. Adjournment



<b>Option 22</b>	
<b>Rationale for Supporting Option</b>	<b>Rationale for NOT Supporting Option</b>
<ul style="list-style-type: none"> <li>• <b>Population</b> is great – bigger schools do guarantee collaboration and smaller schools do not suggest collaboration is not there</li> <li>• More kids are able to walk to school and less busing needed- dollars saved and more exercise</li> <li>• Deals with growing population south to the link area - with homes being built right of the link it enables those new families to have a community school</li> <li>• Schools south of the link will help decrease the population or balance it out at Helen Detwiler, stats state they are at 119 percent.</li> <li>• Def of hard of hearing- smaller schools provide students with an easier integration. Change is difficult for students and this is a program that has been around since the 60's and is successful. (Queensdale is one of two programs in all of Ontario)</li> <li>• Geographically makes most senses- keeps catchment small. You get a sense of community. You can walk your child to school and know the children your kids attend school with. We build a sense of community</li> <li>• Linden Park- stays open to have the association with the recreation centre.</li> <li>• Linden Park- has daycare facilities, special needs programs are established</li> <li>• Within all the schools there will be the availability for population to grow. These schools are spread out enough to meet small community needs</li> <li>• Less kids crossing main intersections to get to school no LINK crossing, making it safe kids to get to school</li> <li>• Disrupts the least amount of students and minimal displacement of special children. We know this can be placed in any building, but is that the best option for our children ?</li> <li>• Currently three schools with 900 metres of</li> </ul>	<ul style="list-style-type: none"> <li>• All these small schools will need Money to.</li> <li>• Move to build new school.</li> <li>• Linden Park is too small for a K-8 community.</li> <li>• Too many transitions for Armstrong students or any students who are in a K-6 school. The transition will be 3 times.</li> <li>• Where will the SAGE program go?</li> <li>• Armstrong is large enough already and waste of money to build a new school</li> </ul>

<p>each other (Ridgmeount, Pauline and Cardinale). Too many schools in one area, kids need to be bused in, spreading them out helps to keep them in the community</p> <ul style="list-style-type: none"> <li>• Good distribution. Kids from every region can get to school with minimum bussing.</li> <li>• Lots of kids still together, though some gap at Armstrong</li> <li>• Kids are not having to cross major intersections (like U Wentworth and Mohawk, which is one of the most dangerous in the city)</li> <li>• Seems most balanced.</li> <li>• Savings in transportation</li> <li>• Really walkable (Mentioned many times)</li> <li>• Good population distribution</li> <li>• Save green space at Linden Park, which is a definite plus and priority.</li> <li>• Rec centre at HP will be viable for Linden Park-good resource for enhanced learning</li> <li>• Linden Park can form partnership with Sackville senior centre, good for student learning.</li> <li>• New school in existing communities is a win-win: combo community with state-of-the-art facility. Sustains community.</li> <li>• Lots of green space/green space sustained</li> <li>• Armstrong is not wheelchair accessible. And very difficult to make it so.</li> <li>• Hard of hearing program – Armstrong is not a good facility.</li> <li>• Armstrong is on a very busy main street; difficult to access, lots of commercial space that is difficult to supervise and will provide unnecessary distractions. A school in a community and on a side street is preferable.</li> <li>• Pleased to maintain Linden Park. Day care facility is great and is important to the community. Linden Park also provides excellent facilities for high-needs students.</li> <li>• Please don't close Linden Park</li> <li>• Sub-divides the area into small communities and puts a school in each one.</li> <li>• Sustains the green space at Linden Park.</li> <li>• New division deserves a community that is</li> </ul>	
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<p>walkable.</p> <ul style="list-style-type: none"> <li>• Preserves some K-6 model schools, which research shows younger children benefit from.</li> <li>• Some research contests 500-600 as optimal size. Also research that champions 200 size.</li> <li>• Model preserves green space</li> <li>• Reduces dependency on transportation, which is an unpredictable cost.</li> <li>• Keeping the hard of hearing program in place shows respect for those students and that community. If we can avoid changing venue, we should.</li> <li>• Everything looks walkable.</li> <li>• Good to take advantage of Linden Park site, especially rec centre and senior centre.</li> <li>• Good to have a school south of the Linc in this cluster. Again, walkability is preserved.</li> <li>• Would like to see renovations specified in this option. (not explicit in this plan)</li> <li>• Balanced. Schools in each area.</li> <li>• The numbers look great, as far as long term utilization. Consistent utilization, with no spikes and dips</li> </ul>	
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<b>Option 32</b>	
<b>Rationale for Supporting Option</b>	<b>Rationale for NOT Supporting Option</b>
<ul style="list-style-type: none"> <li>• Closing the oldest building (Armstrong) makes sense</li> <li>• About 5 million was spent on Queensdale about 7 yrs ago....therefore it is good to keep this building open</li> <li>• New school south of the linc is good because schools in that area are above capacity and therefore the kids south of the linc won't need to be bused to the new school</li> <li>• Advantage to close Armstrong because the building is so old....would take too much money.</li> <li>• This keeps open small schools that are wheelchair accessible (one floor)</li> <li>• Deals with future development south of the linc....the new school</li> <li>• New school south of the linc would accommodate 60% of students bused to Ridgemount.</li> <li>• Leaves capacity at Franklin Road to alleviate stress of overcrowding at Lawfield</li> <li>• Proposed new construction would have accessibility built in</li> <li>• Keeps Queensdale open which houses a hard of hearing program that has become well established for many years since the 60's...also provides integration for these students in a small setting</li> <li>• Has good utilization rates..almost 90%</li> <li>• Like the boundaries in this option because it will reduce transportation (x2)</li> <li>• Linden park has daycare from 7-6 and is close for a special needs....also less transportation</li> <li>• Linden park has beautiful land and the early years centre right across</li> <li>• Nice even distribution of schools across the mountain...each neighbourhood has a walkable school therefore reduces the need for busing with its unpredictable costs</li> <li>• Keeps Hard of Hearing Program in</li> </ul>	<p>Students that attend the new build or the Pauline Johnson/Cardinal will be split when they go to High School.</p> <p>By the closing Armstrong, students are being transitioned and have to adjust several times.</p> <p>Where would the Sage program go?</p>

<p>Queensdale which has been there for over 20 years.</p> <ul style="list-style-type: none"> <li>• Queensdale has been extensively renovated</li> <li>• Smaller K-6 Model is appreciated</li> <li>• Good for property values in the Queensdale community</li> <li>• These boundaries seem good...not too large and spaced out</li> <li>• Central mountain is the remaining area that doesn't have a new school....therefore a new school is a good thing!!</li> <li>• The JK's are being kept in their primary schools before being sent off further to middle schools</li> <li>• Keeps the kids in the area close to Queensdale and Eastmount Park...less need for busing</li> <li>• Schools are in quiet neighbourhoods that will still accommodate drop off and pick ups</li> <li>• A good option if the renovations brought the current facilities up to the 2022 stds</li> </ul> <p>Very happy about this option because of children's needs and daycare that is at Linden park It will be a shame if they close it because of the land around Linden park</p> <p>I really like this option, it is the least displacement for children. There is more green space, fewer busy streets.</p> <p>Can use the space attached to the Hill Park building because it will be closed and the fields will be available for elementary school use.</p> <p>The recreational centre can be used by the students capitalizing on the already established partnership.</p> <p>Like that there is a plan B which includes no new builds, by keeping Cardinal and Pauline Johnson open instead.</p> <p>Another good point is that the intermediate schools are close to each other which allows</p>	
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<p>greater collaboration among teachers and easier access to extra curriculars between schools.</p> <p>Need to keep the deaf and hard of hearing program at Queensdale because the community is already established.</p> <p>Like the idea of a new school being built.</p> <p>The junior kids remain within walking distance of their school.</p> <p>I support this option because it is in line with the reference criteria of the Board and the Ministry stating that the educational well being of the students is critical and any proposal should be providing a learning environment that offers the best to our children. This option proposes to close a school that is not thriving and is in the bottom three of all schools in Hamilton according to the Fraser institute.</p>	
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<b>Option 34</b>	
<b>Rationale for Supporting Option</b>	<b>Rationale for NOT Supporting Option</b>
<ul style="list-style-type: none"> <li>• Queensdale and Eastmount kids feed into Armstrong anyways – it is a large school and it is an established transition –</li> <li>• Armstrong is a good building and a daycare facility for before and after school care – a good central location</li> <li>• Armstrong now has a “house” system that is working throughout the school – building community - ,mentoring for younger students</li> <li>• Armstrong community nights once a month for the school and community.</li> <li>• The costs are low comparatively speaking</li> <li>• Savings are high</li> <li>• Amalgamation is good to limit transitions – continuity</li> <li>• Like the Pauline and Cardinal hub is intact</li> <li>• Better to keep a large school open rather than having several tiny schools open (the cost is better)</li> <li>• Armstrong has a large outdoor area for playground and grass and is all fenced in</li> <li>• Better plan because it has the most kids at capacity for the school to get school dollars and not building a new school</li> <li>• Good because hitting the target enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Ridgemount has too large a catchment area</li> <li>• It does not deal with the populations above the Linc – Jerome, Crerar and Rickmans – if they move the Detwiler boundary that would be better – but it is over crowded</li> <li>• Build a new school in this is and let the Detwiler kids go to it that would be better.</li> <li>• Too many schools closing</li> <li>• What will happen to the properties?</li> <li>• Too much busing – leads to a loss of community</li> <li>• Too much busing not enough walking</li> <li>• Population of the schools will be too large</li> <li>• Proposal is similar to the Board option which will be revised – they have already indicated that this does not work so why include this option?</li> <li>• Costs for accessibility are not being considered – needs to be done my 2017</li> <li>• Pauline and Cardinal Heights are way below the 90%</li> <li>• Busing costs are double some of the other options – kids are farther away and this is a significant problem</li> <li>• Longer bus rides can lead to more difficulties – timings and cancelation issues</li> <li>• More busing - more disasters</li> <li>• This plan does not follow the reference criteria regarding offering the best programming and educational facilities for the students – its proposing to close thriving school and keeping open a school that is in the bottom 3 according to the Fasier institute rankings.</li> <li>• Closing of Linden Park – facilities meet the needs of the community – a daycare open to 7 – 6 pm – a shame for the community</li> <li>• Losing Linden Park loss of community park and green space – community hub next to the community center</li> <li>• Armstrong very close to a fast moving traffic</li> <li>• Boundaries are very large</li> </ul>

	<ul style="list-style-type: none"> <li>• This community is already losing a secondary school – to maintain the community to have schools remain in this area</li> <li>• Centralization leads to 3 community schools</li> <li>• Deaf and Hard of Hearing Program has not been addressed</li> <li>• Renovations would be needed wherever the program is moved to</li> <li>• Concerns of 700 students are Armstrong – too many for an elementary school</li> <li>• Concerns over Armstrong renovations, accessibility (by 2017)</li> <li>• Renovations done at Queensdale (7 years ago) – why close it?</li> <li>• Where would they place 7 additional buses at Armstrong? Already congested</li> <li>• Ridgemeount catchment is too large</li> <li>• Not an option that puts children first.</li> <li>• Ridgemount, Pauline, Cardinal all within the same kilometer area</li> <li>• Walking is preferred over busing</li> <li>• Longer bus rides lead to difficulty – especially for kindergarten kids</li> <li>• Yes the parents can advocate on weekends but it is helpful that it happen during the week as well.</li> <li>• No new school – a problem – move away from older schools</li> <li>• Does not include assesbility construction at Armstrong or inclusion of the Deaf or Hard of Hearing Program</li> <li>• Does not include modifications to turn a 100 year olds school into a 21<sup>st</sup> century fluency environment</li> <li>• Armstrong is at the end of its usable lifespan being 100 years old</li> <li>• Does not include the second cycle replacement cost (12,000,000)</li> <li>• Highest transportation cost and most busing, structural anutiy that can never be changes</li> </ul> <p>Transportation costs are doubled</p> <p>Ridiculous to have a school that is JK-3, instead combine with another school to make it JK -8 and</p>
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	<p>close Cardinal Heights</p> <p>Outdoor space not big enough to hold the amount of students being sent to Armstrong</p> <p>Young children JK SK being bused to school isn't a good idea because they have to cross a major street</p> <p>Kids unable to walk to school Central mountain needs a new school Armstrong needs too many renovations waste of money</p> <p>Huge catchment area will delete sense of community</p> <p>Large school has too many kids ...overwhelming for young children</p> <p>Just as much green space at smaller schools</p> <p>Armstrong has busy street and dangerous for kids Concession street is too congested and will be a mess for parents picking up and dropping off kids More room around the smaller schools</p> <p>Can't assume just because the school is large that there will be collaboration</p> <p>Stress for kids at Linden park being separated from friends Also busing Linden kids wouldn't qualify maybe Safety of students crossing major roads to get to Armstrong</p> <p>Kids hanging out at Tim Hortons may be a problem Kids will stay at smaller schools without the lure of Tim Hortons or Dairy Queen thus healthier for kids to stay at smaller school</p> <p>Too may kids at Armstrong teachers will have difficulty getting to know all the kids on the playground</p> <p>You get to know kids better at a smaller school</p>
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	<p>If not going to build a new school that means our current schools will be 8 years older in 2022 (not good)</p> <p>Build a school and save all the renovation costs</p> <p>Deaf and hard of hearing program would have to go to Armstrong and is there is a report that Armstrong is not ready for this program It would require lots of renovations Learning environment not good for these kids because they require a smaller number of kids so they feel accepted and would be able to integrate easier in a smaller setting</p>
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<b>Option 35</b>	
<b>Rationale for Supporting Option</b>	<b>Rationale for NOT Supporting Option</b>
<ul style="list-style-type: none"> <li>- It is the least disruptive</li> <li>- Queensdale already has the facilities for all day Kindergarten and that would be a cost savings</li> <li>- This doesn't displace the Deaf and Hard of Hearing Program. If it got displaced it would require extensive construction and supports costs. This references the principle of equity</li> <li>- Keeps the only fully accessible school open</li> <li>- Like the fact that Armstrong is central and big enough to house the students</li> <li>- Students of Queensdale and Eastmount already feed into Eastmount</li> <li>- Armstrong has the SAGE program</li> <li>- Strong sense of community (6 times a year a community event where families can come and participate in things at the schools)</li> <li>- The "House" program helps unite the school and promotes leadership within the school and the younger students feel a part of the school and the younger students develop a connection with the older kids</li> <li>- Pumpkin Patch provides before and after care walking the kids back and forth to Armstrong.</li> <li>- If you right-sized Armstrong and removed the 1980's addition you could eliminate 200 people places and get in line with enrollments</li> <li>- If you had a new build at Pauline Johnson/Cardinal Heights you would save \$8 million or as high as \$13 million if you included Ridgemount</li> </ul> <p>Least disruptive of all the options to the children</p> <p style="text-align: center;">This option appears to the least disruptive to the kids . This plan only has 3 buses. There are no new builds and schools seem to be in the spaces</p>	<ul style="list-style-type: none"> <li>- The block of Franklin/Linden is potentially moving kids away from a plot of land where there is a pool and aftercare program that isn't available in the other area.</li> <li>- Either Pauline Johnson or Cardinal Heights should be K-8 with the other one being closed since they are so close together. Less students will be coming with the school closing anyways. Or maybe Ridgemount should close. There just seems like there are too many schools in this boundary</li> <li>- It is the most costly option, but consolidating the schools in the south end is a good idea</li> <li>- Would need to address the accessibility issues of the other schools</li> <li>- Looks like it would have more students being bussed compared to the status quo</li> <li>- The splitting up of students from a school into other schools</li> <li>- The boundaries are a bit strange when Linden Park closes. It creates a problem area</li> <li>- Concerns regarding the accessibility for Armstrong. It will create congestion.</li> <li>- Concerns over who would buy and develop the land around Linden Park and Eastmount? What kind of development would be there? What happens if more houses are built on that land? This would impact the utilization numbers that have been calculated.</li> <li>- If 300-400 houses go into the area of Linden Park then Franklin Road will be way over capacity. Plus there will be turn over of the houses in the area immediately surrounding Linden Park as the residents pass and young families move in</li> <li>- Ridgemount/Pauline Johnson – why keep those schools together and then have</li> </ul>

where the kids live.

- other students bussed, especially when they are junior elementary schools
- In the Ridgemount/Pauline Johnson/ Cardinal Heights area there are too many schools in the north section of the catchment and the south area looks like it will be underserved
- Does not like Armstrong → The area is already busy and will only get busier with more students
- Concerns over students hanging out at Tim Hortons and other areas around the school. Student come back late from Nutrition Break.
- In smaller neighbourhood schools there won't be the same temptation to visit other areas
- Linden Park has better surrounding facilities (Day Care, Pool) so Franklin Road should come to Linden Park

Closing Linden Park would adversely effect special needs children – mom has to come in to change the feeding tube. Linden Park is 2 minutes away from the home. Nurses cannot do this task. Mom had to learn everything to do this.

Concerned about the loss of the local daycare for all ages. Provided with healthy food and supervision from 6:00 in the morning until after hours.

Not all children will be able to walk to school. Would prefer to keep a community school that serves local community.

Would prefer to keep the hard of hearing student program at Queensdale. Students are accepted and the school has expensive accommodations to keep them there.

This option still has lots of buses.

86% enrollment target may not be high high enough – certainly does not reach 90%.

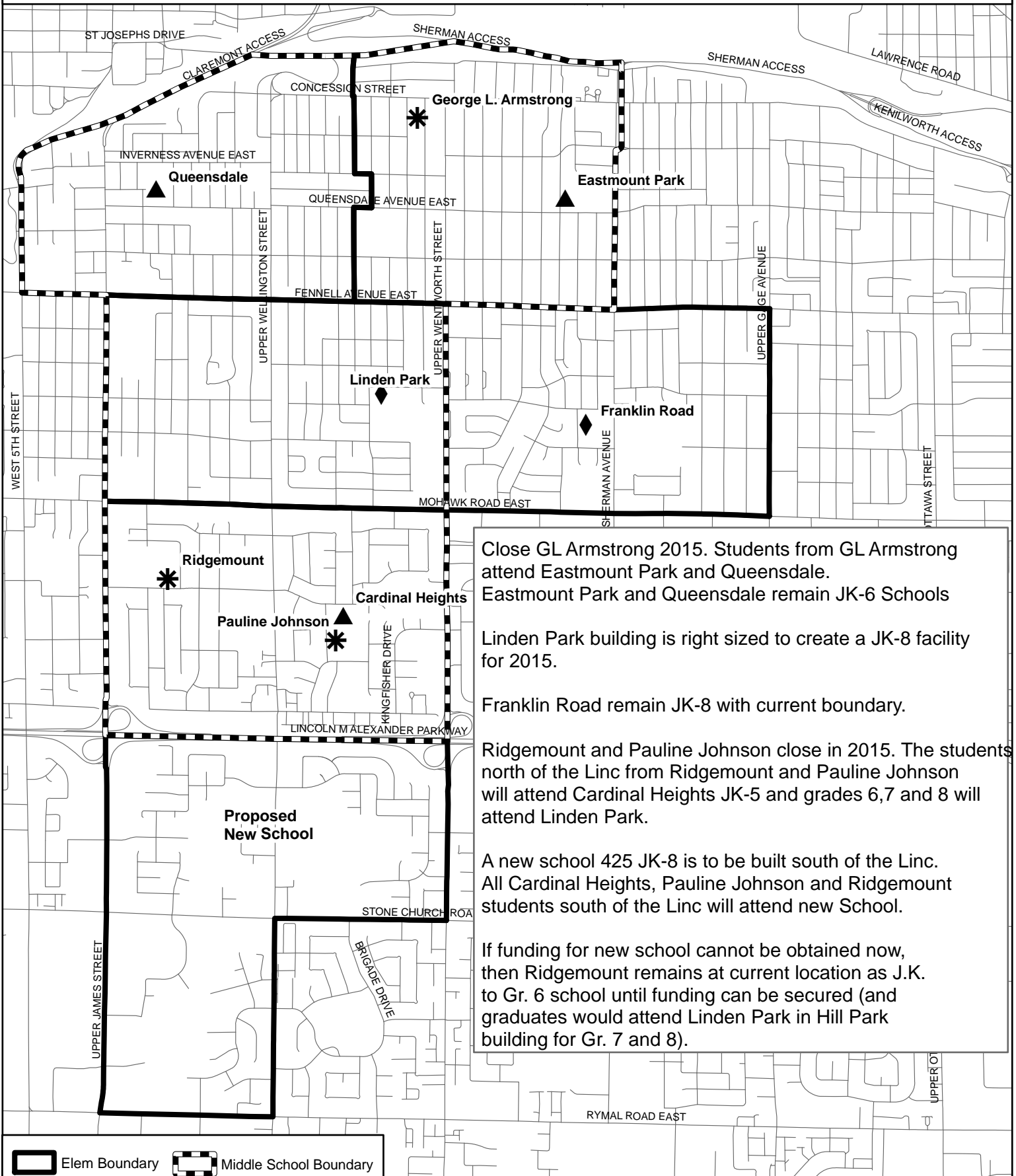
By 2022 the existing schools will be older and are they then going to be able to adapt to technological needs. There is no new school being



	<p>built under this option. When was the last time a new school was built on the mountain?</p> <p>Among savings generated from renovations, administration and capital facility there may be enough for a new school so why not just build the new school?</p> <p>500-600 students is not optimal for elementary students; it should less.</p> <p>Costs to address student accessibility for all schools except Queensdale have not been factored in. This needs to be done by 2017.</p> <p>G.L. Armstrong is on a busy street with lots of traffic and pollution.</p> <p>This option does not address the student needs of those living in Crerar, Ryckman's and Jerome. These students should be able to walk to school.</p>
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# Central Mountain Option 22



Close GL Armstrong 2015. Students from GL Armstrong attend Eastmount Park and Queensdale. Eastmount Park and Queensdale remain JK-6 Schools

Linden Park building is right sized to create a JK-8 facility for 2015.

Franklin Road remain JK-8 with current boundary.

Ridgemount and Pauline Johnson close in 2015. The students north of the Linc from Ridgemount and Pauline Johnson will attend Cardinal Heights JK-5 and grades 6,7 and 8 will attend Linden Park.

A new school 425 JK-8 is to be built south of the Linc. All Cardinal Heights, Pauline Johnson and Ridgemount students south of the Linc will attend new School.

If funding for new school cannot be obtained now, then Ridgemount remains at current location as J.K. to Gr. 6 school until funding can be secured (and graduates would attend Linden Park in Hill Park building for Gr. 7 and 8).

	Elem Boundary		Middle School Boundary
	Jr Elementary		Closed School
	K-8 Elementary		Proposed New School
	Middle School		

N

0 0.25 0.5 1 Kilometres

	<b>Planning &amp; Accommodation</b>
	December 2013 Planning and Accommodation

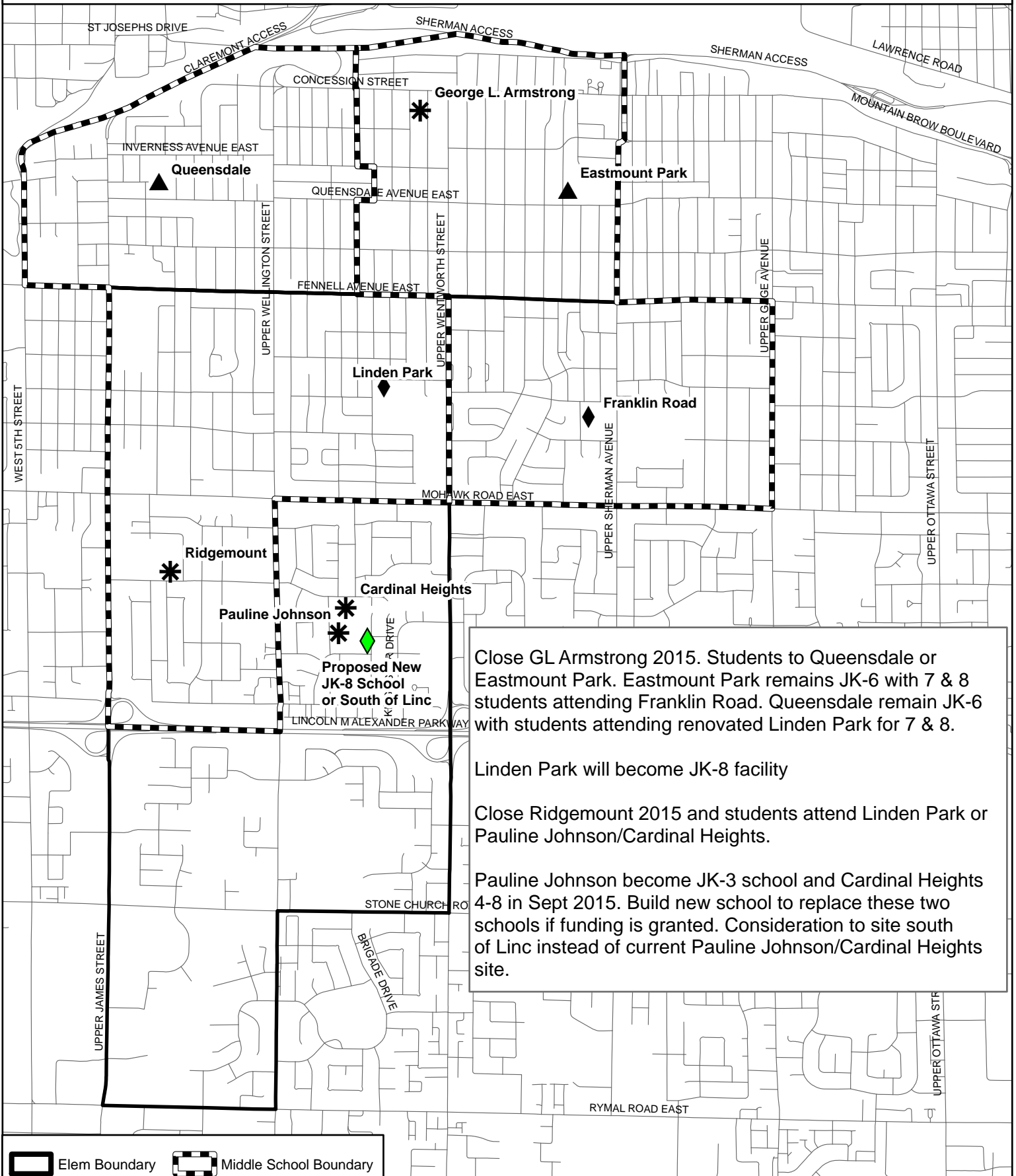
School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (JK-5)	308	312	299	359	365	371	363	371	368	367	367
	388	101%	97%	93%	94%	96%	94%	96%	95%	95%	95%
Eastmount Park (JK-6)	348	216	219	326	312	306	306	285	287	287	287
		62%	63%	94%	90%	88%	88%	82%	82%	82%	82%
Franklin Road (JK-8)	463	355	358	347	346	343	339	340	337	341	337
		77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (Closed)	633	327	318								
		52%	50%								
New K-8 South of Linc	375			311	310	325	325	339	341	344	348
				83%	83%	87%	87%	90%	91%	92%	93%
Linden Park (K-8)	319	154	159	431	447	429	427	439	433	409	408
	457	48%	50%	94%	98%	94%	93%	96%	95%	90%	89%
Pauline Johnson (Closed)	314	265	279								
		84%	89%								
Queensdale (JK-6)	279	188	195	258	258	251	249	242	238	235	231
		67%	70%	93%	93%	90%	89%	87%	85%	84%	83%
Ridgemount (Closed)	290	247	251								
		85%	86%								
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	91%	91%	91%	90%	90%	90%	89%	89%
2015 OTG	2,230										

**Potential Classroom Renovations/Additions**

Cardinal Heights- 4 FDK Addition  
 Eastmount Park- FDK Reno  
 Franklin Road- None  
 GL Armstrong- Closed

Linden Park-6 classroom addition  
 Pauline Johnson- Closed  
 Queensdale- Possible FDK Addtion/Reno  
 Ridgemount- Closed

# Central Mountain Option 32



Close GL Armstrong 2015. Students to Queensdale or Eastmount Park. Eastmount Park remains JK-6 with 7 & 8 students attending Franklin Road. Queensdale remain JK-6 with students attending renovated Linden Park for 7 & 8.

Linden Park will become JK-8 facility

Close Ridgemount 2015 and students attend Linden Park or Pauline Johnson/Cardinal Heights.

Pauline Johnson become JK-3 school and Cardinal Heights 4-8 in Sept 2015. Build new school to replace these two schools if funding is granted. Consideration to site south of Linc instead of current Pauline Johnson/Cardinal Heights site.

	Elem Boundary		Middle School Boundary
	Jr Elementary		Closed School
	K-8 Elementary		Proposed New School
	Middle School		

N

0 0.25 0.5 1 Kilometres

**Planning & Accommodation**

Jan 2014

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (4-8 2015) Closed 2016 pending new school	308	312	299	281	281						
		101%	97%	91%	91%						
Eastmount Park (K-6)	348	216	219	326	312	306	306	285	287	287	287
		62%	63%	94%	90%	88%	88%	82%	82%	82%	82%
Franklin Road (K-8)	463	355	358	418	436	427	408	424	421	404	402
		77%	77%	90%	94%	92%	88%	92%	91%	87%	87%
George L. Armstrong (Closed)	633	327	318								
		52%	50%								
Linden Park (K-8)	319	154	159	428	426	417	408	407	406	395	395
	405	48%	50%	106%	105%	103%	101%	101%	100%	98%	97%
Pauline Johnson (K-3 2015) Closed 2016 pending new school	314	265	279	322	325						
		84%	89%	103%	104%						
Queensdale (K-6)	279	188	195	258	258	251	249	242	238	235	231
		67%	70%	93%	93%	90%	89%	87%	85%	84%	83%
Ridgemount (Closed)	290	247	251								
		85%	86%								
New K-8 on Cardinal Heights Site or South of Linc (Open 2017)	650					625	638	657	652	662	664
						96%	98%	101%	100%	102%	102%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	96%	96%	94%	94%	94%	93%	92%	92%
2015 OTG	2,117										
2017 OTG	2,145										

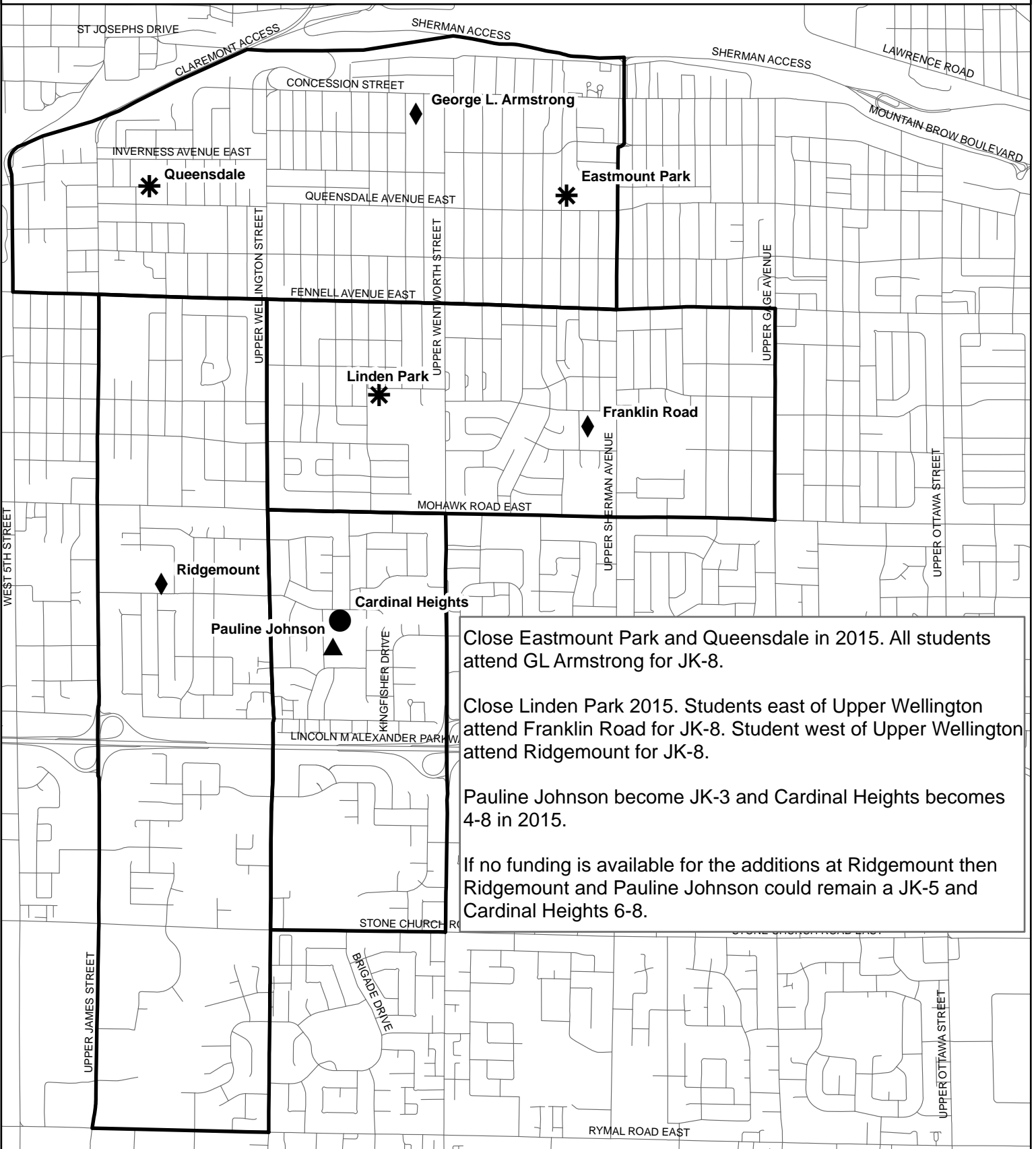
**Potential Classroom Renovations/Additions**

Cardinal Heights- None  
 Eastmount Park- None  
 Franklin Road- None  
 GL Armstrong- Closed

Linden Park- 2 FDK, 2 Classrooms  
 Pauline Johnson- Closed  
 Queensdale- None  
 Ridgemount- Closed



# Central Mountain Option 34



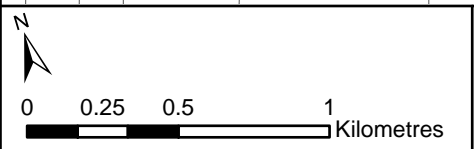
Close Eastmount Park and Queensdale in 2015. All students attend GL Armstrong for JK-8.

Close Linden Park 2015. Students east of Upper Wellington attend Franklin Road for JK-8. Student west of Upper Wellington attend Ridgemount for JK-8.

Pauline Johnson become JK-3 and Cardinal Heights becomes 4-8 in 2015.

If no funding is available for the additions at Ridgemount then Ridgemount and Pauline Johnson could remain a JK-5 and Cardinal Heights 6-8.

	Elem Boundary		Middle School Boundary
	Jr Elementary		Closed School
	K-8 Elementary		Proposed New School
	Middle School		



	<b>Planning &amp; Accommodation</b>
	Jan 2014 Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (4-8)	308	312	299	189	185	197	213	225	219	223	221
		101%	97%	61%	60%	64%	69%	73%	71%	73%	72%
Eastmount Park (Closed)	348	216	219								
		62%	63%								
Franklin Road (JK-8)	463	355	358	476	472	466	459	457	452	451	448
		77%	77%	103%	102%	101%	99%	99%	98%	97%	97%
George L. Armstrong (JK-8)	633	327	318	715	723	699	679	662	659	632	629
	700	52%	50%	102%	103%	100%	97%	95%	94%	90%	90%
Linden Park (Closed)	319	154	159								
		48%	50%								
Pauline Johnson (JK-3)	314	265	279	216	221	219	219	220	221	221	221
		84%	89%	69%	70%	70%	70%	70%	70%	70%	70%
Queensdale (Closed)	279	188	195								
		67%	70%								
Ridgemount (JK-8)	290	247	251	437	438	446	439	452	454	456	460
	448	85%	86%	97%	98%	99%	98%	101%	101%	102%	103%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	91%	91%	91%	90%	90%	90%	89%	89%
2015 OTG	2,233										

**Potential Classroom Renovations/Additions**

Cardinal Heights- None  
 Eastmount Park- Closed  
 Franklin Road-FDK Reno  
 GL Armstrong- 3 FDK Addition/Reno, 2 Classroom addition

Linden Park- Closed  
 Pauline Johnson- None  
 Queensdale- Closed  
 Ridgemount- FDK Addition, 6 Classroom Addition



School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	299	218	202	225	226	246	229	233	228
		101%	97%	71%	66%	73%	73%	80%	74%	76%	74%
Eastmount Park (Closed)	348	216	219								
		62%	63%								
Franklin Road (JK-8)	463	355	358	476	472	466	459	457	452	451	448
		77%	77%	103%	102%	101%	99%	99%	98%	97%	97%
George L. Armstrong (JK-8)	633	327	318	538	538	511	488	487	493	466	467
		52%	50%	85%	85%	81%	77%	77%	78%	74%	74%
Linden Park (Closed)	319	154	159								
		48%	50%								
Pauline Johnson (JK-5)	314	265	279	295	307	300	305	304	305	305	305
		84%	89%	94%	98%	96%	97%	97%	97%	97%	97%
Queensdale (JK-6)	279	188	195	253	261	267	270	260	256	253	250
		67%	70%	91%	94%	96%	97%	93%	92%	91%	90%
Ridgemount (JK-5)	290	247	251	253	258	258	261	262	268	274	280
		85%	86%	87%	89%	89%	90%	90%	92%	94%	97%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	89%	89%	89%	88%	88%	88%	87%	86%
2015 OTG	2,287										

**Potential Classroom Renovations/Additions**

Cardinal Heights- None  
 Eastmount Park- Closed  
 Franklin Road- FDK Reno  
 GL Armstrong- 2 FDK Reno

Linden Park- Closed  
 Pauline Johnson- FDK Addition/Reno  
 Queensdale- FDK Addition/Reno  
 Ridgemount- None

Hamilton Wentworth District School Board - Facilities Management  
 Financial Summary  
 Elementary Accommodation Review Committee -Central Mountain  
 January 2014

### Capital and Facility Costs

A	New School Construction/Additions/FDK		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35
		New School Construction	\$0	\$10,300,000	\$7,400,000	\$12,000,000	\$0	\$0
		Full Day Kindergarten	\$0	\$1,660,000	\$2,135,000	\$950,000	\$2,135,000	\$1,415,000
		Additions	\$0	\$1,500,000	\$1,500,000	\$750,000	\$2,000,000	\$0
		<b>Projected Total</b>	<b>\$0</b>	<b>\$13,460,000</b>	<b>\$11,035,000</b>	<b>\$13,700,000</b>	<b>\$4,135,000</b>	<b>\$1,415,000</b>
	Ministry Funding (1)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35
		Potential Capital Funding - Pending Ministry Approval	\$0	\$11,800,000	\$8,900,000	\$12,750,000	\$2,000,000	\$0
		Approved Full Day Kindergarten	\$0	\$1,660,000	\$2,135,000	\$950,000	\$2,135,000	\$1,415,000
		<b>Projected Total</b>	<b>\$0</b>	<b>\$13,460,000</b>	<b>\$11,035,000</b>	<b>\$13,700,000</b>	<b>\$4,135,000</b>	<b>\$1,415,000</b>

B	Allowance to Meet Ministry Benchmark (2)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35
		Projected Total	\$4,500,000	\$1,500,000	\$3,000,000	\$2,400,000	\$2,700,000	\$3,300,000
	Renewal Costs-High and Urgent 1-5 years (3)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35
		Projected Total	\$10,115,187	\$4,127,556	\$6,860,386	\$4,591,906	\$7,069,039	\$8,092,388
	Remaining Renewal Costs-Not High and Urgent 6+ years (4)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35
		Projected Total	\$21,522,248	\$8,995,975	\$13,546,689	\$11,570,226	\$12,145,913	\$14,994,386
		<b>Total Estimated Renewal Costs</b>	<b>\$36,137,435</b>	<b>\$14,623,531</b>	<b>\$23,407,075</b>	<b>\$18,562,132</b>	<b>\$21,914,952</b>	<b>\$26,386,774</b>
	Land Purchase (5)		Status Quo	Staff Option	ARC Option #22	ARC Option #32*	ARC Option #34	ARC Option #35
		Projected Total	\$0	\$0	\$3,300,000	\$3,300,000	\$0	\$0
	Less the Proceeds of Disposition (6)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35
	Projected Total	\$0	\$6,149,000	\$6,143,500	\$6,143,500	\$6,149,000	\$3,608,000	
	<b>Balance to Fund by HWDSB</b>	<b>\$36,137,435</b>	<b>\$8,474,531</b>	<b>\$20,563,575</b>	<b>\$15,718,632</b>	<b>\$15,765,952</b>	<b>\$22,778,774</b>	

C	Accessibility Costs		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35
		Projected Total	\$1,235,000	\$490,000	\$670,000	\$495,000	\$865,000	\$885,000

Total Cost of Option (A+B+C)		\$37,372,435	\$22,424,531	\$32,268,575	\$29,913,632	\$20,765,952	\$25,078,774
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10 Year Potential Capital/Facility Savings (Status Quo - Total Cost of Option)		\$0	\$14,947,904	\$5,103,860	\$7,458,803	\$16,606,483	\$12,293,661
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### Annual Admin, Operation and Transportation Savings/Costs

D	Annual Administration Savings (7)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35
		Projected Total	\$0	\$542,207	\$516,336	\$516,805	\$542,929	\$362,223
	Annual Operational Savings (8)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35
		Projected Total	\$0	\$543,122	\$608,039	\$580,660	\$601,679	\$389,082
	<b>Total Projected Annual Savings</b>	<b>\$0</b>	<b>\$1,085,329</b>	<b>\$1,124,375</b>	<b>\$1,097,465</b>	<b>\$1,144,608</b>	<b>\$751,305</b>	

E	Annual Transportation Cost (9)		Status Quo	Staff Option	ARC Option #22	ARC Option #32	ARC Option #34	ARC Option #35
		Projected Total	\$346,500	\$500,500	\$308,000	\$423,500	\$616,000	\$462,000

#### NOTES:

A - Capital Funding would be requested as part of the Capital Priorities Submissions to the Ministry of Education. Ministry approval is required to receive funding. FDK Funding has been previously approved.

B - Board Funding dollars would be used to fund section B. High and urgent needs will be prioritized and addressed on a yearly basis as part of the annual capital renewal plan.

C - Estimated costs for school facilities to meet accessibility regulations

D - Indicates the estimated yearly administrative and operational savings for each option. Once the final decision is made and implemented actual savings can be determined and may be available.

E - Estimated cost of transportation - All completed by Hamilton-Wentworth Student Transportation Services

(1) Funding - Includes approved FDK funding and capital priorities submissions which requires Ministry approval

(2) Estimated cost to construct or renovate existing schools to better align with suggested Ministry benchmarks for gym size, administrative space, staff space and library.

(3) Current renewal backlog to complete high and urgent items

(4) Remaining Renewal backlog not identified as high and urgent

(5) Land purchase estimate is based on \$550,000 cost per acre

(6) Proceeds of disposition are based on estimated average market value prices for school board owned land +/- 20%

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

(8) Operational Costs-These encompass all of the expenditures required to operate and maintain the school including heating, lighting, cleaning and routine maintenance.

(9) Transportation - Estimated costs of transportation based on option boundaries. Assumptions : 66 students per bus,

1 km and 1.6 km walking boundaries based on road network, special needs transportation not included, out of catchment students do not qualify for transportation as per HWDSB Transportation Policy

#### Notes:

\* ARC Options 32 considers a potential land purchase

**Central Mountain Accommodation Review Committee  
Working Group Meeting # 10  
Tuesday, February 04, 2014  
8:00 p.m.**

**Hill Park Secondary School  
465 East 16<sup>th</sup> Street, Hamilton, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** - Michael Prendergast

**Voting Members** - Diana Asrani, Amber Bourque, Candice Campbell, Marney Campbell, Jenn Clarke, Leanne Friesen, Dianna Gamble, Adam Hinks, Marj Howden, Barbara Jalsevac, Kathy Long, Denise McCafferty, Jamie McLean, Sharon Miller, Patricia Mousseau, Robert Nixon, Candice Romaker, Janeen Schaeffer, Lourie Vanderzyden, Philip Viana, Laurie Walowina

**Non-Voting Members** - Julie Beattie, Maria Carbone, Colin Hazell, Lillian Orban, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

**Regrets**

**Voting Members** - Philip Erwood, Margaret Toth

**Non-Voting Members** - Biljana Arsovic Filice, Linda Astle,

**Resource Staff**

Ian Hopkins, Ellen Warling

**Recording Secretary**

Kathy Forde

**Public** - 13 public attendees present - Linden Park (2); Queensdale (10); School Affiliation Unidentified (1)

**1. Call to Order**

Michael Prendergast called the meeting to order.

**2. Agenda**

**2.1 Additions/Deletions**

Nil



## 2.2 Approval of Agenda

The agenda was approved.

## 3. Minutes from Working Group Meeting # 9

### 3.1 Clarification

Wording under the last paragraph of Item 6.1 was revised for accuracy.

### 3.2 Approval of Minutes

Minutes were approved with revision as discussed.

## 4. Correspondence

Due to limited time, correspondence will be deferred. It was noted however, that in the piece from JP Danko dated January 26<sup>th</sup>, dollar figures referenced under Item 4 will be verified by Ian Hopkins.

New information was submitted on a memory stick from the GL Armstrong community as feedback for Public Meeting # 4 but is quite lengthy. The meeting time would need to be extended to allow members sufficient time to process the details. It is important to read and assess all feedback, however, with limited time members contemplated how to address the information as received:

- Should we accept this submission for review tonight
- If we do not look at this now it has no impact on the decisions that are made tonight
- If we accept this type of correspondence then everyone should have had the same opportunity to provide written comments
- There was a clear method for the public to participate so this feedback was not provided through the established channels
- Writer took the time to formulate comments in written format so perhaps should accept
- We have given every school a chance to provide input
- Would be happy to read the correspondence
- May need to extend meeting
- Some members thought meeting should end at 9:00 pm as scheduled
- The writer took a lot of time but did not go through the process

The Chair agrees that the information should be received but considering its late receipt and length it would be difficult to process within the timeframe of the meeting. As such, it was suggested that the document be considered as correspondence for the next working group meeting.

Members voted (secret ballot) to determine whether the information submitted should be read as feedback or accepted as correspondence:

Read - (5) votes

**Correspondence - (16) votes**

The information will be included as correspondence for Working Group Meeting # 11.

## 5. Public Meeting # 4 - Feedback

### 5.1 Discussion

Feedback gather by facilitators from Public Meeting # 4 was consolidated and provided as a handout. Time was provided for members to review the information. In response to a question raised regarding Option 32, it was noted that the SAGE program is no longer at GL Armstrong and does not fall within the Central Mountain ARC.

## 6. Accommodation Options

### 6.1 Discussion - Report

To narrow down the four options to two, a vote was conducted. Members would select their two preferred options. If the numbers varied greatly members could then decide if only one option should go forward, or if the numbers were close whether a second vote was needed.

#### Option 22

- **Close GL Armstrong in 2015. Students attend either Eastmount Park or Queensdale for JK-6**
- **Franklin Road remains K-8 with current boundaries**
- **Ridgemount and Pauline Johnson are closed in 2015. Students north of the Linc attend Cardinal Heights for JK-5**
- **Linden Park is renovated to be a JK-8 school for 2015 and receives Eastmount Park and Queensdale students for 7 & 8. Cardinal Heights 6, 7 & 8s attend Linden Park**
- **New 425 pupil place JK-8 School proposed south of the Linc for 2015**

#### Option 32

- **Close GL Armstrong 2015. Students attend either Queensdale or Eastmount Park for JK-6 Eastmount Park grade 7 & 8s attend Franklin Road and Queensdale 7 & 8s attend Linden Park**
- **Linden Park becomes JK-8 facility**
- **Franklin Road remains a JK-8 with additional grade 7 & 8s from Eastmount Park**
- **Cardinal Heights become 4-8 and Pauline Johnson JK-3 in 2014. Build new school on site or consider new site south of Linc for 2017**
- **Close Ridgemount in 2015. Students from north of Linc attend Linden Park and students south of Linc attend New JK-8 on Cardinal Heights site or south of Linc**

#### Option 34

- Close Eastmount Park and Queensdale in 2015. All students attend GL Armstrong for JK-8
- Close Linden Park in 2015. Students east of Upper Wellington attend Franklin Road for JK-8 and students west of Upper Wellington attend Ridgemount for JK-8. Ridgemount would need renovations/additions to retrofit into a JK-8 facility
- Pauline Johnson become JK-3 and Cardinal Heights becomes 4-8 - Campus school

#### Option 35

- Close Eastmount Park in 2015. All students attend GL Armstrong for JK-8
- Close Linden Park 2015. Students east of Upper Wellington attend Franklin Road for JK- 8. Students west of Upper Wellington attend Queensdale JK-6 and GL Armstrong for 7 & 8
- Queensdale remains a JK-6 facility and continues to attend GL Armstrong for 7 & 8
- Pauline Johnson and Ridgemount remain JK-5 schools and graduates attend Cardinal Heights for grades 6, 7 & 8

Members voted (secret ballot) on their preferred two options as follows:

Option 22 - (9) votes

**Option 32 - (13) votes**

Option 34 - (8) votes

**Option 35 - (12) votes**

Many variables have been considered as options were developed. Options 32 and 35 are two very different options but are very close in votes so there was no need to vote again. Options 32 and 35 will be submitted as the committee's recommendation.

At the next meeting, rationale will be prepared for the two options going forward to ensure trustees understand the committee's thinking. Any thoughts on rationale can be emailed to Ian Hopkins.

## 7. Adjournment

The meeting adjourned at 9:10 p.m.

- **Next Working Group Meeting # 10 - February 11, 2014 at Ridgemount**

### Handouts

- Agenda
- Draft Minutes - Working Group Meeting # 9
- Correspondence
- Committee Options 22, 32, 34, 35
- Financial Summary Options 22, 32, 34, 35
- Public Meeting # 4 Feedback

**Accommodation Review Committee - Central Mountain  
Committee Members**

**Working Group Meeting # 10 - February 04, 2014**

**Sign-in Sheet**

*Some attendance as  
per #4 Feb 04/14*

Position	Name	Signature
Accommodation Review Committee Chair	Michael Prendergast	present
<b>Voting Members</b>		
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell	<i>[Signature]</i>
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candice Campbell	<i>Candice Campbell</i>
Cardinal Heights teaching or non- teaching staff	Lourie Vanderzyden	present
Eastmount Park parent representative from School Council/Home and School	Candice Romaker	<i>C. Romaker</i>
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke	<i>Jenn Clarke</i>
Eastmount Park teaching or non- teaching staff	Denise McCafferty	<i>DMcCafferty</i>
Franklin Road parent representative from School Council/Home and School	Margaret Toth	regrets
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer	<i>[Signature]</i>
Franklin Road teaching or non- teaching staff	Barbara Jalsevac	<i>[Signature]</i>
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque	<i>[Signature]</i>
George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon	<i>[Signature]</i>



George L. Armstrong teaching or non-teaching staff	Patricia Mousseau	<i>P. Mousseau</i>
Linden Park parent representative from School Council/Home and School	Kathy Long	<i>Kathy Long</i>
Linden Park parent representative <u>not</u> from School Council/Home and School	Philip Viana	<i>Philip Viana</i>
Linden Park teaching or non-teaching staff	Name: Dianna Gamble	<i>Dianna Gamble</i>
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina	<i>L. Walowina</i>
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Mr. Jamie McLean	<i>present</i>
Pauline Johnson teaching or non-teaching staff	Mrs. Marj Howden	<i>Marj Howden</i>
Queensdale parent representative from School Council/Home and School	Leanne Friesen	<i>L. Friesen</i>
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks	<i>Adam Hinks</i>
Queensdale teaching or non-teaching staff	Diana Asrani	<i>D. Asrani</i>
Ridgemount parent representative from School Council/Home and School	n/a	
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood	<i>regrets</i>
Ridgemount teaching or non-teaching staff	Sharon Miller	<i>S. Miller</i>

**Non- Voting Representatives**

Area Trustee	Lillian Orban	<i>present</i>
Cardinal Heights Principal	Nanci-Jane Simpson	<i>present</i>
Eastmount Park Principal	Linda Astle	<i>regrets</i>
Franklin Road Principal	Jennifer Robertson-Heath	<i>present</i>
George L. Armstrong Principal	Doug Trimble	<i>present</i>
Linden Park Principal	Julie Beattie	<i>present</i>
Pauline Johnson Principal	Colin Hazell	<i>present</i>
Queensdale Principal	Maria Carbone	<i>present</i>
Ridgemount Principal	Biljana Arsovic Filice	<i>regrets</i>
Planning and Accommodation Resource Staff	Ian Hopkins	<i>present</i>
Administrative Support Staff	Kathy Forde	<i>present</i>



**Central Mountain Accommodation Review Committee  
Working Group Meeting # 11  
Tuesday, February 11<sup>th</sup>, 2014  
6:00 p.m. – 9:00 p.m.**

**Ridgemount Elementary School  
65 Hester Street Hamilton, Ontario**

**Agenda**

1. Call to Order – Chair
2. Agenda
  - 2.1 Additions/Deletions
  - 2.2 Approval of Agenda
3. Minutes from Public Meeting #4
  - 3.1 Clarification
  - 3.2 Approval of minutes
4. Minutes from Working Group Meeting #10
  - 4.1 Clarification
  - 4.2 Approval of minutes
5. Correspondence
6. ARC Report
  - 6.1 Discussion/Editing
  - 6.2 Approval as Amended
7. Minutes from Working Group Meeting #11
  - 7.1 Clarification
  - 7.2 Approval of minutes
8. Adjournment

# Central Mountain Elementary Accommodation Review

Cardinal Heights – Eastmount Park – Frank Road – G.L.  
Armstrong – Linden Park – Pauline Johnson – Queensdale -  
Ridgemount

Report To: Director of Education  
Hamilton-Wentworth District School Board

Report From: Central Mountain Accommodation Review Committee

Submitted: February XX, 2014

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## 1. Executive Summary

At the June 17th, 2013 Board meeting, Trustees approved a recommendation to initiate the Central Mountain Accommodation Review which included Cardinal Heights, Eastmount Park, Franklin Road, G.L. Armstrong, Linden Park, Pauline Johnson, Queensdale and Ridgemount elementary schools. The mandate of the ARC was to act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision. The Central Mountain Accommodation Review Committee (ARC) comprised of parents, teachers, non-teaching staff, principals and the area trustee began its work on October 1<sup>st</sup>, 2013.

This report outlines the recommendation of the Central Mountain Review Committee and details the work completed by the ARC throughout the entire process. Over the course of **eleven (11) Working Group Meetings**, four Public Meetings, school tours, community input through email, voicemail and public meetings, as well as countless hours spent reviewing background information the ARC and community members developed a total of thirty-five (35) possible accommodation options. Through further consultation and feedback from the community the ARC choose to recommend two options detailed in the following report.

## 2. Accommodation Review Process

In June 2009, the Ministry of Education revised their “Pupil Accommodation Review Guidelines” which outline the necessary steps to follow when school closures are being considered. In accordance with the guidelines, the Hamilton-Wentworth District School Board revised its Pupil Accommodation Review Policy (No. 3.8, [Appendix XX](#)), in May 2013.

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

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

### 2.1 Purpose of the Accommodation Review Committee

School Boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement. The purpose of the Pupil Accommodation Review Policy is to provide direction regarding pupil accommodation reviews undertaken to determine the future of a school or group of schools. The Accommodation Review Committee (ARC) serves as an advisory body to the Board of Trustees of the Hamilton-Wentworth District School Board. The mandate of the Central Mountain ARC, as outlined in the Terms of Reference section ([Appendix XX](#)), is to produce a report to the Board that encompasses the following:

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

- Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
  - School operations (heating, lighting, cleaning, routine maintenance)
  - School administration
  - School renewal
  - Transportation

To fulfill this mandate a number of key criteria should be considered by the ARC. These *Reference Criteria* include the following:

**(a) Facility Utilization:** Facility Utilization is defined as enrolment as a percentage of “on-the-ground” capacity. The goal is to maximize the use of Board-owned facilities over the long term.

**(b) Permanent and Non-permanent Accommodation:** Permanent accommodation refers to “bricks and mortar” while non-permanent construction includes structures such as portables and portapaks. The goal is to minimize the use of non-permanent accommodation as a long-term strategy while recognizing that it may be a good short-term solution.

**(c) Program Offerings:** The ARC must consider program offerings, each with their own specific requirements, at each location. Program offerings include, but are not limited to: Regular, Programs of Choice, French Immersion, Special Education, Care Treatment and Correctional Programs and Alternative Education, etc.

**(d) Quality Teaching and Learning Environments:** The ARC should consider the program environments and how they are conducive to learning. This includes spaces such as Science Labs, gymnasiums, other specialty rooms, etc.

**(e) Transportation:** The ARC should consider the Board’s existing Transportation Policy and how it may be impacted by or limit proposed Accommodation Scenarios.

**(f) Partnerships:** As a requirement of the Policy and Ministry guidelines, the ARC should also consider opportunities for partnerships.

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

## 2.2 Composition of the Accommodation Review Committee

The Board’s policy stipulates that voting ARC membership will consist of the following persons:

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



- One (1) non-teaching staff from each school under review;

In accordance with the above composition guidelines the table below represents the Central Mountain Accommodation Review Committee membership list:

<b>Position</b>	<b>Name</b>
Accommodation Review Committee Chair	Michael Prendergast
<b>Voting Members</b>	
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell
Cardinal Heights parent representative not from School Council/Home and School	Candice Campbell
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden
Eastmount Park parent representative from School Council/Home and School	Candice Romaker
Eastmount Park parent representative not from School Council/Home and School	Jenn Clarke
Eastmount Park teaching or non-teaching staff	Denise McCafferty
Franklin Road parent representative from School Council/Home and School	Margaret Toth
Franklin Road parent representative not from School Council/Home and School	Janeen Schaeffer
Franklin Road teaching or non-teaching staff	Barbara Jalsevac
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque
George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon
George L. Armstrong teaching or non-teaching staff	Patricia Mousseau
Linden Park parent representative from School Council/Home and School	Kathy Long
Linden Park parent representative not from School Council/Home and School	Phillip Viana
Linden Park teaching or non-teaching staff	Dianna Gamble
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina
Pauline Johnson parent representative not from School Council/Home and School	Jamie McLean
Pauline Johnson teaching or non-teaching staff	Marj Howden

Queensdale parent representative from School Council/Home and School	Leanne Friesen
Queensdale parent representative not from School Council/Home and School	Adam Hinks
Queensdale teaching or non-teaching staff	Diana Asrani
Ridgemount parent representative from School Council/Home and School	Position not filled
Ridgemount parent representative not from School Council/Home and School	Philip Erwood
Ridgemount teaching or non-teaching staff	Sharon Miller

Table 1: Central Mountain Membership List

The Accommodation Review Committee had resource support available to provide information when requested or to provide expertise not already within the Accommodation Review Committee. The following people are available resources:

- The Trustee(s) of each school(s) under review;
- The Trustee(s) of associated schools;
- The Superintendent(s) of Student Achievement for each school(s) under review;
- The Principal from each school under review
- Administrative support for minute taking;
- Dedicated resources to enable the Accommodation Review Committee to understand the issues that exist and to provide:
  - support to ensure compliance with the Board's policy and procedure;
  - information relevant to the mandate of the Accommodation Review Committee as requested by the Accommodation Review Committee;
  - information relevant to the mandate of the Accommodation Review Committee to support community questions or request

Non- Voting Representatives	
Area Trustee	Lillian Orban
Cardinal Heights Principal	Nanci-Jane Simpson
Eastmount Park Principal	Linda Astle
Franklin Road Principal	Jennifer Robertson-Heath
George L. Armstrong Principal	Doug Trimble
Linden Park Principal	Julie Beattie
Pauline Johnson Principal	Colin Hazell
Queensdale Principal	Maria Carbone
Ridgemount Principal	Biljana Arsovic Filice
Planning and Accommodation Resource Staff	Ian Hopkins
Administrative Support Staff	Kathy Forde

Table 2: Non-Voting Representative and Resource Staff List

### 2.3 Meetings of the Accommodation Review Committee

In preparation for the four public meetings, the ARC was also involved in **eleven (11)** working group meetings. These working group meetings were designed to facilitate the exchange of ideas, comments and/or concerns between ARC members on the topics which were to be presented at the public meetings. Although working group meetings were centred on ARC members' discussion, the public was invited to attend as observers. As outlined in the Terms of Reference, the ARC held four public meetings in order to receive input from the community as follows:

a) **Public Meeting #1 (October 8<sup>th</sup>, 2013, Cardinal Heights)**

**Members of the Public in Attendance: 137**

At the first public meeting, the ARC described its mandate, provided an overview of the accommodation review process and described why the accommodation review was occurring. Staff then presented current enrolment/projections, facility information and the Staff Accommodation Option to the public. After the presentations, the public engaged in facilitated group discussion. In preparation for Public Meeting #1, the ARC held the following working group meetings:

- Working Group Meeting #1 (October 1<sup>st</sup>, 2013)

b) **Public Meeting #2 (November 5<sup>th</sup>, 2013, G.L. Armstrong)**

**Members of the Public in Attendance: 158**

At the second public meeting, resource staff and committee members provided an overview of the accommodation review process, work completed by the ARC and School Information Profiles (SIP). After the presentations, the public engaged in School Information Profile information session. The public then engaged in facilitated group discussions. In preparation for Public Meeting #2, the ARC held the following working group meetings:

- Working Group Meeting #2 (October 15<sup>th</sup>, 2013)
- Working Group Meeting #3 (October 29<sup>th</sup>, 2013)

c) **Public Meeting #3 (December 10<sup>th</sup>, 2013, Hill Park Secondary School)**

**Members of the Public in Attendance: 86**

At the third public meeting, ARC members provided an overview of the accommodation review process and reviewed the work that they had completed to date, presented the 3 proposed accommodation options and discussed the next steps of the committee. After the presentations, the public engaged in a accommodation review option information session. The public then engaged in a question and answer period with committee member and board staff. In preparation for Public Meeting #3, the ARC held the following working group meetings:

- Working Group Meeting #4 (November 12<sup>th</sup>, 2013)
- Working Group Meeting #5 (November 26<sup>th</sup>, 2013)
- Working Group Meeting #6 (December 3<sup>rd</sup>, 2013)

d) **Public Meeting #4 (February 4<sup>th</sup>, 2014, Hill park Secondary School)**

**Members of the Public in Attendance: 84**

At the fourth public meeting, ARC members provided an overview of the accommodation review process and their final four recommendations for consideration. The presentation provided an outline of the ARC process, an outline of the ARC report and the final options for consideration. After the presentations, the public engaged in facilitated group discussion and a 'town hall' style question and answer period. In preparation for Public Meeting #4, the ARC held the following working group meetings:

- Working Group Meeting #7 (January 14<sup>th</sup>, 2014)
- Working Group Meeting #8 (January 21<sup>st</sup>, 2014)
- Working Group Meeting #9 (January 28<sup>th</sup>, 2014)

The two final Working Group Meetings (#10 and #11) were held on February 4<sup>th</sup> and February 11<sup>th</sup>, 2014. These two meetings were used to finalize the ARC recommendations and report. Minutes of all of the public meetings and working group meetings were recorded, made available to the public via the Board's website and are attached as appendices to this report.

## **2.4 Resources Available to the Accommodation Review Committee**

Throughout the entire process ARC members relied on a number of resources and data to assist them in developing and evaluating potential accommodation options. These resources include the School Information Profiles (Appendix XX), the ARC resource binder, school tours and the knowledge of resource staff. All of the information contained within the resource binder (including the School Information Profiles) was made available to the public via the ARC website and has been included in the appendices of this report.

### 2.4.1 School Information Profiles

Prior to the commencement of the ARC, the Board in accordance with the Ministry of Education Guidelines developed and approved a School Information Profile. The SIP is a “tool” available to the ARC designed to provide an overview of each of the schools based on the following considerations:

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

The SIP document provided a starting point and the ARC then customized each school profile to address unique local factors which should be considered during the ARC process. Review of the SIP allowed the ARC members to gain a better understanding of all the schools involved in the process.

### 2.4.2 Staff Recommendation

As outlined in the Ministry of Education Pupil Accommodation Review Guidelines (Appendix XX), the Hamilton-Wentworth District School Board presented an alternative accommodation option which addressed the objectives and Reference Criteria as outlined in the Terms of Reference. The option created by Board staff proposed the following:

- Close Queensdale and Eastmount Park in June 2014. Students, depending on address, will attend G.L. Armstrong or Franklin Road, which will each need two-room renovations for full-day kindergarten.
- Close Linden Park in June 2014. Students, depending on address, will attend Ridgemount or Pauline Johnson. Ridgemount will add two full-day kindergarten rooms and six classrooms; construction estimated to be completed for September 2016.
- Establish Pauline Johnson as a primary school for grades JK-3 and Cardinal Heights as a junior/intermediate school for grades 4-8, in September 2014. If the Board is able to secure funding for the construction of a new 550 pupil place JK-8 school on the existing site, both schools would close once the new school is constructed.

The full details can be found in Appendix XX. Please note that this option is not final and is subject to change before the end of the accommodation review process.

### **2.4.3 School Tours**

Tours of all the facilities involved in the Accommodation Review were made available before or during working group meetings. When necessary, tours were made available for committee members during school hours. During that time, ARC members were provided with the opportunity to participate in a guided tour of schools. The 20 minute tours included a tour of the interior (i.e., gymnasium, classrooms, library, washrooms, etc.).

### **2.4.4 Resource Staff**

Resource staff were made available at all public and working group meetings to assist the ARC members in deciphering any information in the resource binder and to address any questions regarding Board/ Ministry of Education policies and guidelines. Resource staff members were also available to respond to requests for additional information from the ARC, as directed by the Chair.

## **2.5 Communication Strategy**

Very early on in the process the Board realized the importance of developing an effective communication strategy to ensure that the community was continuously informed throughout the process. Notice of the public meetings was provided to the public through flyers sent home by the schools with the students, the Board's (ARC) website, phone calls and advertisements in local community newspapers (Appendix XX). All public meeting notices included the date, time, location, purpose, contact name and number.

## **2.6 Community Input**

Community input was an integral part of the Accommodation Review process. Throughout the entire process the public was encouraged to share their ideas and comments through email, voicemail and through the group discussion period at all of the public meetings. Members of the community were also welcome to attend all working group meetings as observers of the process.



### 3. Accommodation Review Committee Recommendations

Throughout the accommodation review process the Central Mountain ARC received and created thirty-five (35) options with different variations of boundaries, school closures and grade structures. Due to the unique communities and geographic location, meeting the needs of all the committee/community members was a difficult task. The current location and boundaries of the schools can be seen in Map 1: Current Situation on page 11 of the report.

The Central Mountain Accommodation Review Committee is recommending two options for the Board of Trustee's consideration. The recommendations are not ranked in order of preference.

#### **Recommendation #1 (Originally option #32)**

- Closure of George L. Armstrong in June of 2015. Students residing on East 15<sup>th</sup> Street and west will attend Queensdale for JK-6. Students residing east of East 15<sup>th</sup> Street will attend Eastmount Park for JK-6. Students in grade 7 and 8 from Eastmount Park will attend Franklin Road and Queensdale grade 7 and 8s will attend a renovated JK-8 Linden Park.
- Linden Park will be renovated to accommodate approximately 400 students ranging grades JK-8 for September 2015. It is estimated that Linden Park would need two Full Day Kindergarten spaces and 2-3 classrooms due to its expanded boundary.
- Franklin Road will remain a JK-8 and receive the grade 7 and 8s from Eastmount Park.
- Closure of Ridgemount in June 2015. Students residing north of the Lincoln Alexander Parkway will attend Linden Park for grades JK-8 and students residing south of the Lincoln Alexander Parkway will attend Pauline Johnson for grades JK-3 and Cardinal Heights for grades 4-8.
- Build a JK-8 new 650 pupil place school to replace Cardinal Heights and Pauline Johnson - to be ready for the 2017 school year. It is proposed that the school is built on the current Cardinal Heights/Pauline Johnson property or HWDSB is to consider a new site south of the Lincoln Alexander Parkway.

Please see Map #2 on page 12 for further information on boundaries and school location.

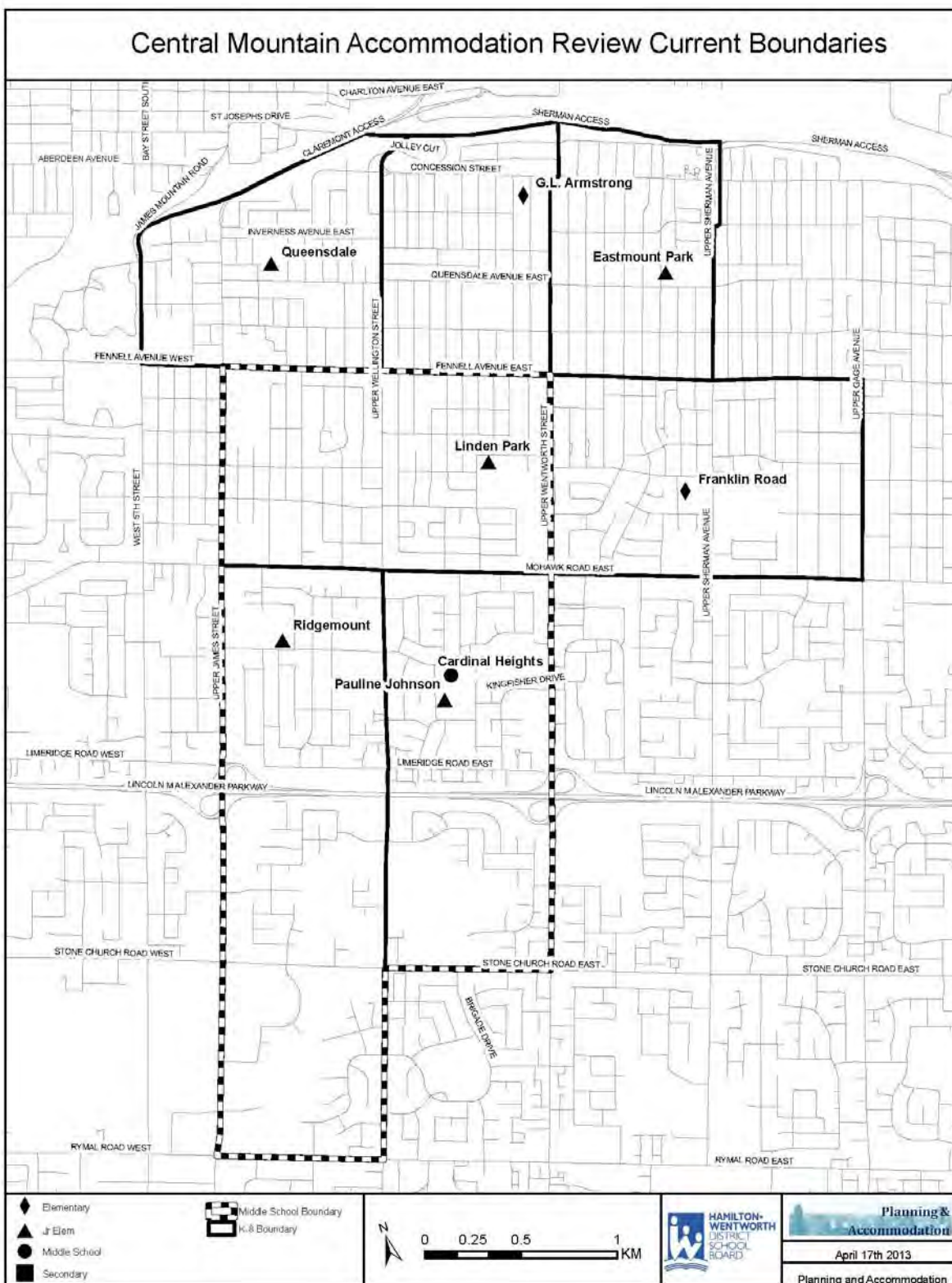
Recommendation #1 recommends four school closures and one new build (if funding is available). If provincial funding was not available for a new school then only two schools would close and Pauline Johnson (K-3) and Cardinal Heights (4-8) would remain open acting as one elementary school due to their proximity on a shared property.

**Recommendation #2 (Originally Option #35)**

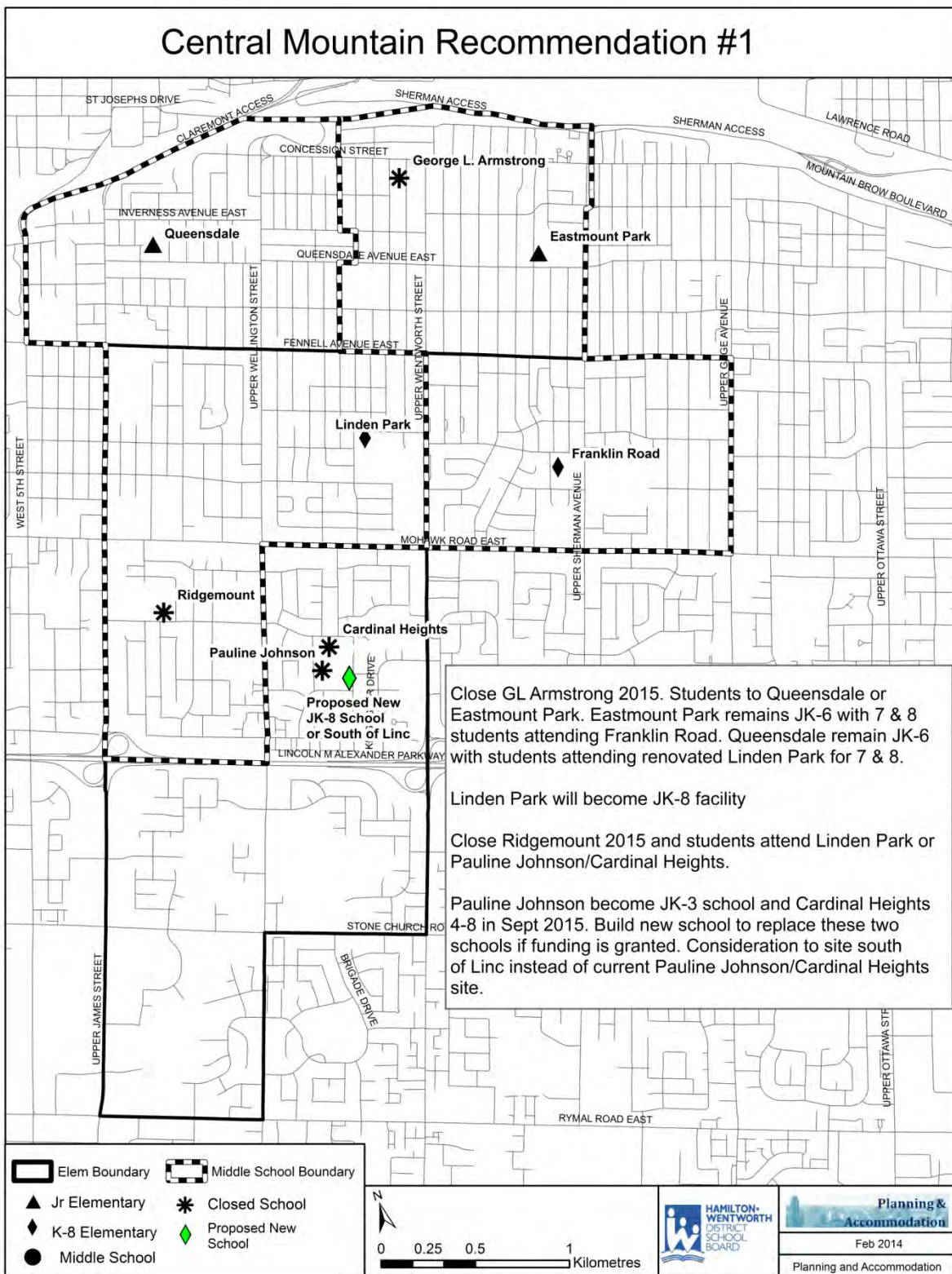
- Close Eastmount Park in June of 2015. All students attend George L. Armstrong for JK-8.
- Close Linden Park in June of 2015. Student residing east of Upper Wellington will attend Franklin Road for JK-8 and student residing west of Upper Wellington will attend Queensdale for JK-6 and George L. Armstrong for grades 7 and 8.
- George L. Armstrong will remain a JK-8 school but will require 2 additional full day kindergarten rooms.
- Franklin Road will remain a JK-8 school but will require 1 additional FDK room.
- Pauline Johnson and Ridgemount will remain JK-5 schools with the same boundaries.
- Cardinal Heights will remain a 6-8 school with reduced boundaries to receive students from Pauline Johnson and Ridgemount.

Please see Map #2 on page 13 for further information on boundaries and school location. Recommendation #2 does not require a new build and therefore does not need a plan b in the situation funding is not available.

Map #1: Current Situation

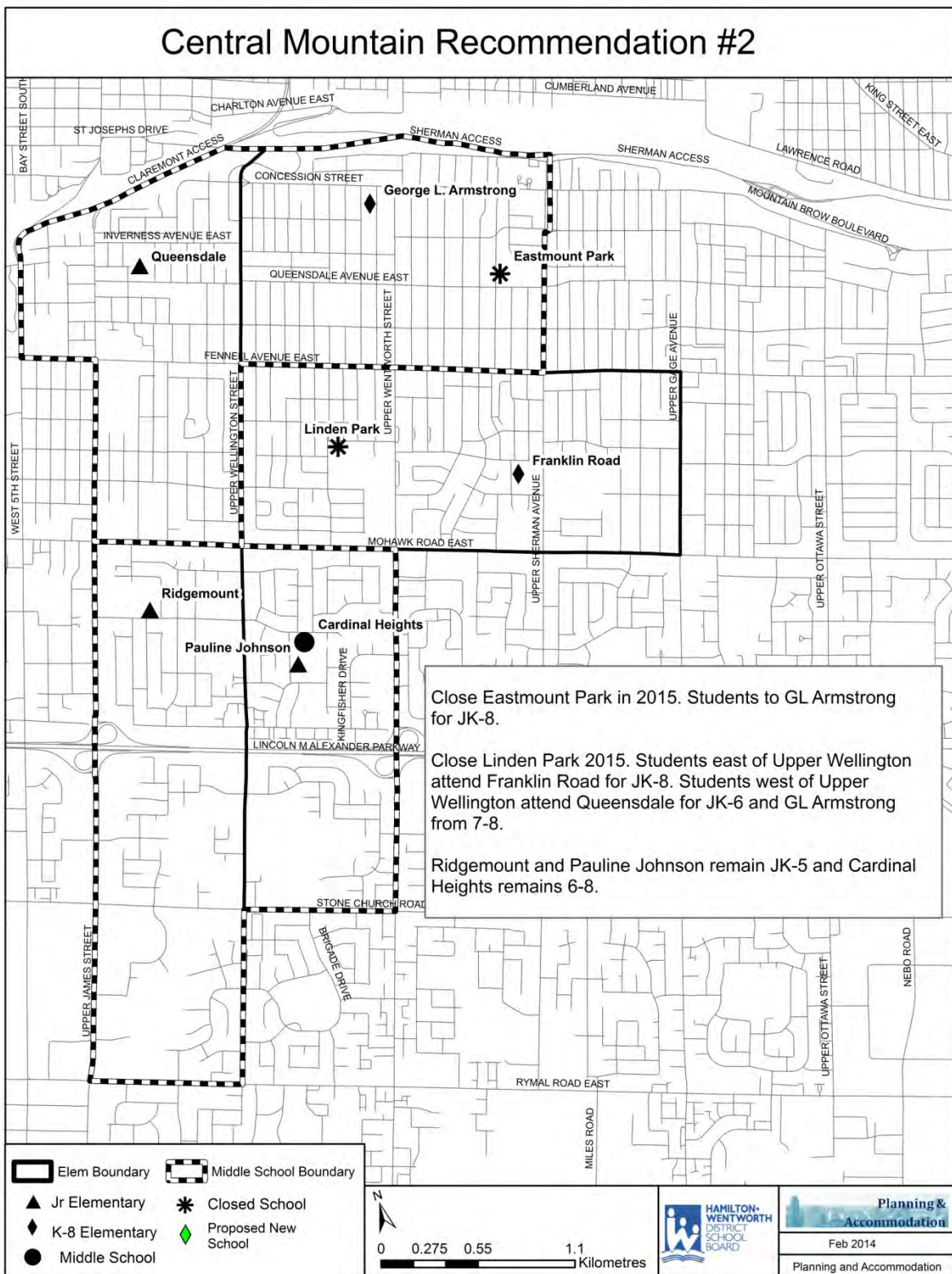


Map #2: Arc Recommended Option #1





Map #3: Arc Recommended Option #2



### 3.1 Reference Criteria

In developing their final recommendation, the ARC has used the reference criteria to fulfill their mandate based on the following factors:

#### a) Facility Utilization:

##### Recommendation #1:

Recommendation #1 has the potential to increase the overall utilization the Central Mountain area from 70% to 96% upon the first phase of implementation in 2015 and retains a high overall utilization after the proposed new school is built in 2017. The overall utilization in 2022 is 92%. All schools upon implementation are within HWDSB's target range of 90% - 110% facility utilization. Two schools will be less than 90% full by 2022 according to HWDSB enrolment projections. Recommendation #1 reduces the overall on the ground capacity from 2,954 to 2,145 which is a difference of 828 pupil places. There will be a projected 167 excess pupil places in 2022. Table 4 below shows the enrolment projections with the changes described in section 3.1. There are two implementation years in 2015 and 2017 as seen below. Complete enrolment projections are available in [Appendix XX](#)

School	OTG	2013	2015	2017	2022
Cardinal Heights (4-8 2015) Close June 2017	308	312	281		
		101%	91%		
Eastmount Park (K-6)	348	216	326	306	287
		62%	94%	88%	82%
Franklin Road (K-8)	463	355	418	427	402
		77%	90%	92%	87%
George L. Armstrong (Closed June 2015)	633	327			
		52%			
Linden Park (K-8)	319	154	428	417	395
	405	48%	106%	103%	97%
Pauline Johnson (K-3 2015) Close June 2017	314	265	322		
		84%	103%		
Queensdale (K-6)	279	188	258	251	231
		67%	93%	90%	83%
Ridgemount (Closed June 2015)	290	247			
		85%			
New K-8 (Open Sept 2017)	650			625	664
				96%	102%
Total	Current OTG 2,954	2,062	2,033	2,026	1,978
		70%	96%	94%	92%
2015 OTG	2,117				
2017 OTG	2,145				



Table 4: Recommendation #1 Enrolment Projections

**Recommendation #2:**

Recommendation #2 has the potential to increase the overall utilization of the Central Mountain area from 70% to 89% upon implementation and 86% in 2022. Upon implementation in 2015 3 of the 6 schools are within HWDSB's target range of 90% - 110% facility utilization and an additional two are above 85%. Only two schools will be less than 90% by 2022 according to HWDSB enrolment projections. Recommendation #2 reduces the overall on the ground capacity from 2,954 to 2,287 which is a difference of 667 pupil places. There will be a projected 309 excess pupil places by 2022. Table 5 below shows the enrolment projections with the changes described in section 3.1. There are two implementation years in 2015 and 2017 as seen below. Complete enrolment projections are available in [Appendix XX](#)

School	OTG	2013	2015	2017	2022
Cardinal Heights (6-8)	308	312	218	225	228
		101%	71%	73%	74%
Eastmount Park (Closed)	348	216			
		62%			
Franklin Road (JK-8)	463	355	476	466	448
		77%	103%	101%	97%
George L. Armstrong (JK-8)	633	327	538	511	467
		52%	85%	81%	74%
Linden Park (Closed)	319	154			
		48%			
Pauline Johnson (JK-5)	314	265	295	300	305
		84%	94%	96%	97%
Queensdale (JK-6)	279	188	253	267	250
		67%	91%	96%	90%
Ridgemount (JK-5)	290	247	253	258	280
		85%	87%	89%	97%
Total	Current OTG 2,954	2,062	2,033	2,026	1,978
		70%	89%	89%	86%
2015 OTG	2,287				

Table 5: Recommendation #2 Enrolment Projections

- b) Permanent and Non-Permanent Accommodation:** The ARC recommendation does not include the use of portables or portapaks. Temporary accommodation may be needed while any renovations at the schools are completed.

- c) **Program Offerings:** In both ARC recommendations the only programming changes at schools will be the grade organizations. Below you can see a table for each recommendation which shows the current grade organization and grade organization upon implementation at each school.

**Recommendation #1:**

School	Current Grade Organization	2015 Implementation	2017 Implementation
Cardinal Heights	6-8	4-8	Closed
Eastmount Park	JK-6	JK-6	JK-6
Franklin Road	JK-8	JK-8	JK-8
G.L. Armstrong	JK-8	Closed	Closed
Linden Park	JK-5	JK-8	JK-8
Pauline Johnson	JK-5	JK-3	Closed
Queensdale	JK-5	JK-6	JK-6
Ridgemount	JK-5	Closed	Closed
New School	-	-	JK-8

Table 6: Recommendation #1 Grade Organization Changes

- Queensdale grade 6 graduates will attend Linden Park for grades 7 and 8.
- Eastmount park grade 6 graduates will attend Franklin Road for grades 7 and 8.
- Pauline Johnson grade 3 graduates will attend Cardinal Heights for grades 4-8 until the new school is completed in 2017.

**Recommendation #2:**

School	Current Grade Organization	2015 Implementation
Cardinal Heights	6-8	6-8
Eastmount Park	JK-6	Closed
Franklin Road	JK-8	JK-8
G.L. Armstrong	JK-8	JK-8
Linden Park	JK-5	Closed
Pauline Johnson	JK-5	JK-5
Queensdale	JK-5	JK-6
Ridgemount	JK-5	JK-5

Table 7: Recommendation #2 Grade Organization Changes

- Queensdale grade 6 graduates will attend G.L. Armstrong for grades 7 and 8.
- Pauline Johnson and Ridgemount grade 5 graduates will attend Cardinal Heights for grades 6-8.

- d) Quality Teaching and Learning Environments:** Consolidation of schools within this planning area can benefit all schools. Students and families bring a wonderful tradition of caring, integration and positive school climates, which will only enhance the school experience for each student. Teachers collaborate regularly within grade and division teams to expand their learning and improve their teaching practice. They share technology and student and teacher resources among teams and are able to bring a richer learning environment to students. When teachers learn together, teaching and learning improve. An amalgamated school means students will benefit from this teacher expertise and be able to access more varied resources. More classes per grade also allows for greater flexibility in class composition, program offerings and teacher assignments. In addition, a larger school often offers greater choice for co-curricular (e.g., school events, excursions) and extra-curricular activities (e.g., clubs, athletics).
- e) Transportation:** Both recommendations are able to adhere to HWDSB's Transportation Policy. The current walking distances for elementary students is 1.0 km for grades JK/SK and 1.6 km for grades 1-8. When closing and amalgamating schools often the boundaries sizes are increased and as a result the amount of transportation can increase. Walkable schools were an important consideration for the community and committee. Currently in the Central Mountain area there are 9 buses providing 316 students with transportation. 316 students are approximately 16% of the students attending Central Mountain elementary schools. Please note the analysis does not include transportation for special needs students.
- Recommendation #1:** Recommendation #1 is projected to require only two more buses (total 11) than currently used in the Central Mountain area. The number of students receiving transportation would increase from 316 to 495. Approximately 25% of student would require transportation in this recommendation.
- Recommendation #2:** Recommendation #2 is projected to require only three more buses (total 12) than currently used in the Central Mountain area. The number of students receiving transportation would increase from 316 to 457. Approximately 23% of student would require transportation in this recommendation. Although there are less students being bussed in this scenario due to school locations and number of schools open there is one more bus required to meet the needs of the students than in recommendation #1.
- f) Partnerships Opportunities:** As a requirement of the Policy and Ministry guidelines, the Accommodation Review Committee should also consider opportunities for partnerships. On June 26<sup>th</sup>, 2013 a letter from HWDSB's Director of Education John Malloy was sent to potential facility partners. The letter indicated that HWDSB currently has surplus space in many of the buildings and invited potential facility partnerships to contact HWDSB to share facilities to the benefit of students and its community. There were no responses that would appropriately use the excess space in the Central Mountain Accommodation Review area.
- g) Equity:** In accordance with the Integration Accessibility Standards Regulation to create a barrier free and accessible Ontario all HWDSB schools must be accessible by 2025. With the amalgamation of schools in the Central Mountain area, all students would still have access to transportation and travel time will remain less than 60 minutes as per the HWDSB transportation policy. All students will also continue to have the same access to program, extra-curriculars and learning resources.

### 3.2 Financial Impact

The 35 options that were created by or presented to the committee members were discussed, analyzed and eventually voted to determine the options viability. As the options were narrowed financial information was requested for each option.

The following tables show a comparison between the two recommendations, status quo and the original staff recommendation which is subject to change. Status quo is the scenario if no changes were to occur.

Table 8 shows the construction costs. No construction occurs in the status quo scenario. In each scenario there is an estimated cost for full day kindergarten renovations/construction, regular classrooms additions and new school construction. The projected cost of a FDK renovation is \$235,000 and a FDK addition is \$475,000. New school costs vary based on the size of the school. Using Ministry of Education construction benchmarks, the cost to build the school is determined by the number of pupils the building is designed for. The staff option proposed a 550 pupil place school while ARC recommendation #1 proposes a 650 pupil place school. Recommendation #2 does not propose a new build.

Construction Costs					
A	New School Construction/Additions/FDK	Status Quo	Staff Option	ARC Recommendation #1	ARC Recommendation #2
	New School Construction	\$0	\$10,300,000	\$12,000,000	\$0
	Full Day Kindergarten	\$0	\$1,660,000	\$950,000	\$1,415,000
	Additions	\$0	\$1,500,000	\$750,000	\$0
	<b>Projected Total</b>	<b>\$0</b>	<b>\$13,460,000</b>	<b>\$13,700,000</b>	<b>\$1,415,000</b>
	Ministry Funding	Status Quo	Staff Option	ARC Recommendation #1	ARC Recommendation #2
	Potential Capital Funding - Pending Ministry Approval	\$0	\$11,800,000	\$12,750,000	\$0
	Approved Full Day Kindergarten	\$0	\$1,660,000	\$950,000	\$1,415,000
	<b>Projected Total</b>	<b>\$0</b>	<b>\$13,460,000</b>	<b>\$13,700,000</b>	<b>\$1,415,000</b>

Table 8: Construction Costs

Table 9 below captures estimated allowances to meet Ministry benchmarks, renewal costs, proceeds of disposition and land purchase costs. Allowance to meet Ministry of Education suggested benchmarks represent items like gym size, administrative space, staff space and library space that potentially will need to be addressed. Items were captured during recent school visits. Renewal needs represent deferred maintenance – both high and urgent, and future identified maintenance. Renewal needs are addressed and prioritized on a yearly basis as part of the annual capital renewal plan completed by Facilities Management. Renewal costs are 1 to 10 year costs to the board. Proceeds of disposition are another available source of funding for capital projects. The proceeds of disposition value is an estimated value based on recent appraisals. The values have a +/- 20% range and will vary based on market conditions. Land purchase value is based on purchasing a 6 acres property at an estimated \$550,000 per acre. Ministry benchmark items, deferred maintenance, and proceeds of disposition are captured in accordance to the options below.

Renewal, Proceeds of Disposition and Land Costs					
B	<b>Allowance to Meet Ministry Benchmark</b>	<b>Status Quo</b>	<b>Staff Option</b>	<b>ARC Recommendation #1</b>	<b>ARC Recommendation #2</b>
	Projected Total	\$4,500,000	\$1,500,000	\$2,400,000	\$3,300,000
	<b>Renewal Costs-High and Urgent 1-5 years</b>	<b>Status Quo</b>	<b>Staff Option</b>	<b>ARC Recommendation #1</b>	<b>ARC Recommendation #2</b>
	Projected Total	\$10,115,187	\$4,127,556	\$4,591,906	\$8,092,388
	<b>Remaining Renewal Costs-Not High and Urgent 6+ years</b>	<b>Status Quo</b>	<b>Staff Option</b>	<b>ARC Recommendation #1</b>	<b>ARC Recommendation #2</b>
	Projected Total	\$21,522,248	\$8,995,975	\$11,570,226	\$14,994,386
	<b>Total Estimated Renewal Costs</b>	<b>\$36,137,435</b>	<b>\$14,623,531</b>	<b>\$18,562,132</b>	<b>\$26,386,774</b>
	<b>Land Purchase</b>	<b>Status Quo</b>	<b>Staff Option</b>	<b>ARC Recommendation #1</b>	<b>ARC Recommendation #2</b>
	Projected Total	\$0	\$0	\$3,300,000	\$0
	<b>Less the Proceeds of Disposition</b>	<b>Status Quo</b>	<b>Staff Option</b>	<b>ARC Recommendation #1</b>	<b>ARC Recommendation #2</b>
	Projected Total	\$0	\$6,149,000	\$6,143,500	\$3,608,000
	<b>Balance to Fund by HWDSB</b>	<b>\$36,137,435</b>	<b>\$8,474,531</b>	<b>\$15,718,632</b>	<b>\$22,778,774</b>

Table 9: Renewal, Proceeds of Disposition and Land Costs

The balance to fund by HWDSB is calculated by adding the total renewal needs with land purchase costs and subtracting the proceeds of disposition. Proceeds of disposition can be used as a form of funding for capital and renewal projects. Currently (Status Quo) there is an estimated \$36.1m in renewal needs for all eight schools. Renewal includes the replacement and upgrading school components (mechanical, structural, electrical etc.) that have reached their identified life cycle. The renewal totals have two different timeframes. The high and urgent needs are school components that should be investigated or replaced within 1-5 years depending on its condition. The remaining renewal needs refer to school components that are estimated to need replacement within 6 to 10 years. It is important to note that the renewal costs are addressed and prioritized in a year by year basis and renewal totals will be addressed over a 10 year period. Each recommendation proposes the closure of different facilities and sale of different lands, therefore the totals will vary. The balance to fund for recommendation #1 is \$15.7m and recommendation #2 is \$22.8m.

c	<b>Accessibility Costs</b>	<b>Status Quo</b>	<b>Staff Option</b>	<b>ARC Recommendation #1</b>	<b>ARC Recommendation #2</b>
	Projected Total	\$1,235,000	\$490,000	\$495,000	\$885,000

Table 10: Accessibility Costs

Table 10 above the shows the remaining accessibility costs after schools closures. Currently there is an estimated \$1.2m is costs to ensure each school meets the Integration Accessibility Standards Regulation.

	<b>Status Quo</b>	<b>Staff Option</b>	<b>ARC Recommendation #1</b>	<b>ARC Recommendation #2</b>
<b>Total Cost of Option (A+B+C)</b>	<b>\$37,372,435</b>	<b>\$22,424,531</b>	<b>\$29,913,632</b>	<b>\$25,078,774</b>
<b>10 Year Potential Capital/Facility Savings (Status Quo - Total Cost of Option)</b>	<b>\$0</b>	<b>\$14,947,904</b>	<b>\$7,458,803</b>	<b>\$12,293,661</b>

Table 11: Total of Options

Table 11 shows the grand total and the 10 year potential savings compared to the status quo. The grand total is the combined cost of the funding needed for construction, balance to fund and projected accessibility costs. The 10 year potential capital/facility savings is calculated by subtracting the option

total cost from the status quo costs.

<b>Annual Administrative, Operational and Transportation Savings/Costs</b>				
<b>Annual Administration Savings (7)</b>	<b>Status Quo</b>	<b>Staff Option</b>	<b>ARC Recommendation #1</b>	<b>ARC Recommendation #2</b>
Projected Total	\$0	\$542,207	\$516,805	\$362,223
<b>Annual Operational Savings (8)</b>	<b>Status Quo</b>	<b>Staff Option</b>	<b>ARC Recommendation #1</b>	<b>ARC Recommendation #2</b>
Projected Total	\$0	\$543,122	\$580,660	\$389,082
<b>Total Projected Annual Savings</b>	<b>\$0</b>	<b>\$1,085,329</b>	<b>\$1,097,465</b>	<b>\$751,305</b>
<b>Annual Transportation Cost (9)</b>	<b>Status Quo</b>	<b>Staff Option</b>	<b>ARC Recommendation #1</b>	<b>ARC Recommendation #2</b>
Projected Total	\$346,500	\$500,500	\$423,500	\$462,000

Table 12: Annual Administrative, Operational and Transportation Costs.

Estimated annual administration and operational savings can be seen in Table 12 above. This information was also considered by the Committee. Administrative savings include all of the expenditures associated with a school's administrative staff including the salaries of the principal, vice-principal(s), secretaries, etc. The operational costs encompass all of the expenditures required to operate and maintain the school including heating, lighting, cleaning and routine maintenance. The annual transportation costs were estimated by the Hamilton Wentworth Transportation Services. The cost estimation assumes an annual estimated cost of \$38,500 per bus, the current student enrolment and locations, elementary ridership of 66 students per bus, no efficiencies with current bus fleet, current bell times and special needs bus routes were not included in the analysis.

#### 4. Summary

In June 2013, Trustees of the Hamilton-Wentworth District School Board initiated an Accommodation Review process which included Cardinal Heights, Eastmount Park, Franklin Road, G.L. Armstrong, Linden Park, Pauline Johnson, Queensdale and Ridgemount elementary schools. The Accommodation Review was initiated by Trustees to address the long-term viability of these schools.

An Accommodation Review Committee (ARC), consisting of parents, principals, teachers, and a trustee began their work in October 2013 to develop an accommodation option for the eight schools contained within the ARC. Over the course of eleven (11) Working Group Meetings, four (4) Public Meetings, school tours, community input through email, voicemail and public meetings, as well as countless hours spent reviewing background information the ARC developed a total of 35 possible accommodation options. Through further consultation and feedback from the community the ARC choose to recommend 2 options – as described above.

The Committee's recommendations have been thoughtfully considered and are based on a balance of available information and input through public consultation. The culmination of that work, in this report is respectfully presented to the Director of Education and Trustees for the Hamilton-Wentworth District School Board



## 5. List of Appendices

LIST OF APENDICES WILL BE THE BINDER TABLE OF CONTENTS

DRAFT

Central Mountain Accommodation Review Committee  
Working Group Meeting # 11  
Tuesday, February 11, 2014  
6:07 p.m.

Ridgemount Elementary School  
65 Hester Street, Hamilton, ON

Minutes

ATTENDANCE:

Committee Members

**Chair** - Michael Prendergast

**Voting Members** - Diana Asrani, Amber Bourque, Candice Campbell, Jenn Clarke, Leanne Friesen, Dianna Gamble, Adam Hinks, Marj Howden, Barbara Jalsevac, Kathy Long, Jamie McLean, Robert Nixon, Candice Romaker, Janeen Schaeffer, Margaret Toth, Lourie Vanderzyden, Philip Viana, Laurie Walowina

**Non-Voting Members** -, Linda Astle, Maria Carbone, Colin Hazell, Lillian Orban, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

Regrets

**Voting Members** - Marney Campbell, Philip Erwood, Denise McCafferty, Sharon Miller, Patricia Mousseau

**Non-Voting Members** - Biljana Arsovic Filice, Julie Beattie

Resource Staff

Ian Hopkins, Ellen Warling

Recording Secretary

Kathy Forde

Public - 5 public attendees present - GL Armstrong (1); Linden Park (1); Queensdale (3)

**1. Call to Order**

Michael Prendergast called the meeting to order.

**2. Agenda**

**2.1 Additions/Deletions**

Nil

**2.2 Approval of Agenda**

The agenda was approved.

### 3. Minutes from Public Meeting # 4

#### 3.1 Clarification

Nil

#### 3.2 Approval of Minutes

Minutes were approved.

### 4. Minutes from Working Group Meeting # 10

#### 4.1 Clarification

Nil

#### 4.2 Approval of Minutes

Minutes were approved.

### 5. Correspondence

An opportunity was provided for members to review the correspondence. Correspondence received. No actions required.

Ian Hopkins provided clarification on previous correspondence with respect to variation in FCI costs. Basically, costs vary between schools for wiring due to the age of a facility, type of material, location of wiring and access. When roofing is involved, different levels and parts generate variances in costing. There is a starting point then costs are factored in based on specific needs and details.

### 6. ARC Report

#### 6.1 Discussion/Editing

The intent of the meeting was to finalize details of the report. An opportunity was provided for members to advise on any changes for refinement, clarity and accuracy. Michael Prendergast completed edits as the document was projected on the overhead screen. Once the report is complete, the document will be submitted to the Director and then presented to the Board of Trustees. In addition to discussions on editing, general comments were shared:

#### **Recommendation # 1 (originally Option # 32)**

- The recommendation includes a plan with funding and a plan without funding
- The fallback plan is included should funding not be available - it is not considered as another separate option
- Remove any reference to purchase of land south of the Linc (page 9)
- If there becomes a need for a new school south of the Linc, the Board would react as needed

#### **Recommendation # 2 (originally Option # 35)**

- Important to ensure buildings that remain open are getting all they need
- Need to ensure GL Armstrong is accessible and has air conditioning
- The Board does not have a policy for air conditioning and normally only the computer labs are air conditioned

- Once a school comes out of the ARC process, it is added to the renewal list where grant money can be used for maintenance
- It will be important to ensure buildings are ready as needed

#### Reference Criteria

- If consolidation increases enrolment the Board would need to ensure student needs are met and would need to look at accessibility
- Accommodations are made when students require accessibility - the system responds

#### Financial Impact

- Table 8 (Construction Costs) - Staff Options entire column to be removed (page 18)
- Table 9 (Renewal, Proceeds of Disposition and Land Costs) - Reference to land acquisition to be removed (page 19) - related wording in paragraph below also to be removed
- Table 11 (Total of Options) - reference to land acquisition will also be removed accordingly

Feedback for improving the ARC process can be provided to Michael Prendergast. Surveys have been circulated in the past to gather suggestions on how to improve the process and will be distributed again.

Michael Prendergast will communicate the date and details for presentation to Trustees and for delegations once confirmed. At that time, any committee members interested in presenting can volunteer.

#### 6.2 Approval as Amended

Members concurred with the revisions made to the report through consensus.

#### 7. Minutes from Working Group Meeting # 11

##### 7.1 Clarification

Nil

##### 7.2 Approval of Minutes

Minutes were approved.

#### 8. Adjournment

Michael Prendergast expressed appreciation to everyone for their time and dedication to the ARC review process for Central Mountain. The meeting adjourned at 8:00 p.m.

##### Handouts

- Agenda
- Draft Minutes - Public Meeting # 4
- Draft Minutes - Working Group Meeting # 10
- Correspondence
- Draft ARC Report

Accommodation Review Committee - Central Mountain  
Committee Members  
Working Group Meeting # 11 - February 11, 2014  
Sign-in Sheet

Position	Name	Signature
Accommodation Review Committee Chair	Michael Prendergast	<i>Present</i>
<b>Voting Members</b>		
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell	<i>Regrets</i>
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candice Campbell	<i>Candice Campbell</i>
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden	<i>L. Vanderzyden</i>
Eastmount Park parent representative from School Council/Home and School	Candice Romaker	<i>C. Romaker</i>
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke	<i>Jenn Clarke</i>
Eastmount Park teaching or non-teaching staff	Denise McCafferty	<i>Regrets</i>
Franklin Road parent representative from School Council/Home and School	Margaret Toth	<i>M. Toth</i>
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer	<i>J. Schaeffer</i>
Franklin Road teaching or non-teaching staff	Barbara Jalsevac	<i>B. Jalsevac</i>
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque	<i>A. Bourque</i>
George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon	<i>R. Nixon</i>

George L. Armstrong teaching or non-teaching staff	Patricia Mousseau	Regrets
Linden Park parent representative from School Council/Home and School	Kathy Long	<i>Kathy Long</i>
Linden Park parent representative <u>not</u> from School Council/Home and School	Philip Viana	<del><i>Philip Viana</i></del>
Linden Park teaching or non-teaching staff	Name: Dianna Gamble	<i>Dianna Gamble</i>
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina	<i>L. Walowina</i>
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Mr. Jamie McLean	<i>Jamie McLean</i>
Pauline Johnson teaching or non-teaching staff	Mrs. Marj Howden	<i>Marj Howden</i>
Queensdale parent representative from School Council/Home and School	Leanne Friesen	<del><i>Leanne Friesen</i></del>
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks	<i>A. Hinks</i>
Queensdale teaching or non-teaching staff	Diana Asrani	<i>D. Asrani</i>
Ridgemount parent representative from School Council/Home and School	n/a	
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood	Regrets
Ridgemount teaching or non-teaching staff	Sharon Miller	Regrets



### Non- Voting Representatives

Area Trustee	Lillian Orban <i>✓ MP</i>
Cardinal Heights Principal	Nanci-Jane Simpson <i>[Signature]</i>
Eastmount Park Principal	Linda Astle <i>Janite</i>
Franklin Road Principal	Jennifer Robertson-Heath <i>✓ MP</i>
George L. Armstrong Principal	Doug Trimble <i>Doug ✓ MP</i>
Linden Park Principal	Julie Beattie <i>Regrets</i>
Pauline Johnson Principal	Colin Hazell <i>[Signature]</i>
Queensdale Principal	Maria Carbone <i>[Signature]</i>
Ridgemount Principal	Biljana Arsovic Filice <i>Regrets</i>
Planning and Accommodation Resource Staff	Ian Hopkins <i>[Signature]</i>
Administrative Support Staff	Kathy Forde <i>[Signature]</i>





**Central Mountain Accommodation Review Committee  
Public Consultation Meeting # 1  
Tuesday, October 08, 2013  
6:00 p.m.**

**Cardinal Heights Elementary School  
70 Bobolink Road, Hamilton, ON**

**Agenda**

1. Welcome and Introductions
2. What is an Accommodation Review Committee (ARC)?
3. Where are we in the Accommodation Review Process?
4. Why HWDSB are conducting Accommodation Reviews
5. How does the ARC process work?
6. Why an Accommodation Review for Central Mountain
7. Current Situation and Staff Option
8. Small group discussions
9. Next Steps

Next Meeting - TBD



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

 **Elementary Accommodation Review Committee** 



## Central Mountain Accommodation Review Committee Public Meeting #1

Cardinal Heights Linden Park  
Eastmount Park Pauline Johnson  
Franklin Road Queensdale  
G.L. Armstrong Ridgemount

Cardinal Heights - Tuesday, October 8<sup>th</sup>, 2013



 **Elementary Accommodation Review Committee** 

## Welcome and Introductions



 **Elementary Accommodation Review Committee** 

### Agenda

- Opening Presentation
  - What is an Accommodation Review Committee (ARC)?
  - Where are we in the accommodation review process?
  - Why is HWDSB conducting accommodation reviews?
  - How does the ARC process work?
  - Why is an ARC needed on the Central Mountain?
  - What is staff recommending as an accommodation option?
- Small group discussions
- Facilitator report out to large group
- Summary, next steps & thank you



 **Elementary Accommodation Review Committee** 

## What is an Accommodation Review Committee (ARC)?

 **Elementary Accommodation Review Committee** 

### What is an ARC?

An accommodation review takes place when a board is thinking about closing schools and looking at where students can be accommodated. When that happens an accommodation review committee (ARC) is formed to develop a number of possible accommodation options.

 **Elementary Accommodation Review Committee** 

### Committee Membership

- Chair (member of HWDSB Executive Council)

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

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







**Elementary Accommodation Review Committee**

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### Accommodation Review Committee Mandate

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






**Elementary Accommodation Review Committee**

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### Public Meeting Format

Optimizing consultation by:

- ✓ Group Work
- ✓ Diversifying the groups
- ✓ Using facilitators
- ✓ Ensuring accurate notes taken at each group and included in the minutes







**Elementary Accommodation Review Committee**

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### Where Are We in the Accommodation Review Process?






**Elementary Accommodation Review Committee**


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### Preliminary Accommodation Review Report (June 2013)

**Rationale/Benefits:**

- To ensure efficient use of space within the ‘brick and mortar’ of schools to accommodate current and long-term enrolment demands. The **goal is to balance enrolment with capacity of permanent space** and minimize the use of non-permanent structures such as portables and port-a-paks.
- To **address the maintenance and capital improvements** required for those schools that are to remain open after the accommodation review process is complete. The **goal is to ensure long-term facility sustainability while maintaining quality teaching and learning environments**. By maintaining and improving learning environments the facilities become more conducive to student learning and program delivery.
- To provide **equity of access to facilities and programs** for all HWDSB students.





**Elementary Accommodation Review Committee**

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### Where we are in the Process

**Board Approval June 2013**

- Preliminary School Accommodation Review Report

↓

**Preparation Phase June 2013-Sept 2013**

- Preparation of background material
- Committee members are appointed

↓

**Community Review Phase Oct 2013-Jan 2014\***

- Board Staff share school accommodation option
- Accommodation Review Committee develops recommendation(s)

↓


**Board Review Phase Feb 2014 – May 2014\***


- Director’s Accommodation Review Report
- Public delegations at Standing Committee Meeting

↓

**Projected Decision by Trustees May 2014\***

\* Dates are approximate and subject to accommodation review progress





**Elementary Accommodation Review Committee**

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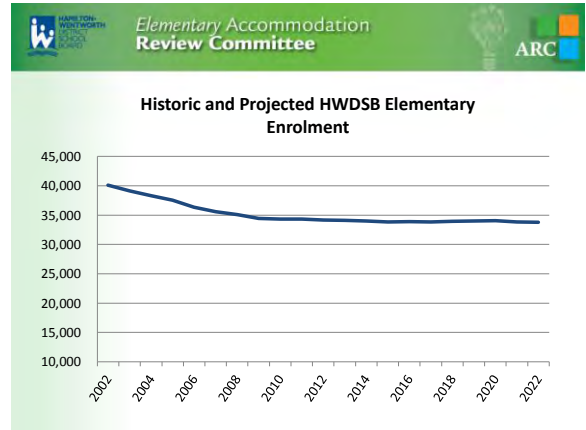
### Why is HWDSB conducting Accommodation Reviews?



**Elementary Accommodation Review Committee**

### Why is HWDSB conducting Accommodation Reviews?

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



**Elementary Accommodation Review Committee**

### Provincial funding for schools:

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

**Elementary Accommodation Review Committee**

### How does the ARC process work?

**Elementary Accommodation Review Committee**

### How does the ARC process work?

- Each ARC has its own Terms of Reference (TOR). The TOR provide the guidelines on how the ARC will operate.
- The TOR include the following:
  - Mandate of Accommodation Review
  - Committee Membership Information
  - Operation of Accommodation Review Committee
  - Reference Criteria to Fulfill Mandate
  - Working Meeting and Public Meeting Overviews
  - Final Accommodation Review Committee Report Specifications
  - Capital Planning Objectives and Alternative Accommodation Option by the Board Criteria

**Elementary Accommodation Review Committee**

### How does the ARC process work?

The key **reference criteria** used by the Accommodation Review Committee to fulfill its mandate include the following:

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

The Accommodation Review Committee may add additional reference criteria.

**Elementary Accommodation Review Committee**

**How does the ARC process work?**  
 There are two kinds of meetings.

**Working meetings** – ARC committee works to identify various options to present to the community and trustees. Public can attend but not participate.

**Public meetings** – There are four public meetings. This is where the ARC presents its options to gain feedback from the community. Public will provide input that will be used by the ARC as it prepares its final recommendations.

**Elementary Accommodation Review Committee**

**Why is an ARC needed in Central Mountain?**

**Elementary Accommodation Review Committee**

**Why Central Mountain?**

- Grouping of these Schools
  1. Associated Schools
    - Elementary
    - Secondary
  2. Underutilized Schools
    - Current and projected
  3. Non JK-8 program models

**Elementary Accommodation Review Committee**

**Why Central Mountain?**

- One of the three ARCs identified and approved in 2010
- LTFMP Guiding Principles
  - Smaller schools consolidation possibilities
  - School/grade organization of JK-8
    - Examined middle school/senior school model
  - Ideal elementary school size of 500-600
- Geography – 4 Accommodation Reviews

**Elementary Accommodation Review Committee**

**Current Situation**

**Elementary Accommodation Review Committee**

**Central Mountain Accommodation Review Current Boundaries**

**Elementary Accommodation Review Committee**

**Current Situation:**

School	Year of Construction	2012 OTG	2012 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)	Current FCI	10 Yr FCI
Cardinal Heights (6-8)	1963	308	318 (103%)	282 (91%)	295 (96%)	52.22%	63.19%
Eastmount Park (JK-6)	1959	348	219 (63%)	211 (60%)	209 (60%)	38.99%	47.04%
Franklin Road (JK-8)	1954	463	351 (76%)	343 (74%)	338 (73%)	37.47%	42.16%
G.L. Armstrong (JK-8)	1930	633	338 (53%)	289 (46%)	238 (38%)	42.19%	50.72%
Linden Park (JK-5)	1957	319	157 (49%)	156(49%)	143(45%)	44.78%	77.36%
Pauline Johnson (JK-5)	1967	314	254 (81%)	300 (96%)	305 (97%)	24.72%	27.53%
Queensdale (JK-6)	1948	279	190 (68%)	199 (71%)	182 (65%)	55.17%	66.24%
Ridgemount (JK-5)	1961	250	260 (104%)	247 (99%)	269 (108%)	39.19%	61.77%
<b>TOTAL</b>		<b>2,914</b>	<b>2,087 (72%)</b>	<b>2,026 (70%)</b>	<b>1,978 (68%)</b>		

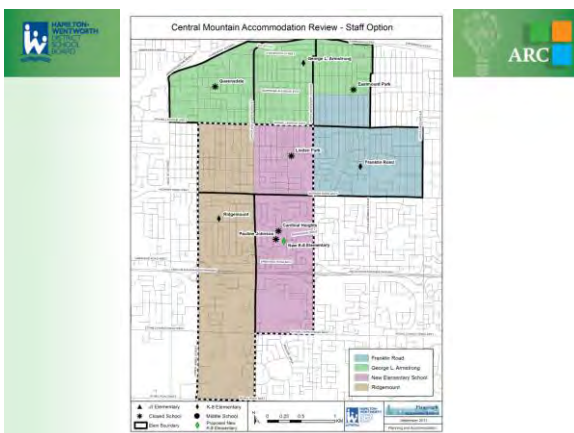
Enrolment October 2022  
OTG Capacity: On-the-ground Capacity  
FCI: Facility Condition Index



**Elementary Accommodation Review Committee**

**Staff Accommodation Option**

- Elementary Accommodation Review Committee**
- What is the significance of the staff option?**
- Is meant as a starting point and initiates the process for the committee to create recommendations
  - The staff option is not 'final' – staff will look at the ARC recommendations and community consultation before submitting our report.

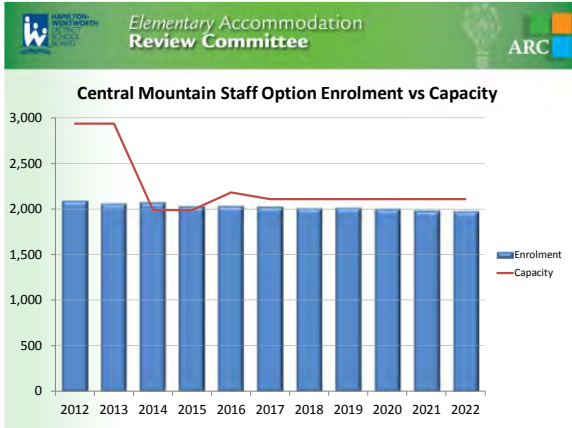


**Elementary Accommodation Review Committee**

**Staff Recommendation**

School	OTG	2012 Enrolment (Utilization)	2014 Enrolment (Utilization)	2015 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)
Cardinal Heights (4-8)	308	318 (103%)	249 (81%)	246 (80%)	-	-
Eastmount Park (JK-6)	348	219 (63%)	-	-	-	-
Franklin Road (JK-8)	463	351 (76%)	474 (102%)	458 (99%)	452 (98%)	446 (96%)
G.L. Armstrong (JK-8)	633	338 (53%)	616 (96%)	611 (96%)	590 (93%)	520 (82%)
Linden Park (JK-5)	319	157 (49%)	-	-	-	-
Pauline Johnson (JK-3)	314	254 (81%)	302 (96%)	288 (92%)	-	-
Queensdale (JK-6)	279	190 (68%)	-	-	-	-
Ridgemount (JK-5)(JK-8 in 2017)	273 463 (2016)	260 (104%)	436 (160%)	435 (94%)	441 (98%)	449 (97%)
New School (JK-8)	550	-	-	-	543 (99%)	563 (102%)
<b>TOTAL</b>	<b>2,017: 2,109</b>	<b>2,087 (71%)</b>	<b>2,033 (102%)</b>	<b>2,038 (109%)</b>	<b>2,026 (96%)</b>	<b>1,978 (94%)</b>

Enrolment October 2022  
OTG Capacity: On-the-ground Capacity



- 
- ### Central Mountain Staff Recommendation
- Close Queensdale and Eastmount Park in June 2014. Students, depending on address, will attend G.L. Armstrong or Franklin Road, which will each need two-room renovations for full-day kindergarten.
  - Close Linden Park in June 2014. Students, depending on address, will attend Ridgemount or Pauline Johnson. Ridgemount will add two full-day kindergarten rooms and six classrooms; construction estimated to be completed for September 2016.
  - Establish Pauline Johnson as a primary school for grades JK-3 and Cardinal Heights as a junior/intermediate school for grades 4-8, in September 2014. If the Board is able to secure funding for the construction of a new 550 pupil place JK-8 school on the existing site, both schools would close once the new school is constructed.

### Group Discussion



- 
- ### Facilitated Group Discussion
- Please refer to the package on your table
    - Blue Folder: 4 questions, board option, reference criteria and current enrolment situation
    - Purple Folder: Preliminary Accommodation Review Report & Terms of Reference
  - Discuss one question/issue at a time
  - ARC Working members will take notes on the discussions
  - Additional questions can be posted on notes in the middle of the table.

### Question 1



How does the staff recommendation follow the reference criteria?

 **Elementary Accommodation Review Committee** 

**Reference Criteria**



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

The Accommodation Review Committee may add additional reference criteria.

 **Elementary Accommodation Review Committee** 



**Question 2**

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

 **Elementary Accommodation Review Committee** 

**Question 3**

Using the additional reference criteria, how well does the staff recommendation meet the new criteria?  
Please explain.

 **Elementary Accommodation Review Committee** 

**Question 4**

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

 **Elementary Accommodation Review Committee** 

**Facilitator Report Back**

Please identify the top three points raised by your group


 **Elementary Accommodation Review Committee** 

**Summary & Thank you**



**Keeping the Committee & Community Informed**

- All information will be posted on the HWDSB website:  
[www.hwdsb.on.ca](http://www.hwdsb.on.ca)
- All public meetings will be advertised
- Working Group & Public Meetings will be held at schools within the planning area
- Working group meetings are open to the public for viewing



**Next Meeting:**  
**Public Meeting #2**  
**Tuesday November 5<sup>th</sup>, 2013**  
**Location: George L. Armstrong**



## **Central Mountain Staff Recommendation Summary**

- Close Queensdale and Eastmount Park in June 2014. Students, depending on address, will attend G.L. Armstrong or Franklin Road, which will each need two-room renovations for full-day kindergarten.
- Close Linden Park in June 2014. Students, depending on address, will attend Ridgemount or Pauline Johnson. Ridgemount will add two full-day kindergarten rooms and six classrooms; construction estimated to be completed for September 2016.
- Establish Pauline Johnson as a primary school for grades JK-3 and Cardinal Heights as a junior/intermediate school for grades 4-8, in September 2014. If the Board is able to secure funding for the construction of a new 550 pupil place JK-8 school on the existing site, both schools would close once the new school is constructed.

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

School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights	308	318	312	249	241	246	0	0	0	0	0	0
		103%	101%	81%	78%	80%	0%	0%	0%	0%	0%	0%
Eastmount Park	348	219	216	0	0	0	0	0	0	0	0	0
		63%	62%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Franklin Road	463	351	355	474	459	458	452	446	449	448	449	446
		76%	77%	102%	99%	99%	98%	96%	97%	97%	97%	96%
George L. Armstrong	633	338	327	616	603	611	590	572	553	548	523	520
		53%	52%	97%	95%	96%	93%	90%	87%	87%	83%	82%
New K-8 (on Cardinal Heights)	550	-	-	-	-	-	543	557	569	562	563	563
		-	-	-	-	-	99%	101%	103%	102%	102%	102%
Linden Park	319	157	154	0	0	0	0	0	0	0	0	0
		49%	48%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Pauline Johnson	314	254	265	302	290	288	0	0	0	0	0	0
		81%	84%	96%	92%	92%	0%	0%	0%	0%	0%	0%
Queensdale	279	190	188	0	0	0	0	0	0	0	0	0
		68%	67%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Ridgemount (with addition)	250	260	247	436	440	435	441	434	445	446	447	449
	463	104%	90%	160%	161%	94%	95%	94%	96%	96%	96%	97%
Total	2,914	2,087	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
		72%	70%	106%	103%	93%	96%	95%	96%	95%	94%	94%
OTG Total 2013	2,937											
OTG Total 2014	1,968											
OTG Total 2016	2,181											
OTG Total 2017	2,109											

Close Eastmount Park, Linden Park and Queensdale June 2014

Build 8 room addition on Ridgemount - Ready 2016

2014 Cardinal Heights becomes 4-8 School and Pauline Johnson JK-3 School

\*\* If funding granted by the Ministry - New 550 pupil place school on Cardinal Heights

\*\* Holding school for Cardinal Heights will be required during construction if ministry funding is granted



Ridgemount	OTG:	273	463										
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	35	31	40	28	41	34	33	18	0	0	0	260	95%
2013	36	34	32	41	29	42	35	0	0	0	0	247	90%
2014	47	47	43	44	44	31	50	41	44	36	11	436	160%
2015	47	47	39	43	44	44	31	48	41	44	11	440	161%
2016	47	47	39	39	43	45	45	30	48	41	11	435	94%
2017	48	48	41	41	41	45	46	43	30	48	11	441	95%
2018	49	49	41	41	41	41	45	42	43	30	11	434	94%
2019	50	50	42	42	42	42	42	41	42	43	11	445	96%
2020	50	50	43	43	43	43	43	37	41	42	11	446	96%
2021	51	51	44	44	44	44	44	37	37	41	11	447	96%
2022	52	52	44	44	44	44	44	37	37	37	11	449	97%

New Elementary	OTG:	550											
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	0	0	0	0	0	0	0	0	0	0	0	0	0%
2013	0	0	0	0	0	0	0	0	0	0	0	0	0%
2014	0	0	0	0	0	0	0	0	0	0	0	0	0%
2015	0	0	0	0	0	0	0	0	0	0	0	0	0%
2016	0	0	0	0	0	0	0	0	0	0	0	0	0%
2017	60	60	51	51	51	54	53	65	46	40	11	543	99%
2018	60	60	51	51	51	51	54	55	65	46	11	557	101%
2019	60	60	52	52	52	52	52	58	56	66	11	569	103%
2020	60	60	52	52	52	52	52	56	59	57	11	562	102%
2021	60	60	52	52	52	52	52	57	57	60	11	563	102%
2022	60	60	52	52	52	52	52	57	57	57	11	563	102%

Total	OTG:	2,937	1,991	2,181	2,109								
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	212	222	205	183	204	213	173	225	185	212	53	2,087	71%
2013	216	199	218	204	182	202	212	174	217	185	53	2,062	70%
2014	217	218	199	218	203	181	200	203	169	217	53	2,078	104%
2015	214	219	194	199	217	203	180	192	194	169	53	2,033	102%
2016	213	215	194	193	197	215	202	174	188	194	53	2,038	93%
2017	214	215	192	195	193	198	214	196	167	190	53	2,026	96%
2018	212	216	191	192	193	192	197	205	190	168	53	2,009	95%
2019	213	214	192	191	191	193	191	189	197	191	53	2,016	96%
2020	214	215	191	192	191	191	192	184	182	198	53	2,003	95%
2021	215	216	192	191	191	190	190	185	177	183	53	1,983	94%
2022	216	217	192	192	190	191	189	182	178	178	53	1,978	94%

Close Eastmount Park, Linden Park and Queensdale June 2014

Build 8 room addition on Ridgemount - Ready 2016

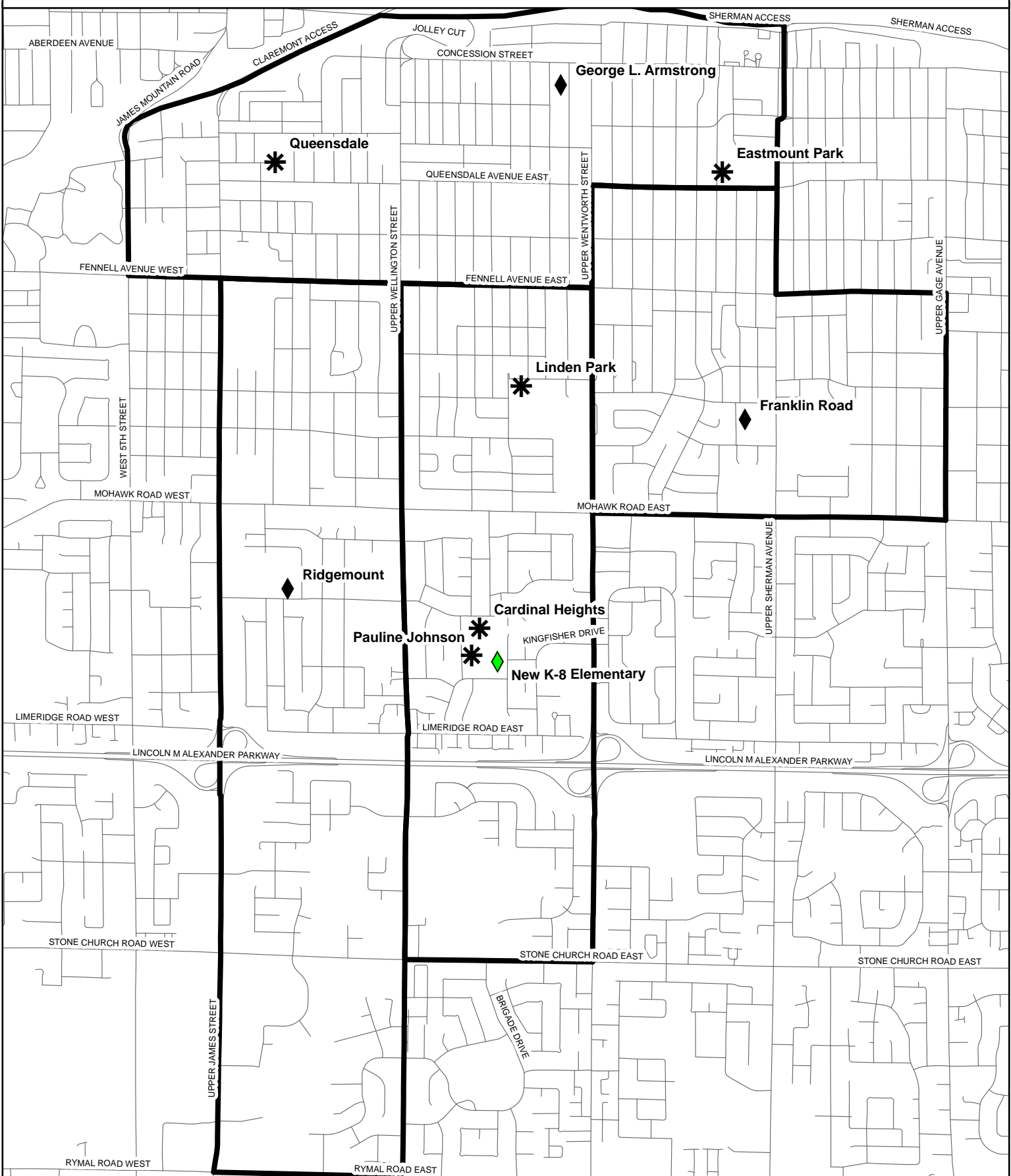
2014 Cardinal Heights becomes 4-8 School and Pauline Johnson JK-3 School

\*\* If funding granted by the Ministry - New 550 pupil place school on Cardinal Heights

\*\* Holding school for Cardinal Heights will be required during construction if ministry funding is granted

# Central Mountain Accommodation Review - Staff Option

Za.3



	Jr Elementary		K-8 Elementary
	Closed School		Middle School
	Elem Boundary		Proposed New K-8 Elementary

Scale: 0 0.25 0.5 1 KM



**Planning & Accommodation**

October 2013

Planning and Accommodation

**Central Mountain Accommodation Review Committee  
Public Consultation Meeting # 1  
Tuesday, October 08, 2013  
6:00 p.m.**

**Cardinal Heights Elementary School  
70 Bobolink Road, Hamilton, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** - Michael Prendergast

**Voting Members** - Diana Asrani, Amber Bourque, Candice Campbell, Marney Campbell, Philip Erwood, Leanne Friesen, Adam Hinks, Marj Howden, Barbara Jalsevac, Jennifer Lockhart, Kathy Long, Denise McCafferty, Jamie McLean, Sharon Miller, Patricia Mousseau, Robert Nixon, Candice Romaker, Margaret Toth, Lourie Vanderzyden, Laurie Walowina

**Non-Voting Members** - Linda Astle, Julie Beattie, Maria Carbone, Biljana Arsovic Filice, Colin Hazell, Lillian Orban, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

**Regrets**

**Voting Members** - Jenn Clarke, Janeen Schaeffer

**Non-Voting Members** - Nil

**Resource Staff**

Dan Del Bianco, Ian Hopkins, Jackie Penman, Laura Romano, Linda Sheppard, Mark Taylor, Ellen Warling

**Recording Secretary**

Kathy Forde

**Public** - 137 public attendees present - Cardinal Heights (1), Eastmount Park (7), Franklin Road (1), G.L. Armstrong (6), Linden Park (18), Pauline Johnson (1), Queensdale (103), Ridgemount (0)  
Include school affiliation

**1. Welcome and Introductions**

Michael Prendergast welcomed everyone to the meeting and provided introductions. The purpose of public consultation is to gather input, concerns and relevant information to move forward on the work ahead. The Central Mountain ARC includes eight elementary schools (Cardinal Heights, Eastmount Park, Franklin Road, G.L. Armstrong, Linden Park, Pauline Johnson, Queensdale and Ridgemount). Three



representatives from each school have volunteered their time to form the Working Group Committee that will develop an alternate option. Only one option has been generated as a starting point as required under Ministry guidelines. All information gathered tonight will be provided to the Working Group for consideration. No decisions will be made tonight. Decisions through the Board of Trustees will be made in the spring of 2014. Appreciation was expressed to everyone for attending the meeting.

## **2. What is an Accommodation Review Committee?**

Michael Prendergast provided an overview. Central Mountain is one of four ARCs currently underway. Voting members of the Working Group include School Council/Home & School, parent, and staff representatives. Non-voting members include Trustee Lillian Orban and principals from the eight schools involved. Committee members participate in an advisory role to study, develop and prepare an alternative recommendation. All information is public.

## **3. Where are we in the Accommodation Review Process?**

Ian Hopkins outlined the process. Work began in June to collect data and assemble the committee. The goal is to balance enrolment, address major capital issues, ensure long term sustainability and provide equity of access to programs for all students. Committee members will review data and consider input to develop options over the next few months. A final report will be submitted to the Board in February 2014. At that time, a 60-day review period will be provided for public comment before the report is presented to the Trustees for a decision, which is expected by May 2014.

## **4. Why HWDSB are Conducting Accommodation Reviews**

Ian Hopkins advised that with declining enrolments throughout the province and within HWDSB, many schools are underutilized. With aging schools and smaller sized buildings, we must address the current situation and spread funding out across the Board in an effective manner. In 2002, the number of students at HWDSB was just over 40,000 and now we are just under 35,000. The decline of students has created many vacant spaces and many challenges. Provincial funding is based on enrolment.

## **5. How does the ARC Process Work?**

Ian Hopkins reviewed the Terms of Reference. Reference criteria were also outlined to describe the key factors in determining what is important as options are developed. Four public meetings are scheduled to gather input and share ideas. Committee members will meet at Working Group meetings to create various options that will be presented to the Board for review and to Trustees for a final decision.

## **6. Why an Accommodation Review for Central Mountain?**

Ellen Warling provided an overview. The Long Term Facilities Master Plan (LTFMP) requires the review of JK-8 schools across the Board. As such, a series of 15 ARCs have been spaced geographically across HWDSB in an attempt to close the gap of approximately 5,500 vacant elementary spaces. Norwood Park however, as a single track French Immersion School is not included. Over the last several years, additional French Immersion schools have been created across the Board so as this initiative was phased in enrolment at Norwood Park has been reduced allowing the removal of portables. Enrolment at Norwood

Park will continue to decline. Guiding principles for the review include the consolidation of smaller schools. Ideally, the JK-8 model would accommodate 500-600 students.

## 7. Current Situation and Staff Option

Ellen Warling provided an overview of the current boundaries and data for each of eight schools (year of construction, capacity, current and projected enrolment, Facility Condition Index). Current enrolment ranges from 250 to 633 students providing an average school utilization rate of 72 percent, which means many schools are underutilized. School maintenance costs are high.

The staff option is intended as a starting point only to initiate the process and is not a final option. Community input will be required for the committee to develop an alternate recommendation that is submitted for consideration. It is recommended that Cardinal Heights, Franklin Road, G.L. Armstrong, Pauline Johnson and Ridgemount remain, and that a new elementary school be built, which means a combination of new construction, closures, and renovations/additions. Closures would include Eastmount Park, Linden Park and Queensdale in June 2014. An 8-room addition would be built on Ridgemount ready for 2016. Pauline Johnson would be a JK-3 school; Cardinal Heights would become a 4-8 school; and, if funding is secured for construction of a new 550 student JK-8 school on the existing site both schools would close once the new school is constructed. Ideally, school consolidation into a JK-8 model is the approach. By decreasing the number of facilities, maintenance dollars could be used to enrich learning and teaching environments. Transportation would be provided as needed in keeping with policy.

## 8. Small Group Discussions

Michael Prendergast invited public attendees to participate in focus groups to share ideas and concerns. Public consultation provides an opportunity to share best thinking around the possibilities of what might work. Facilitators reported on the top three priorities raised in group discussion. Feedback is attached and will also be provided at the next Working Group meeting for review. Feedback will be posted on the website at <http://www.hwdsb.on.ca/elementaryarc/files/2013/08/Community-Feedback-from-Public-Meeting-1-CentralMountain.pdf>

An opportunity for questions and answers was also provided.

**Q1. Displeasure was expressed on the secondary ARC process that occurred for the central mountain area. It was then noted that for the elementary ARC process there should be assurances through Trustee Orban to guarantee credibility of the data and to ensure no hidden agendas exist.**

*A1. Comment noted. Updated information can go to the Working Group as needed.*

**Q2. Where did the 2002 FCI data come from?**

*A2. Dan Del Bianco explained the FCI numbers noting that the Ministry originally did their assessment 10 years ago. The 10-year FCI data presented this evening runs from 2013 to 2022. The original assessment conducted by the Ministry was done so by engineers, in consultation with Board staff. Figures are updated*

*on a regular basis as work is completed. While a building may look in good condition from the outside, the components that cost the most are often not visible, such as heating systems and roofing. Professionals and engineers are involved in various aspects of work.*

**Q3. Renovations at Queensdale in terms of value, condition and cost were raised. If Queensdale is in good condition, it is not understood why students would be moved to G.L. Armstrong where renovations would be needed. Any schools taking on more students will need to be in good shape. Data appears to be misleading, especially around the number 10-year FCI number reported for Queensdale. A breakdown of data on why Queensdale was rated only as fair was requested.**

*A3. Basically, the Ministry outlines the criteria (checklist) then staff at the Board builds datasets to determine how to move forward. More information will be provided on how criteria are developed, data is gathered and conclusions are generated. Numbers on renovations related to Queensdale will be verified.*

**Q4. The accuracy of numbers and data related to Queensdale renovations remained in question. It was also noted that some numbers related to the secondary ARC for Sherwood were wrong.**

*A4. In response, it was noted that the Committee could ask for an independent review if deemed necessary.*

#### **Comments**

- Meetings should have occurred over the last two years to ensure a good plan was in place.
- The importance of green space must be considered.
- We are passionate about our schools and students and we want direct answers, however we are not getting the answers we want and do not have a lot of faith in our trustees.

#### **9. Next Steps**

- Input gathered will be provided to the Committee for review at the next Working Group meeting
- Possibilities for a larger venue will be explored for the next public consultation session
- **Next Working Group Meeting - October 15, 2013 at Pauline Johnson**
- **Next Public Consultation - November 05, 2013 at G.L. Armstrong**

#### **10. Adjournment**

The meeting adjourned at 8:53 p.m.

#### **Handouts**

- Agenda
- Presentation
- Administration Staff Accommodation Option

### **Facilitator Report Back - Central Mountain Public Meeting #1 - October 08, 2013**

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

#### **Community**

- understanding the importance of a school community to the students and parents - many parents were raised in this area and have children attending the same schools - must not lose sense of historical significance
- closures will create a sense of loss of community, friendships, partnerships - community values must be recognized
- Linden Park provides a community hub - closure would create a concern for the senior centre

#### **Costs**

- Is it cost effective to amalgamate if busing costs increase and renovation costs are incurred
- What is the annual savings overtime by following the staff option

#### **Data**

- Data - discomfort with demographic data - need to ensure data is not misleading - any consideration of statistics or plans beyond 2022
- Current programming and enrolment projections do not reflect opening of full day kindergarten
- Need current data on facility conditions - transparency is a concern
- Research indicates that smaller schools good too, which are preferred

#### **Daycare**

- Will our own facilities be available for students who require daycare

#### **Enrolment**

- Has a survey been considered to determine how many families will stay with HWDSB
- Students should perhaps be shifted from schools with portables to increase enrolment in schools with high vacancies

- 

#### **Funding**

- Where is the funding coming from
- How do we know funding received will be directed to items identified

#### **Reference Criteria**

- Proposed option does not appear to consider all reference criteria equally
- How was enrolment and school utilization criteria rated

- Does not account for special needs, special programs, safety aspect to be considered - students need safe places and opportunities to be involved in organized activities
- Grading of schools seems to be inaccurate in terms of air conditioning and accessibility
- Queensdale was not fairly assessed - moving to another school that has similar rating seems illogical
- A new school for north central mountain should be considered

### **School Closures**

- School closures may create a decline in real estate values
- When schools close, if these properties turn into housing developments the population may increase enrolment numbers
- Long term effects on green space and on the environment should be considered
- School closures may create enrolment loss - some families may refuse to change schools

### **Student Impact**

- The social and emotional needs of our children must be considered - students will feel different levels of loss both socially and emotionally
- Won't move kids from one straw house to another - what makes it better learning environment
- Is closing schools/putting more students into one school really better - it needs to be what is best for the students - human impact on students does not compare with any cost savings
- Increased walking distances will create a concern for student safety - greater walking distances means more students will have to cross major traffic arteries - reducing the number of students who can walk to school is in contrast with healthy living
- There appears to be disrespect for transition - has a transition plan for students been considered - what will this look like
- Will there be building capacity for students during construction
- During renovations asbestos may be a concern if students are in the school
- For those schools that remain open, accessibility will need to be considered

### **Timelines**

- Process appears to be too fast - timelines very tight considering extent of work to be completed
- Reality must be considered
- Timelines appear to be unrealistic

### **Transportation**

- Moving students to a central school will create busing concerns
- Fewer buses creates a healthier community

### **Vacancies**

- Why can we not shift boundaries to bring in new students to fill our vacancies





ARC



## Parents, have your say!

Hamilton-Wentworth District School Board (HWDSB) is holding four elementary accommodation review public meetings to provide an opportunity for the community to explore accommodation options for their schools.

An accommodation review takes into account school space, programming and possible school closures.

*The public meetings will take place from 6 to 9 p.m. on the following dates:*

### CENTRAL MOUNTAIN REVIEW AREA:

*Cardinal Heights, Eastmount Park, Franklin Road, G.L. Armstrong, Linden Park, Pauline Johnson, Queensdale and Ridgemount.*

**Tuesday, October 8, 2013**  
Cardinal Heights Elementary School  
70 Bobolink Road  
Hamilton, L9A 2P5

### EAST HAMILTON CITY AREA ONE REVIEW:

*Hillcrest, Parkdale, Rosedale, Roxborough Park, Viscount Montgomery, W.H. Ballard and Woodward*

**Thursday, October 10, 2013**  
Hillcrest Elementary School  
40 Eastwood Street  
Hamilton, L8H 6R7

### WEST FLAMBOROUGH REVIEW AREA:

*Beverly Central, Greenville, Dr. John Seaton, Millgrove and Spencer Valley*

**Wednesday, October 2, 2013**  
Spencer Valley Elementary School  
441 Old Brock Road  
Greenville, L9H 6A7  
*\*Please note, public meeting begins at 7:30 p.m.*

### WEST GLANBROOK REVIEW AREA:

*Bell-Stone and Mount Hope*

**Wednesday, October 9, 2013**  
Mount Hope Elementary School  
9149 Airport Road  
Mount Hope, L0R 1W0



Iranian President Hassan Rouhani: Economic sanct

## Rouhani talks peace in first U

In what may have been the day's most widely awaited speech at the United Nations, Iran's new president, Hasan Rouhani, preached tolerance and understanding on Tuesday, decried as a form of violence the Western sanctions imposed on his country and said nuclear weapons had no place in its future.

Rouhani, whose speech followed President Barack Obama's by more than six hours, also acknowledged Obama's outreach to Iran aimed at resolving more than three decades of estrangement and recrimination, and expressed hope that "we can arrive at a framework to manage our differences."

But the Iranian leader also asserted that the "short-sighted interests of warmongering pressure groups" in the United States had resulted in an inconsistent American message on the nuclear dispute and other issues.

Rouhani restated Iran's insistence that it would never pursue nuclear weapons in its uranium enrichment program, saying, "this will always be the position of Iran."

**We believe there are no violent solutions to world crises.**

HASSAN ROUHANI

Bus tickets are available upon request. Childminding is also available by registering more than 48 hours before the meeting. Please contact HWDSB switchboard at 905-527-5092 ext.2291 or info@hwdsb.on.ca

www.hwdsb.on.ca/elementary





*Elementary*  
**ACCOMMODATION  
 Review Committee**

Za.6

**ARC**

**Accommodation Review Committee- Central Mountain  
 Committee Members  
 Public Consultation Meeting # 1 - October 08, 2013  
 Sign-in Sheet**

<b>Position</b>	<b>Name</b>	<b>Signature</b>
Accommodation Review Committee Chair	Michael Prendergast	<i>present</i>
<b>Voting Members</b>		
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell	✓
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candice Campbell	<i>Candice Campbell</i>
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden	<i>L. Vanderzyden</i>
Eastmount Park parent representative from School Council/Home and School	Candice Romaker	<i>C. Romaker</i>
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke	
Eastmount Park teaching or non-teaching staff	Denise McCafferty	<i>DMcCafferty</i>
Franklin Road parent representative from School Council/Home and School	Margaret Toth	<i>Margaret Toth</i>
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer	
Franklin Road teaching or non-teaching staff	Barbara Jalsevac	<i>B. Jalsevac</i>
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque	<i>Amber Bourque</i>
George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon	<i>R. Nixon</i>



# Elementary ACCOMMODATION Review Committee

Za.6

# ARC

George L. Armstrong teaching or non-teaching staff	Patricia Mousseau	<i>present - see act email</i>
Linden Park parent representative from School Council/Home and School	Kathy Long	<i>Kathy Long</i>
Linden Park parent representative <u>not</u> from School Council/Home and School	Jennifer Lockhart	✓
Linden Park teaching or non-teaching staff		
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina	<i>L Walowina</i>
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Mr. Jamie McLean	<i>Jamie McLean</i>
Pauline Johnson teaching or non-teaching staff	Mrs. Marj Howden	✓
Queensdale parent representative from School Council/Home and School	Leanne Friesen	<i>L Friesen</i>
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks	<i>A Hinks</i>
Queensdale teaching or non-teaching staff	Diana Asrani	<i>D. Asrani</i>
Ridgemount parent representative from School Council/Home and School		
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood	<i>Phil Erwood</i>
Ridgemount teaching or non-teaching staff	Sharon Miller	<i>S. Miller</i>
<b>Non- Voting Representatives</b>		
Area Trustee	Lillian Orban	<i>present</i>
Cardinal Heights Principal	Nanci-Jane Simpson	✓
Eastmount Park Principal	Linda Astle	<i>L Astle</i>



Accommodation Review - Central Mountain  
Public Attendees

Public Consultation Meeting # 1 - October 08, 2013  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Sophia CHRISTIDIS	LINDEN Park School & Day Care	Solo
JIM CHRISTIDIS	Linden Park School & Day Care	Jim Christidis
Sharon Nixon	Armstrong	Sharon Nixon
Allison Karobka	Queensdale	Allison Karobka
GLENN SIMPSON	QUEENSDALE	G Simpson
MAUREEN GILMOUR	Queensdale	M Gilmour
TERÉZ MULL	Queensdale	Teréz Mull
Marlene Weil	Queensdale	M. Weil
Wendy Marth	Queensdale	W Marth
Jane Woop	Queensdale	J. A. Woop
Julie Peace	Queensdale	Julie Peace
Amanda MacLeod-Smith	Queensdale	A. M. MacLeod-Smith
ERIC MICCER	QUEENSDALE	E Miccer
Sara Gill	Queensdale	Sara Gill
Kathy Gilmour	Queensdale	Kathy Gilmour
Amy Townsend	Queensdale	A Townsend



Accommodation Review - Central Mountain  
Public Attendees

**Public Consultation Meeting # 1 - October 08, 2013**  
**Sign-in Sheet**

Name (please print)	School Affiliation (if any)	Signature
Jennifer Brown	Queensdale	Jennifer Brown
GEORGIA BROWN	Queensdale	Georgia Brown
Kristen Hughes	Queensdale	K Hughes
MIKE PATCHETT	QUEENSDALE	MP
Christine Timmini	Queensdale	CT
Nathan Kimbrough	Queensdale	NK
Carol Novosad	Linden Park	CN
Liz Tunstead	Linden Park	L Tunstead
Carrie Ashworth	Eastmount Park	Carrie Ashworth
Emily Christoffersen	Queensdale	Emily Christoffersen
Ingrid Christoffersen	Queensdale	Ingrid C
KLAUS CARISTOFFETSEN	QUEENSDALE	KC
Kimberly Clark	G.L. Armstrong	KC
DIANE WALKER	EASTMOUNT PARK	D Walker
Laura Robertson	Eastmount Park	L Robertson
Alice Vidinha	Eastmount Park	A Vidinha



Elementary  
 ACCOMMODATION  
 Review Committee

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ARC

Accommodation Review - Central Mountain

Public Attendees

Public Consultation Meeting # 1 - October 08, 2013

Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Christine Filinski	Queensdale	
Derek Filinski	Queensdale	
Amanda Poffley	Queensdale	
Sheila Haylock	Queensdale	
Leigh Rossi	Queensdale	
Michelle Smith	Queensdale	
Sylvia Smith	Queensdale	
DAN SMITH	QUEENSDALE	
Christina Crane	Queensdale	
LISA MULLAN	Queensdale	
Rob Mullan	Queensdale	
Tracey Pegg	Armstrong	
JASON VAN TUYL	QUEENSDALE	
Renata & Milan Vucicak	QUEENSDALE	
Adam Hinks	Queensdale	
Aunika Hinks	Queensdale	

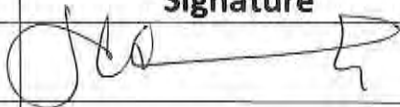


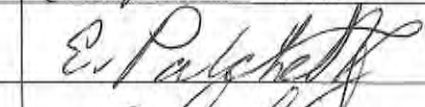

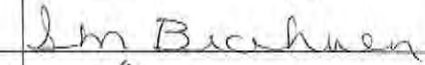



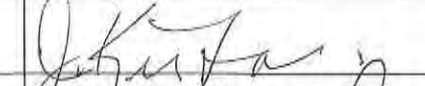
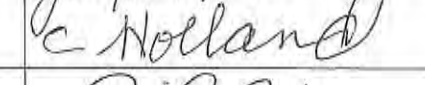
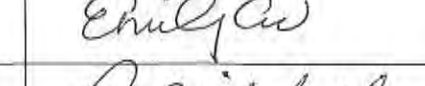
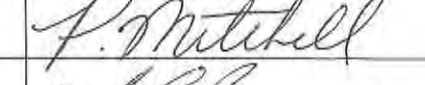
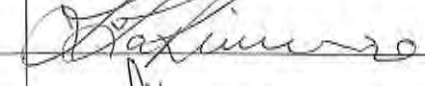



Accommodation Review - Central Mountain

Public Attendees

Public Consultation Meeting # 1 - October 08, 2013

Sign-in Sheet





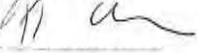



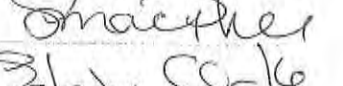
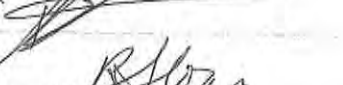






Name (please print)	School Affiliation (if any)	Signature
Joshua Weresch	Queensdale	
Anne Washington BERNARD	Queensdale	
Tonya Klyne	Linden Park	
Eileen Patchett	Queensdale	
Chris Robertson	Queensdale	
Anna Bryman	Queensdale	
Anna Christoffersen	Queensdale	
Abir Abdulla	Pauline Johnson / central heights	
Kevin Jackson	GL Armstr	
Jeanine Kisten	Queensdale	
Crystal Holland	Eastmount	
Emily Coe	Linden Park	
Patti Mitchell	Linden Park	
Leah Larriere	Linden Park	
Alison Lange	Linden Park	

Central Mountain Public mtg - Oct 08/13

Name (please print)	Affiliation	Signature
Jane Jennings	Queensdale	Jennings
Leigh Wilson	Queensdale	Leigh Wilson
Brandi Maruy	Queensdale	B Maruy
ANGELA BANJAK	Queensdale	<del>as</del>
TIM BANJAK	Queensdale	<del>as</del>
KATHLEEN RUSSELL	G.L. Armstrong	K Russell
Sandie Rowell	"	Rowell
Kathy Compton-Morgan	Linden Park	K Compton
KENT & PICKI TAYLOR	<del>QUEENSDALE</del>	Taylor
LINDSAY AND SEAN McCARRON	QUEENSDALE	Lindsay McCarron
Josie Dally	Linden Park	Josie Dally
Marilyn Hatton	Queensdale	M Hatton
<del>Jeff M Cary</del>	QUEENSDALE	<del>Jeff M Cary</del>
Jeff M Cary	Queensdale	Jeff M Cary
Koree Majic	Queensdale	<del>Koree Majic</del>
John Majic	"	<del>John Majic</del>
<del>Jennifer Corbin</del>	<del>Hill Park</del>	<del>Jennifer Corbin</del>
		Jennifer Corbin

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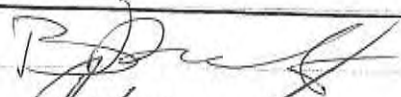




# Central Mountain Public Meeting - Oct 08/13

Name (please print)	Affiliation (school, if any)	Signature
Sharon Peck-Reid	Queensdale	
Norm Reid	Queensdale	
Sarah Van Sickle	Linden Park	
Andre Dore	Linden Park	
Nancy Colling	Queensdale	
FRED COLLINS	QUEENSDALE	
LINDA CRAN	Queensdale	
Nancy Kish	Queensdale	
JEREMY KISH	QUEENSDALE	
JoAnne Barkham	EASTMOUNT Park	
Brian Hills on	Queensdale	
Sarah MacPhee	Linden Park	
Eraine Clarke	Queensdale	
JULIE JACOBS	Queensdale	
NICK MORRA	QUEENSDALE	
Darren & Jennifer Woodward	Queensdale	
Roslyn Storn	Queensdale	
Robyn Patchett	Queensdale	
Charlotte Washington	Queensdale	
Stefanie Sheils	Queensdale	
GORD MASIE	QUEENSDALE	
William Mujic	Queensdale	

Central Mountain Public Meeting - Oct 08/13



Name	School Affiliation	Signature
THAIS KOSTUK	Queensdale	T. Kostuk
LESIA GREGOROVICH	Queensdale	L. Gregorovich
Rachel Kostuk	Queensdale	M. Kostuk
MARK SCHAEFER	QUEENSDALE	Mark Schaefer
R. O'Brien	<del>Queensdale</del> Queensdale	R. O'Brien
Peter O'Brien	Queensdale	P. O'Brien
Anne Baker	Queensdale	Anne Baker
Michael Cimba	Queensdale	Michael Cimba
MARCIE O'BRIEN	QUEENSDALE	Marcie O'Brien
Kaoutar Benali	Linden Park	Kaoutar Benali
Jennifer Edgar	Queensdale	Jennifer Edgar
JOHN-PAUL DANKO	QUEENSDALE	John Paul Danko

# Central Mountain Public Meeting - Oct 08/13

Name (please print)	Affiliation (school, if any)	Signature
Brenda Aredye RANBY VANSEVENANT LYON MORTON	Queensdale QUEENSDALE QUEENSDALE	  Lyon Morton
KIM Gowland Jim Witter Joe Borar	Franklin Road Queensdale Eastmont Park	  



# Central Mountain Public Meeting - Oct 08/13

Name (please print)	Affiliation (school, if any)	Signature
P. L. Petrie		
Dianne Danko	Queensdale	D. Danko
Lynne Matsell	Queensdale	L. Matsell
Megan Kenneth	Queensdale	M. Kenneth
Marj Howden	Pauline Johnson	



## Central Mountain Public Meeting - Oct 08/13

Name (please print)	Affiliation (school if any)	Signature
HEATHER VIANA	LINDEN PARK ELEM.	Adriana
PHILIP VIANA	"	Philip
Julie Scott	"	Julie Scott
Riann Kinniburgh	Queensdale	Riann
Jade Healy	Queensdale	Jade
Shaun Healy	Queensdale	Shaun
Shawna McNicol	Queensdale	Shawna
Alison Mace	Queensdale	Alison
Matthew Mace	Queensdale	Matthew
Aisling May	Queensdale	Aisling
Nick Probst	Queensdale	Nick Probst
J. McAdoo	Queensdale	J. McAdoo
DAWN DANKO	Queensdale	Dawn Danko

**Central Mountain Accommodation Review Committee  
Public Consultation Meeting # 2  
Tuesday, November 5<sup>th</sup>, 2013  
6:00 p.m.**

**George L. Armstrong  
460 Concession Street, Hamilton, Ontario**

**Agenda**

1. Welcome and Introductions
2. Overview of Accommodation Review Process
3. Work Completed by Accommodation Review Committee
4. Review of School Information Profiles (SIPs)
  - 4.1 School Information Profile Information Session
5. Review of Public Meeting #1 – Key Themes
6. Facilitated Group Discussion
7. Next Steps




Elementary Accommodation Review Committee


## Central Mountain Accommodation Review Committee Public Meeting #2

Cardinal Heights    Linden Park  
 Eastmount Park    Pauline Johnson  
 Franklin Road    Queensdale  
 G.L. Armstrong    Ridgemount

George L. Armstrong - Tuesday, November 5<sup>th</sup>, 2013



1


Elementary Accommodation Review Committee


## Meeting Norms

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



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Elementary Accommodation Review Committee


## Why we are here tonight?

- Provide an overview of the Accommodation Review Process
- Why is HWDSB conducting Accommodation Reviews?
- Review the work completed to dated by the Accommodation Review Committee (ARC)
- Review the School Information Profiles
- Review of Key Themes from Public Meeting #1
- Group Discussion and Community Input

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Elementary Accommodation Review Committee


## Overview of Accommodation Review Process



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Elementary Accommodation Review Committee


## Accommodation Review Committee Mandate

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

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Elementary Accommodation Review Committee




## Committee Membership

- Chair (member of HWDSB Executive Council)

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

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

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 **Elementary Accommodation Review Committee** 

**Terms of Reference – Section 4**

**4. Reference Criteria**

- The key criteria that will be used by the Accommodation Review Committee to fulfill its mandate include, but are not limited to, the following:
- **Facility Utilization:** 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.
- **Permanent and Non-permanent Accommodation:** Permanent accommodation refers to “bricks and mortar” while non-permanent construction includes structures such as portables and port-a-paks. The goal is to minimize the use of non- permanent accommodation as a long-term strategy while recognizing that it may be a good short- term solution.

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 **Elementary Accommodation Review Committee** 



- **Program Offerings:** The Accommodation Review Committee must consider program offerings, each with their own specific requirements, at each location.
- **Quality Teaching and Learning Environments:** The Accommodation Review Committee should consider the program environments and how well they are conducive to learning.
- **Transportation:** The Accommodation Review Committee should consider the Board’s existing Transportation Policy and how it may be impacted by or limit proposed accommodation recommendations.
- **Partnerships Opportunities:** As a requirement of the Policy and Ministry guidelines, the Accommodation Review Committee should also consider opportunities for partnerships.

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 **Elementary Accommodation Review Committee** 

- **Equity:** The Accommodation Review Committee should consider the Board’s Equity Policy, specifically as it relates to accessibility, both in terms of the physical school access as well as transportation and program environments.
  - The Accommodation Review Committee may add additional reference criteria.

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 **Elementary Accommodation Review Committee** 

**Long Term Facilities Master Plan Guiding Principles**

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



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

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 **Elementary Accommodation Review Committee** 

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

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 **Elementary Accommodation Review Committee** 

**Elementary**

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

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## Where Are We in the Accommodation Review Process?

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**Board Approval June 2013**

- Preliminary School Accommodation Review Report

**Preparation Phase June 2013-Sept 2013**

- Preparation of background material
- Committee members are appointed

**Community Review Phase Oct 2013-Jan 2014\***

- Board Staff share school accommodation option
- Accommodation Review Committee develops recommendation(s)

**Board Review Phase Feb 2014 – May 2014\***

- Director's Accommodation Review Report
- Public delegations at Standing Committee Meeting

**Projected Decision by Trustees May 2014\***

**Public Meetings**

October 8<sup>th</sup>, 2013 - Complete  
 November 5<sup>th</sup>, 2013  
 December 3<sup>rd</sup>, 2013  
 January 21<sup>st</sup>, 2014

**Working Group Meetings**

October 1<sup>st</sup>, 2013 – Complete  
 October 15<sup>th</sup>, 2013 – Complete  
 October 29<sup>th</sup>, 2013 – Complete  
 November 12<sup>th</sup>, 2013  
 November 26<sup>th</sup>, 2013  
 December 10<sup>th</sup>, 2103  
 January 14<sup>th</sup>, 2103  
 January 28<sup>th</sup>, 2014

\* Dates are approximate and subject to accommodation review progress

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## Why is HWDSB conducting Accommodation Reviews?

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### Challenges faced by HWDSB and Community:

- Aging facilities** - average age of our buildings is 51 yrs.  
 Even after accounting for an aggressive building program that has seen the closure of 29 elementary schools and the construction of 9 new schools and 6 rebuilds since 2000
- Declining Student Enrolments**  
 Leaves over 5000 excess elementary pupil places
- Ministry of Education funding** for facility enhancements and provincial benchmarks are insufficient to cope with our current facility needs

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### Hamilton-Live Births per Year 1996-2010

- Total Fertility Rate during baby boom was 3.8 children per woman
- 2008 Hamilton Total Fertility Rate was 1.59 children per woman
- Replacement Rate is 2.1 children per woman

Source: Statistics Canada, Health Statistics Division, Fertility Statistics

### Hamilton New Permanent Residents per Year

- Immigration is important to stability of Hamilton's population

Source: Citizenship and Immigration Canada

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### Historic and Projected Elementary Enrolment



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**Sources of Capital Funding - Facilities**

- Full Day Kindergarten Capital Funding
- Proceeds of Disposition
- Daycare Space Replacement Funding
- School Renewal Grant
- Capital Priorities Submissions



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 **Elementary Accommodation Review Committee** 

**Current Facility Condition**

- The Board owns 113 school buildings plus administrative sites
- Total estimated asset value/ replacement cost approx. \$1 billion
  - Presently \$276 million of the total asset is in need of renewal
  - Projected to reach \$627 million in the next 10 years

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
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**Capital Allocation Protocol**

At present, five priorities govern the allocation of renewal funds:



1. Health and Safety Issues
2. Regulatory Compliance Issues
3. The risk that the failure of one or more components might cause a program (i.e. science lab) or the building itself to close, or cause secondary damage
4. High & Urgent Renewal Needs
5. New Program Initiative Requirements

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**Work Completed by the Accommodation Review Committee**



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**Since Our Last Public Meeting:**

- 2<sup>nd</sup> and 3<sup>rd</sup> Working Group Meetings
- Requested additional data/ information
  - Facility condition, enrolment and funding
- Reviewed data contained in the School Information Profiles (SIPs)
- School Tours (completed 3 of 8 schools)
- Analysis of community feedback from public meeting #1 - key themes



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**School Information Profiles**

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### School Information Profiles (SIPs)

- Required by Ministry of Education Pupil Accommodation Review Guidelines (June 2009)
- Assembled by Hamilton-Wentworth District School Board Staff



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### Intent of the SIP

- Familiarize the ARC members and the community with the schools under review
- Provide the foundation for discussion and analysis of accommodation options
- Help ARC members and the community to understand how well the schools meet the objectives of the *Reference Criteria* as outlined in the *Terms of Reference*

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### School Information Profile Info Session



- Each School Information Profile is posted on the wall in the gym.
- Please take 30 mins. to walk around and look at the information and ask committee members and staff any questions you have.
- The SIPs are available here at the meeting, online and a copy will be available in every school.

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### **Key Themes from Public Meeting #1**


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### Process of Identifying Key Themes

- Analyzing recorded data from public meeting using qualitative analysis techniques
- Reading through data
- Focusing of main ideas and identifying patterns in the data
- Summarizing the main themes and developing a list of important findings

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### Student Impact

- Transition Plans/Timelines
- Program
  - Special Education/Special Needs
- Accessibility
- Transportation
  - Walkable Schools and Healthy Community
- Student Safety
  - Social and Emotional Well-Being
  - Greater Walking Distance



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## Community Impact

- Green Space
- Neighbourhood Schools
- Community Hubs
- Community Values
- Daycare

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## Major Challenges Identified

Ensuring we are hearing from each school community.

Thinking as a whole community to create our solutions.

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## Group Discussion

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**FOCUS**  
on what matters



**CONTRIBUTE  
YOUR  
THINKING**



Speak with your  
**MIND...and  
HEART**



**LINK  
and  
connect  
IDEAS**





Listen together  
for patterns, insights  
& deeper connections



**LISTEN TO UNDERSTAND**



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### **Facilitated Group Discussion**


- Please refer to the package on your table
  - Agenda
  - Questions
  - Key Themes
  - Reference Criteria
- Discuss one question/issue at a time
- ARC Working members will take notes on the discussions

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1. Do the presented key themes make sense to the group ? What is not there that is important for us to know?

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2. In creating an ideal elementary learning facility, what considerations do you feel are most important?

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Next Steps:


- Next two working group meeting the committee will formulate accommodation options
- At public meeting 3 they will share those options
- If you have any ideas of your own please share with an accommodation committee member from your school

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Elementary Accommodation  
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ARC

**Thank You**

**Next Public Meeting : December 3<sup>rd</sup>,  
2013 at Queensdale Public School**

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## Hamilton-Wentworth District School Board School Information Profile



1. Enrolment vs. Available Space		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	Current Enrolment	318	219	351	338	157	254	190	260	2087.0
2	Projected Enrolment in 5 years	279	210	342	287	149	297	197	234	1995.0
3	Projected Enrolment in 10 years	302	208	336	236	136	323	181	259	1981.0
4	On-The-Ground (OTG) Capacity	308	348	463	633	319	314	279	250	2914
5	Number of Portables on Site	0	0	0	0	0	0	0	0	0
6	Current Utilization Rate	103%	63%	76%	53%	49%	81%	68%	104%	75%
7	Projected Utilization Rate in 5 years	91%	60%	74%	45%	47%	95%	71%	94%	72%
8	Projected Utilization Rate in 10 years	98%	60%	73%	37%	43%	103%	65%	104%	73%
9	Current Space Surplus / Shortage (Pupil Places)	-10	129	112	295	162	60	89	-10	827
10	Projected Space Surplus / Shortage (Pupil Places) in 5 years	29	138	121	346	170	17	82	16	919
11	Projected Space Surplus / Shortage (Pupil Places) in 10 years	6	140	127	397	183	-9	98	-9	933

2. Administrative and Operational Costs Associated with Schools		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	Expenditures on School Administration at School	\$182,740	\$181,280	\$182,729	\$335,809	\$180,645	\$181,538	\$181,004	\$181,718	\$1,607,463
2	Expenditures on School Operations at School	\$266,516	\$208,139	\$266,105	\$408,254	\$180,943	\$234,927	\$212,597	\$230,963	\$2,008,444
3	Administrative Costs per m <sup>2</sup>	\$51.03	\$66.84	\$52.57	\$62.18	\$68.97	\$60.53	\$64.53	\$70.93	\$498
4	Administrative Costs per Student	\$574.65	\$827.76	\$520.60	\$993.52	\$1,150.61	\$714.72	\$952.65	\$698.92	\$6,433
5	Operational Costs per m <sup>2</sup>	\$74.43	\$76.75	\$76.55	\$75.59	\$69.09	\$78.34	\$75.79	\$90.15	\$617
6	Operational Costs per Student	\$838.10	\$950.41	\$758.13	\$1,207.85	\$1,152.50	\$924.91	\$1,118.93	\$888.32	\$7,839

3. Condition of School		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	What is the replacement value of the School?	\$6,686,211	\$7,117,351	\$8,870,564	\$11,706,560	\$6,724,621	\$6,706,238	\$5,845,326	\$5,579,541	\$59,236,412
2	Current Facilities Condition Index (FCI) for the School?	52.22%	38.99%	37.47%	42.19%	44.78%	24.72%	55.17%	39.19%	
3	Expected Facilities Condition Index (FCI) for the School in 10 years	63.19%	47.04%	42.16%	50.72%	77.36%	27.53%	66.24%	61.77%	

4. School's Physical Space to Support Student Learning and Child Care Services		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	Does the School have a Library/Resource Centre?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
2	Does the School have at least one dedicated Science Room?	Yes	No	Yes	Yes	No	No	No	No	
3	Number of Science Rooms in School	1	0	1	1	0	0	0	0	
4	Does the School have a Gymnasium/ General Purpose Room?	Yes	Yes	Yes	Yes (2)	Yes	Yes	Yes	Yes	
5	Is there a stage in the Gymnasium	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	
6	Does the school have a Computer Lab?	No	Yes	Yes	Yes	Yes	Yes	Yes	No	
7	Does the school have a dedicated Learning Resource Room?	Yes	Yes	Yes	Yes- not a full classroom	Yes	No	Yes	Yes	
8	Is there a childcare centre located on site	No	Yes	No	No	Yes	No	Yes	Yes	
9	Is there a Before & After school program	No	Yes	No	After	Yes	After	Yes	Yes	
10	Is there a Breakfast / Nutrition program available for students at the school?	Yes (nutrition)	Yes (breakfast)	Yes (nutrition)	Yes	Yes	Yes	No	Yes	
11	Other	100% wireless and technology. (desktop PC, laptops, netbooks, IPADS deployed in all classrooms)	Snoezelen/ multisensory room. Note that the gym is small; half of it has a low ceiling (former kindergarten room)	music room	Early years 4 days, snoezelen room	Low vision team, centre for student success, foundation learning systems program class				

**Hamilton-Wentworth District School Board  
School Information Profile**



5. Range of Program Offerings (and extent of student participation)		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	Does the School offer an English-as-a-Second-Language (ESL) program?	0.1	0	0.2	0.03	0.01	0.7	0.3	0.31	
2	Does the School offer a French Immersion program?	No	No	No	No	No	No	No	No	
3	Other	Character Network Transitions	-	Speech and Language	QUEST & Int. Comprehensive	Jr. Comprehensive & Learning Foundations	-	Hard of Hearing	-	

6. Range of Extracurricular Activities		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	List of Extracurricular Activities at each school	Choir, Band, Jr/Sr 3 Pitch, Cross Country, Jr/Sr Basketball, Jr/Sr Volleyball, Track and Field, Swim, Flag Football, Orienteering, Chess Club, Juggling Club, Art Club, Yearbook, Rachele's Challenge (anti-bullying), Student Centre, Baking Club, Dance, Yoga, Student Council, Cardinal's Got Talent, Perch (student store), pizza sales school store, Go Girls Health Action Team, Cardinal Commitment student/teacher rock band, intramurals, open gym and boys club	checkers club, spring airband show, recycling team, office helpers, lunchroom monitors, cross country team, track and field team, intramurals. Please note our gym is not able to accommodate basketball or volleyball games. Activities done during instructional time such as Terry Fox walk not included. Learning Garden, neighbour to neighbour reading tutor program, roots of empathy program, summer programs (adventure camp)	Open gym (before school), baseball, volleyball, cross country, swimming, basketball, track and field, floorball, soccer, yearbook, student leadership, recycling team, fun with friends, healthy action, nutrition, lunch room helpers, kindergarten helpers, library helpers, choir, chess, card club, forest of reading, after school scholars, French club, talent show, glee club, intramurals, band is coming	school teams in baseball, cross country, volleyball, basketball, swimming, track and field, touch football, intramurals for all grades throughout the school year. Band, drama, student leadership at a vary high level., Arabic Talent Show, X-mas concert, after school scholars, lunchroom monitors, yearbook, kind every time famine, playday play, food drives, zumba, peer mediation	Talent Show, School Play, Play Day, Track and Field, Cross Country, Swim Team, 2 Food Drives, Walkathon, Environmental Club, Leadership team, Makers Market, Fixers Club	Piano, Strings Violin Lessons, Mad Science, Arabic Language Classes 2 nights per week and during July. Primary Choir, Floorball, Track & Field, Cross Country, Swim Team, After School Scholars, Forest of Reading, ECO Team, Recycling Team, Grade 5 Leaders, Peer Mediation. Pauline Johnson Talent Show. YMCA After School Program, Terry Fox, Jump Rope, Autism awareness	Basketball, Chess/Checkers, Choir, Cross country, Eco School Recycling, Dance club, Social Justice, Jump Rope for Heart, Terry Fox, Musical Theatre, Floor Hockey, Library Helpers, Lunch Room Monitors, Swim Team, Christmas store, track and field, lunch room helpers, monthly awards violin, mad science, community movie nights	Terry Fox Run; Cross Country; Track and Field; Intramural Dodge ball; Intramural Basketball; Intramural Floor Hockey; Intramural Kick Baseball; Checkers; Choir; Peer Mediators; Student-Centered and Run Healthy Action Team; Green Team; Girls Go Club; Social Skills Club; Boys Reading Club; NB Soupies for Primary; Monthly Character Awards; After School Scholars Club; Various Student Leadership Activities (Announcement Committee, Milk, Lunch Monitors)	

7. Adequacy of the School's Grounds for Healthy Physical Activity and Extracurricular Activity		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	Does the School have hard surfaced outdoor play area(s)?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
2	Does the School have a Playing Field?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
3	List types of playing fields available (e.g. baseball, football, soccer, track etc.)	Basketball	Baseball	Baseball and soccer 3X	Baseball. Soccer	Soccer		Baseball/ Basketball	Baseball	

8. Accessibility of the School for Students with Disabilities		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	Data to be Provided to the ARC									
1	Does the school have at least one barrier-free entrance?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
2	Are all levels of the school wheelchair accessible?	Yes	Yes	No	No	No	No	Yes	Yes	
3	Does the school have appropriate communication systems for the visually impaired?	No	No	No	No	No	No	Yes	No	
4	Does the school have appropriate communication systems for the hearing impaired?	No	No	No	No	No	No	Yes	No	
5	Do students have access to barrier free washrooms?	Yes	No	No	Yes	No	Yes	Yes	Yes	

**Hamilton-Wentworth District School Board  
School Information Profile**



9. Location of School		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	<b>Data to be Provided to the ARC</b>									
1	What percentage of the students are provided transportation services to and from school?	23%	0%	0%	12%	13%	26%	0%	50%	
2	Longest bus ride to school (minutes)	29.0	n/a	n/a	10.0	18.0	24.0	n/a	15.0	
3	Shortest bus ride to school (minutes)	29.0	n/a	n/a	10.0	18.0	24.0	n/a	10.0	
4	Average bus ride to school (minutes)	29.0	n/a	n/a	10.0	18.0	24.0	n/a	12.5	
5	What percentage of the students live outside the school's catchment area?	5.0%	17.6%	2.0%	18.0%	23.0%	4.3%	18.9%	6.2%	
6	Is the school within 500m of a municipal bus route?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

10. Provincial Assessment		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	<b>Data to be Provided to the ARC</b>									
1	EQAO Test Results -- Grade 3 (Reading) - <i>if applicable</i>	N/A	42	58	58	57	68	44	54	
2	EQAO Test Results -- Grade 3 (Writing) - <i>if applicable</i>	N/A	47	83	71	67	84	62	56	
3	EQAO Test Results -- Grade 3 (Mathematics) - <i>if applicable</i>	N/A	36	58	53	43	84	50	41	
4	EQAO Test Results -- Grade 6 (Reading) - <i>if applicable</i>	58	95	88	65	N/A	N/A	78	53	
5	EQAO Test Results -- Grade 6 (Writing) - <i>if applicable</i>	60	84	76	74	N/A	N/A	74	58	
6	EQAO Test Results -- Grade 6 (Mathematics) - <i>if applicable</i>	31	53	48	30	N/A	N/A	63	42	

11. Location of the School (within community)		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	<b>Data to be Provided to the ARC</b>									
1	How far is the school from its nearest HWDSB school (distance/name)?	900m Ridgemount	1.1 km/Franklin Road	1.1 km/Eastmount Park	1.3 km/Eastmount Park	900m Cardinal Heights and Pauline Johnson	900m Ridgemount	1.5 km/Norwood Park	900 m Cardinal Heights and Norwood Park	

12. Facility for Community Use		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	<b>Data to be Provided to the ARC</b>									
1	List of co-curricular or extracurricular activities in which community members actively participate on a regular basis	Fundraising, Basketball Practice	All childcare/school use	MHYSO Soccer Training, Mountain Volleyball Club, Macassa Lodge, Hamilton Firefighters	Recreation Rope Skipping Program, Kids Club Sports, Track and Field, family fun night	All Childcare/school use	Aerobics, Dance/Yoga Class, speech class	Community Fitness	Karate, Dodgeball	
2	Average Number of Hours per Week that School Grounds are scheduled for use by Community Groups	NA	NA	2.3	NA	NA	NA	0.0	0.0	
3	Average Number of Hours per Week that School Building is scheduled for use by Community Groups	0	0	0	16	0	4	1	10	

13. School as Local Employer		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	<b>Data to be Provided to the ARC</b>									
1	Does the School have a Full-time Principal?	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	8.0
2	Number of Vice-Principals at the School (FTE)	0.00	0.00	0.00	0.50	0.00	0.00	0.00	0.00	0.5
3	Number of Office Administrators at the School (FTE)	1.00	1.00	1.00	1.50	1.00	1.00	1.00	1.00	8.5
4	Number of Teachers at the School (FTE)	15.70	11.70	19.80	19.90	10.70	14.10	11.20	15.50	118.6
5	Number of Education Assistants at the School (FTE)	4.00	4.00	3.50	4.00	5.05	4.00	3.00	2.00	29.6
6	Number of Caretaking Staff at the School (FTE)	2.50	2.00	2.50	4.00	1.75	2.25	2.00	2.50	19.5
7	Number of designated Early Childhood Educators	0.00	0.00	2.00	1.00	0.00	3.00	0.00	3.00	9.0

14. Community Partnerships		Cardinal Heights	Eastmount Park	Franklin Road	G.L. Armstrong	Linden Park	Pauline Johnson	Queensdale	Ridgemount	Total
#	<b>Data to be Provided to the ARC</b>									
1	List of partnerships that currently exist at the school	-	-	-	-	-	-	-	-	



**Central Mountain Accommodation Review Committee  
Public Consultation Meeting # 2  
Tuesday, November 05, 2013  
6:00 p.m.**

**George L. Armstrong Elementary School  
460 Concession Street, Hamilton, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** - Michael Prendergast

**Voting Members** - Diana Asrani, Amber Bourque, Candice Campbell, Marney Campbell, Jenn Clarke, Philip Erwood, Leanne Friesen, Dianna Gamble, Adam Hinks, Marj Howden, Barbara Jalsevac, Jennifer Lockhart, Kathy Long, Jamie McLean, Sharon Miller, Patricia Mousseau, Robert Nixon, Candice Romaker, Janeen Schaeffer, Margaret Toth, Lourie Vanderzyden, Laurie Walowina

**Non-Voting Members** - Linda Astle, Julie Beattie, Maria Carbone, Biljana Arsovic Filice, Colin Hazell, Lillian Orban, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

**Regrets**

**Voting Members** - Denise McCafferty

**Non-Voting Members** - Nil

**Resource Staff**

Ian Hopkins, Jackie Penman, Ellen Warling

**Recording Secretary**

Kathy Forde

**Public** 158 public attendees present - Cardinal Heights (3), Eastmount (11), Franklin Road (4), George L. Armstrong (14), Linden Park (25), Pauline Johnson (1), Queensdale (92), Ridgemount(1), Highview (1), No School Affiliation (4), Trustees (3)

**1. Welcome and Introductions**

Michael Prendergast welcomed everyone to the meeting and outlined the format for the evening. While reviewing meeting norms, it was noted that HWDSB promotes character development in which caring, acceptance, integrity and respect are key aspects for student development and are applicable for mutual respect among attendees tonight.

## 2. Overview of Accommodation Review Process

Michael Prendergast indicated that the Accommodation Review Committee is mandated to act in an advisory role to study, report and provide recommendations on schools under review. The final decision will be made by the Board of Trustees. Membership structure was reviewed. As part of the Terms of Reference, Reference Criteria are provided as guiding principles for developing recommendations and relate to facility utilization, permanent and non-permanent accommodation, program offerings, quality teaching and learning environments, transportation, partnership opportunities and equity. Guiding principles are not limited. The review committee can add any criteria considered necessary.

Guiding principles under the Long Term Facilities Master Plan were also reviewed. This plan focuses on ensuring all school sites meet the needs of all students. Many schools are old and present challenges. Class size and school environments have changed since the schools were first built. The optimal utilization rate is in the range of 90-110 percent. Transportation will normally not exceed 60 minutes. In terms of 21<sup>st</sup> century learning, it is important for students to learn collaboration, communication and creativity skills. Accessibility, community access and flexible learning environments are also considered. Daycare programs are a priority so available space and partnerships will remain essential. Ideally, optimal elementary school capacity is 500-600 with grades Kindergarten to Grade 8, which allows for full programming. Site size of approximately six acres provides plenty of greenspace and playing fields.

In terms of progress, the process began in June 2013 with Board approval on the preliminary report. Following preparation over the summer, the community review phase that started in October will run until January 2014. During this phase, the Board option was shared as a starting point and now the working committee is tasked with reviewing data and gathering public input to develop an alternative option. In February 2014, the committee will bring options developed to the Board for review. Public delegations will have an opportunity to present any concerns through the Standing Committee. By May 2014, it is anticipated that Trustees will make a decision. The approved recommendation does not necessarily mean things will change immediately as timelines may be stipulated within the options that are put forward.

## 3. Work Completed by Accommodation Review Committee

At this point, the meeting was interrupted by John-Paul Danko, identified as John Galt, a father, concerned citizen and member of the public who took over the microphone. Continuing with his own agenda, John-Paul Danko indicated his intention to control the meeting and to permit expression of public concerns and opinions. Insisting the process was one-sided and that the meeting agenda did not allow for adequate public input, various public attendees and committee members voiced discontent and resentment toward the speaker for disrupting the meeting. Michael Prendergast intervened and asked committee members to stand and indicate by a show of hands how many had input to the meeting agenda. Members considered the intrusion to be a nonproductive use of time and concurred that the meeting continue as originally scheduled.

Committee members reiterated the importance of public voice. It was noted that each member is human, has a family and a job and is participating to do the best work possible. Members are here to inform the

public on how the process has evolved and to gather as much feedback as possible. **Voice is necessary to be informed.** Table discussions were considered to be a productive format for gathering feedback on the schools under review. Attendees were encouraged to provide any insights through their school committee representatives and were asked for their attention to proceed through the meeting as planned.

#### 4. Review of School Information Profiles (SIPs)

##### 4.1 School Information Profile Information Session

The SIPs have been reviewed in detail, amended and approved by the Working Group as part of the process. Committee members have also been invited into each school to tour individual facilities. Michael Prendergast invited attendees to view the SIPs posted in the library and small gym and share ideas with committee members who were available to record any further comments or concerns.

#### 5. Review of Public Meeting # 1 - Key Themes

Not reviewed as attendees were interested in reviewing the SIPs.

#### 6. Facilitated Group Discussion

Committee members joined tables to gather public feedback on two questions:

- Do the present Key themes make sense to the group? What is not there that is important for us to know?
- In creating an ideal elementary learning facility, what considerations do you feel are most important?

Feedback would be consolidated for review at the next Working Group meeting.

Before the group discussions began, appreciation was extended to facilitators for their assistance and to Trustees Orban, Hicks and Mulholland for their attendance.

#### 7. Next Steps

- The idea of an open microphone format at the next Public Meeting will be discussed and voted on at a working group meeting prior to the next public meeting.
- **Next Working Group Meeting - November 12, 2013 6:00-9:00 pm at Franklin Road**
- **Next Public Meeting - December 10, 2013 6:00-9:00 pm at Queensdale**

#### 8. Adjournment

The meeting adjourned at 8:30 p.m.

#### Handouts

- Agenda
- Presentation
- School Information Profiles (SIPs)

**Accommodation Review Committee - Central Mountain  
Committee Members  
Public Meeting # 2 - November 05, 2013  
Sign-in Sheet**

Position	Name	Signature
Accommodation Review Committee Chair	Michael Prendergast	<i>present</i>
<b>Voting Members</b>		
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell	<i>M Campbell</i>
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candice Campbell	<i>Candice Campbell</i>
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden	<i>Lourie Vanderzyden</i>
Eastmount Park parent representative from School Council/Home and School	Candice Romaker	<i>C. Romaker</i>
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke	<i>Jenn Clarke</i>
Eastmount Park teaching or non-teaching staff	Denise McCafferty	<i>Denise McCafferty</i>
Franklin Road parent representative from School Council/Home and School	Margaret Toth	<i>Margaret Toth</i>
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer	<i>J Schaeffer</i>
Franklin Road teaching or non-teaching staff	Barbara Jalsevac	<i>B Jalsevac</i>
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque	<i>A Bourque</i>
George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon	<i>R Nixon</i>



George L. Armstrong teaching or non-teaching staff	Patricia Mousseau	<i>P Mousseau</i>
Linden Park parent representative from School Council/Home and School	Kathy Long	<i>Kathy Long</i>
Linden Park parent representative <u>not</u> from School Council/Home and School	Jennifer Lockhart	<i>J. Lockhart</i>
Linden Park teaching or non-teaching staff		
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina	<i>L Walowina</i>
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Mr. Jamie McLean	<i>Jamie McLean</i>
Pauline Johnson teaching or non-teaching staff	Mrs. Marj Howden	<i>M Howden</i>
Queensdale parent representative from School Council/Home and School	Leanne Friesen	<i>L Friesen</i>
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks	
Queensdale teaching or non-teaching staff	Diana Asrani	<i>D. Asrani</i>
Ridgemount parent representative from School Council/Home and School	Dianna Gamble	
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood	<i>P Erwood</i>
Ridgemount teaching or non-teaching staff	Sharon Miller	<i>S. Miller</i>
<b>Non- Voting Representatives</b>		
Area Trustee	Lillian Orban	<i>signed on Public Attenders</i>
Cardinal Heights Principal	Nanci-Jane Simpson	
Eastmount Park Principal	Linda Astle	
Franklin Road Principal	Jennifer Robertson-Heath	







Elementary  
 ACCOMMODATION  
 Review Committee

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ARC

Accommodation Review - Central Mountain  
 Public Attendees  
 Public Meeting # 2 - November 05, 2013  
 Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Sandy Weresch	Linden Park	S. Weresch
Melissa Wanser	Cardinal Heights	Melissa Wanser
Tracy Raberson	Cardinal Heights	Tracy Raberson
Amanda MacLeod-Smith	Queensdale	A.M. MacLeod-Smith
JUNE A. VOYS	QUEENSDALE	June A. Voys
JOANNA WAUGH	QUEENSDALE	Joanna Waugh
DIANA DESIMONE	Linden Park	DD
Maria Santos	Linden Park	Maria Santos
Lia McInnis	Cardinal Heights	Lia McInnis
Sharon Nixon	Armstrong	Sharon Nixon
Dawn Danko	-	D. Danko
JOHN GALT	-	John Galt
Jennifer Brown	Queensdale	Jennifer Brown
JASON VAN TUYL	QUEENSDALE	Jason Van Tuyl
Dianne Danko	Queensdale	D. Danko
Crystal Holland	Eastmount	C. Holland

Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 2 - November 05, 2013  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Jamie Holland	Eastmount	Jamie Holland
Debbie Mullin	Armstrong	D Mullin
Oriskany Wachs	Queensdale	Oriskany Wachs
Sally DeLetele	Queensdale	Sally DeLetele
John Rozolanks	Queensdale	John Rozolanks
Christine Trimmer	Queensdale	Christine Trimmer
Marilyn Trimmer	Queensdale	Marilyn Trimmer
Joshua Weresch	Queensdale	Joshua Weresch
CHRISTINE PACKER	Queensdale	C. Packer
Alison Mace	Queensdale	Alison Mace
Matthew Mace	Queensdale	Matthew Mace
Jim Witter	Queensdale	Jim Witter
Kari McFarlane	Queensdale	KM
Brian McFarlane	Queensdale	Brian
Rebecca Witter	Queensdale	Rebecca
Riann Kinnibugh	Queensdale	Riann Kinnibugh
Nathan Kinnibugh	Queensdale	Nathan Kinnibugh
Mary-ellen Riddell	Armstrong	MAR Riddell

Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 2 - November 05, 2013  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Patti Mitchell	Linden Park	<i>Patti Mitchell</i>
Tannia Herdoiza	Linden Park	<i>Tannia H</i>
NICK MORRA	QUEENSDALE	<i>Nick Morra</i>
Bryan Vanderknjk		<i>[Signature]</i>
Maurice Reay	Queensdale	<i>Maurice Reay</i>
Cathy Bell	Queensdale	<i>C Bell</i>
Lillian Orban	Trustee	<i>[Signature]</i> on Crate Sign-in
Nancy Kish	Queensdale	<i>N Kish</i>
ERIC MILLER	QUEENSDALE	<i>Eric Miller</i>
JEREMY KOSU	QUEENSDALE	<i>Jeremy Kosu</i>
LEO SANTOS	Queensdale HH	<i>[Signature]</i>
Lindsay Novosel	Linden Park Parents	<i>[Signature]</i>
GLENN SIMPSON	QUEENSDALE	<i>Glenn Simpson</i>
Leigh Wilson	Queensdale	<i>Leigh Wilson</i>
Heath Labuere	Linden Park	<i>Heath Labuere</i>
JASON LABUERE	Linden Park	<i>[Signature]</i>

Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 2 - November 05, 2013  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
HEATHER TAYLOR	Linden Park	[Signature]
Emily Coe	Linden Park	[Signature]
Eileen Patchett	Queensdale	[Signature]
Chris Robertson	QUEENSDALE	[Signature]
Michelle Hackett	Armstrong	[Signature]
[Signature]	Queensdale	[Signature]
William J. [Signature]	<del>Eastmount Park</del>	[Signature]
Beverly McComb	Queensdale	[Signature]
Sarah VanSickle	Linden Park	[Signature]
Lois + Bill Cooper	Queensdale / Armstrong	[Signature]
Matthew Mac	Queensdale	[Signature]
Josie Dally	Linden Park	[Signature]
Don Dally	Linden Park	[Signature]
Laura O'Neill	<del>Pauline Johnson</del>	[Signature]
Brooke Gray	QUEENSDALE	[Signature]
Christine Benalick	<del>Ridgemount</del> / Cardinal Heights	[Signature]



Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 2 - November 05, 2013  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Alison Lange	Linden Park	
Flaine Smith	G.L. Armstrong	
Anna Christophersen	Queensdale	
Ingrid Christophersen	Queensdale	
Mike Cimba	Queensdale	
MARK SCHAEFER	QUEENSDALE	
Tara Gurney	Franklin Road	
KEN TAYLOR	Queensdale	
LINDSAY McCARRON	QUEENSDALE	
Stefanie Sheils	Queensdale	
LANAY VANSEVENAN	QUEENSDALE	
Lisa Mullan	Queensdale	
Rob Mullan	Queensdale	
FRED COLLING	QUEENSDALE	
Thomas Colling	Queensdale	
Jennifer Fraser	<del>Queensdale</del>	



Elementary  
 ACCOMMODATION  
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Accommodation Review - Central Mountain  
 Public Attendees  
 Public Meeting # 2 - November 05, 2013  
 Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Anne Washington	Queensdale	Anne Washington
Amy Barrett	Queensdale	Amy Barrett
Julie Peace (Brooks)	Queensdale	Julie Peace
Lynne Matzell	Queensdale	L. Matzell
Kim Clark	GL Armstrong	K Clark
Kevin Jackson	GL Armstrong	
<b>SOLANGE DEBONO</b>	<b>QUEENSDALE</b>	<b>[Signature]</b>
Heather Kozolanka	Queensdale	Heather Kozolanka
Mike Paterson	QUEENSDALE	[Signature]
Nathan Kinniburgh	Queensdale	N. Kinniburgh
<b>JOHN HICKEL</b>	<b>QUEENSDALE</b>	<b>[Signature]</b>
<b>LIZ TUNSTEAD</b>	<b>Linden Park</b>	<b>[Signature]</b>
<b>RUB NARIN</b>	Queensdale	Rub Narin
M. O'Keefe	Queensdale	M. O'Keefe
D. NARIN	QUEENSDALE	D. Narin
Lori Calder	Queensdale	L. Calder



Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 2 - November 05, 2013  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Allison Calder	G.L. Armstrong	allison Calder
Kathy Gilmour	Queensdale	Kathy Gilmour
Spencer Calder	Queensdale	Spencer Calder
PHILIP VIANA	LINDEN PARK	Philip Viana
LEATHER VIANA	LINDEN PARK	Leather Viana
Robyn Patchett	Queensdale	Robyn Patchett
CRAIG GRAY	QUEENSDALE	Craig Gray
RENATA MUCICIC	QUEENSDALE	Renata Mucicic
MARCIE O'BRIEN	QUEENSDALE	Marcie O'Brien
Julie Scott	Linden	Julie Scott
MARGARET	QUEENSDALE	Margaret Baker
Neal Jensen	Queensdale	Neal Jensen
Joanne Barham	EAST MOUNT	Joanne Barham
Leanne McFatee	Eastmount	Leanne McFatee
Deanna Mitchell	Eastmount	Deanna Mitchell
Aue DiMello	Linden Park	Aue DiMello

Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 2 - November 05, 2013  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Debbie Martin	Queensdale	Deborah J. Martin
Jennifer Edgar	Queensdale	Jennifer Edgar
Emily Christophersen	Queensdale	Emily Christophersen
Carol Burnell	Queensdale	Carol Burnell
Rachel Kostuk	Queensdale	R. Kostuk
Kevin Jackson	GC Armstr	Kevin Jackson
Erica McGee	GC Armstrong	Erica McGee
Tim Banjar	Queensdale	Tim Banjar
Angela Banjar	QUEENSDALE	Angela Banjar
Sylvia Smith	Queensdale	Sylvia Smith
DAN SMITH	QUEENSDALE	Dan Smith
Tammy McFarlane	<del>Eastmount</del>	Tammy McFarlane
Aunika Hinks	Queensdale	Aunika Hinks
Sara Gill	Queensdale	Sara Gill
Joyce Franklin	Linden Park	Joyce Franklin
Ron Franklin	Linden Park	Ron Franklin



Elementary  
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Accommodation Review - Central Mountain  
 Public Attendees  
 Public Meeting # 2 - November 05, 2013  
 Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Ali Korobka	Queensdale	<i>Ali Korobka</i>
Larry Pattison	Highview	<i>Larry Pattison</i>
Neal L. Jensen	ARMSTRONG	<i>Neal L. Jensen</i>
Sharon Peck-Reid	Queensdale	<i>Sharon Peck-Reid</i>
Norm Reid	Queensdale	<i>N. Reid</i>
Dallas Friesen	Queensdale	<i>Dallas Friesen</i>
RAY MULHOLLAND	HAB HURST	<i>Ray Mulholland</i>
<b>Jen Afrasiabi</b>	<b>Queensdale</b>	<b><i>Jen Afrasiabi</i></b>
<b>Mike Afrasiabi</b>	<b>" "</b>	<b><i>Mike Afrasiabi</i></b>
Pam Hoedt	Armstrong	<i>Pam Hoedt</i>
Colin Hoedt	Armstrong	<i>Colin Hoedt</i>
Daniel Hoedt	Armstrong	<i>Daniel Hoedt</i>
Wes Hicks	Trustee	<i>present</i>

Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 2 - November 05, 2013  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Tonya Kene	Linden Park K	T. Kene
Shawn Mc Nicol	Queensdale	Shawn
Jean Rodda	Queensdale	J Rodda
Shawn Paljanski	Linden Park	Shawn
Joy Hoard	Queensdale	Joy Hoard
Ryan COE	Linden Park	Ryan
HR Scott	Queensdale	HR Scott
Kacantar Bernali Parker	Linden Park	Kacantar
GARY TURCOTT	FRANKLIN RD	G Turcott














**Central Mountain Accommodation Review Committee  
Public Consultation Meeting # 3  
Tuesday, December 10<sup>th</sup>, 2013  
6:00 p.m. – 9:00 p.m.**

**Hill Park Secondary  
465 East 16<sup>th</sup> Street, Hamilton, Ontario**

**Agenda**

1. Welcome and Introductions
2. Overview of Accommodation Review Process
3. Work Completed by Accommodation Review Committee
4. Review Accommodation Options - #6, #7 and #11
  - 4.1 Accommodation Options Information Session
5. Accommodation Options - Discussion
6. Next Steps



Elementary Accommodation  
Review Committee




## Central Mountain Accommodation Review Committee Public Meeting #3


Cardinal Heights Linden Park  
Eastmount Park Pauline Johnson  
Franklin Road Queensdale  
G.L. Armstrong Ridgemount

Hill Park Secondary - Tuesday, December 10<sup>th</sup>, 2013

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Elementary Accommodation  
Review Committee




## Welcome and Introductions

2



Elementary Accommodation  
Review Committee



### Meeting Norms

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

3



Elementary Accommodation  
Review Committee



### Why we are here tonight?

- Provide an overview of the Accommodation Review Process
- Review the work completed to date by the Accommodation Review Committee (ARC)
- Review Accommodation Review Committee Options
  - Presentation
  - Information Session
- Accommodation Option Public Feedback – Discussion

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Elementary Accommodation  
Review Committee




## Overview of Accommodation Review Process

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Elementary Accommodation  
Review Committee



### Accommodation Review Committee Mandate

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

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**Elementary Accommodation Review Committee**

### Committee Membership

- Chair (member of HWDSB Executive Council)

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

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

**Elementary Accommodation Review Committee**

### What will the ARC consider when developing their options?

Reference Criteria (as outlined in the Board policy):

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

Additional items identified by the committee and community are also considered.

**Elementary Accommodation Review Committee**

### How does the ARC process work?

There are two kinds of meetings.

**Working meetings** – ARC committee works to identify various options to present to the community and trustees. Public can attend but not participate.

**Public meetings** – There are four public meetings. This is where the ARC presents its options to gain feedback from the community. Public will provide input that will be used by the ARC as it prepares its final recommendations.

**Elementary Accommodation Review Committee**

### Where are we in the Accommodation Review Process?

**Elementary Accommodation Review Committee**

**Board Approval June 2013**

- Preliminary School Accommodation Review Report

**Preparation Phase June 2013-Sept 2013**

- Preparation of background material
- Committee members are appointed

**Community Review Phase Oct 2013-Jan 2014\***

- Board Staff share school accommodation option
- Accommodation Review Committee develops recommendation(s)

**Board Review Phase Feb 2014 – May 2014\***

- Director's Accommodation Review Report
- Public delegations at Standing Committee Meeting

**Projected Decision by Trustees May 2014\***

**Public Meetings**

- October 8<sup>th</sup>, 2013 - Complete
- November 5<sup>th</sup>, 2013 - Complete
- December 10<sup>th</sup>, 2013
- January 21<sup>st</sup>, 2014

**Working Group Meetings**

- October 1<sup>st</sup>, 2013 – Complete
- October 15<sup>th</sup>, 2013 – Complete
- October 29<sup>th</sup>, 2013 – Complete
- November 12<sup>th</sup>, 2013 – Complete
- November 26<sup>th</sup>, 2013 – Complete
- December 3<sup>rd</sup>, 2103 – Complete
- January 14<sup>th</sup>, 2014
- January 28<sup>th</sup>, 2014

\* Dates are approximate and subject to accommodation review progress

**Elementary Accommodation Review Committee**

### Why is HWDSB conducting Accommodation Reviews?

**Elementary Accommodation Review Committee**

**Challenges faced by HWDSB and Community:**

- Aging facilities - average age of our buildings is 51 yrs.  
Even after accounting for an aggressive building program that has seen the closure of 29 elementary schools and the construction of 9 new schools and 6 rebuilds since 2000
- Declining Student Enrolments  
Leaves over 5,000 excess elementary pupil places
- Ministry of Education funding for facility enhancements are insufficient to cope with our current facility needs

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**Elementary Accommodation Review Committee**

**Work completed by the Accommodation Review Committee**

14

**Elementary Accommodation Review Committee**

**Since Our Last Public Meeting:**

- Completed 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> working group meetings.
- School Tours (completed 7 of 8)
- Creation and review of 20 accommodation options
- Discussion and analysis of options to determine which to take forward to tonight's public meeting.

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**Elementary Accommodation Review Committee**

**Current Situation & Accommodation Review Committee Options**

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**Elementary Accommodation Review Committee**

**Central Mountain Accommodation Review Current Boundaries**

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**Elementary Accommodation Review Committee**

**Current Situation:**

School	2012 OTG	2012 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)
Cardinal Heights (6-8)	308	318 (103%)	282 (91%)	295 (96%)
Eastmount Park (JK-6)	348	219 (63%)	211 (60%)	209 (60%)
Franklin Road (JK-8)	463	351 (76%)	343 (74%)	338 (73%)
G.L. Armstrong (JK-8)	633	338 (53%)	289 (46%)	238 (38%)
Linden Park (JK-5)	319	157 (49%)	156(49%)	143(45%)
Pauline Johnson (JK-5)	314	254 (81%)	300 (96%)	305 (97%)
Queensdale (JK-6)	279	190 (68%)	199 (71%)	182 (65%)
Ridgemount (JK-5)	290	260 (104%)	247 (99%)	269 (108%)
<b>TOTAL</b>	<b>2,954</b>	<b>2,087 (71%)</b>	<b>2,026 (70%)</b>	<b>1,978 (68%)</b>

Enrolment October 2012  
OTG Capacity: On-the-Ground Capacity

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Elementary Accommodation Review Committee

ARC

Accommodation Review Committee  
Option # 6

Elementary Accommodation Review Committee

ARC

**Option #6**

- Close Queensdale 2015 - Student attend GL Armstrong
- Close Eastmount Park 2015 - Students north of Queensdale Ave attend GL Armstrong and students south attend Franklin Road
- Close Linden Park 2015 - Students east of Upper Wellington attend Pauline Johnson and students west of Upper Wellington attend Ridgemount
- Pauline Johnson and Ridgemount remain K-5 Schools
- Cardinal Heights remains a middle school (6-8) for Pauline Johnson and Ridgemount

School	OTG	2012	2015	2017	2022
Option #6	Current OTG	2,087	2,033	2,026	1,978
		2,954	71%	92%	91%
Implementation (2015) OTG		2,220			

Elementary Accommodation Review Committee

ARC

Accommodation Review Committee  
Option # 7

Elementary Accommodation Review Committee

ARC

**Option #7**

- Close Eastmount Park 2015 - Students attend G.L. Armstrong
- Close Linden Park 2015 - Students east of Upper Wellington attend Franklin Road and students west of Upper Wellington attend Queensdale
- Queensdale becomes a JK-8 facility
- Pauline Johnson and Ridgemount both remain K-5 Schools
- Cardinal Heights remains a middle school (6-8) for Pauline Johnson and Ridgemount

School	OTG	2012	2015	2017	2022
Total	Current OTG	2,087	2,033	2,026	1,978
		2,954	71%	87%	87%
Implementation OTG		2,327			

Elementary Accommodation Review Committee

ARC

Accommodation Review Committee  
Option # 11

**Elementary Accommodation Review Committee**

**Option #11**

- Close Queensdale, Eastmount Park and G.L. Armstrong. Build one new K-8 facility on G.L. Armstrong site
- Close Linden Park - Students east of Upper Wellington attend Franklin Road and students west of Upper Wellington attend Ridgemount
- Ridgemount becomes a K-8 facility
- Close one of Pauline Johnson or Cardinal Heights and retrofit building to become JK-8 school

School	OTG	2012	2014	2017	2018	2022
Total	Current OTG	2,087	2,078	2,026	2,009	1,978
	2,954	71%	98%	96%	95%	93%
Implementation 2014 OTG	2,117					

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**Elementary Accommodation Review Committee**

**Accommodation Options Information Session**

26

**Elementary Accommodation Review Committee**

**Accommodation Options Info Session**

- Each accommodation option is posted on the wall in the cafeteria and there are hand outs for each option.
- Please take 75 minutes to walk around and look at the information.

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**Elementary Accommodation Review Committee**

**Accommodation Options Info Session**

- Direct questions/comments towards committee members and board staff.
- Facilitators are at the tables to take notes.
- Please use post it notes to post any question/comments on the wall/table next to the option.
- Write advantages/disadvantages on the chart paper.

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**Elementary Accommodation Review Committee**

**Accommodation Options Discussion**

29

**Elementary Accommodation Review Committee**

**Discussion Guidelines**

Questions are to be in relation to the accommodation review options

- Please add your name to the speakers list
- 2 minutes per person

Be respectful of the Accommodation Review Committee and Community – Meeting Norms

Any additional information you have can be directed towards a committee member from your school

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**Next Steps:**

- Finalization of Accommodation Review Committee Recommendation(s)
- Accommodation Review Committee Draft Report
- Final Public Meeting to Present Draft Report
- Completion of Report



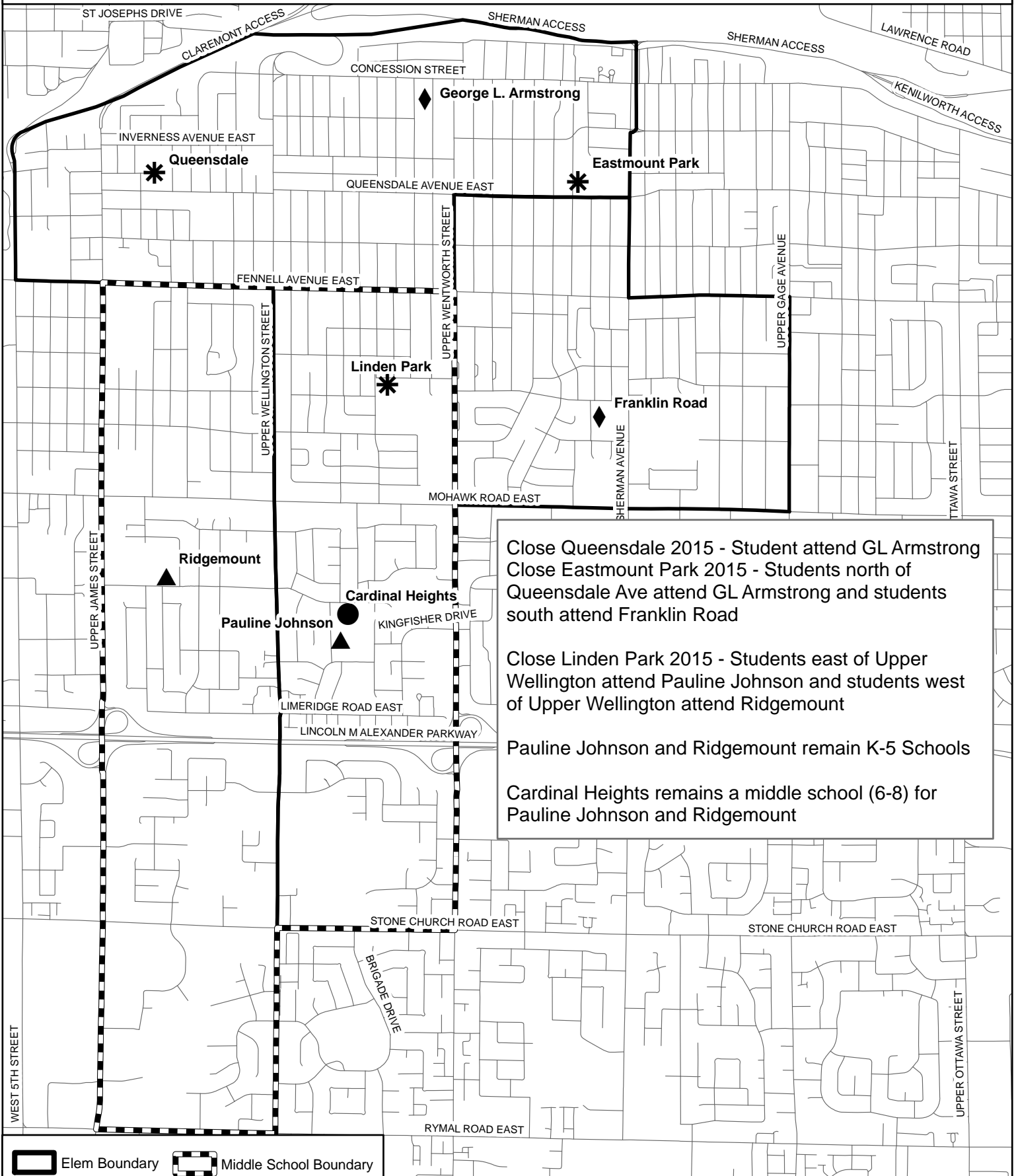
**Thank You**

**Next Public Meeting : January 21<sup>st</sup>,  
2014 Location: G.L. Armstrong  
6:00 – 9:00 pm**



School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	318	312	299	278	259	282	292	316	302	299	295
		103%	101%	97%	90%	84%	91%	95%	103%	98%	97%	96%
Eastmount Park (JK-6)	348	219	216	219	213	207	211	214	208	209	209	209
		63%	62%	63%	61%	60%	60%	61%	60%	60%	60%	60%
Franklin Road (JK-8)	463	351	355	358	347	346	343	339	340	337	341	338
		76%	77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (JK-8)	633	338	327	318	311	316	289	266	261	261	237	238
		53%	52%	50%	49%	50%	46%	42%	41%	41%	37%	38%
Linden Park (JK-5)	319	157	154	159	156	156	156	145	143	143	143	143
		49%	48%	50%	49%	49%	49%	45%	45%	45%	45%	45%
Pauline Johnson (JK-5)	314	254	265	279	295	307	300	305	304	305	305	305
		81%	84%	89%	94%	98%	96%	97%	97%	97%	97%	97%
Queensdale (JK-6)	279	190	188	195	192	200	199	199	193	189	186	182
		68%	67%	70%	69%	72%	71%	71%	69%	68%	67%	65%
Ridgemount (JK-5)	290	260	247	251	242	247	247	250	251	257	263	269
		104%	90%	92%	89%	90%	90%	92%	92%	94%	96%	98%
Total	2,954	2,087	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
		71%	70%	70%	69%	69%	69%	68%	68%	68%	67%	67%

# Central Mountain Option 6



Close Queensdale 2015 - Student attend GL Armstrong  
 Close Eastmount Park 2015 - Students north of Queensdale Ave attend GL Armstrong and students south attend Franklin Road

Close Linden Park 2015 - Students east of Upper Wellington attend Pauline Johnson and students west of Upper Wellington attend Ridgemount

Pauline Johnson and Ridgemount remain K-5 Schools

Cardinal Heights remains a middle school (6-8) for Pauline Johnson and Ridgemount

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres

	<p><b>Planning &amp; Accommodation</b></p>
	<p>December 2013</p> <p>Planning and Accommodation</p>



School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	299	278	259	282	292	316	302	299	295
		101%	97%	90%	84%	91%	95%	103%	98%	97%	96%
Eastmount Park (Closed June 2015)	348	216	219								
		62%	63%								
Franklin Road (JK-8)	463 503	355	358	459	458	452	446	449	448	449	446
		77%	77%	91%	91%	90%	89%	89%	89%	89%	89%
George L. Armstrong (JK-8)	633 673	327	318	603	611	590	572	553	548	523	520
		52%	50%	90%	91%	88%	85%	82%	81%	78%	77%
Linden Park (Closed June 2015)	319	154	159								
		48%	50%								
Pauline Johnson (JK-5)	314 400	265	280	397	405	393	391	389	390	390	390
		84%	89%	99%	101%	98%	98%	97%	98%	98%	98%
Queensdale (Closed 2015)	279	188	195								
		67%	70%								
Ridgemount (JK-5)	290 336	247	251	296	306	310	309	309	315	321	327
		85%	86%	88%	91%	92%	92%	92%	94%	95%	97%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	92%	92%	91%	91%	91%	90%	89%	89%
2015 OTG	2,220										

### Potential Renovations/Additions

Cardinal Heights- None

Eastmount Park- Closed

Franklin Road- 2 FDK, Gym

GL Armstrong- 2 FDK

Linden Park- Closed

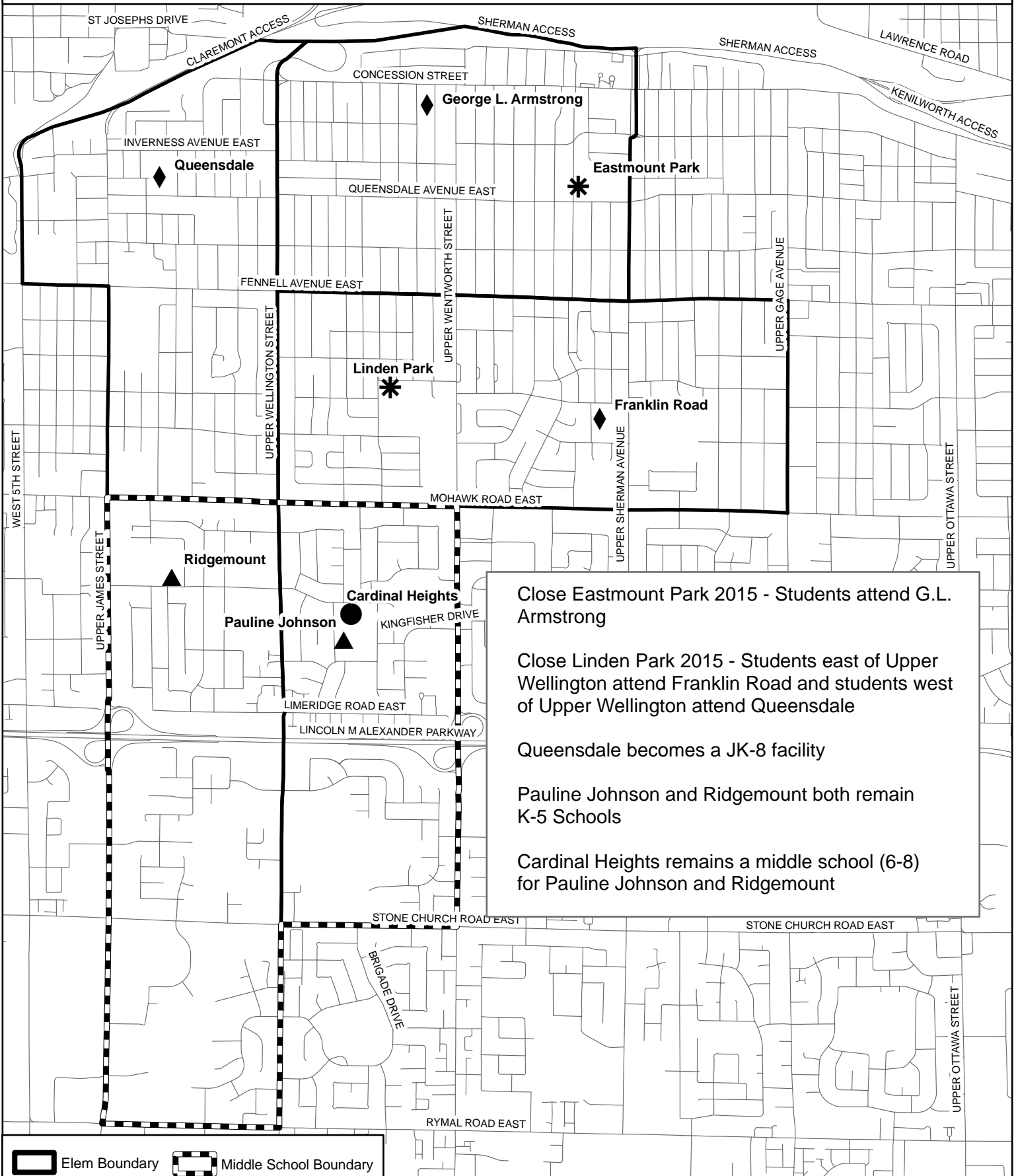
Pauline Johnson- 2 FDK, 2 Classroom, Gym

Queensdale- Closed

Ridgemount- 2 Classrooms, Gym

\*\* If a school is proposed to close and contains a daycare (Eastmount Park & Linden Park) that daycare will be accommodated in different HWDSB School.

# Central Mountain Option 7










Close Eastmount Park 2015 - Students attend G.L. Armstrong

Close Linden Park 2015 - Students east of Upper Wellington attend Franklin Road and students west of Upper Wellington attend Queensdale


Queensdale becomes a JK-8 facility

Pauline Johnson and Ridgemount both remain K-5 Schools

Cardinal Heights remains a middle school (6-8) for Pauline Johnson and Ridgemount

 Elem Boundary	 Middle School Boundary
 Jr Elementary	 Closed School
 K-8 Elementary	 Proposed New School
 Middle School	

N



0 0.25 0.5 1 Kilometres



**Planning & Accommodation**

December 2013

Planning and Accommodation

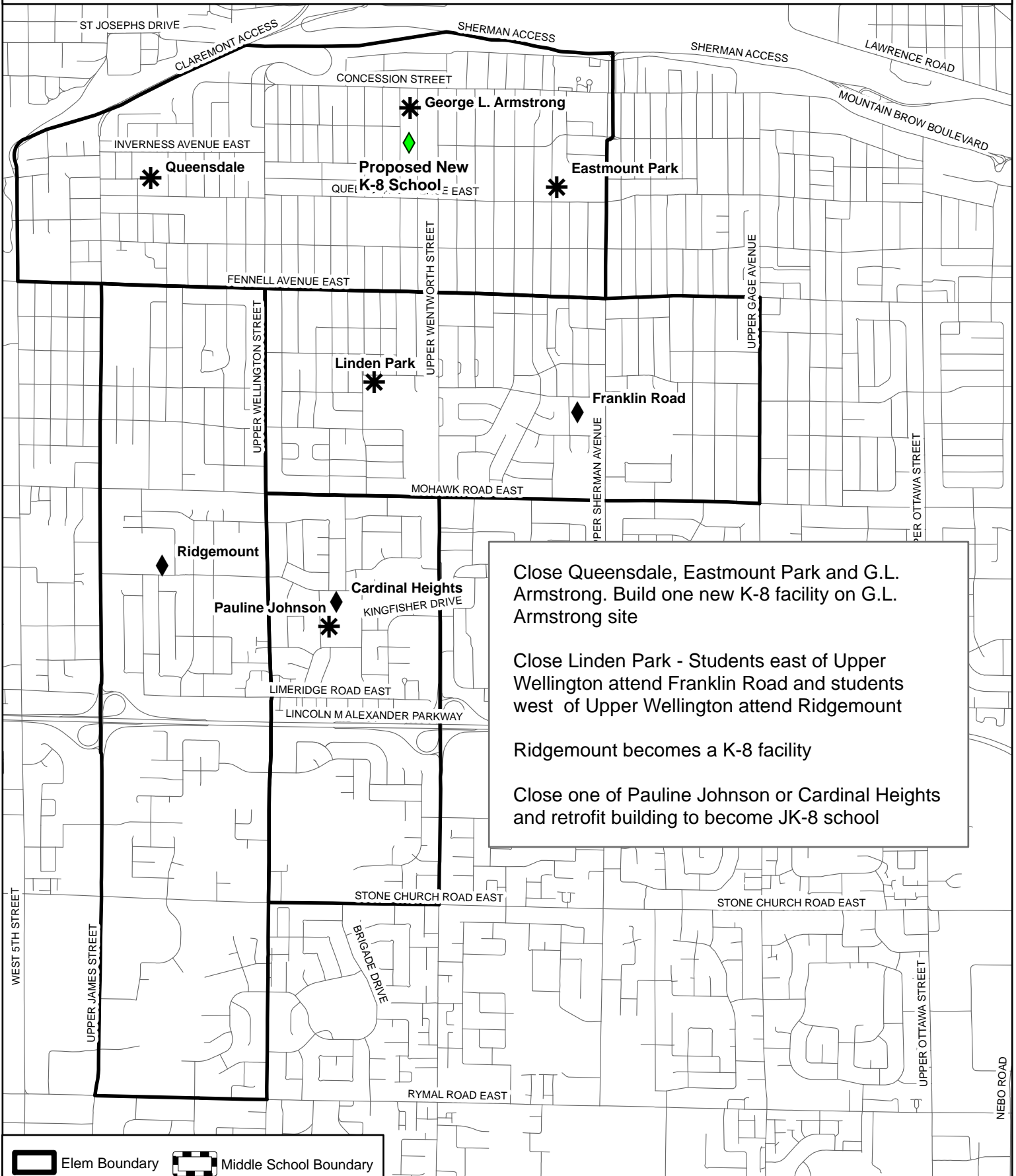
School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	299	218	202	225	226	246	229	233	228
		101%	97%	71%	66%	73%	73%	80%	74%	76%	74%
Eastmount Park (Closed June 2015)	348	216	219								
		62%	63%								
Franklin Road (JK-8)	463 483	355	358	476	472	466	459	457	452	451	448
		77%	77%	99%	98%	97%	95%	95%	94%	93%	93%
George L. Armstrong (JK-8)	633	327	318	509	509	488	466	454	453	431	432
		52%	50%	80%	80%	77%	74%	72%	72%	68%	68%
Linden Park (Closed June 2015)	319	154	159								
		48%	50%								
Pauline Johnson (JK-5)	314	265	279	306	318	311	316	315	316	316	316
		84%	89%	97%	101%	99%	101%	100%	101%	101%	101%
Queensdale (JK-8 in 2015)	279 299	188	195	282	290	290	292	293	296	288	286
		67%	70%	94%	97%	97%	98%	98%	99%	96%	96%
Ridgemount (JK-5)	290	247	251	242	247	247	250	251	257	263	269
		85%	86%	84%	85%	85%	86%	87%	89%	91%	93%
Total	Current OTG 2,954	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
		70%	70%	87%	88%	87%	86%	87%	86%	85%	85%
Implementation OTG	2,327										

### Potential Renovations/Additions

Cardinal Heights- None  
 Eastmount Park- None  
 Franklin Road- 1 FDK, Gym  
 GL Armstrong- 2 FDK - renos  
 Linden Park- Closed  
 Pauline Johnson- None  
 Queensdale- 1 FDK, possible classrooms  
 Ridgemount- None

\*\* If a school is proposed to close and contains a daycare (Eastmount Park & Linden Park) that daycare will be accommodated in different HWDSB School.

# Central Mountain Option 11



Close Queensdale, Eastmount Park and G.L. Armstrong. Build one new K-8 facility on G.L. Armstrong site

Close Linden Park - Students east of Upper Wellington attend Franklin Road and students west of Upper Wellington attend Ridgemount

Ridgemount becomes a K-8 facility

Close one of Pauline Johnson or Cardinal Heights and retrofit building to become JK-8 school

Elem Boundary	Middle School Boundary
Jr Elementary	Closed School
K-8 Elementary	Proposed New School
Middle School	

N

0 0.25 0.5 1 Kilometres



**Planning & Accommodation**

December 2013

Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (JK-8)	308	312	408	403	414	424	440	453	447	452	450
	460	101%	89%	88%	90%	92%	96%	98%	97%	98%	98%
Eastmount Park (Closed)	348	216									
		62%									
Franklin Road (JK-8)	463	355	501	476	472	466	459	457	452	451	448
	509	77%	98%	94%	93%	92%	90%	90%	89%	89%	88%
George L. Armstrong (New Build)	633	327									
		52%									
Linden Park (Closed)	319	154									
		48%									
Pauline Johnson (Closed)	314	265									
		84%									
Queensdale (Closed)	279	188									
		67%									
Ridgemount (JK-8)	290	247	445	446	438	446	439	452	454	456	460
	448	85%	99%	100%	98%	99%	98%	101%	101%	102%	103%
New K-8 on GL Armstrong Site	700	327	724	707	715	691	671	654	651	624	621
		47%	103%	101%	102%	99%	96%	93%	93%	89%	89%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	98%	96%	96%	96%	95%	95%	95%	94%	93%
Implementation 2014 OTG	2,117										

### Potential Renovations/Additions

Cardinal Heights- 3 FDK, 4 Classrooms, Gym

Eastmount Park-Closed

Franklin Road- 2 Classrooms, Gym

GL Armstrong- Closed

Linden Park- Closed

Pauline Johnson- Closed

Queensdale- Closed

Ridgemount- 2 FDK, 6 Classrooms, Gym

\* If there was no timeline given in the option then the implementation date in the above data is 2014. For most scenarios this is not feasible due to renovations, additions and new builds needed. The 2014 date is for discussion purposes only.

\*\* If a school is proposed to close and contains a daycare (Eastmount Park & Linden Park) that daycare will be accommodated in different HWDSB School.

**Central Mountain Accommodation Review Committee  
Public Consultation Meeting # 3  
Tuesday, December 10, 2013  
6:00 p.m.**

**Hill Park Secondary School  
465 East 16<sup>th</sup> Street, Hamilton, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** - Michael Prendergast

**Voting Members** - Diana Asrani, Amber Bourque, Candice Campbell, Marney Campbell, Leanne Friesen, Adam Hinks, Marj Howden, Barbara Jalsevac, Jennifer Lockhart, Kathy Long, Denise McCafferty, Jamie McLean, Sharon Miller, Patricia Mousseau, Robert Nixon, Candice Romaker, Janeen Schaeffer, Margaret Toth, Lourie Vanderzyden, Laurie Walowina

**Non-Voting Members** - Linda Astle, Julie Beattie, Maria Carbone, Biljana Arsovic Filice, Colin Hazell, Lillian Orban, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

**Regrets**

**Voting Members** - Jenn Clarke, Dianna Gamble, Philip Erwood

**Non-Voting Members** - Nil

**Resource Staff**

Ian Hopkins, Jackie Penman, Ellen Warling, Facilitators

**Recording Secretary**

Kathy Forde

**Public** - 86 public attendees present - Cardinal Heights (2); Eastmount (5); Franklin Road (4); George L. Armstrong (3); Linden Park (19); Pauline Johnson (1); Queensdale (45); Ridgemount (1); Hill Park (2); No School Affiliation Identified (3); Trustee (1)

**1. Welcome and Introductions**

Michael Prendergast welcomed everyone to the meeting and apologized for the late start. Due to technical difficulties material would be presented verbally. Committee members Marney Campbell, Leanne Friesen, Adam Hinks, Marj Howden, Jamie McLean, Patricia Mousseau and Laurie Walowina would assist in conducting the meeting.



## 2. Overview of Accommodation Review Process

Twenty-three committee members have been working since October through volunteer efforts to develop options. Meeting norms were reviewed. Respectful conversation is essential for ensuring various perspectives are shared. It has not been an easy task. It will be important for the public to understand the process and for work to be validated. The format for the meeting was outlined.

## 3. Work Completed by Accommodation Review Committee

The committee is mandated to work in an advisory capacity. Membership includes voting members who represent the schools involved and non-voting members (trustee, principals and resource staff). Challenges faced by the Board include declining enrolment, aging schools and insufficient funding. The task is to consider the staff option and develop new options based on public feedback and key reference criteria (facility utilization, permanent and non-permanent accommodation, program offerings, quality teaching and learning environments, transportation, partnerships, equity). Six working group meetings and two public meetings have taken place. The public is welcomed to attend working group meetings for observation and public meetings to provide input. Public input gathered at the first two public meetings and through correspondence has been examined and considered in terms of student, parent and community importance. Enrolment for all eight schools involved currently totals 71% of facility capacities, which is projected to decline to 70% by 2017 and to 68% by 2022. Capacity far exceeds enrolment. Work has evolved and from the 20 options initially developed three have been selected by the committee for presentation.

## 4. Review Accommodation Options - #6, #7 and #11

### 4.1 Accommodation Options Information Session

The three options presented are preliminary at this point and are not final. Comments and options are still being accepted.

#### Option 6

- Close Queensdale 2015 - students attend George L. Armstrong
- Close Eastmount Park 2015 - students north of Queensdale attend George L. Armstrong and students south of Queensdale attend Franklin Road
- Close Linden Park 2015 - students east of Upper Wellington attend Pauline Johnson and students west of Upper Wellington attend Ridgemount
- Pauline Johnson and Ridgemount remain K-5 schools
- Cardinal Heights remains a middle school (6-8) for Pauline Johnson and Ridgemount

Overall capacity with the changes suggested goes from 71% in 2012 to 92% in 2015 to 91% in 2017 to 89% in 2022.

#### Option 7

- Close Eastmount Park 2015 - students attend George L. Armstrong

- **Close Linden Park 2015 - students east of Upper Wellington attend Franklin Road and students west of Upper Wellington attend Queensdale**
- **Queensdale becomes a JK-8 facility**
- **Pauline Johnson and Ridgemount both remain K-5 schools**
- **Cardinal Heights remains a middle school (6-8) for Pauline Johnson and Ridgemount**

Overall capacity with the changes suggested goes from 71% in 2012 to 87% in 2015 to 87% in 2017 to 85% in 2022.

#### **Option 11**

- **Close Queensdale, Eastmount Park and George L. Armstrong - build one new K-8 facility on George L. Armstrong site**
- **Close Linden Park - students east of Upper Wellington attend Franklin Road and students west of Upper Wellington attend Ridgemount**
- **Ridgemount becomes a K-8 facility**
- **Close one of Pauline Johnson or Cardinal Heights and retrofit building to become a JK-8 school**

Overall capacity with the changes suggested goes from 71% in 2012 to 98% in 2015 to 96% in 2017 to 93% in 2022.

An opportunity followed for the public to circulate viewing stations and offer feedback. Handouts, maps and details for each of the three options were provided. Facilitators were available to record comments and post-it notes provided for anyone who wanted to write down thoughts or pros and cons.

#### **5. Accommodation Options - Discussion**

A question and answer session followed. A speakers list was used to ensure all voices were heard.

#### **Questions and Answers**

##### Data

*Q. Where did you get the numbers and statistics? Who will buy houses if there are no schools around? When we have an overabundance of kids where will they go to school?*

*A. Enrolment projections are based on historic trends and yields.*

*Q. Have you considered the turnover of the aging population? New families are moving into the neighbourhoods when houses are sold. Where will the kids go to school?*

*A. An old community does not turn over overnight. We look at historic enrolment. We also use information from Census Canada. Growth is cyclical.*

*Q. As a financial advisor I find it hard with this house of cards. I cannot talk to investors about the future. The data speaks to historical trends from Statistics Canada. There are trends and geopolitical things that happen but in this process nobody is looking at the geopolitical landscape of the central mountain. Public transportation on the mountain will soon be booming - there is a buzz. The downtown area is also buzzing and it will impact the mountain. The Board needs to consider the Hamilton landscape.*

A. Comment noted.

#### Reference Criteria

*Q. Options should reflect quality of education and community partnership as reference criteria.*

A. Good point - noted.

*Q. We are here because we have kids but the decision is about the fundamental makeup of the entire Hamilton mountain area. We moved to our community so that we could walk to school, to work, to our babysitters and to stores. Many other parents feel the same way about having a walkable community. At the East Hamilton ARC, key criteria include transportation and walkability. I have talked to various board staff and trustees but get no response. Comments requested from Trustee Orban.*

A. It is a tough situation. Having just gone through the secondary ARC, the central mountain has been devastated. Some students will be switching schools - some will go to the new south high school and some will have long bus rides. Money is needed for renovations. Secondary communities have been lost. Hopefully the elementary ARC will have schools that are walkable. (Lillian Orban)

#### Students

*Q. It will break my heart to lose Linden Park. My daughter with special needs has a feeding tube and it is important to be near the school - we are only two minutes away. She loves Linden Park and her teachers. My child will not suffer because of changes to schools. She will go to a Catholic school if necessary.*

A. Any special needs students currently receiving educational assistance or with severe medical needs will continue to get the support needed. Support would travel with the child to a new school.

*Q. An article in the Hamilton Spectator on December 07 talked about the population in the city and premature death due to respiratory problems. With increased bussing comes more pollution. Has anyone considered the impact of the environment on our children's health?*

A. No, we have not discussed this specifically but will certainly take this into advisement for discussion.

*Q. If Linden Park students move to two different locations, what happens when kids do not want to leave their friends? Will they have options? It does not seem fair to Linden Park students. Even if kids apply for out-of-catchment it is not realistic.*

A. With ARCs whenever possible we try to provide options to keep communities together.

*Q. Chicago is going through a similar process. The impact of school closures on low income communities has been raised as a human rights and freedom issue. Splitting up Linden Park and forcing kids to take on other services infringes upon the human rights of children. A case can be made in terms of social services. How is this being taken seriously when it has not yet been identified as a priority?*

A. Comments noted. No decisions have been made in terms of splitting communities. Voice is being heard. Splitting communities is not a preference. Equal access is important.

#### Option 6

*Q. Option 6 appears to be the staff option. Why is the committee not coming up with its own option?*

A. It is similar. Only the boundaries and timeline are different. The committee narrowed down options from all submissions to what was considered feasible.

*Q. Why do Ridgemount and Pauline Johnson stay open yet other schools close?*

A. These are options only based on enrolment projections. When the breakdown of capacity is reviewed, some percentages are high and some are low. You can see how numbers work and some do not work.

#### Option 7

*Q. It sounds like a smorgasbord of crazy ideas. It is not a good option. It is all over the place and it is complicated.*

A. After reviewing 20 various options, the suggested options are based on what is best for the kids. We hear the frustration. We need feedback and open discussion. Committee members are also parents. It is not an easy process.

*Q. If you sifted through 20 options, how did you base your criteria and how did you vote to select the three options presented? What concrete facts or costs moved you towards these three options?*

A. Options were narrowed down based on reference criteria, guiding principles and public input. We also wanted to meet some of the Board criteria. Costing information is forthcoming.

*Q. Will all 20 options be reviewed again once the Board provides extra information?*

A. It is a process. We are shooting for optimal conditions i.e. JK-8 schools above 90% capacity on approximately six acres of land.

*Q. Are you looking at properties to raise money? How are the properties assessed? George L. Armstrong is valued at just under \$6M.*

A. The committee is only to consider best options without dollars involved. Options with a new build and without are being considered.

#### Option 11

*Q. If money is an issue, why build new in a location where a facility can be renovated at a lesser cost? We are close to the escarpment so a new build near the brow and loss of greenspace is a concern.*

A. Comments noted.

*Q. The price tag for total renovations with the addition of FDK, classrooms and gyms would approach roughly \$19M. Will trustees even consider these costs?*

A. We are not sure if the trustees will consider this. Costing details must still be considered along with savings from closures and consolidations.

*Q. What is the cost on a new build and how long to rebuild a new school?*



A. A new build is approximately \$11M and takes about 18-24 months to build.

*Q. Where will the students go to school during a rebuild?*

A. This is still to be determined.

*Q. Why not keep all schools open?*

A. Trustees will close schools. It is not practical to keep all schools open. We would prefer to provide options for trustee consideration.

#### Options - General

*Q. What did not work for the ARC options?*

A. We had 20 options and voted collectively. Some details within the options eliminated did not make sense. It is important to remember options and feedback were given to us from the public. It is a process and all public input will all be considered as the committee formulates its options. Costing and transportation will now be added for review. Suggestions and options can still be submitted for committee review. We are still amalgamating ideas to put final options together. Committee members are available tonight to review the options developed if needed. Minutes are posted and reflect some of the pros and cons for the various options.

*Q. We need a better understanding of the criteria and process used to eliminate options. As a teacher, I would have created a rubric and scored results. Was a scientific method used to eliminate possible viable options?*

A. Three of the 20 options suggested by the community were selected with slight variations to provide the best options moving forward. After careful review, examination and discussion, options were narrowed down and eliminated through committee voting. Gaps and questions remain. It is a work in progress. Further public feedback is needed to refine the options being developed. As a teacher, you provide an opportunity to bump up the work and correct items of concern. As a committee, we hope to fine tune details and improve the options that will go forward. There is also another window for public input before final decisions are made by trustees.

*Q. A teacher representative was unable to make it to the last meeting so voting was not fair and lack of school voice may have impacted the options selected.*

A. Voting works under quorum, which is a process where a certain percentage of voting members must be present to hold a vote. The committee is a tremendous and dedicated group.

*Q. It seems the 20 options were not fully explored. We are not hearing what the committee liked about various options versus other options.*

A. Please examine the options from home online and submit your preferences and reasons.

*Q. The options do not include use of the Hill Park recreation centre, pool and tennis courts. These need to be kept in mind.*

A. Noted.

*Q. It seems that a lot of questions cannot be answered and that committee members do not have all the facts and details. With limited time left, how can you select an option? The timeline is too tight. Are you considering adding a fifth public meeting to get further feedback? I am worried there will not be sufficient time or sufficient feedback.*

A. We have already flipped meetings to accommodate the need for discussion and feedback. In January, we will discuss this further.

*Q. We need to know if Hill Park is available as an option. If not, we need to know so that we do not hang on to the idea.*

A. Hill Park is not currently viable as an elementary school. The school is not designed for elementary students - it would require extensive renovations. Capacity is approximately 1200 students and ideally we are looking at a school size of roughly 500. Although the Board has not yet started phase one of the property disposition protocol and no decision has been made regarding the property at this point, transition has started for closure. Technically, the property is available but funds have been committed. Trustees would need to vote to reverse the decision and keep Hill Park open as an option.

#### Comments

- Trustees have almost always gone with their option so why bother with the process.
- Students will be bused from south of the LINC. Any schools at capacity due to busing should be carefully considered.
- Closure of Eastmount and Linden Park seems unfair.
- Thanks were expressed to committee members for leading the session and for working within a precarious situation.

#### 6. Next Steps

Work continues on developing the final option(s).

- **Next Working Group Meeting # 7 - January 14, 2014 at Linden Park**
- **Next Public Meeting # 4 - January 21, 2014 at Hill Park**

#### 7. Adjournment

The meeting adjourned at 9:00 p.m. Committee members remained after the meeting to answer any further questions.

#### Handouts

- Agenda
- Presentation





HAMILTON-  
WENTWORTH  
DISTRICT  
SCHOOL  
BOARD



ARC

*Parents,  
have your say!*

Hamilton-Wentworth District School Board (HWDSB) is holding a public meeting for the Central Mountain accommodation review. This provides an opportunity for the community to explore accommodation options for their schools. An accommodation review takes into account school space, programming and possible school closures.

**The Central Mountain Review Area includes the following schools:**

*Cardinal Heights, Linden Park, Eastmount Park, Pauline Johnson, Franklin Road, Queensdale, G.L. Armstrong and Ridgemount*

The public meeting will take place from 6:00 p.m. to 9:00 p.m. on the following date:

**Tuesday, December 10, 2013**  
Hill Park Secondary School  
465 East 16th Street, Hamilton ON

Bus tickets are available upon request. Childminding is also available by registering more than 48 hours before the meeting. Please contact HWDSB switchboard at 905-527-5092 ext.2291 or info@hwdsb.on.ca

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

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL



HAMILTON-  
WENTWORTH  
DISTRICT  
SCHOOL  
BOARD

*We want  
your help!*



Hamilton-Wentworth District School Board (HWDSB) is closing both Barton and Hill Park secondary schools in June 2014. A temporary transitional school for students of the new South Secondary School will be created at the Barton Secondary School location beginning in September 2014.

HWDSB is now seeking public input on a name for the new South Secondary School.

**Visit our website to make your suggestion.**

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

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL



*Elementary*  
**ACCOMMODATION  
 Review Committee**

Zc.6

**ARC**

**Accommodation Review Committee - Central Mountain  
 Committee Members  
 Public Meeting # 3 - December 10, 2013  
 Sign-in Sheet**

<b>Position</b>	<b>Name</b>	<b>Signature</b>
Accommodation Review Committee Chair	Michael Prendergast	<i>present</i>
<b>Voting Members</b>		
Cardinal Heights parent representative from School Council/Home and School	Marney Campbell	<i>M. Campbell</i>
Cardinal Heights parent representative <u>not</u> from School Council/Home and School	Candice Campbell	<i>Candice Campbell</i>
Cardinal Heights teaching or non-teaching staff	Lourie Vanderzyden	<i>L. Vanderzyden</i>
Eastmount Park parent representative from School Council/Home and School	Candice Romaker	<i>C. Romaker</i>
Eastmount Park parent representative <u>not</u> from School Council/Home and School	Jenn Clarke	<i>regrets</i>
Eastmount Park teaching or non-teaching staff	Denise McCafferty	<i>D. McCafferty</i>
Franklin Road parent representative from School Council/Home and School	Margaret Toth	<i>Margaret Toth</i>
Franklin Road parent representative <u>not</u> from School Council/Home and School	Janeen Schaeffer	<i>J. Schaeffer</i>
Franklin Road teaching or non-teaching staff	Barbara Jalsevac	<i>B. Jalsevac</i>
George L. Armstrong parent representative from School Council/Home and School	Amber Bourque	<i>A. Bourque</i>
George L. Armstrong parent representative <u>not</u> from School Council/Home and School	Robert Nixon	<i>R. Nixon</i>



# Elementary ACCOMMODATION Review Committee

Zc.6

## ARC

George L. Armstrong teaching or non-teaching staff	Patricia Mousseau	<i>PMousseau</i>
Linden Park parent representative from School Council/Home and School	Kathy Long	<i>Kathy Long</i>
Linden Park parent representative <u>not</u> from School Council/Home and School	Philip Viana	<i>Phil Viana</i>
Linden Park teaching or non-teaching staff	Dianna Gamble	<i>present</i>
Pauline Johnson parent representative from School Council/Home and School	Laurie Walowina	<i>LWalowina</i>
Pauline Johnson parent representative <u>not</u> from School Council/Home and School	Mr. Jamie McLean	<i>Jamie McLean</i>
Pauline Johnson teaching or non-teaching staff	Mrs. Marj Howden	<i>Marj Howden</i>
Queensdale parent representative from School Council/Home and School	Leanne Friesen	<i>L Friesen</i>
Queensdale parent representative <u>not</u> from School Council/Home and School	Adam Hinks	<i>A Hinks</i>
Queensdale teaching or non-teaching staff	Diana Asrani	<i>D. Asrani</i>
Ridgemount parent representative from School Council/Home and School	n/a	
Ridgemount parent representative <u>not</u> from School Council/Home and School	Philip Erwood	<i>regrets</i>
Ridgemount teaching or non-teaching staff	Sharon Miller	<i>S. Miller</i>
<b>Non- Voting Representatives</b>		
Area Trustee	Lillian Orban	<i>present</i>
Cardinal Heights Principal	Nanci-Jane Simpson	<i>N.J. Simpson</i>
Eastmount Park Principal	Linda Astle	<i>present</i>





Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 3 - December 10, 2013  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
LYNDA MAGUIRE	FRANKLIN	<i>L. Maguire</i>
Crystal Holland	Eastmount	<i>C. Holland</i>
JAMIE HOLLAND	EASTMOUNT	<i>J. Holland</i>
Shaun Nixon	Armstrong	<i>Shaun Nixon</i>
Sarah VanSickle	Linden Park	<i>S. VanSickle</i>
Amanda MacLeod Smith	Queensdale	<i>A. MacLeod Smith</i>
JUNE VOOYS	Queensdale	<i>J. Vooy</i>
Lynne Matseel	Queensdale	<i>L. Matseel</i>
John Kozoluka	Queensdale	<i>J. Kozoluka</i>
Teréz Mull	Queensdale	<i>Teréz Mull</i>
Kathy Compton-Morgan	Linden Park	<i>K. Compton-Morgan</i>
Tim Thayer	Linden Park	<i>Tim Thayer</i>
Wendy Martin	Queensdale	<i>Wendy Martin</i>
Solange Stuketele	Queensdale	<i>Solange Stuketele</i>
P. R. WALSH	QUEENSDALE	<i>P. R. Walsh</i>
Joshua Weresch	✓ ———	<i>J. Weresch</i>

Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 3 - December 10, 2013  
Sign-in Sheet

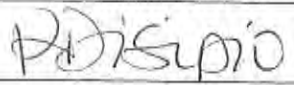
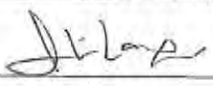

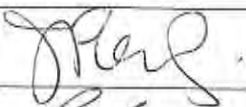
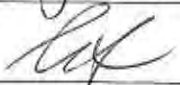
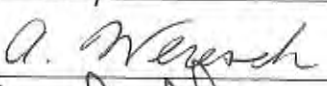


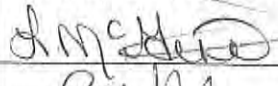
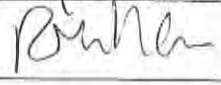

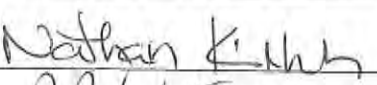
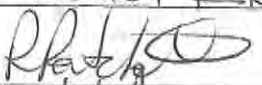

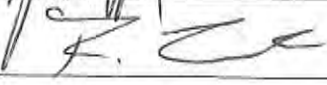
Name (please print)	School Affiliation (if any)	Signature
Kathy Gilmore	Queensdale	Kathy Gilmore
Lisa Mullan	Queensdale	Lisa Mullan
Daniel Spockstein	Linden Park	D. Spockstein
KLAUS CHRISTOFFERSEN	Queensdale	Klaus Christoffersen
ANNA CHRISTOFFERSEN	— " —	Anna Christoffersen
GARY TURCOIT	FRANKLIN R.U.	Gary Turcoit
Jay Kiddy	Queensdale	Jay Kiddy
Laura O'Neill	<del>Pauline Johnson</del>	Laura O'Neill
WES HICKS	TRUSTEE	Wes Hicks
Sarah Prior	Queensdale	S. Prior
ALEX KOZOLANIC	QUEENSDALE	Alex Kozolanic
Shawn McNeil	Queensdale	Shawn McNeil
Jenny Manservant	QUEENSDALE	Jenny Manservant
Jennifer Edgar	Queensdale	Jennifer Edgar
Leslie Riley	Linden Park	Leslie Riley
J.P. DANICO	QUEENSDALE	J.P. Danico



Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 3 - December 10, 2013  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Joe Carr	QUEENSDALE	
Margo Carr	"	
Christine Trammis	Queensdale	
Eileen Patchett	Queensdale	
T F Colhuc	QUEENSDALE	
M. Weil	"	
Thomas Gilling	Queensdale	
Diana Grambu	Do	
J		
Laura Margariti	FRANKLIN ROAD	
Jim Witter	Queensdale	
Rachel Kostub	Queensdale	
Nancy Kish	Queensdale	
Aunika Hinks	Queensdale	
Elaine Dagg	Franklin Road	
Tonya Klyne	Linden Park	

Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 3 - December 10, 2013  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Kristi DiSipio	Eastmount	
Alison Lange	LINDEN PARK	
MIKE PATCHETT	LINDEN CARDINAL QUEENS DALE	
Jen Flewelling	Linden Park	
Chantal Pekelele	Queensdale	
Alexandra Weresch	Linden Park	
Chris Gifford	G.L. Armstrong	
Lillian Orban	Trustee <sup>on</sup> <sub>ante</sub> <sub>list</sub>	
Lia McGrinn	Hill Park	
Rob Mullan	Queensdale	
Riann Kinnibough	Queensdale	
Nathan Kinnibough	Queensdale	
Robyn Patchett	Queensdale	
JASON VANTWYL	QUEENSDALE	
Ryan CoE	Linden Park	

Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 3 - December 10, 2013  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Lisa Mantysaari	Eastmount	<i>Lisa Mantysaari</i>
Robert Croft	/	<i>Robert Croft</i>
Debbie Morris	Eastmount	<i>D. Morris</i>
MICHELLE F. CURTIS	CARDINAL HEIGHTS / RIDGEMOUNT	<i>M. Curtis</i>
MARLON PICKEN	<u>H/P</u>	<i>Marlon Picken</i>
Sally Deleekle	Queensdale	<i>Sally Deleekle</i>
Ali Korobka	Queensdale	<i>Ali Korobka</i>
GLENN SIMPSON	Queensdale	<i>G. Simpson</i>
Chris Robertson	Queensdale	<i>Chris Robertson</i>
Lindsay Novosad	Linden Park	<i>Lindsay Novosad</i>
Carl Jennings	Queensdale	<i>Carl Jennings</i>
Leyh Wilson	Queensdale	<i>Leyh Wilson</i>
Emily Coe	Linden Park	<i>Emily Coe</i>
Lori Wilcox	<u>CARDINAL</u> Heights HILL PARK	<i>Lori Wilcox</i>

Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 3 - December 10, 2013  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
HEATHER VIANA	LINDEN PARK	Heather Viana
Stefanie Sheils	Queensdale	Stefanie Sheils
JIM CHRISTIDIS	LINDEN PARK	Jim Christidis
SOPHIA CHRISTIDIS	LINDEN PARK	S. Christidis
Shaun Poljancki	Linden Park	Shaun Poljancki
Sarah Poljancki	Linden Park	Sarah Poljancki
Lesley Robertsen	Linden Park	LR
Emily Christoffersen	Queensdale	EChristoff
Ingrid Christoffersen	Queensdale	Ingrid
Julie Scott	Linden Park	Julie Scott
Sandie Rowell	GL Armstrong	SRowell



Number	Name	School Affiliation
1 ✓	SOPHIA	LINDEN PARK
2 ✓	Sarah	Linden Park
3 ✓	Eileen	Queensdale
4 ✓	Nancy Kish	"
5 ✓	Tim Thayer	Linden Park
6 ✓	HEATHER VIANA	LINDEN PARK.
7 ✓	Ashawn McNicol	Queensdale
8 ✓	JASON VAN TUIL	QUEENSDALE
9	Alison Lange	Linden Park
10 ✓	ROBYN PATCHETT	QUEENSDALE
11 ✓	PHILIP VIANA	LINDEN PARK.
12 ✓	Rachel Kostuk	Queensdale
13 ✓	Emily Christoffersen	Queensdale
14 ✓	Tommy Kline	Linden Park
15 ✓	Aunika Hinks	Queensdale.
16 ✓	Dawn Danko (general)	Queensdale
17 ✓	JP Danko (Q's)	Queensdale
18 ✓	MIKE PATCHETT	QUEENSDALE - LINDEN, CARDINAL
19 ✓	Jennifer Edgar	Queensdale
20 ✓	Stephanie	Queensdale.
21		
22		
23		
24		
25		

**Central Mountain Accommodation Review Committee  
Public Consultation Meeting # 4  
Tuesday, February 4<sup>th</sup>, 2014  
6:00 p.m. – 7:30 p.m.**

**Hill Park Secondary  
465 East 16<sup>th</sup> Street, Hamilton, Ontario**

**Agenda**

1. Welcome and Introductions 6:00
2. Presentation 6:00 – 6:20
  - 2.1 Overview of Accommodation Review Process
  - 2.2 Work Completed by Accommodation Review Committee
  - 2.3 Review Accommodation Options
  - 2.4 Next Steps – Public Delegation
3. Facilitated Group Discussion 6:20 – 6:40
4. Question and Answer on Accommodation Options 6:45 – 7:30
5. Adjournment





Elementary Accommodation  
Review Committee




## Central Mountain Accommodation Review Committee Public Meeting #4


Cardinal Heights Linden Park  
Eastmount Park Pauline Johnson  
Franklin Road Queensdale  
G.L. Armstrong Ridgemount

Hill Park Secondary - Tuesday, February 4<sup>th</sup>, 2014

1




Elementary Accommodation  
Review Committee




## Welcome and Introductions

2




Elementary Accommodation  
Review Committee




## Meeting Norms

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

3




Elementary Accommodation  
Review Committee




## Why we are here tonight?

- Provide an overview of the Accommodation Review Process
- Review the work completed to date by the Accommodation Review Committee (ARC)
- Presentation of Accommodation Review Committee Options for final report
- Receive Public Feedback

4




Elementary Accommodation  
Review Committee




## Overview of Accommodation Review Process

5



Elementary Accommodation  
Review Committee



## Accommodation Review Committee Mandate

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

6

**Elementary Accommodation Review Committee**

### Committee Membership

- Chair (member of HWDSB Executive Council)

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

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

**Elementary Accommodation Review Committee**

### What will the ARC consider when developing their options?

Reference Criteria (as outlined in the Board policy):

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

Additional items identified by the committee and community are also considered.

**Elementary Accommodation Review Committee**

### How does the ARC process work?

There are two kinds of meetings.

**Working meetings** – ARC committee works to identify various options to present to the community and trustees. Public can attend but not participate.

**Public meetings** – There are four public meetings. This is where the ARC presents its options to gain feedback from the community. Public will provide input that will be used by the ARC as it prepares its final recommendations.

**Elementary Accommodation Review Committee**

### Where are we in the Accommodation Review Process?

**Elementary Accommodation Review Committee**

**Board Approval June 2013**

- Preliminary School Accommodation Review Report

**Preparation Phase June 2013-Sept 2013**

- Preparation of background material
- Committee members are appointed

**Community Review Phase Oct 2013-Jan 2014\***

- Board Staff share school accommodation option
- Accommodation Review Committee develops recommendation(s)

**Board Review Phase Feb 2014 – May 2014\***

- Director's Accommodation Review Report
- Public delegations at Standing Committee Meeting

**Projected Decision by Trustees May 2014\***

**Public Meetings**

October 8<sup>th</sup>, 2013 - Complete  
 November 5<sup>th</sup>, 2013 - Complete  
 December 10<sup>th</sup>, 2013 - Completed  
 February 4<sup>th</sup>, 2014 - Tonight

**Working Group Meetings**

October 1<sup>st</sup>, 2013 – Complete  
 October 15<sup>th</sup>, 2013 – Complete  
 October 29<sup>th</sup>, 2013 – Complete  
 November 12<sup>th</sup>, 2013 – Complete  
 November 26<sup>th</sup>, 2013 – Complete  
 December 3<sup>rd</sup>, 2013 – Complete  
 January 14<sup>th</sup>, 2014 – Complete  
 January 28<sup>th</sup>, 2014 – Complete  
 February 4<sup>th</sup>, 2014 –  
 February 11<sup>th</sup>, 2014 –

\* Dates are approximate and subject to accommodation review progress

**Elementary Accommodation Review Committee**

### Work completed by the Accommodation Review Committee

**Elementary Accommodation Review Committee**

**Since Our Last Public Meeting:**

- Completed 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> working group meetings.
- Completed all the school tours
- Review of 15 additional accommodation options (Total of 35 Options)
- Discussion and analysis of options to determine which to take forward to tonight's public meeting.

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**Elementary Accommodation Review Committee**

**Accommodation Review Committee Report Draft Outline**

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**Elementary Accommodation Review Committee**

**ARC Report – Draft Outline**

**Section 1 & 2:**

- Executive Summary
- Overview of accommodation review process
- Overview of the purpose behind accommodation reviews
- Overview resources available, communication strategy and how community input was received.

**Section 3:**

- Description of Accommodation Review Committee recommendation(s) and rationale.

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**Elementary Accommodation Review Committee**

**Current Situation & Accommodation Review Committee Options**

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**Elementary Accommodation Review Committee**

**Central Mountain Accommodation Review Current Boundaries**

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**Elementary Accommodation Review Committee**

**Central Mountain Current Enrolment**



Year	Enrolment	Capacity
2012	2,000	2,900
2013	2,000	2,900
2014	2,000	2,900
2015	2,000	2,900
2016	2,000	2,900
2017	2,000	2,900
2018	2,000	2,900
2019	2,000	2,900
2020	2,000	2,900
2021	2,000	2,900
2022	2,000	2,900

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Elementary Accommodation Review Committee


## Accommodation Review Committee Options



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Elementary Accommodation Review Committee


### Accommodation Review Committee Options

These options or slight variations (e.g. grade organizations, boundaries & timelines) depending on feedback from tonight’s meeting will be used in the final report completed by the committee. The ARC is intending to narrow the options given in the final report.

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Elementary Accommodation Review Committee


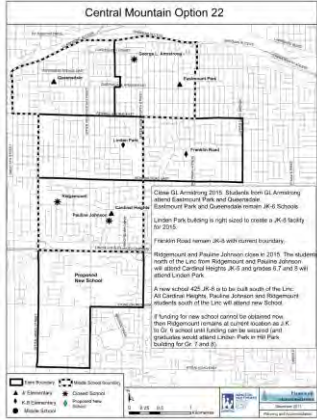
#### Option #22

- Close GL Armstrong in 2015. Students attend either Eastmount Park and Queensdale for JK-6.
- Franklin Road remain K-8 with current boundaries.
- Ridgemount and Pauline Johnson are closed in 2015. Students north of the Linc attend Cardinal Heights for JK-5.
- Linden Park is renovated to be a JK-8 school for 2015 and receives Eastmount Park and Queensdale students for 7 & 8. Cardinal Heights 6, 7 & 8s attend Linden Park.
- New 425 pupil place JK-8 School proposed south of the Linc for 2015.



School	OTG	2012	2015	2018	2022
Option #22	Current OTG	2,087	2,033	2,009	1,978
		2,954	70%	91%	90%
Implementation (2015) OTG	2,230				

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Elementary Accommodation Review Committee






22


Elementary Accommodation Review Committee


### Overview of Rationale for Option #22

- One fewer bus required for transportation than current situation.
- Balanced option in terms of geographic distribution of schools.
- Close three schools and builds one new – location TBD
- Considers future enrolment growth south of the Linc.
- Overall 89% enrolment capacity by 2022.
- 6 schools for the cluster.
- Has a plan b if no funding is granted.
- Potential 10 year capital/facilities savings: \$5,103,860
- Potential 10 year administrative/operational savings:\$11,243,750

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Elementary Accommodation Review Committee


#### Option #32

- Close GL Armstrong 2015. Students attend either Queensdale or Eastmount Park for JK-6. Eastmount Park grade 7 & 8s attend Franklin Road and Queensdale 7 & 8s attend Linden Park.
- Linden Park become JK-8 facility.
- Franklin Road remains a JK-8 with additional grade 7 & 8s from Eastmount Park.
- Cardinal Heights become 4-8 and Pauline Johnson JK-3 in 2014. Build new school on site or consider new site south of Linc for 2017.
- Close Ridgemount in 2015. Students from north of Linc attend Linden Park and students south of Linc attend New JK-8 on Cardinal Heights site or south of Linc.

School	OTG	2012	2015	2017	2019	2022
Option #32	Current OTG	2,087	2,033	2,026	2,016	1,978
		2,954	70%	96%	94%	94%
Implementation (2015) OTG	2,117					
Implementation (2017) OTG	2,145					

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**Central Mountain Option 35**

Close Eastwood Park in 2015. Students to GL Armstrong for JK-8.

Close Linden Park 2012. Students sent to Upper Wellington and Franklin Road for JK-8. Students west of Upper Wellington attend Queenwood for JK-8 and GL Armstrong from 7-8.

Regiment and Paddy Johnson remain JK-8 and Carleton Heights remain 5-8.

Legend:  
 - JK-8 Boundary  
 - JK-8 Elementary  
 - JK-8 Middle School  
 - JK-8 Bus Route  
 - JK-8 School Boundary  
 - JK-8 School  
 - JK-8 Bus Stop

**Elementary Accommodation Review Committee**

**Overview of Rationale for Option #35**

- Requires a projected three additional busses for transportation.
- Close two schools and no new builds.
- Overall 86% enrolment capacity by 2022.
- Least disruption for students upon implementation – only requires two schools to move.
- 6 schools for the cluster.
- Potential 10 year capital/facilities savings : \$12,293,661
- Potential 10 year administrative/operational savings: \$7,513,050

**Elementary Accommodation Review Committee**

**Accommodation Options Information Session**

**Elementary Accommodation Review Committee**

**Accommodation Options Info Session**

- There are 10 tables with facilitators
- Please move around to each table and review the information for the accommodation options
- Please share any rationale for each option
- This information will be used by the committee in making final decisions for two options they wish to include in their report
- Please return to the auditorium at 6:40

**Elementary Accommodation Review Committee**

**Next Steps**



- Working Group 10 & 11
  - Review of public feedback from tonight
  - Discussion of ARC Recommendations
  - Completion of ARC Report by February 20<sup>th</sup>
  - ARC Report submitted to Director of Education
  - ARC Committee Presentation of Report to Trustees (March 2014)

**Elementary Accommodation Review Committee**

**Public Delegations**



- Any member of the public may request a delegation with Trustees. (April/May 2014 – TBD)
- Public may request 5 to 10 minutes of time to make a presentation to the Board of Trustees
- Trustees may ask the presenter questions of clarification
- Instructions for requesting delegations and delegation procedures will be communicated by the board (March 2014)
- Dates in which the delegations will occur will be advertised and communicated through the schools.
- Approximate date: April/May of 2014.



 **Elementary Accommodation Review Committee** 

**Accommodation Options Question and Answer**



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 **Elementary Accommodation Review Committee** 

**Discussion Guidelines**

- Why are we here?
- The questions you ask and what you share should help the committee determine their final options
- The discussion should focus on the options reviewed
- Please add your name to the speakers list and try to keep your comments to 2 minutes

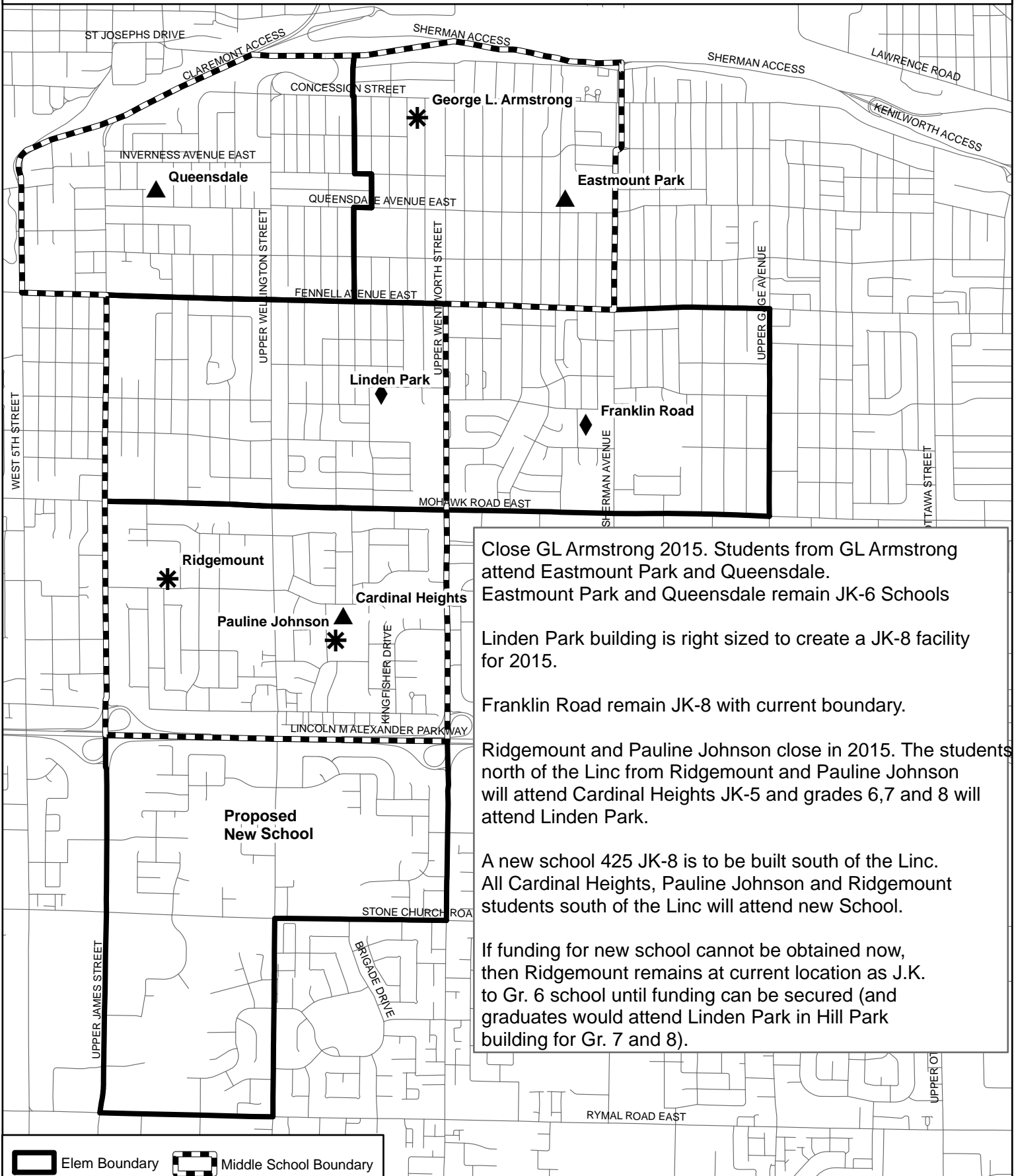
38

 **Elementary Accommodation Review Committee** 

**Thank You**

39

# Central Mountain Option 22



Close GL Armstrong 2015. Students from GL Armstrong attend Eastmount Park and Queensdale. Eastmount Park and Queensdale remain JK-6 Schools








Linden Park building is right sized to create a JK-8 facility for 2015.

Franklin Road remain JK-8 with current boundary.

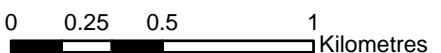
Ridgemount and Pauline Johnson close in 2015. The students north of the Linc from Ridgemount and Pauline Johnson will attend Cardinal Heights JK-5 and grades 6,7 and 8 will attend Linden Park.

A new school 425 JK-8 is to be built south of the Linc. All Cardinal Heights, Pauline Johnson and Ridgemount students south of the Linc will attend new School.

If funding for new school cannot be obtained now, then Ridgemount remains at current location as J.K. to Gr. 6 school until funding can be secured (and graduates would attend Linden Park in Hill Park building for Gr. 7 and 8).

 Elem Boundary	 Middle School Boundary
 Jr Elementary	 Closed School
 K-8 Elementary	 Proposed New School
 Middle School	

N



0 0.25 0.5 1 Kilometres

	
	December 2013 Planning and Accommodation

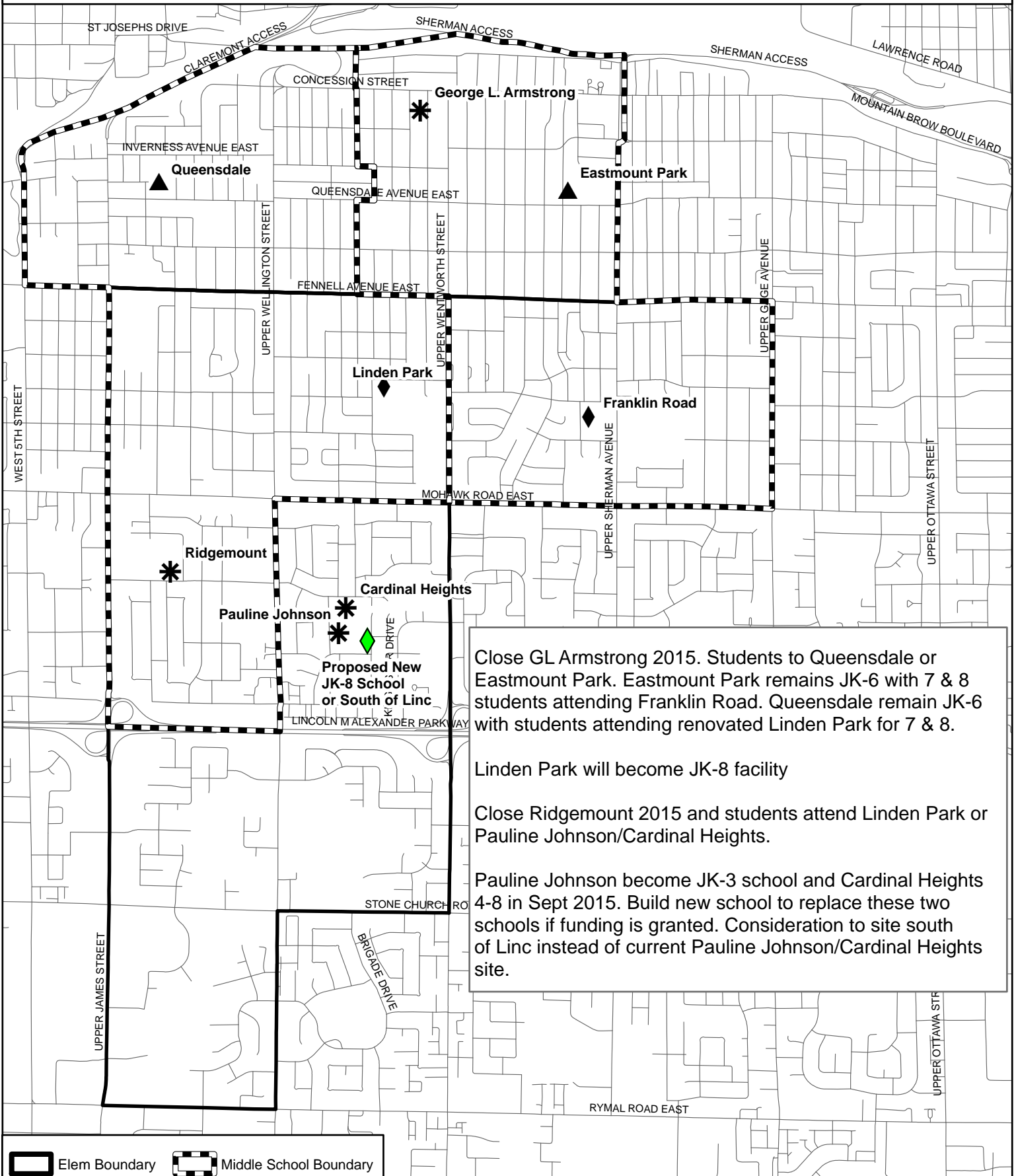
School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (JK-5)	308	312	299	359	365	371	363	371	368	367	367
	388	101%	97%	93%	94%	96%	94%	96%	95%	95%	95%
Eastmount Park (JK-6)	348	216	219	326	312	306	306	285	287	287	287
		62%	63%	94%	90%	88%	88%	82%	82%	82%	82%
Franklin Road (JK-8)	463	355	358	347	346	343	339	340	337	341	337
		77%	77%	75%	75%	74%	73%	73%	73%	74%	73%
George L. Armstrong (Closed)	633	327	318								
		52%	50%								
New K-8 South of Linc	375			311	310	325	325	339	341	344	348
				83%	83%	87%	87%	90%	91%	92%	93%
Linden Park (K-8)	319	154	159	431	447	429	427	439	433	409	408
	457	48%	50%	94%	98%	94%	93%	96%	95%	90%	89%
Pauline Johnson (Closed)	314	265	279								
		84%	89%								
Queensdale (JK-6)	279	188	195	258	258	251	249	242	238	235	231
		67%	70%	93%	93%	90%	89%	87%	85%	84%	83%
Ridgemount (Closed)	290	247	251								
		85%	86%								
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	91%	91%	91%	90%	90%	90%	89%	89%
2015 OTG	2,230										

**Potential Classroom Renovations/Additions**

Cardinal Heights- 4 FDK Addition  
 Eastmount Park- FDK Reno  
 Franklin Road- None  
 GL Armstrong- Closed

Linden Park-6 classroom addition  
 Pauline Johnson- Closed  
 Queensdale- Possible FDK Addtion/Reno  
 Ridgemount- Closed

# Central Mountain Option 32



Close GL Armstrong 2015. Students to Queensdale or Eastmount Park. Eastmount Park remains JK-6 with 7 & 8 students attending Franklin Road. Queensdale remain JK-6 with students attending renovated Linden Park for 7 & 8.

Linden Park will become JK-8 facility

Close Ridgemount 2015 and students attend Linden Park or Pauline Johnson/Cardinal Heights.

Pauline Johnson become JK-3 school and Cardinal Heights 4-8 in Sept 2015. Build new school to replace these two schools if funding is granted. Consideration to site south of Linc instead of current Pauline Johnson/Cardinal Heights site.

	Elem Boundary		Middle School Boundary
	Jr Elementary		Closed School
	K-8 Elementary		Proposed New School
	Middle School		

N

0 0.25 0.5 1 Kilometres

**Planning & Accommodation**

Jan 2014

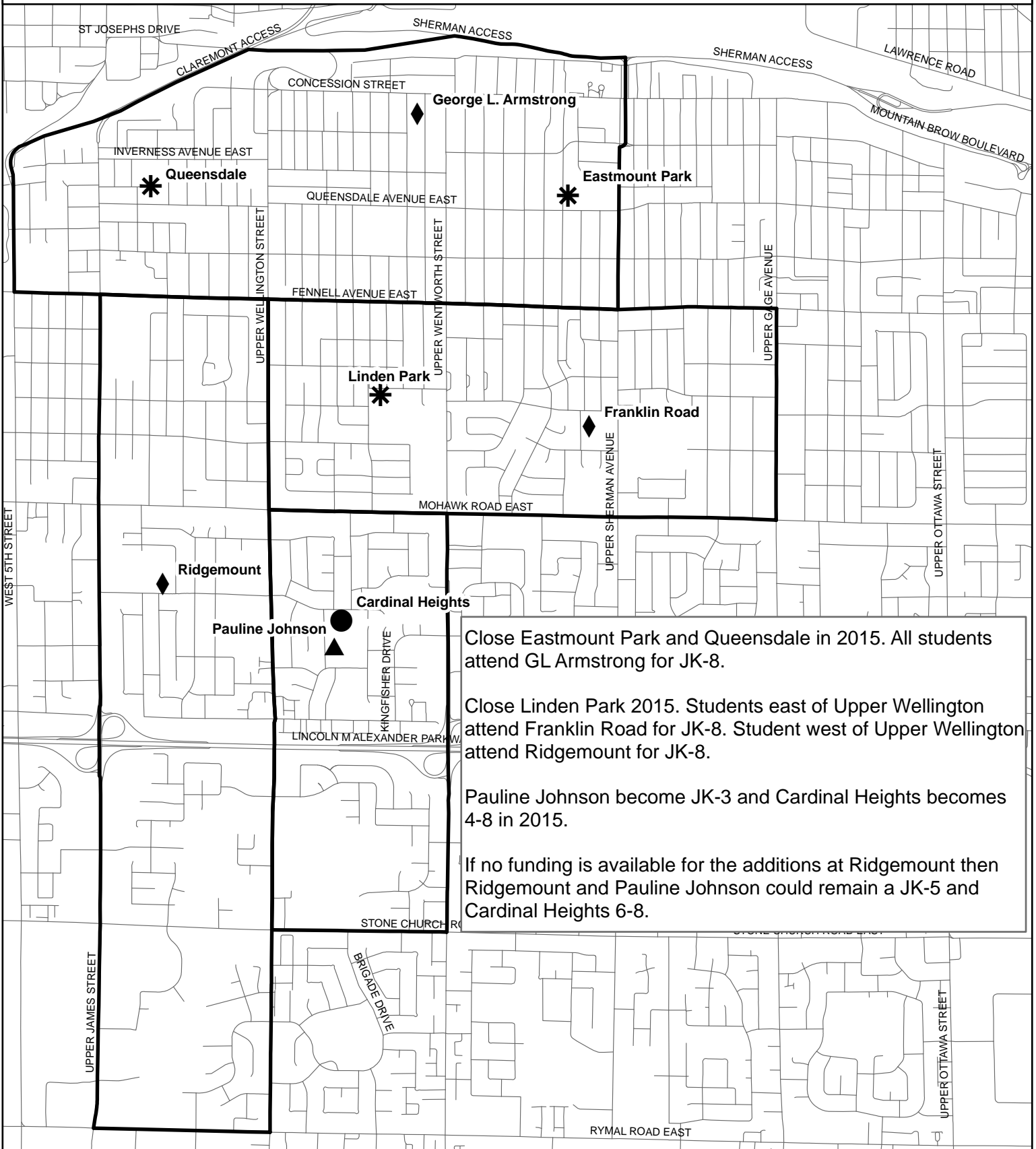
Planning and Accommodation

School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Cardinal Heights (4-8 2015) Closed 2016 pending new school</b>	308	312	299	281	281						
		101%	97%	91%	91%						
<b>Eastmount Park (K-6)</b>	348	216	219	326	312	306	306	285	287	287	287
		62%	63%	94%	90%	88%	88%	82%	82%	82%	82%
<b>Franklin Road (K-8)</b>	463	355	358	418	436	427	408	424	421	404	402
		77%	77%	90%	94%	92%	88%	92%	91%	87%	87%
<b>George L. Armstrong (Closed)</b>	633	327	318								
		52%	50%								
<b>Linden Park (K-8)</b>	319	154	159	428	426	417	408	407	406	395	395
	405	48%	50%	106%	105%	103%	101%	101%	100%	98%	97%
<b>Pauline Johnson (K-3 2015) Closed 2016 pending new school</b>	314	265	279	322	325						
		84%	89%	103%	104%						
<b>Queensdale (K-6)</b>	279	188	195	258	258	251	249	242	238	235	231
		67%	70%	93%	93%	90%	89%	87%	85%	84%	83%
<b>Ridgemount (Closed)</b>	290	247	251								
		85%	86%								
<b>New K-8 on Cardinal Heights Site or South of Linc (Open 2017)</b>	650					625	638	657	652	662	664
						96%	98%	101%	100%	102%	102%
<b>Total</b>	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	96%	96%	94%	94%	94%	93%	92%	92%
<b>2015 OTG</b>	2,117										
<b>2017 OTG</b>	2,145										

**Potential Classroom Renovations/Additions**

Cardinal Heights- None	Linden Park- 2 FDK, 2 Classrooms
Eastmount Park- None	Pauline Johnson- Closed
Franklin Road- None	Queensdale- None
GL Armstrong- Closed	Ridgemount- Closed

# Central Mountain Option 34



Close Eastmount Park and Queensdale in 2015. All students attend GL Armstrong for JK-8.

Close Linden Park 2015. Students east of Upper Wellington attend Franklin Road for JK-8. Student west of Upper Wellington attend Ridgemount for JK-8.

Pauline Johnson become JK-3 and Cardinal Heights becomes 4-8 in 2015.

If no funding is available for the additions at Ridgemount then Ridgemount and Pauline Johnson could remain a JK-5 and Cardinal Heights 6-8.

	Elem Boundary		Middle School Boundary
	Jr Elementary		Closed School
	K-8 Elementary		Proposed New School
	Middle School		

N

0 0.25 0.5 1 Kilometres

	<p>Planning &amp; Accommodation</p>
	<p>Jan 2014</p>
<p>Planning and Accommodation</p>	



School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (4-8)	308	312	299	189	185	197	213	225	219	223	221
		101%	97%	61%	60%	64%	69%	73%	71%	73%	72%
Eastmount Park (Closed)	348	216	219								
		62%	63%								
Franklin Road (JK-8)	463	355	358	476	472	466	459	457	452	451	448
		77%	77%	103%	102%	101%	99%	99%	98%	97%	97%
George L. Armstrong (JK-8)	633	327	318	715	723	699	679	662	659	632	629
	700	52%	50%	102%	103%	100%	97%	95%	94%	90%	90%
Linden Park (Closed)	319	154	159								
		48%	50%								
Pauline Johnson (JK-3)	314	265	279	216	221	219	219	220	221	221	221
		84%	89%	69%	70%	70%	70%	70%	70%	70%	70%
Queensdale (Closed)	279	188	195								
		67%	70%								
Ridgemount (JK-8)	290	247	251	437	438	446	439	452	454	456	460
	448	85%	86%	97%	98%	99%	98%	101%	101%	102%	103%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	91%	91%	91%	90%	90%	90%	89%	89%
2015 OTG	2,233										

**Potential Classroom Renovations/Additions**

Cardinal Heights- None  
 Eastmount Park- Closed  
 Franklin Road-FDK Reno  
 GL Armstrong- 3 FDK Addition/Reno, 2 Classroom addition

Linden Park- Closed  
 Pauline Johnson- None  
 Queensdale- Closed  
 Ridgemount- FDK Addition, 6 Classroom Addition



School	OTG	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cardinal Heights (6-8)	308	312	299	218	202	225	226	246	229	233	228
		101%	97%	71%	66%	73%	73%	80%	74%	76%	74%
Eastmount Park (Closed)	348	216	219								
		62%	63%								
Franklin Road (JK-8)	463	355	358	476	472	466	459	457	452	451	448
		77%	77%	103%	102%	101%	99%	99%	98%	97%	97%
George L. Armstrong (JK-8)	633	327	318	538	538	511	488	487	493	466	467
		52%	50%	85%	85%	81%	77%	77%	78%	74%	74%
Linden Park (Closed)	319	154	159								
		48%	50%								
Pauline Johnson (JK-5)	314	265	279	295	307	300	305	304	305	305	305
		84%	89%	94%	98%	96%	97%	97%	97%	97%	97%
Queensdale (JK-6)	279	188	195	253	261	267	270	260	256	253	250
		67%	70%	91%	94%	96%	97%	93%	92%	91%	90%
Ridgemount (JK-5)	290	247	251	253	258	258	261	262	268	274	280
		85%	86%	87%	89%	89%	90%	90%	92%	94%	97%
Total	Current OTG	2,062	2,078	2,033	2,038	2,026	2,009	2,016	2,003	1,983	1,978
	2,954	70%	70%	89%	89%	89%	88%	88%	88%	87%	86%
2015 OTG	2,287										

**Potential Classroom Renovations/Additions**

Cardinal Heights- None  
 Eastmount Park- Closed  
 Franklin Road- FDK Reno  
 GL Armstrong- 2 FDK Reno

Linden Park- Closed  
 Pauline Johnson- FDK Addition/Reno  
 Queensdale- FDK Addition/Reno  
 Ridgemount- None

	<b>Option 22</b>	<b>Option 32</b>	<b>Option 34</b>	<b>Option 35</b>
<b>What is the projected overall cost? (10 year cost)</b>	\$32,268,575	\$29,913,632	\$20,765,952	\$25,078,774
<b>What is the projected capital/facility savings(over 10 years)?</b>	\$5,103,860	\$7,458,803	\$16,606,483	\$12,293,661
<b>What are the projected annual transportation costs?</b>	\$308,000	\$423,500	\$616,000	\$462,000
<b>What are the projected new build (FDK, addition and new school costs)?</b>	\$11,035,000	\$13,700,000	\$4,135,000	\$1,415,000
<b>What is the projected annual operational/ administrative savings?</b>	\$11,243,750	\$10,974,650	\$11,446,080	\$7,513,050
<b>How many new builds?</b>	1	1	0	0

	<b>Option 22</b>	<b>Option 32</b>	<b>Option 34</b>	<b>Option 35</b>
<b>What is the on the ground capacity?</b>	Cardinal Heights: 388 Eastmount Park: 348 Franklin Road: 463 Linden Park: 457 New School: 375 Queensdale: 279	Eastmount Park: 348 Franklin Road: 463 Linden Park: 405 New School: 650 Queensdale: 290	Cardinal Heights: 308 Franklin Road: 463 GL Armstrong: 700 Pauline Johnson: 314 Ridgemount: 448	Cardinal Heights: 308 Franklin Road: 463 GL Armstrong: 633 Pauline Johnson: 314 Queensdale: 279 Ridgemount: 290
<b>Projected Facility Utilization: Implementation &amp; 2022</b>	2015 Implementation  Cardinal Heights : 93%, 95% Eastmount Park: 94%, 82% Franklin Road: 75%, 73% Linden Park: 94%, 89% New School: 83%, 93% Queensdale: 93%, 83%  Total: 91%, 89%	2017 Implementation  Eastmount Park: 88%, 82% Franklin Road: 92%, 87% Linden Park: 101%, 97% New School: 96%, 102% Queensdale: 93%, 83%  Total: 94%, 92%	2015 Implementation  Cardinal Heights: 61%, 72% Franklin Road: 103%, 97% GL Armstrong: 102%, 90% Pauline Johnson: 69%, 70% Ridgemount: 97%, 103%  Total: 91%, 89%	2015 Implementation  Cardinal Heights: 71%, 74% Franklin Road: 103%, 97% GL Armstrong: 85%, 74% Pauline Johnson: 94%, 97% Queensdale: 91%, 90% Ridgemount: 87%, 97%  Total: 89%, 86%
<b>Grade Organization</b>	Cardinal Heights : JK-5 Eastmount Park: JK-6 Franklin Road JK-8 Linden Park JK-8 New School: JK-8 Queensdale: JK-6	Eastmount Park: JK-6 Franklin Road JK-8 Linden Park JK-8 New School: JK-8 Queensdale: JK-6	Cardinal Heights: 4-8 Franklin Road: JK-8 GL Armstrong: JK-8 Pauline Johnson: JK-3 Ridgemount: JK-8	Cardinal Heights: 6-8 Franklin Road: JK-8 GL Armstrong: JK-8 Pauline Johnson: JK-5 Queensdale: JK-6 Ridgemount: JK-5
<b>How many schools have an enrolment of 500-600 students?</b>	None	1 - New School	1 - G.L Armstrong	1 - G.L Armstrong

**Central Mountain Accommodation Review Committee  
Public Consultation Meeting # 4  
Tuesday, February 04, 2014  
6:00 p.m.**

**Hill park Secondary School  
465 East 16<sup>th</sup> Street, Hamilton, ON**

**Minutes**

**ATTENDANCE:**

**Committee Members**

**Chair** - Michael Prendergast

**Voting Members** - Diana Asrani, Amber Bourque, Candice Campbell, Marney Campbell, Jenn Clarke, Leanne Friesen, Dianna Gamble, Adam Hinks, Marj Howden, Barbara Jalsevac, Jennifer Lockhart, Kathy Long, Denise McCafferty, Jamie McLean, Sharon Miller, Patricia Mousseau, Robert Nixon, Candice Romaker, Janeen Schaeffer, Lourie Vanderzyden, Laurie Walowina

**Non-Voting Members** - Julie Beattie, Maria Carbone, Colin Hazell, Lillian Orban, Jennifer Robertson-Heath, Nanci-Jane Simpson, Doug Trimble

**Regrets**

**Voting Members** - Philip Erwood, Margaret Toth

**Non-Voting Members** - Biljana Arsovic Filice, Linda Astle,

**Resource Staff**

Ian Hopkins, Jackie Penman, Ellen Warling

**Recording Secretary**

Kathy Forde

**Public** - 84 public attendees present - Cardinal Heights (3); Eastmount (2); Franklin Road (3); GL Armstrong (8); Linden Park (20); Pauline Johnson (1); Queensdale (46) Ridgemount (1)

**1. Welcome and Introductions**

Michael Prendergast welcomed everyone to the meeting.

**2. Presentation**

**2.1 Overview of Accommodation Review Process**



Meeting norms, mandate, membership, reference criteria, meeting formats and timeline were reviewed. Since October 2013, there have been nine working group meetings and three public meetings. Two more working group meetings follow to reflect on further public feedback, determine the options that will move forward and finalize the report. Both the committee report and staff report will be submitted to the Director then presented to the Board of Trustees. Another opportunity will be provided for final public comments through delegations during the period of trustee review. Procedures and dates for delegations will be posted.

## **2.2 Work Completed by Accommodation Review Committee**

Overall, the committee has reviewed 35 options and has toured all schools involved. Additional meetings have been added to ensure public input and feedback has been thoroughly considered. The committee is currently looking at four options but the end goal is to narrow the list down to two options for trustee consideration. The ARC report will then be finalized and will include an executive summary, the recommended options and overviews of the process, purpose, resources, communications strategy and gathering of community input.

## **2.3 Review Accommodation Options**

With declining enrolment, there are approximately 1000 empty pupil seats. The Ministry funds schools through the number of students but with excess capacity funding is insufficient for maintaining buildings and providing quality learning and teaching environments. The Board also receives approximately \$8M annually for facilities renewal but again it is not sufficient to do all the work and maintenance required so has become a challenge.

Options were briefly reviewed. Many include a consolidation of details from various options. Fallback positions have been included within each of the four options should Ministry funding not be available. Public attendees were invited to the cafeteria to view the options and provide feedback to the facilitators. Further details were provided in a handout and are also available on the Board's website at [www.hwdsb.on.ca](http://www.hwdsb.on.ca).

### **Option 22**

- **Close GL Armstrong in 2015. Students attend either Eastmount Park or Queensdale for JK-6**
- **Franklin Road remains K-8 with current boundaries**
- **Ridgemount and Pauline Johnson are closed in 2015. Students north of the Linc attend Cardinal Heights for JK-5**
- **Linden Park is renovated to be a JK-8 school for 2015 and receives Eastmount Park and Queensdale students for 7 & 8. Cardinal Heights 6, 7 & 8s attend Linden Park**
- **New 425 pupil place JK-8 School proposed south of the Linc for 2015**

### **Option 32**

- **Close GL Armstrong 2015. Students attend either Queensdale or Eastmount Park for JK-6  
Eastmount Park grade 7 & 8s attend Franklin Road and Queensdale 7 & 8s attend Linden Park**

- Linden Park becomes JK-8 facility
- Franklin Road remains a JK-8 with additional grade 7 & 8s from Eastmount Park
- Cardinal Heights become 4-8 and Pauline Johnson JK-3 in 2014. Build new school on site or consider new site south of Linc for 2017
- Close Ridgemount in 2015. Students from north of Linc attend Linden Park and students south of Linc attend New JK-8 on Cardinal Heights site or south of Linc

#### Option 34

- Close Eastmount Park and Queensdale in 2015. All students attend GL Armstrong for JK-8
- Close Linden Park in 2015. Students east of Upper Wellington attend Franklin Road for JK-8 and students west of Upper Wellington attend Ridgemount for JK-8. Ridgemount would need renovations/additions to retrofit into a JK-8 facility
- Pauline Johnson become JK-3 and Cardinal Heights becomes 4-8 - Campus school

#### Option 35

- Close Eastmount Park in 2015. All students attend GL Armstrong for JK-8
- Close Linden Park 2015. Students east of Upper Wellington attend Franklin Road for JK-8. Students west of Upper Wellington attend Queensdale JK-6 and GL Armstrong for 7 & 8
- Queensdale remains a JK-6 facility and continues to attend GL Armstrong for 7 & 8
- Pauline Johnson and Ridgemount remain JK-5 schools and graduates attend Cardinal Heights for grades 6, 7 & 8

### 2.4 Next Steps - Public Delegation

By February 20<sup>th</sup>, the final ARC Report will be submitted to the Director. The committee will then present its recommendation to the Board of Trustees. The Staff Option is also being finalized and it too will be presented to Trustees. An opportunity for final comments is available through public delegations during the period of trustee review in April/May. Dates and procedures will be provided through communications with the schools and media.

### 3. Facilitated Group Discussion

Facilitators were stationed among eight tables to gather input on the four options presented and staff was available to respond to any enquiries during group discussions. Attendees were encouraged to share comments and rationale for specific preferences. Feedback would be consolidated and reviewed at the working group meeting that followed.

### 4. Questions and Answers on Accommodation Options

An open floor was provided for a question and answer session using a speakers list. Michael Prendergast noted that discussions are being transcribed in response to a public request.

### Questions and Answers

### Accessibility

*Q. Options 22, 32 and 35 all keep fully accessible schools open but Option 34 does not. How will you respond to the Ontario Accessibility Act?*

A. The Board would look at the renovations required for the schools that remain and accessibility would remain a key item.

*Q. Regarding accessibility issues, generally children who need a wheelchair are thought of but those who are deaf and hard of hearing must also be considered. These programs need special coverings on walls and floors. Accessibility for children with respiratory issues and asthma should also be considered. New schools are air conditioned but older schools without air systems and schools near busy traffic are a concern.*

A. Air quality is a concern. New builds provide an opportunity for state-of-the-art heating and cooling so there are advantages to new builds. These ailments are common and schools need to be cognizant of this. Not sure if there is statistical data on this for the south central mountain area. Any data can be shared with the committee.

### ARC Report

*Q. Will the report be sent home or posted?*

A. Yes, both the committee report and staff report will be posted on the website once finalized. The committee options will also be communicated to parents through correspondence sent home from the schools.

### Before and After School Care / Daycare Programs

*Q. Before and after programs and daycare programs are a concern. Will you be offering these programs at the new locations and perhaps looking at start and end times to accommodate parents who will now have longer commute times?*

A. Yes, if we need to reallocate programs we will look to partner with providers. Any service will want to look at meeting client needs and will adjust accordingly. We do have daycare providers in some of our facilities. Funding from the Ministry would be needed to assist in relocating daycare providers whether within the eight schools or elsewhere in proximity. A needs assessment survey might also be conducted through the providers.

### Boundaries

*Q. In Options 22 and 32 where a new school south of the Linc is being proposed, has a boundary shift been considered? Ray Lewis and Helen Detwiler are over-capacity so perhaps boundaries could be changed to balance school populations.*

A. The committee asked the same thing.

### Costs

*Q. Should costs not be considered before decisions are made?*

A. Costs have been estimated.

### Enrolment Projections

*Q. I am excited about a few options. The committee has done a "180" since we started. There are a few options that benefit the mountain area. It is noted that enrolment projections are not an exact science. All statistical calculations include assumptions so a number like 89% has a variation - you need to look beyond that one number.*

A. Comments noted.

*Q. From a Board standpoint, when given numbers on trends for areas that are developing, would the 24 acres just sold to a developer in an accommodation review area not change things? We have basically traded school land (the Jerome site) for housing development. That property was not sold before the ARC process.*

A. Enrolment projections address and include yields from new development south of the Linc. The full 26 acres cannot be developed. We look at the number of households and target communities so we are aware of the level of development - this allows us to forecast projections including intensification while looking at broad parameters. The municipality has a target set and each community will have different levels of intensity. Something can be zoned for a high-rise or low-rise but we have to assume there will be some change to land use over time. We look at demographics based on municipal numbers but zoning and bylaws do changes. That parcel of land includes about eight to nine acres of wetland that cannot be developed. It is not an exact science.

### Funding

*Q. We are putting in more tax money but there are fewer kids so where is the money actually going?*

A. In the past, taxes were collected through a mill rate then the Board would decide how to spend that money but that has changed. Since amalgamation, funding is controlled through the provincial government. We are funded based on an industrial model. Funding from the government is now allocated and you cannot switch money around between envelopes.

### Options

*Q. Option 32 is good as it consolidates three buildings with minimal community impact because the three buildings are close together. Can we close one of those schools and shift students to another school to increase population where needed. Option 35 does not look good financially so if we close another school it would be more viable.*

A. There are many other criteria to consider - not costs only. The working committee has reviewed many pieces of information. The three schools are already at capacity so we do not have the room without portables in this scenario.

*Q. We seem to be back to the starting point with Option 34 so I am concerned about putting this forward as schools here are underutilized. The ARC has a mandate but is allowed to make a recommendation such as a boundary review which could assist in bumping up numbers - I am not sure members are aware of this.*



*Program offerings could also be recommended like a request for dual track French Immersion since we only have a single track - this would be a great opportunity.*

A. Comments noted.

#### School Size

*Q. How many schools have an enrolment of 500-600 students? I am concerned that GL Armstrong will have 700 students - that is too big. In a large school it is hard to know everyone especially for the kindergarten students. I was a teacher previously and really liked the smaller schools - it was wonderful to know the kids and the parents.*

A. There are many schools that size, such as Ancaster Meadow, Helen Detwiler, Ray Lewis, Winona, etc.

#### Staff Option

*Q. When will the staff option become available?*

A. Once the Committee Option is submitted to the Director, staff has a minimum of 30 days to review the Staff Option and incorporate any modifications based on the public feedback that has been heard throughout the review process before submitting its final recommendation.

#### Student Impact

*Q. My children go to Linden Park. If you close the school it will affect everyone. The Board needs to wake up. Parents will have one remaining option and could send their children to a closer Catholic school. My daughter has a feeding tube and needs special care - I need to be two minutes away. This is serious - she was stuck in the hospital for three months. What is going to happen in regards to my daughter's needs? There are other kids with special needs too. What are you going to do for the children and parents? There is also a beautiful daycare facility open from 7 am to 6 pm that many parents rely on - it also offers March Break and summer camps. Keeping the school open is very important. It means a lot to many of us to keep Linden Park open.*

A. Comments noted.

*Q. As a past parent from Queensdale, my son who is deaf went to school there where a program that provides support for hearing impaired students is offered. If Queensdale was no longer to exist would the Board be ready to provide money and renovations for this special program elsewhere? The program has been open since the 1960's.*

A. As part of the Program Strategy, if a school in an ARC process has a system class we would ensure there is a space for these students to land softly - there is a process. Resources within the current building would be part of transitioning with parents and students to ensure it goes smoothly. We recognize the program has been there for a long time and will ensure the program lands softly. Due to collective agreements we cannot shift everyone but staffing as part of the program usually shifts with the students including Educational Assistants.

*Q. The government says it wants the best for the children and putting children first has been their motto but it seems we are putting finances first. In small schools teachers get to know the families but this does not happen in a big school as there is less one-on-one.*

A. Comments noted.

*Q. Student health must be considered, especially the kids in schools with three floors that do not have air conditioning or updated air systems. We need to look at numbers. With more students in a school you can expect more illnesses. Children with asthma and special needs have health issues that need to be dealt with daily. Also, many of students do not have the freedom to walk around like they use to due safety concerns these days. It takes a village to raise a child - we need to look out after each other.*

A. Comments noted.

#### Sustainability

*Q. How much does this play into sustainability? If the Linden Park site is sold and it is developed with 200-300 homes where will these new families go for school over the next 10-20 years? When older people pass there will be turnover and younger families will move in.*

A. In terms of the number of students per household, the student yield in the 1960-70's was significant. There were over three children per family in the 1950's to 1970's when these schools were built but now families are smaller. Now, we only get approximately 2.5 students per grade from every 100 houses but this is spread out over public, Catholic and private schools so numbers are not sustainable.

#### Voting

*Q. Options 22 and 32 seem to meeting most criteria. How is the committee going to come to conclusion on a final vote - what is the process?*

A. We will have the four options listed on a ballot and each member will select their preferred two options for moving forward. If there is a tie, members will vote again. The majority of votes rules - it is a democratic process.

#### **Comments**

- My concern in a large school is the number of students and bullying.
- Throughout this process the quality of teaching and learning has been one main focus. Multiple classes per grade are a good experience and provide opportunities for collaboration.
- I like Option 32, as well as many other parents. It addresses the walkability issue and kids can stay in their own communities. Keeping schools open is important.
- I am concerned that Option 34 is being considered - many kids cannot walk and transportation costs seem to be high.
- Queensdale does have an updated air system. In 2005-06, new heaters and boilers were put in.
- The assumption of 400-600 students as the Board preference is an American standard and not one that would necessarily fit into our communities. The future is blended learning and using technology to provide programming. A school with 200 students would be my preference.



- I have early onset of hearing loss and a new appreciation for the hard of hearing program so as you look at options if at all possible I would ask that you do not move the program at Queensdale. Many adaptations have been done to the school and this needs to be seriously considered. Any school with this type of program needs to be properly prepared. It is important to note that change is more difficult when students have a problem or challenge.
- When I grew up I attended a one-room school house, a K-8 school and a small 100-200 student school. I believe that the 200 student sized school is best. We have beautiful neighbourhoods throughout the central mountain so walkable schools would be ideal. Rather than supporting a JK-8 school with 500-600 students as a right-sized school, we should really be protecting the JK-6 school as a supportable model. The Fraser Institute recently reported that JK-6 schools with just over 200 students and with combined family incomes of just over \$49,000 produce great results.
- Thanks were extended to the ARC volunteers.
- Appreciation was extended to committee members, as public input has clearly been considered.
- A lot of thought and diverse conversation has occurred at the Working Group meetings so the public should be grateful for this.

## 5. Adjournment

Michael Prendergast noted that many opportunities have been provided for public input and thanked everyone for providing honest, positive and challenging feedback over the course of the review process. The meeting adjourned at 7:45 p.m. Board staff remained to respond to any further questions.

### Handouts

- Agenda
- Presentation
- Committee Options 22, 32, 34 & 35
- Option Information Handout



## *Parents, have your say!*

Hamilton-Wentworth District School Board (HWDSB) is holding four elementary accommodation review public meetings to provide an opportunity for the community to explore accommodation options for their schools.

An accommodation review takes into account school space, programming and possible school closures.

*The public meetings will take place from 6 to 9 p.m. on the following dates:*

### CENTRAL MOUNTAIN REVIEW AREA:

*Cardinal Heights, Eastmount Park,  
Franklin Road, G.L. Armstrong, Linden  
Park, Pauline Johnson, Queensdale and  
Ridgemount*

**Tuesday, February 4, 2014**

Hill Park Secondary School  
465 East 16th Street  
Hamilton, L9A 4K6

### EAST HAMILTON CITY AREA ONE REVIEW:

*Hillicrest, Parkdale, Rosedale,  
Roxborough Park, Viscount  
Montgomery, W.H. Ballard and  
Woodward*

**Tuesday, January 28, 2014**

W.H. Ballard Elementary School  
801 Dunsmure Road  
Hamilton, L8H 1H9

### WEST FLAMBOROUGH REVIEW AREA:

*Beverly Central, Greensville, Dr. John  
Seaton, Millgrove and Spencer Valley*

**Wednesday, January 22, 2014**

Greensville Elementary School  
625 Harvest Road  
Dundas, L9H 5K8

### WEST GLANBROOK REVIEW AREA:

*Bell-Stone and Mount Hope*

**Wednesday, January 22, 2014**

Bell-Stone Elementary School  
6025 White Church and Nebo Rd.  
Mount Hope, L0R 1W0

Bus tickets are available where applicable upon request.

Childminding is also available by registering more than 48 hours before the meeting. Please contact HWDSB switchboard at 905-527-5092 ext.2291 or [info@hwdsb.on.ca](mailto:info@hwdsb.on.ca)

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

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL



Elementary  
**ACCOMMODATION  
 Review Committee**

Zd.7

**ARC**

**Accommodation Review - Central Mountain  
 Public Attendees  
 Public Meeting # 4 - February 04, 2014  
 Sign-in Sheet**

Name (please print)	School Affiliation (if any)	Signature
MIKE PATCHETT	QUEENS DALE, LINDEN, <del>CARDINAL</del>	
Ryan Coe	LINDEN PARK	
Tori	Armstrong	
JUNE JACOBS	Queensdale	
Tanweer FAROOQI	LINDEN PARK	
Jayne Jennings	Queensdale	
J. McAdoo	Queensdale	
Kelly Hare	Linden Park	
Aunika Hinks	Queensdale	
Riann Kinnibough	Queensdale	
GLENN SIMPSON	Queensdale	
DAWN DANKO	Queensdale	
JASON VAN TUYL	QUEENSDALE	
Robyn Patchett	Queensdale	
Randy VanSeyden	Queensdale	
Kari McFarlane	Queensdale	

Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 4 - February 04, 2014  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Eileen Patchett	Queensdale Linden Pk.	E Patchett
Christine Timmer	Queensdale	[Signature]
Emily Coe	Linden Park	Emily Coe
Haylen	Armstrong	Haylen
Sophia CHRISTIDIS	LINDEN Park	So Christidis
Jim Christidis	Linden Park	Jim Christidis
Colin Hoedt	ARMstrong	Colin Hoedt
Pam Hoedt	"	Pam Hoedt
Georgia Brown	Queensdale	Georgia Brown
Pam York	Franklin Rd.	P York
Alison Lange	Linden Park	Alison Lange
Jeanine Kirtan	Queensdale	Jeanine Kirtan
Lisa + Rob Mullan	Queensdale	[Signature]
Jeff McIntyre	Queensdale	[Signature]
<del>Naomi Barker</del>	<del>G-L Armstrong</del>	<del>[Signature]</del>
Naomi Barker	G-L Armstrong	Naomi Barker



Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 4 - February 04, 2014  
Sign-in Sheet

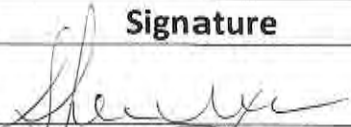


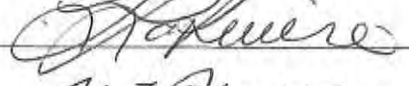
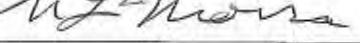
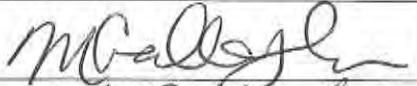
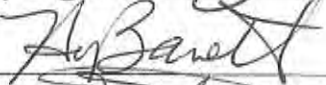

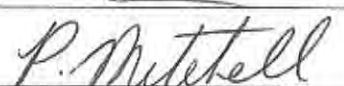
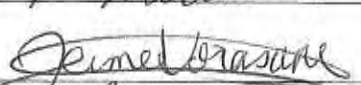
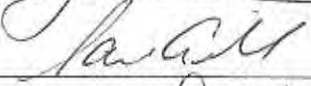
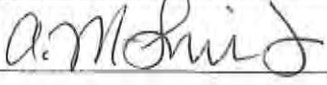
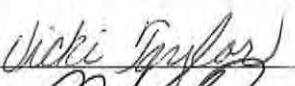


Name (please print)	School Affiliation (if any)	Signature
Crystal Holland	Eastmount	C Holland
Lisa Mantysaari	Eastmount	Lisa Mantysaari
Rochelle Butler	Ridgemount	Rochelle Butler
Sarah Warky-Pojanen	LindenPark (condry)	Sarah Warky-Pojanen
Jennifer Brown	Queensdale	Jennifer Brown
THOMAS COLLING	QUEENSDALE	Tom Colling
Tom Colling	Queensdale	Tom Colling
Mary Cowie	LindenPark	Mary Cowie
Rachel Kostuk	Queensdale	R. Kostuk
MARK SCHARFEL	Q D	Mark Scharfel
LESIA GREGOROVICH	Queensdale	L. Gregorovich
Kelly-Anne Colling	Pauline Johnson	Kelly Anne Colling
Kimberly Clark	RL Armstrong	Kimberly Clark
Stefanie Sheils	Queensdale	Stefanie Sheils
Jasna Weresch	Queensdale	Jasna Weresch
Lynne Maxwell	Queensdale	Lynne Maxwell

Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 4 - February 04, 2014  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Leigh Wilson	Queensdale -	Leigh Wilson
Michael Latin	QUEENSDALE -	M Latin
D. Danko	Queensdale -	W Danko
J. A. DANKO	" -	Danko
Emily Christoffersen	Queensdale -	Emily Christiff
Carol Novosad	Linden Park	Carol
Rebecca Cranston	Franklin Rd	Rebecca
Kathy Gilmaur	Queensdale -	Kathy Gilmaur
June Vooy	Queensdale -	JUNE VOOYS
Alison Mace	Queensdale -	Alison
Matthew Mace	Queensdale -	Matthew
K. Moore	Linden Park -	K Moore
Renee Majic	Queensdale -	Renee
Veronica Schaefer	Queensdale -	Veronica Schaefer
Rebecca Sepper	Linden Park	R Sepper



Accommodation Review - Central Mountain  
Public Attendees  
Public Meeting # 4 - February 04, 2014  
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Jheron Nixon	Armstrong	
Shaun Poljancki	Linden Park	
Elaine Clark-Bliedung	Queensdale	
Leah LaRiviere	Linden Park	
NICK MORRA	QUEENSDALE	
Michelle Gallagher	Armstrong	
Amy Barrett	Queensdale	
Tannia Herdovic	Linden Park	
Patti Mitchell	Linden Park	
Jeimee Vorasane	Linden Park	
Sara Gill	Queensdale	
Amanda MacLeod-Smith	Queensdale	
VICKI TAYLOR	QUEENSDALE	
Ali Korobka	Queensdale	
RENATA VUICEVIC	QUEENSDALE	



*Elementary*  
**ACCOMMODATION  
 Review Committee**

Zd.7

**ARC**

**Accommodation Review - Central Mountain  
 Public Attendees  
 Public Meeting # 4 - February 04, 2014  
 Sign-in Sheet**

Name (please print)	School Affiliation (if any)	Signature
Lori Wilcox	<del>Linden Park</del> Central Heights	
Amy Klokoff	Linden Park	
JP. DANKO	QUEENSDALE	
Cindy Johnson	Linden Park	
Steven Horvath	Linden Park	Steven Horvath



Hello,

I would like to provide my feedback regarding the ARC process and the impact on my son's school, G.L.Armstrong Elementary on the central mountain. I, unfortunately, am unable to attend the working group meeting tomorrow evening to provide my feedback in person. I trust that my feedback provided herein will be passed along to the relevant parties for their consideration.

I understand that there are eight schools on the central mountain that are presently under review. I have read the reports relating to all eight schools and considered the grades that each school services. Being a finance professional, I understand the many constraints that the committee is facing. There are several sites that are all in need of capital repairs and updates, and some schools are not operating at or near capacity. There are no economies of scale to be realized in these situations, and hard choices have to be made because it just makes good financial sense to do so. There is only so much money to go around, and the ARC Committee has to decide where it is best spent.

In looking at the eight schools in question, without any further knowledge of what specifically the capital requirements at each site are, it was immediately apparent to me that most of the schools in question do not service all grades from JK to 8. Armstrong and Franklin Road are the only two schools that service all grades under one roof. The other six facilities only service between 3 and 7 grades. On the surface, it seems that it makes good sense to service as many people as possible under one roof. In short, it allows HWDSB to achieve economies of scale and save money. As such, it just makes sense that schools offer JK to 8 at one location. This allows the HWDSB to operate fewer facilities while servicing the same number of students. It also stands to reason that this strategy results in reduced capex requirements for HWDSB since there are fewer schools to operate, thereby allowing them to provide better facilities to students and staff. This results in better morale for everyone involved and reduced employment costs associated with poor staff health or morale.

To be frank, I struggle to understand the rationale behind operating separate primary and middle schools in the first place. The HWDSB must own and operate two facilities instead of one. It just doesn't make good financial sense to me in the face of one centrally located JK to 8 school that can accommodate everyone under one roof. One JK to 8 school produces numerous benefits to HWDSB including reduced operating costs, reduced capital requirements, lower maintenance and upkeep costs and it also provides stability for students and their families.

I would like to provide my feedback and recommendation that G.L. Armstrong not be considered for closure. The physical building has a very rich history and is possibly one of the most beautiful buildings that houses our students on the mountain. It would be an absolute shame for this facility to be sold as a surplus building and likely eventually torn down.

From the report, it is apparent that Armstrong is, compared to the other facilities being considered, a large school and can accommodate a significant increase in student population. Provided that the facility is structurally sound, it appears to make good business sense to take advantage of the building's size and central location and service a large number of

students out of one building. To me, it would make the most logical sense to discontinue operating the neighbouring primary and middle schools and consolidate the students at Armstrong. This option would save the HWDSB money. Given that the ARC Committee is charged with determining what makes the most financial sense, I hope that my feedback will be considered.

In addition to the logical business case for keeping Armstrong open as described above, I would also like to provide my feedback about what an exceptional school Armstrong is. My son Baeden is in Grade 1 at Armstrong. I have had nothing short of a wonderful experience at this school. The staff are exceptional and the environment is also excellent in my experience. In addition to the regular curriculum, our school also includes programming for special needs students which I feel is very important. I have grown family who are Armstrong graduates and my hope is that my son is able to continue to attend Armstrong and graduate from Grade 8 there as well.

I welcome any feedback or questions you may have. I appreciate you passing along my feedback to the decision makers in this process.

Best regards,

Jacqui Blackman, CGA, H.B. Com.

Good morning

Thank you for your letter and phone call regarding the upcoming meetings regarding Linden Parks closure. As I will not be able to attend the meeting as I have 2 young children that attend Linden Park (JK & Grade 3), I am not able or willing to keep my children up until 9pm to attend your meeting. But I do appreciate the money spent on sending the letters home and to robocall each parent in your directory.

I wanted to ensure that my voice was heard and minuted by this email as I have very little trust in the HWDSB decisions of late. Not only the fact that you are attacking small and recognized schools in the school board but by your obvious disastrous dealings with the government over the past few years; where very little teaching was done to many students and in fact harmed a great many of them with entrance into college or university and of course the inability to have any sort of consensus of finding land and building a new high school in the area. *"They are acquiring property for a new central mountain high school now and "should" have the plan public "soon" (lets hope it goes better than the stellar job they're doing downtown)."* But you don't even use property that even own and are negotiating with a private seller.

But of course, have no issues building a brand new school board up on the mountain (yes I have heard, this is "different funding" – this came from one of your PR people").

In case you haven't thought to look, Linden Park has been recognized as being a green school, don't you think that tearing it down and building a new one is not very green? Isn't this what the government and the school boards are always talking about. But from what I can see, I don't see very many other schools that are green in the area. Or even better yet, leaving it up and becoming an eye sore. I recently drove by the old Winona Public School which is in horrible condition now that it sits empty and is supposedly up for sale by you. I am sure a great sadness to the community of Winona and its neighbours to have to see boarded up windows, overgrown grass and graffiti on a school that was such a pride to the community. Perfect for a homeowner when trying to sell their house. Is this what we get to look forward too at Linden Park? Not only to have to see Linden Park fall apart but also Hillpark right beside it.

Currently (as disclosed on your web site), you have over 11 properties that are owned by the school board (over 100 acres) that are sitting empty and with the closing of the all of these new schools, this will only add up. If the school board is closing these elementary schools to save money on renovations and to combat empty spaces, do you not think that selling some of your properties is a good way to do it? But I also see that the property you decided to build a new secondary school (oh yes, that is not actually decided yet although it was told to the public it was), or your new building going up could have been built on one of those properties. I am no real estate agent but I am guessing that building on land that you already own would be a cheaper option than having to buy land from a private landowner and start from scratch. But I forgot, this is all to save money and the school board is from different funding, so it doesn't really count.

Other than the many short comings that the HWDSB has been of late, I want to ensure that you have spoken to the daycare that are attached to both Ridgemount and Pauline Johnson to confirm that when you close our school that there will be sufficient space and staff to accommodate our children. Because I will be the first parent calling both the school board, government and newspaper if I see 1 child over the Ontario mandated numbers at either school. When I called the YMCA daycare at the schools to say I was moving and my children would be enrolled at that school, I was told they were at capacity and were



unable to accept any more. So am I going to get this same information in July when I need to enroll my children in child care because like the majority of parents in the Linden Park area, we actually have jobs because we contribute to the economy of Hamilton and pay the school board taxes, that don't seem to help us in the end.

My last point is hopefully to hear that you have some sympathy for what you are doing to these young children in kindergarten to grade 5. My son is currently in JK, so by the time gets to grade 6 he may have been bumped to 3 different schools. How does this not affect a child's learning, bouncing from one school to another, from one teacher to another where nobody knows anyone. What happened to a school being a community? To being able to walk or bike to school, to having those puddle days and earth friendly days when you are asked not to drive, but to walk, bike or even skip. Are we able to tell the environmental agencies that we are NOT allowed to do that because our school board has decided to close down all of our neighbourhood schools and now my kids have to be bussed (of course as long as they are within the boundaries that YOU tell us). God forbid, if one of these mega schools open with no security and teachers that don't know the parents by name and who their children are that something horrific happens; like is going on every month in the States, that YOU hold yourself at blame for taking away the neighbourhood schools in our city. To not save any money but to show the province (that you are at war with) that you are trying to be fiscally responsible.

I have been to these meetings before, I can only imagine the lines that will be told tonight. "Yes, we have looked at that issue and are working very hard on a solution that will benefit both the school board and the parents involved", "We understand your frustration in this situation, and are doing our very best to make it an easy transition for your children". These are the typical lines and the same ones when I heard on numerous occasions when going to the meetings regarding the closures of the secondary schools. So, I need to assume that they will be the same ones fed by your PR people.

I have attached this article as I am hoping that you were at least on the board or have read it. And you can see what the communities around Hamilton are actually thinking about what you are doing.  
[http://raisethehammer.org/article/1962/school\\_closures\\_and\\_civic\\_engagement](http://raisethehammer.org/article/1962/school_closures_and_civic_engagement)

Once again, something to be proud of when living in Hamilton. A school board that doesn't actually live in the area that you are trying to close and let's face it, a non-democratic council that doesn't care what it's doing to the communities around it as long as they have a job.

Thank you  
Candice Stroud  
Linden Park parent

2013

### Public Meeting: Key Messages

According to the phone message from the Board: the public meeting is hosting "table discussions to help develop an accommodation option for your school" as they "strive to give all students great schools".

Key Messages:\*\* What is the rush to close schools next June? This should be a well-planned process. Necessary renovations to existing schools should be completed before moving our students to suboptimal environments that will negatively impact learning. There is an election in the Fall of 2014. No closures should be finalized until the election.

#### 1. Queensdale is already a GREAT school that should be maintained for our students because:

- a. it is **wheelchair accessible** with accessible washrooms – **no renovations required**.
- b. it is fully **equipped for full day kindergarten** with **no renovations required**.
- c. it has a **large lot with ample green space** and with room for expansion if required. The green space also promotes student engagement in physical activities during recess and outdoor gym activities (as recommended in the PIC
- d. it is in very good condition thanks to renovations in approximately 2006-2008 (including air conditioning, new windows and doors). The school board has rated Queensdale in FAIR condition – we dispute this rating and want an independent assessment. NOTE: none of the "symptoms" listed in the "Fair" rating category are evident at Queensdale (practically zero staff turnover, ZERO bullying incidents (disciplinary incidents), no evidence of increased attendance issues)
- e. there are two main streets that can accommodate bus drop-offs and pick-ups safely. NOTE: currently only special needs students are bussed to the school – therefore the WALKABLE Queensdale school promotes safe/easy activity for students, as recommended by the Parent Involvement Committee (PIC) through the Board website.

"Being active on the way to school can help your child: perform better in school, get to know their community, [and] improve their health" (Metrolinx)NOTE: **October 5 – 11<sup>th</sup> is International Walk to School Week!**

*This issue is recognized as significant internationally*

- f. it is supported by the community, including the local church (Olivet United Church), local businesses (Big Bee) and it engages in community events, including the Fun Fair, annually.
- g. there has been minimal staff turnover(excluding maternity leaves) suggesting high staff satisfaction with the school environment
- h. Queensdale school is a respectful, inclusive learning environment with ZERO bullying. The school promotes high student engagement, in part due to the ability of teachers to get to know all students in a smaller school community. *(As a parent, I have gotten to know the majority of the teachers in the school as well as the support staff and principle just by chatting on the schoolyard and by attending community events at the school.)*

#### 2. Accomodation options for Queensdale could include:

- a. **Implement full day kindergarten in 2014 and reassess in 3 years** so that the Board can make long term decisions using appropriate data that reflect the new programming. NOTE: the school board determined when each school would start FDK, and neglected to include Queensdale earlier in this process DESPITE the pre-existing capacity/physical building elements present at the school (FDK classroom space)

- b. **Boundary review.** Currently students that live closer to Queensdale are technically out of catchment. Adjusting boundaries minimally so that students can access the closest walkable school promotes physical activity and student success, community involvement and civic responsibility, as well as parent involvement in the school (as they live in the community). In the event another school is closed, a minor boundary change will effectively bring our school enrolment to approximately 100% in the next one to two years
- c. **Addition to the school** to include grades 7 and 8 (it may be possible to add one class for each grade without an addition)
- d. **Increase the special needs services** offered at Queensdale and bring in more special needs students to this ACCESSIBLE, inclusive and supportive school.

### 3. Important information about the impact of potentially closing Queensdale (as is currently suggested):

- a. The majority of students will NOT go to Armstrong school. A recent poll at the school with an over 60% response rate showed that only 15% of students will actually go to Armstrong (this equates to about 27 students from the total student population). A large percentage of students will move to the other community school which is part of the separate school board. Others intend to go to other public schools. Therefore, closing Queensdale will not solve the enrollment issue at Armstrong.
- b. *(if this applies to you):*The community supports their community school. Removing Queensdale make the Separate School (St. Peter and Paul) the new community school – and I will change my tax dollar allocation accordingly.
- c. Parents have serious concerns about the condition of Armstrong school. Significant repairs are required if the school board is committed to “give all students great schools” ... including air conditioning, accessibility for all students (currently not wheelchair accessible and no elevator .. washrooms may also have barriers), roof repair (currently leaks), asbestos assessment and removal, air quality testing, replacement of windows/doors, etc.) . To move students to Armstrong by September 2014 would be moving students from a brick house to a straw house (the Board specifically said they will not move students from straw house to straw house at the ARC Committee meeting on October 2st).
- d. Parents have serious concerns about the safety of the location of Armstrong school. Specifically, the busy location, group home across the street, lack of parking/bus drop off areas due to street parking for the neighborhood, lack of green space that students are ALLOWED to use for recess. The HWDSB Multi-year Accessibility Plan indicates: “HWDSB will provide safe, inclusive, and respectful learning environments for all staff and students.”
- e. The HWDSB also indicates in the Multi-year Accessibility Plan that : “HWDSB will achieve high levels of student engagement in our schools ... [and] ..achieve high levels of parent engagement in our school communities.”  
Larger schools DO NOT promote the same level of student and parent engagement as smaller schools, particularly if those schools are further from the communities where the families live.
- f. According to the Special Education Advisory Committee the HWDSB is responsible for “assisting students to receive the best programs that meet their social, physical, emotional and educational needs”. Implementing **major change** within months of the decision making process being completed (in the spring) will NOT support students social, emotional or education needs.

NOTE: if physical, social and emotional needs are not met, students CANNOT engage in effective learning (Maslow’s Hierarchy of Needs). Therefore if students are sent to a school in need of renovations (basic physical needs not met), and if there is not a comprehensive implementation plan, in a reasonable timeframe that supports students socially and emotionally, then learning will be significantly impaired.

NOTE:

The HWDSB Multi-Year Accessibility Plan

Think about how Queensdale is already meeting these objectives (accessible, preparing students for success based on testing scores, engage students and parents ... this decreases if students are sent outside their community for school, .... Etc)



## Tips for Effective Participation at Public Meetings

### 1. Professional demeanor:

- Deliver your message in a non-confrontational manner to maximize effectiveness.
- Avoid name calling and negative comments about other schools that aren't backed by evidence.
- Avoid emotional pleas to save our school – the Board is collecting evidence. State facts whenever possible (for example, “if my local public school closes then I will be supporting the other community school, the Catholic school, and will change my tax allocation accordingly”).

### 2. Come prepared:

- You will be asked to answer specific questions at your table. Consider potential questions that may be phrased to “encourage” you to agree with the Board’s position. Think about how you can respond and redirect to get a key point across.
- Review the Board’s policies and strategic plan on their website – consider items you disagree with and develop an argument.
- Differentiate between elementary and middle school student needs. The Board may ask if you think it is important to have subject specialists for all students – this obviously is not necessary for primary grades. Elementary students need a supportive community (smaller schools).

### 3. Introduce yourself with credentials/relevant experience:

- When first speaking at your table start by introducing yourself and listing any relevant credentials or experience (particularly if it relates to construction, education, finance, legal, health care, etc) that illustrates your expertise in this topic area.

### 4. You can reject the question:

- You can respond that a question is inappropriate and why (and use this as an opportunity to make key points that they aren't asking for)
- Question any assumptions that may be included in the Board’s questions (for example, if the Board asks “Do you think all students should have access to new facilities”, you may respond “it is not possible to provide new facilities to all students in the Central Mountain – I think students should have access to well-maintained facilities, like those at Queensdale School, where extensive renovations were performed just a few years ago”).

### 5. Stay focused on your topic

- Avoid misdirected conversations about the Ministry of Education, funding for education, the Hill Park closure (unless you're relating it to a need for delay in decision making as we don't know where a new high school will be built). Any discussion that is not promoting Queensdale as an asset for the Board is not helping our cause at this meeting.

### 6. Check the minutes

- Ask the scribe what they have noted in the minutes to ensure your message was accurately recorded, or ask to check the notes at the end of the discussions.
- If it is not recorded, it didn't happen.



My name is Ryan Coe. My wife and I are very concerned with the Board's staff option to close Linden Park this coming June 2014, as our son Cooper is attending his very first year at Linden Park in the Junior Kindergarten class.

My wife was in attendance at last night's public ARC meeting at Cardinal Heights. This morning, we have been reviewing the data provided at last night's meeting with regard to current and projected enrollment numbers. I wanted to share my thoughts on this matter.

Populations grow and shrink year after year. Enrollment happens to be down at this point in time, so the Board's terrible idea is to close the schools with low enrollment rates (in this case, Linden Park, as proposed, and Hill Park, which will close in 2015), deem the school lands surplus, sell the land, and demolish the schools. Then, with the proceeds from the sale of the surplus lands, the Board will buy MORE land elsewhere and build a mega school to cram all the low enrollments into. Given that their neighbourhood school has now closed and is no longer within walking distance, the students would require to be bused in - how cheap is that?

In 5-10 years, enrollment will increase, as it always does, and as the schools will be at over-capacity in their "on the ground" enrollment, the Board will simply dump portables onto the mega school's property. This is not ideal, nor very cost effective. On our street alone, walking distance from Linden Park, there are 2 new home owners with babies and a third house for sale. It will no doubt be bought by another young couple just starting out as we once did. Our street cannot be unique to the neighborhood and I should think this is happening elsewhere. So in 5 years we will be back into higher enrollment numbers.

I believe that the savings are minimal when broken down year by year. The land and buildings are already there – why not simply maintain them during the low enrollment years? Let's be an example to the other municipalities. Let us not do what they are doing and cram hundreds of kids into mega multi-level schools



where no one knows anyone and there is no sense of community. Let's keep our smaller community schools small.

To borrow from Jordan Hylden's paper on school sizes, Harvard University: "Students in small schools perform better academically, graduate at higher levels, are more likely to attend college/university, and earn higher salaries later on in life. They participate more in extracurricular activities, have better rates of attendance, report greater positive attitudes towards learning, and are less likely to face school-related crime and violence."

I think the facts speak for themselves.

Regards,

Ryan Coe



AA-1  
**Dr. John Malloy**  
Director of Education  
TEL: 905.527.5092 EXT: 2291  
FAX: 905-521-2539

June 26, 2013

Dear Sir or Madame:

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

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

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

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

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

Sincerely,

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

Dr. John Malloy  
Director of Education

## Disadvantages of Option 22

- It is almost identical to option 32
- Presentation from the board says that this proposal is balanced in terms of physical school geometry: symmetries are not what we are looking for: this may look good on a map but it is not practical nor does it meet the basic criteria of the board
- This closes the largest school that already meets the criteria of the board: Armstrong has Jk-8 facilities that are already being utilized by three communities, Eastmount and Queensdale already attend Armstrong for schooling
- This impacts the largest student body in one community as possible, over 300 students from one single community will be asked to divide up when this school already performs the functions needed by the board
- Armstrong is the most centrally located school in this scenario, yet it asks the children of this community to separate and go to schools to the East and West of it
- Breaks up the partnerships that are established at Armstrong: the partnerships with the four higher learning facilities of Mohawk College, Brock University, Redeemer College, Devry and the Nurses all of whom now attend Armstrong to learn and share their knowledge with students
- Important and unique programs offered at Armstrong will be lost, after school care and pick up of students, all sporting activities, the nutrition program, the early years program and a unique program to help build the confidence of the girls in the school
- Heading East and West, to either Queensdale or Eastmount to schools that are NOT easily accessible by public transit as Armstrong is, Queensdale has only one bus that drives by their doors and in most cases it would require two buses to access this school, Eastmount situation with regards to public access is no better, Armstrong is fully accessible by public transit with 3-4 buses outside its doors, not only does this make it more accessible it also makes school trips easier as the bus may be utilized by the students also as opposed to hiring buses for trips
- Also by sending the students of Armstrong to these two schools that are not fully accessible by public transit puts more private tires on the pavement, meaning more private citizens will drive their children to school, this will create much heavier traffic flows in these two neighbourhoods whose streets were not designed for such density of traffic, this creates a Safety problem with regards to traffic
- The community of Armstrong and the two neighbouring communities, Queensdale and Eastmount will lose out on facilities and extra-curricular activities, since these two schools have significantly smaller facilities than that of Armstrong,(it has ample green space, two gyms etc.), the other communities will not be able to sustain the types or sizes of after school and weekend venues, Especially not Eastmount. This will negatively affect the Quality of Learning Environment that the board and parents are looking for.
- Eastmount and its property of only 1.7 acres is far too small to accommodate this proposal, this school would not be able to add one simple parking space if required, therefore any type of expansion needed now or in the future will be impossible, you couldn't even set a portable on the property if it was necessary to do so

- Eastmount relies solely on the Public property that is adjacent to it. There is no written or verbal agreement between the city and the board that implies any type of agreement of use between the two parties.
- This public property beside Eastmount is not even fully fenced in like the majority of the Board properties are
- Anyone from the public may access and use these public grounds as long as they are conforming within the law and the city by-laws. The students, staff and the public citizen are merely guests on this property. The Staff at neither Eastmount nor the Board of Education have the right to confront, or engage, or challenge any law abiding citizen that is legally using the public property. This means any member of the public can use the property legally to have a baseball game, a picnic, walk their leashed dog through a group of students at any time during even schools hours. The school wouldn't even have the right to ask the private public citizen that is legally using the park, to even keep the noise level down
- The use of public lands invites the comingling of our students with members of the public that we are not aware of. The term Stranger Danger comes to mind. Exposing children to this is not right. In a typical school the property is fenced in with entrances and exits that can be monitored by staff for children leaving the grounds or unknown people entering the grounds, and the Staff and Board DO have the right to engage and challenge any individual as they deem necessary. EASTMOUNT CANNOT OFFER THIS COMFORT OR ASSURANCE TO THE STUDENTS OR PARENTS
- The publically owned property that is adjacent to Eastmount could be gone next year, next week or tomorrow for that matter. The city may do as it wishes with it when they want. This means that there are no assurances at all that the heavy reliance of this property by EASTMOUNT will even be available for use in the future. There is no consideration of this mentioned at all in this proposal. What would the Board and Eastmount do at this point to accommodate students and promote a positive Learning Environment? There is nothing they could do Eastmount is landlocked. All this students are to be accommodated in "x" amount of square footage for recreation in a school that can offer already little to none independently
- It is not right to ask students of any community to give up something that they already have plenty of in Armstrong,(green space both front and back, two gyms etc.) to go to a school that can offer no green space, undersized facilities with absolutely no chance for this school to expand if necessary. This is not to anyone's advantage to lose more than what is being gained by keeping Eastmount open
- Eastmount site size doesn't even come close to meeting the boards criteria of approx. 5 acres, nor does it meet the jk-8 500 student criteria that is being sought after by the board
- Eastmount does not support any local businesses, there is no walk to amenities for the student to enjoy or to encourage exercise, it is not easily accessible to the public via public transit, (a major consideration for the public and the board). Armstrong currently accomplishes all of this, it does support a large community based local economy, it does have many walk to venues such as Inch Park Rec Center, a Public Library, it does have committed bike lanes to encourage exercise along Queensdale Ave from Upper Wentworth to Upper Wellington etc. Armstrong is

fully publically accessible to the public and the students NEITHER QUEENSDALE NOR EASTMOUNT CAN SAY THE SAME.

- The streets adjoining Eastmount are narrow and already congested with traffic and parking. Eastmount competes with the nearby hospital for parking. Adding more students increases the volume of traffic flow on streets that were not designed for this type of density, this is a SAFETY concern
- Add a bus whether it be a bus for trips,( which typically larger), or a regular bus for students or the handicap students and you will find that there are absolutely no safe places for either the buses, pedestrians, parents picking up or dropping off student, no safe place at all to conduct such common everyday occurrences. There is also no way to remedy this situation as Eastmount simply does not have the space to do so. At Armstrong the streets are wider and were widen some years ago to accommodate traffic flow and there is also plenty of room to necessitate any changes if needed
- Large majority of students from this area for grades 7-8 will have to be bused to Linden Park
- Those that may walk will be required to cross two major streets Upper Wentworth and Fennell Ave. ttwo very busy intersections that jeopardize the student's safety. In the recent pas there have already been two students hit by cars on Fennell Ave. This proposal doesn't address the SAFETY CONCERNS OF THE STUDENTS
- Queensdale unlike Armstrong is: not very accessible to the public or students via public transit, in most cases two buses would have to be utilized to access this school making it not very user friendly and put more private tires on the road to deliver and pick up their children.
- This increases traffic flow in neighbourhoods not designed for the density of this change and decreases pedestrian and student safety
- Lack of accessibility will encourage the need for the hiring of school buses for trips rather than the utilization of public transit
- The facilities are much smaller here than that of Armstrong, gym size would have to be modified and this would impact Queensdales green space
- Children will lose much needed and valuable school programs, after school programs and weekend programs already offered and utilized at Armstrong
- Queensdale already shares its streets with the catholic school and the nearby Adult Learning Center
- Queensadle doesn't support any local business, or have any of the walk to amenities that have been mentioned before that Armstrong has
- Queensdale doesn't meet the criteria for 500 students or the jk-8 format
- A large majority of the students from both the Armstrong and Queensdale communities will have to be bused to Linden Park, this will again encourage parents to drive their children to school increasing the volume of traffic
- Students that may walk are once again forced to cross two major intersections, Upper wellington and once again Fennell Ave, Again student safety hasn't been considered in this proposal



- There are too many transitions for the students going from an existing jk-8 school at Armstrong only to be sent to schools east and west that can only offer a jk-6 program, leaving student again to move to yet another school at Linden Park for grades 7-8
- There is no mention of a backup plan for the Linden Park students and all those affected in the event that the Linden Park property, like that of Hill Park has been offered in the same type of land trade off to subsidize other projects. The public was not made aware of this in the case of Hill Park they were only informed after the entire ARC process
- We have no assurances that this will not be the case for Linden Park but we also have no backup plan stated for this in this proposal
- Closes the only jk-8 escarpment school at Armstrong and moves everything east, west and south
- The proximity of the new proposed jk-8 Linden Park location is less than one km away from Franklin Road School also offering jk-8
- This is inefficient use of land resources and space to put the same facilities almost side by side
- Confusing ill explained details as to whether Ridgemount is to remain open or not
- The numbers reflect it closing but not staying open which would have a significant impact on student numbers at Pauline Johnson/Cardinal Heights
- This proposal doesn't address this issue at all or how the numbers including costs would be impacted
- Where will the children of Linden Park and all affected communities attend school during the extensive renovations needed at Linden Park? This proposal has no plan for this
- This proposal has absolutely no timelines given
- This proposal makes no mention at all of the extensive costs and construction needed at Linden Park to provide this school with a heating system that is independent of Hill Park
- Franklin Road student population is under utilized
- If Ridgemount is to remain open or closed it would still mean that the majority of students not only from this area but also that of Cardinal Heights will have to be bused for grades 7-8, once again this encourages parents to drive their children to school increasing traffic flow
- Those who are not being bused are once again having their students safety jeopardized by having, to once again, cross two major streets both Upper Wellington and Mohawk Road
- This suggests that student SAFETY was not given much regard or priority in the Proposal
- The proposed new school disregard the fact that there is a school almost adjacent to the proposed site given on the map, it just isn't shown.
- The board does not currently own any of this land
- This proposal does not give any type of financial detail for the cost of purchasing the land, if any is available for purchase at all. It fails to address the associated costs of servicing a site, the re-zoning of property, the variances and all the timely and costly public meeting that are associated with this.
- If someone or a group of people were to appeal this decision it would end up at the OMB, which is a time consuming and expensive ordeal. Again this proposal does not address this
- How would this school be funded?



- Where are the projected numbers for all the affected schools if this new school is built none are made available
- This proposal is being presented as if it were closing three schools when in fact the plan suggests that it may be only two if Ridgemount were to remain open, it is very misleading
- It closes Ridgemount one of the most up to date facilities that the board owns
- This proposal offers minimal school closures, maximum impact to one community that already serves 3 communities as a jk-8 school, this suggests that the board operate and maintain a large amount of school s that don't meet the minimum criteria of a jk-8 format or of 500 students
- Insufficient use of existing facilities and infrastructure
- This option has the most expensive renewal costs at over 28 million. It also provides the lowest potential savings in terms of renewal and administrative costs

Disadvantages of option 32:

1. Options 32 and 22 are virtually the same
2. This option closes the largest populated school Armstrong with over 300 students, that is an enormous impact to have on one community and school
3. This option closes the only school, Armstrong that now services all three of the escarpment communities, Armstrong, Eastmount, and Queensdale – it is the only school that offers a jk-8 format out of these three schools – the only school that both Queensdale and Eastmount now attend- wouldn't only make sense that a transition to Armstrong would be that much easier on all the students since they already attend Armstrong
4. Closing Armstrong will lose important partnerships with 4 major higher learning institutions, Mohawk College, Devry, Brock University, Redeemer College and Nurses who attend Armstrong regularly to learn and spread their knowledge to the students
5. Loss of programs at Armstrong the sporting activities, the after school care and pick up of children, the early years programme, the nutrition program and a unique confidence building program specifically developed to give girls more self-confidence within themselves and in the world
6. Eastmount facilities offer numerous problems, the first being that 1.7 acres of land it really too small to accommodate the needs of the students, - this asks the students to leave behind Armstrong that has ample green space as well as two gymnasiums, surrounding road structures that were designed for the extra volume of traffic etc.-leave all this and more to be compressed into a school that is one third the size of Armstrong, the students wouldn't be gaining anything from this in fact they would be losing a lot more-after school functions on weekdays and weekends-why?-the school facilities the grounds and the supporting streets simply cannot facilitate the functions and needs that this extracurricular events need – we have a school for that now – it's called Armstrong
7. The argument from Eastmount will be that “we have all this city land we can use”- that is correct PUBLIC PROPERTY NOT BOARD PROPERTY- just some facts about CITY PROPERTY, this particular property isn't even fenced in, there is no agreement between the board or the city regarding the use of this land whether it be verbal or written, the city may do as it wishes with the property at any given time, fence it off, sell it etc., there are no guarantees that it will be there next year, next week or even tomorrow for that matter- here is a CHILD SAFETY FACT any citizen may use public properties as long as they are performing within the confines of the law and municipal by-laws; this means that any individual at any time may play baseball, soccer, walk there leashed animal through the group of school children unchallenged-unchallenged as the board staff does not have the legal authority to challenge any private citizen in this case-both parties both school and citizen are merely visitors to this park-at board owned property, which is usually properly fenced in if you see a six foot figure playing soccer beside a three foot figure suddenly it becomes a rightful concern that may be legally addressed by board staff-in this situation with Eastmount using a public park for school grounds simply as the school does not have enough space leaves the children prone and vulnerable to the catch phrase “STRANGER DANGER”

8. Eastmount can't expand anywhere if needed there is simply no room to do so and the gym there leaves much to be desired-unlike the gym(s) at Armstrong, the one that actually could accommodate a public meeting
9. The adjacent side streets compete with the local hospitals for parking and are already narrow and congested: the more students added the more volume of traffic added to streets that were not designed to carry such density-add a bus to this and then you create real safety concerns, and yes there will be buses even in this so-called walkable school scenario, there will be buses for the handicap students-all this vehicular congestion in a neighbourhood not prepared or designed for creates a huge SAFETY PROBLEM for the students, parents and pedestrians that will be utilizing the streets at this time
10. Eastmount or Queensdale do not support any type of local economy, nor do they have any walk to venues to promote exercise, (Armstrong does, Inch Park, Library etc.)
11. Both Eastmount and Queensdale in this proposal are very difficult to access via public transit, a person would have to get two buses to access Queensdale school, the same true of Eastmount, (Armstrong has a variety of buses to choose from and also including a new dedicated bicycle lane running east and west from Upper Wellington to Upper Wentworth along Queensdale, this will encourage the students to bike to school.
12. This proposal suggests closing the most heavily populated, broadly used, centrally located school out of all three of the escarpment schools, Armstrong, to split the children up sending east to Eastmount for jk-6 and west to Queensdale for jk-6, this is the exact opposite flow of students as what happens now
13. Both Eastmount and Queensdale are significantly smaller and therefore cannot offer the same facilities found at Armstrong, these children will be losing out if this occurs
14. The after school and weekend events will be lost if the kids have to go to Eastmount and Queensdale
15. Queensdale already shares it's streets with the nearby catholic school and adult learning center
16. Queensdale and Eastmount don't meet the criteria of the jk-8 desired outcome or the student body numbers of 500, (Armstrong is already equipped to do so)
17. This proposal much like proposal 22 only closes the same two schools, Ridgemount and Armstrong
18. Queensdale grade 7-8 go to Linden Park, this will require most of these students to be bused, and of the ones that may walk there are serious safety concerns that this proposal does not consider, the children that must walk must also be forced to cross to major streets Upper Wellington and Fennell Ave. Fennell Ave has already had two accidents involving students crossing in the recent past, now your suggesting that these unnecessary student transitions from one school that attains a grade 6 level that they must travel across two busy main streets to attend a school that is not in their community, at Linden Park, for grade 7-8 and yet SAFETY DOESN'T seem to be a concern with this proposal-sounds like someone is only out to protect their own self-interests not the children's, this issue needs to be discussed further
19. The children of Armstrong area and Eastmount will be required to attend Franklin Road for grades 7-8, most students in the Armstrong area will have to be bused and some from the Eastmount area also, once again SAFETY has been ignored in this proposal, some children that

have to walk to Franklin Road from the Armstrong area will be required also to cross two major and busy roads Upper Wentworth and once again Fennell Ave(which has a history concerning children and vehicles), the children of Eastmount will face the same challenge themselves crossing Fennell, AGAIN the SAFETY of these CHILDREN has been completely ignored, WHY WOULD BE THE QUESTION? To make some numbers work. Crossing two major streets is most definitely not in any child's best interest

20. The boundaries of Sherwood Secondary School will absorb most if not all of the Eastmount residents and the Franklin Road residents. This means the children of Armstrong once again get divided from their peers, initially from the split up of over the 300 student base, and again once when they leave Franklin Road these students will be required as per the boundaries set up for McNab High school to attend that school not Sherwood as their peers will be. If you are truly looking deep into the long term plan you would see that this is indeed the case. Displacing those three hundred students at Armstrong now also gives them another separation from their peers to look forward to
21. Linden Park is to be renovated into a jk-8 facility but under the renovation section for this school there is no mention of any installation of any type of independent ,(from Hill Park), heating source. During these EXTENSIVE RENOVATIONS where will all these children be attending school this includes the children imported from the Ridgemount, and Queensdale areas. There is no contingency plan mentioned at all for this in the proposal
22. The proximity of all the jk-8 schools in this area is quite dense, Franklin Road is less than one km away from Linden Park and Linden Park is less than 1 km away from Cardinal Heights-why are they all lumped in together while leaving the escarpment residents with no jk-8 facility at all anymore
23. As one of the ARC committee members commented "I like because every little square has a school in it" wonderful sentiments except with one glaring exception the escarpment now has no jk-8 facility at all, everything is being pushed east, west and south. Pretty does not make practical
24. It is not clear by the description given where the former students of Ridgemount will be attending school; the description says either Linden Park or Pauline Johnson/Cardinal Heights and the boundaries drawn indicate Linden Park. Which is it? This would grossly affect the amount of usage in either school. Which numbers reflect which scenario?
25. If the students are going to attend Linden Park most will have to be bused and yes those that must walk are once again faced with the dangers of crossing two major streets Upper Wellington and Mohawk Road, this time the risks are much higher as we are dealing with much younger students in this case. SAFETY ONCE AGAIN FOR THIS ACTIVITY IGNORED, student SAFETY should be paramount and at the top of the list but in this proposal as with 22 it doesn't seem prevalent at all.
26. There are way to many transitions for students in this proposal many of them jeopardizing student safety, it closes only two schools and once again has the board maintain schools that are not jk-8 or at the 500 student mark, it closes down centrally located schools leaving escarpment communities with no jk-8 facility, such as Armstrong that already serves three communities, is a fdk-8 facility and is easily accessible, it divides up the largest community of



- over 300 students to send them to sub-standard facilities that are not capable of providing the services the students get now-these students will lose not gain from this transition
27. Linden Park School may in all likelihood have been offered to developers as part of a package deal to obtain the land needed to build a new South High School. It is not impossible to consider this may be true. After all Hill Park shortly after the ARC was then decided to close down earlier by the board because all along it was promised to developers, the public was not made aware of this until now, the same could be true of Linden Park- what is the back-up plan for this proposal if this happens
  28. In the public presentation of this proposal it states that the timelines are the most practical. No mention of the new boiler system that will have to be installed at Linden Park, or the structure that will have to house it, if a new build is proposed the timelines of 2015 would not be feasible unless of course the board already has the surveys, designs, plans, demolition and construction permits and the general contract already signed with a constructor. Not to mention the possible public forum meeting that would be implemented along with this. Unless all these things are in place the 2015 timeline is out the window.
  29. One of the highest costs coming in at just over 26 million, one of the lowest projected renewable and administrative savings of all the proposals on the table

### Advantages of Option 34

- Has the most minimal impact on a community by only separating only approx. 152 students as compared to options 22 and 32 that ask one community of 300 to divide
- Makes good use of existing structures
- Well balanced school distribution
- Maintains Armstrong School that is already being used for FDK-8 use
- Armstrong is the most centrally located school in the escarpment area as compared to that of Eastmount and Queensdale
- Armstrong is fully accessible to the general public and students by public transit, approx. 4 buses run by the front doors of this school, the other two community schools of Queensdale and Eastmount cannot not offer this simple yet important service
- Keeps Armstrong open a school that the students and communities of Queensdale and Eastmount currently attend and utilize as a fdk-8 facility
- Keeping Armstrong open would minimize the transition impact on the students of Queensdale and Eastmount as they already attend this school
- Armstrong offers services and facilities that Queensdale and Eastmount cannot such as:
  1. Armstrong has the support of and supports a large local community economy base, the other two schools do not
  2. Armstrong offers two gyms, ( one gym is the only gym capable of holding a public meeting out of all the schools in the ARC), has ample well treed green space for students
  3. As stated before it is easily accessible to the public and students, this accessibility to the wide range of public transportation also offers the school and the students the opportunity to utilize this transit for shorter smaller day trips for the students as opposed to hiring a separate private bus to do so
  4. Armstrong encourages exercise for students as it has a dedicated bike lane on Queensdale Ave that goes from Upper Wellington to Upper Wentworth St.
  5. Armstrong has walk to amenities that the other two schools do not, such as a public library, Inch Park Rec Center etc. , this is vital for not only exercise but also in the maintenance of positive learning experience
  6. Armstrong offers many after school programs and weekend programs that would be lost if this school were to close and given the restrictions of Queensdale and Eastmount they would not be replaced
  7. A community policing center is situated 1 block to the east
  8. Traffic infrastructure has already been considered and control and safety measures have already been firmly established, such as the recent addition of a push activated stop light at the northwest corner of the property on Concession Street, a full time crossing guard on the northeast corner of Concession street, ( a consideration for student safety that wasn't a priority in options 22 or 32)
  9. Unlike that of Fennell Ave. there has never been an incident involving a student and that of any vehicle on any of the adjacent streets that surround Armstrong



10. Side streets are significantly larger and wider than most to account for any extra traffic that may occur, drop and pick up of children either by private car or bus can be and is easily accomplished without any safety concerns or incidents
  11. If drop of zones were required Armstrong has the available property to accommodate this if needed the other two schools and particularly Eastmount cannot accommodate this
- Armstrong will finally be released from being locked into an ARC process for the last 5 years and with that all the capital funding will also be released so that maintenance that other schools have enjoyed may be initiated on Armstrong
  - Armstrong has after school pick up and daycare and a breakfast program
  - Armstrong can be easily retrofitted to accommodate and fix any deficiencies found within the school
  - Largest facility and on the ground capacity of all the schools
  - Maintains for the escarpment a FDK-8 school instead of relocating everything east, west and south
  - Armstrong has the early years program
  - Armstrong has Partnerships with 4 different higher learning institutions,( Mohawk, Redeemer College, Brook University, and DeVry) currently come into Armstrong train, share their knowledge with the students
  - Nursing programs also attend Armstrong every week at Armstrong
  - Armstrong has a unique program offering the girls of the school confidence building skills, Life skills to be carried with them
  - Armstrong has an early years program 4 days per week
  - Armstrong has a nutrition program, Ipads and Smart boards, all sports are also available
  - Armstrong has all the current structure in place to provide WiFi service it is just waiting to be released from the ARC process so that the funds may be released and the program fully implemented
  - Presently meets the boards criteria of a jk-8 format with approx. 500 students
  - This type of format will offer more programs to the student sand the increased student population will mean that cost of trips, sporting activities may be cheaper thus this expands the opportunities to some families and students to take part in such activities that they would normally be excluded from, this is what positive learning is, all inclusive not exclusive
  - NOTE IN ORDER TO LET THIS OPTION MOVE FORWARD THE TWO SCHOOLS OF PAULINE JOHNSON AND CARDINAL HEIGHTS MUST BE MERGED BACK TOGETHER AS THEY WERE IN OPTION 11 SO THAT THIS OPTION REMAINS VIABLE, THE NUMBERS OF OPTION 11 FOR CARDINAL HEIGHTS WERE BTWEEN 89% and98%.....PLEASE MAKE THIS SMALL ADJUSTMENT BACK AS IT REQUIRES NO NEW BUILDS
  - This option keeps students well grouped together and with fewer transitions
  - Lowest cost option of them all with higher potential savings then all the other options
  - Doesn` t require children to cross two major streets to attend school, it actually is concerned with student safety as opposed to the options of 22 and 32

- Just by tweaking the numbers at Cardinal Heights by closing Pauline Johnson and merging these students with the students of Cardinal Heights as was originally proposed the numbers at this school would be more that acceptable ranging from 89-98%, I see no reason why this adjustment cannot be made as it involves no new builds
- A strong statement, sentiment, and message of support were given to the ARC at one of the first public meetings that carried a powerful message to the board, the trustees, our communities and the ARC committee. This was a 2084 name petition that has been signed by not only members of the Armstrong community but also by members of the Queensdale community, Eastmount and other surrounding supporting community members that are all concerned about the potential of Armstrong. These individuals recognize the value of service that this Armstrong gives to all our communities and **DO NOT WANT IT TO BE CLOSED**. If we are considering the public's opinions and input what broader more bold statement could be made than those 2084 names signed by concerned members of all our diverse communities. This statement and documentation should strongly be considered when deciding on the future of Armstrong

#### Disadvantages of option 34

- The two schools of Pauline Johnson/Cardinal Heights for some reason have not been merged together if they had been as they should be the enrollment numbers would be just fine. Is it possible to make this simple change to reflect the more positive numbers that were originally part of the number 11 proposal before it was merged with number 6. It would involve no new builds or complicated boundary changes just a simple merge of two schools that sit side by side on the same property. This would bring the capacity numbers of Cardinal Heights back to 89-98%

### Advantages of Option 35

- Options 22 and 32 maximize community impact by dividing up more than 300 students from the one community of Armstrong this option
- This option provides a more balanced sensible approach which minimizes the impact on communities not maximize it
- It only divides up approx. the 152 students at Linden Park
- The students from Linden Park would only be asked to cross one major intersection that already has a stop light at Upper Wentworth and Franklin Road, this could be further safeguarded with a crossing guard
- The students from Linden Park that are attending Queensdale are only required to cross on major street at Fennell Ave., but this crossing to, that is adjacent to St. Peter and Paul school already has an existing light and crossing guard at the students disposal
- The large majority of the students from Eastmount that must now attend Armstrong may now walk and once again there are street lights at both upper Wentworth and Queensdale Ave and Upper Wentworth and Concession, addition crossing guards could be added to ensure student safety
- This scenario, unlike that of 22 and 32, considers student safety while crossing these streets and makes common sense use of existing traffic protection measures
- This proposal presents a really balanced approach in terms of school locations and utilization of existing already purposed use property
- There are none of the complicated transitions that we have seen from options 22 and 32 for students to manipulate within and complicating transitions that the students would have to adjust to
- A vast majority of this option does present walkable schools
- Student distribution numbers are good with the exception of Pauline Johnson/Cardinal Heights. But with little to no effort these two schools could be easily combined as they currently occupy the same space and the two schools could combine to make one school with an addition to Cardinal Heights. This involves no new builds or complicated boundary changes. This would bring the student population utilization to approx. 89-98% which is good it would also meet the boards criteria of a JK-8 school with numbers approaching or slightly exceeding 500
- It makes good efficient use of existing structures and surrounding street structures
- Keeping Armstrong open makes clear and efficient sense as Eastmount cannot support or accomplish the following as Armstrong currently does:
  1. Armstrong is currently a FDK-8 facility that already accepts the students from both Queensdale and Eastmount
  2. Since the students from Eastmount already attend the much larger facility of Armstrong there would be less student impact during the transition from school to school
  3. Armstrong supports a large community based economy and has the current support of these business, Eastmount does not

4. Armstrong has street infrastructure that is in place and proven to work, it has on Concession street a recent push activated stop light for pedestrians on the north/west corner of the property, a full time crossing guard can also be found on Concession on the north/east corner of the property, the streets are significantly designed wider than those of Eastmount so that it may accommodate the traffic flow safely, as it does now with regards to bus drop off and pick up as well as parent drop off and pick up, if found necessary Armstrong has the land to accommodate any change necessary, Eastmount cannot presently offer this, which jeopardizes student safety, nor does it have the land to accommodate the changes that would be necessary changes. The streets at Eastmount are narrow and ill designed for vehicular traffic
5. There has never been an incident at Armstrong whatsoever regarding a student and a vehicle, whether it be for drop off or pick up of students or just the basic function of crossing the streets and that is solely because of planning and the expediting of this plan to ensue student safety. It must work; there are no incidents to date. This should alleviate some of the parents' concerns over traffic concerns. The concern would lay Fennell Ave. that has already has two incidents involving students and cars and option 22 and 32 don't not consider this as this option does
6. Armstrong currently has two gyms one that was ironically large enough to accommodate a public meeting, something that no other school in the ARC can accomplish, it also has a well treed and ample green space, Eastmount is not independent on its 1.7 acre lot as it depends solely on the public property that adjoins it, it is not self-sufficient.
7. Armstrong play areas are fully fenced in Eastmounts are not
8. The sheer size of Armstrong and its grounds over that of Eastmount can offer students a better learning environment, attain and maintain more programs
9. Armstrong has the ease of public access via public transit making it very accessible by both students and the public, Eastmount does not have this type of access. This accessibility to public transit also offers the students of Armstrong the ability to utilize this transit for smaller day trips eliminating the need to hire private more costly bus transit
10. Armstrong offers a variety of extra-curricular activities that are already enjoyed by members of the Eastmount Community
11. Armstrong has a multitude of walk to amenities that other schools cannot provide such as: a nearby public library, Inch Park Rec Center etc., this encourages exercise and helps to maintain an optimal learning environment
12. Armstrong has dedicated bike lanes that may be found on Queensdale Ave running from Upper Wentworth to Upper Wellington, this also encourages exercise
13. A community policing center is only one block away



- Armstrong programs include:
  1. The early years program 4 days a week
  2. A nutrition program
  3. After school child care and pick up
  4. Ipads, smart boards, all sports available
  5. The largest facility with the largest on the ground capacity
  6. Armstrong has partnerships with 4 different higher learning facilities such as Mohawk College, Redeemer College, Brock University, Devry, all currently attend Armstrong and share their knowledge with the students
  7. Nursing programs also attend Armstrong
  8. A unique program for the girls students that encourages them to aspire to greater levels of self confidence
  
- Armstrong after 5 years of being fiscally locked into an ARC program with no funds being released will now have these capital funds released so that this school may also enjoy all the revitalization and maintenance that it requires
- Armstrong may and can be easily retrofitted to accommodate any deficiencies found with this school
- This proposal maintains that the escarpment community will have a school in place centrally that will serve the needs of future generations instead of sending everything to non-central locations, east west and south to schools that don't even meet the minimum of the board criteria
- Armstrong meets the expected JK-8 format with approx. 500 students
- The increased volume of students will benefit all students by offering and funding a broader range of programs. This population expansion should also make sports and trips etc. readily more attainable for those families and students that in most cases couldn't afford in the past to let their children participate. Opportunity for all student demographics will now be enhanced, allowing more of an inclusive learning environment rather than exclusive
- This option is the second lowest cost to implement with higher projected renewal and administrative saving
- Grouping and transitions of students seem sensible and are achieved with a minimal of impact on any particular community. Also student safety with regards to streets are better addressed in this option
- The purpose of these public meeting is to address public concerns and utilize public input and feedback in order to make the best informed decision that is in the students best interest. I believe some time ago at a public meeting that the voices of many communities were voiced quite prominently. These voices were expressed by a 2084 name petition that was presented to the ARC. These 2084 names were collected from a wide variety of communities, those of Armstrong, Queendale, Eastmount and the numerous surrounding communities. This petition demonstrates clearly the interest and the importance of keeping Armstrong open not only for all

our communities but for student's needs and 2084 members of our own communities recognize this.

#### Disadvantages of option 35

- For some reason again as in 34 the two schools of Pauline Johnson/Cardinal Heights have not been merged, which is an easy task considering they share the same lot and are side by side. There are no re-builds, no boundary changes, just a simple addition to Cardinal Heights to combine both these schools. This would bring it into line with a jk-8 format and a student body of approx. 500 students, which is what we are hoping to achieve. Why not do this then to preserve the integrity of this proposal.



Dear Accommodation Review Committee/Members of the School Board,

If you close Linden Park school you will affect the children **immensely**. The Board and other area trustees need to wake up and realize all the support and letters and signatures are in everyone's best interest. This amazing property on the central mountain is the only place that makes sense to accommodate the students. Don't try to change trustee's minds, especially those with political aspirations.

Parents have but one remaining option. If Linden Park closes, **get the school boards attention** and put your children in the school that is closest to your home. Send your children to St. Peter & Paul Catholic School with the Hamilton Wentworth Catholic School Board. Of course this may not be the best option, but the board is making it the only option.

**SAVE LINDEN PARK!!!!!!**

Concerned Parent,

Sophia Christidis



**Sylvia Spisic Wilkes**

30 October 2013

Please do not close franklin rd school.



**Sylvia Spisic Wilkes**

10 December 2013 

There are tons of kids in this area. We'd miss the school. I believe there is enough room to expand franklin rd school.



**Hamilton-Wentworth District School Board**

3 minutes ago

Thanks for your thoughts Sylvia, I can share this with staff.

Robert Nixon

11/022014

Arc Committee parent representative for Armstrong Elementary School

To all relevant HWDSB staff members:

It is with regret that I must submit this correspondence to the board and the members of the ARC committee. However I would be remiss if I did not.

All the volunteers of the ARC committee I believe performed this task with great diligence and effort and I do not want this correspondence to negatively impact these individuals at all. This correspondence is not a result of any actions carried out by any volunteer member of the ARC committee but rather falls squarely on the shoulders of the very individuals that presided and chaired these meetings, the board representatives themselves. It is unfortunate that the actions of some have cast a shadow over all the hard work and effort that has been accomplished by the ARC committee members to this point.

I make these statements to the Board and the Arc committee for the sole purpose of making my concerns public, with regards to the inappropriate actions that were facilitated at our last working meeting held on 04/02/2014. I strongly question the integrity and validity of the vote that was held last week and I would further scrutinize all subsequent actions taken after this questionable vote, including what may unfold at tonight's meeting. I have serious misgiving about the entire handling of the public input that was dismissed at the last public meeting held on the same day of the vote 04/02/2014. I do not believe that this public input should have been presented to the ARC committee at all for a vote. A vote to evaluate as to whether or not the public input, was to be accepted or rejected. None of the committee, to the best of my knowledge, including myself has the background or the insight into board policy concerning this type of issue, if any at all exists. That being said a vote should never had been offered by the chair of the meeting as we collectively as a group don't have the right to assess what public input was to be accepted or not. We are all given the opportunity weigh this information only after it has been properly distributed to the entire ARC committee. It is at this point that we individually and as a whole weigh it and assess the information. We then may discern of how we chose to evaluate it. I don't believe that the working ARC committee, nor any member of the board, has the right to refuse any public input that was transcribed to the "Professionally Trained Facilitators" provided for the public's use at this meeting. We, as a committee or the board cannot arbitrarily wave the rights of any community member to have their input properly evaluated and this is exactly what happened at the last working meeting. The sole intention of the public meeting was absolutely to evaluate public input, process it and then vote. The direction that the chair of this meeting that led the ARC committee actions were entirely inappropriate and unacceptable. Therefore I will reassert my position with reference to the vote that was held last week 04/02/2014 and would like it duly noted in the public records. I would like to re-state that I do not believe the fault falls on any of the Volunteer ARC Committee Members; it is the sole responsibility of the Individual(s) that chaired and guided this committee.

This statement is merely for public records. It is my observations of the events that transpired at our last working meeting. I am not asking for support on this issue or that any type of motions be made with regards to this information. I believe that at this stage of the process that this type of initiative would prove to be fruitless. The damage is already done and I believe that we should just move forward.

I was going to resign my position within in the ARC committee as a direct result of the aforementioned questionable activities but I decided that I owe it to the community in helping to ensure, along with my fellow ARC Committee Members, that all communities are fairly and equitably treated during the final meeting(s) of this ARC process.

My only desire at this point is not concerned with what options are considered or rejected by the trustees, whether it is one of the ARC committees, or that of the board or even some type of hybrid. I would only hope that their decisions this time are based solely and specifically on the needs and best interests of all the students of all our affected communities not just for the present but also for the future. The politically motivated decisions that we have seen in past ARC's don't benefit any community.

Thank You

*Robert Nixon*

Robert Nixon, Armstrong Parent ARC Committee Member

11/02/2014

Michael Prendergrast,

This letter is in regards to the proposed closure of Queensdale Elementary School in Hamilton. Queensdale School is the centre of neighbourhood life on the Hamilton Central Mountain, and an economic driver. It is a key factor in whether families move into a community and remain through the years to raise their children. With our school in trouble, the well-being of everyone around is also at risk. This is a concern for the tax paying residents, community businesses and the families of Queensdale School.

In addition, the speediness of the proposed closure for June 2014 is unsettling. If enrolment is a major factor, at least give the school the opportunity to see what sort of increase FDK rollout could possible bring. The school is more than equipped and prepared to handle the addition classrooms with the appropriate amenities necessary for FDK. Queensdale was updated five years ago with beautiful new bathrooms, windows, furnace etc. I'm unsure how a decision can be made to displace Queensdale students from a safe, newly renovated school to a more inadequate aging building that does not have wheel chair accessibility, a proper heating and cooling systems for every floor and asbestos within the building. I feel in speaking with other parents in the community, that Armstrong has already been labelled as "needs improvements" and therefore will always have difficult recruiting new and displaced students. Perhaps closing the larger school (Armstrong) and changing the catchments, so those children filter out to their surrounding smaller school. This could be a possible solution to increase enrolment in the smaller schools. Even creating a JK to 8 at Queensdale, to bring the middle school students back to their communities may assist in the enrolment issue.

It has been raised at Arc meetings that enrolment is not the only issue. Apparently the board feels that the cost to run the smaller schools is not cost effective. No research has been shared to

support that and I feel it wouldn't take much to debunk that myth. However, research does prove smaller schools are better for children's overall happiness and success.

The children at Queensdale have personal ties with the school in their community. They are lucky to have the opportunity to go to a school where everyone knows each other's name. This climate developed fosters close, meaningful relationships between the adult and child and in-between the children themselves. Also parents know all the teachers and admin staff and the professionals know the whole family. This is important to me and I feel as a parent and tax payer, I have the right to choose what I feel is best for my child and what environment he would be more eager to learn in.

I'm an engaged parent and I know that parental involvement is key and is reinforced within the HWDSB. If these changes were made I feel that parents would be less likely to be involved and would no longer frequently visit the school because it is outside of their district. We know that when a parent is involved in their child's education and school life the child is more likely to succeed. I think this should be kept in mind when deciding whether to close or keep Queensdale open. They have a very active parent council, and lots of community partnerships, volunteers and committed parents that would find it difficult to continue their efforts for a school outside their community.

I'd also like to mention how respectful environments are easily fostered in smaller schools such as Queensdale. I encourage you to please sit down with Miss Carbone, our school's principal, to discuss bullying and discipline problems in the school. The conversation would be very short because this type of problem does not exist. In larger schools, disciplinary problems are more prevalent than in smaller schools, often causing a distraction and



interruption in the learning process. Students in a safe setting learn more, are more focused, and feel more positive about their school. Students are more likely to master the curriculum offered. Smaller schools are often able to better engage their students and give them more attention because good teaching methods are easier to apply when there are less disciplinary needs.

Also, the amazing teaching staff that exist at Queensdale. The teaching staff take great responsibility in the children's learning. They have terrific staff morale and appear satisfied with their positions and stay in their jobs as long as they can. They have spent many years together and have created a collaborative work environment that is difficult to achieve when there are high staff turnover rates.

I'm sure with all these letters and earnest requests to keep Queensdale open, you're hearing a lot of reoccurring words and like family, tight knit community, a school with a heart etc. and to you it may not seem like enough of a reason to keep a school from closing but I plead with you as do my family members and neighbours that what it truly is about...the reason to why we want Queensdale to remain open is about human touch. Human touch should still be valued, even in this day and age. Human touch should be enough. This school has touched the children who have attended there in the past and it has touched the student who attend there now. Sometimes the small choice is the right choice if it means strong connections in learning and in life.

Unidentified writer

Received October 18<sup>th</sup>, 2013

Subject: closing Linden Park School

I really try to look at the bigger picture when it comes to the City of Hamilton Board of Education decision to close schools. It just doesnt only effect my family but others as well. I try not to be selfish when it comes to that. But now being a good guy hasnt gotten me anywhere. Here is my family's story. We bought our house around 10yrs ago in the central mtn area. We were so happy that neither one of my kids would ever have to take a bus to school and that all the schools in the area were in walking distance. So first my oldest who attends Hill Park right now and should graduate from there before you close the school will not be effected. He is grade 11 this year so it should work out for him. We live less then 5 mins away from Hill Park. Now my youngest son goes to Linden Park, it is also a 5min walk to school. He is grade 3. With the new possible closur e of Linden Park that would mean that my son would possibly going to Cardinal Heights for grade 4-8. If I understand the reccomendation correctly. Now my son is ADHD, one of us always picks up my son from school. your now going to put him in a school farther away from home, almost a 25min walk, across Mohawk Rd, a busy street to say the least and now that interferes with how and who picks up my son from school. I knew he would be going to that school for grade 6-8 but he would be older by then and perhaps could walk home by himself. So with closing Linden Park this effects my family greatly. Which I know I am not the only one but I thought you should know what a typical family goes thru when you attempt to close schools. Its not easy for the families. . I heard from other parents that the meeting that went on last week the stats given were from 2006. How do you make decisions based on old data? Now I wasnt there and that is just word of mouth but it leaves me with a bad taste in my mouth on the whole system. I understand tough decisons have to be made I just wish it wasnt effecting my kids.

David Berk

**Dawn Danko, MSc.(Ed)**

11 Buchanan Street  
Hamilton, ON  
L9A 2V7

**To: Hamilton Wentworth District School Board (HWDSB)**

Standard Life Building  
120 King Street West,  
Suite 1120 P.O. Box 2558  
Hamilton, ON  
L8N 3L1

**Attention: Tim Simmons – Chair of the Board**  
**Regarding: The Central Mountain Accommodation Review Process**

October 15, 2013

Dear Mr. Simmons,

As a parent and HWDSB community member with a Master's degree in education and over six years of experience in education at the college and university level, I am writing to express my concerns with the current Central Mountain Accommodation Review Committee (ARC) process and to offer my recommendations for the Central Mountain ARC.

**Item 1: ARC Selection Process**

The ARC members are tasked with impartial critical evaluation of data to determine an evidence-based recommendation for the HWDSB Trustees (the Board) regarding the status of the Central Mountain schools. This process is demanding and requires some experience with statistics and data analysis.

The first concern I would like to address with respect to the current ARC process is the selection of ARC members. While I expect that each of the voluntary members is sincerely motivated to perform their role as an ARC member, given the potential impact of the ARC recommendations on students, parents and communities, the selection of representatives from each school should have been a transparent, formal process. Potential candidates for the ARC should be required to apply for these positions and individual credentials/resumes should be presented to each school community for consideration before members are selected. Understanding relevant credentials and experience is critical for this process to be successful. Any ARC process should begin with the establishment of members' areas of expertise so that the committee can rely on appropriate members who are best suited for various analyses throughout the review.

**Item 1: Requested Action**

I respectfully request that the school board postpone the current Central Mountain ARC, establish a formal ARC committee member selection process for all schools to follow, and ensure that each school community democratically selects (or re-selects) ARC representatives.

**Item 2: ARC Training and Counsel**

My second concern relates to the training provided to ARC members. To date, the ARC has had one working meeting and one public meeting. The ARC members need time to review the extensive HWDSB document/policy library, as well as Ministry of Education documents/policies, and time to request clarification of documents and policies to ensure a full understanding of the Board's position and the overreaching review process. The ARC members must be fully informed about their rights in the review process and the implications of potential actions. The committee should not have to rely on asking the 'right' questions to the Board.

**Item 2: Requested Action**

I request legal counsel be appointed to the ARC, as well as training by an independent consultant/expert in the rules and procedures for the review process prior to data collection and analysis to ensure a fair and transparent review is completed.

I also request that funding be provided to ARC members for an appropriate level of community outreach to ensure community stakeholders are consulted in the review process.

**Item 3: Proposed Timeline for Implementation of Decisions**

A third concern is the proposed timeline of the ARC process.

Currently the Board has indicated that a final decision will be made in May 2014, with expected implementation of the decision effective in September 2014. The current Board staff suggestion includes closing three schools in June 2014, and moving students to alternate locations in September 2014. The Board must be aware that changing child care arrangements is complex and challenging. From a personal perspective, it took our family nine months to find a suitable day care provider for our children when I was returning to work. I interviewed many different providers located on the North Mountain, and I know from experience that options are limited for families. Consolidating students at larger schools will also cause an immediate child care crisis for the area, as local providers are currently positioned to service smaller communities. For example, Pumpkin Patch is a licensed day care near Armstrong School. Pumpkin Patch cannot accommodate any significant increase in new enrolments in the school; unlicensed day care providers are limited in the area.

The child care issue is even more significant for families who have new kindergarten students due to be enrolled in school for September 2014. Families are expected to register for kindergarten in February, and yet the School Board will not issue the decision that has a significant impact on these families until May 2014.

**Item 3: Requested Action**

I assert that the Accommodation Review timeline is unacceptable. I request that the Board immediately change the earliest implementation date of any school closure to September 2015.

I request that the Board provide ARC members with data detailing current available day care spaces in the Central Hamilton Mountain, projected day care needs, and the numbers of students who will not qualify for bussing and will therefore need alternate drop-off/pick-up arrangements under the current proposed plan.

I request that the ARC include the day care considerations in their final report, as these considerations significantly impact stakeholders including families, students and local businesses.

**Item 4: Inaccurate Enrolment Projection due to Delayed FDK**

Yet another issue I would like to highlight is the use of inaccurate projection numbers for enrolment in some of the Central Mountain communities. The Board Accommodation Review report clearly states that projection numbers are based on *current programming*. The Board established that the three schools currently recommended for closure (in the initial Board staff suggestion) would not have full-day kindergarten (FDK) until September 2014. Interestingly, Queensdale Public School has had the facilities in place for FDK for the past several years, and FDK could have been implemented without any renovations. The change in programming in the three targeted schools to include FDK is significant. Delaying FDK has had a negative impact on enrolment at Queensdale, Eastmount Park and Linden Public Schools; therefore, the projection numbers do not reflect the real future enrolment at these schools.

**Item 4: Requested Action**

I respectfully request that the Board delay the Accommodation Review process until FDK has been established and enrolment numbers undergo a correction, so that new accurate enrolment projection numbers can be used for evidence-based decision making.

**Item 5: Impact of School Closures on Public Board**

Finally, though I have not exhausted my list of concerns in this letter, I would like to let the Board know how the closure of my community school will impact my family and the Public School Board. We moved into our neighborhood well before starting a family because of the community school. We looked a moving three years ago, but chose to stay in our neighborhood because of our community school. In the event that Queensdale Public School closes, we will move our children to our other community school, St. Peter and Paul, and change our tax allocation accordingly. The Board will lose the enrolment of our children through both elementary school and high school if we are forced to make this change. If

the Board is concerned about decreasing enrolment numbers, closing community schools is not the answer to this problem.

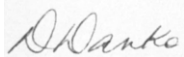
**Item 5: Requested Action**

I am confident that the ARC and the Board can come together to make evidence-based decisions that are in the best interests of all of our students, staff and communities. As a stakeholder in the Accommodation Review process, I request and expect that decisions will not be made without clear, comprehensive evidence and a strong consideration for the impacts on the communities in the Central Mountain, and within all of Hamilton.

I request that all data provided to the ARC also be made available on the HWDSB website, in a clear designated location, within one week of release to the ARC members.

I would like to thank-you for your consideration of the issues at hand. I look forward to detailed and specific responses from the Board regarding my requests.

Sincerely,



Dawn Danko, M.Sc.(Ed.)

**Also Copied:**

Chris Charlton – MP, Hamilton Mountain

Monique Taylor – MPP, Hamilton Mountain

Kathleen Wynne – MPP, Premier

Liz Sandals – MPP, Minister of Education

Bob Bratina – Mayor, City of Hamilton

Scott Duvall – Councillor, City of Hamilton

Chris Murray – City Manager

Dr. John Malloy – HWDSB, Director of Education

Michael Prendergast – HWDSB, Superintendent of Student Achievement

Jessica Brennan – Trustee, Vice-Chair

Judith Bishop – Trustee, Ward 1 & 2 West Lower City

Ray Mulholland – Trustee, Ward 4 East Lower City

Todd White - Trustee, Ward 5 East City

Laura Peddle – Trustee, Ward 6 East Mountain

Lillian Orban – Trustee, Ward 7 Central Mountain

Wes Hicks – Trustee, Ward 8 West Mountain

Shirley Glauser Ward 9 & 10 West Stoney Creek

Alex Johnstone Ward 11 & 12 East Stoney Creek Ancaster Glanbrook

Jessica Brennan Ward 13 Dundas

Karen Turkstra Ward 14 & 15 Flamborough

Hamilton Central Mountain Accommodation Review Committee



**John-Paul Danko, P. Eng.**

**Hamilton Wentworth District School Board (HWDSB)**

Standard Life Building  
120 King Street West,  
Suite 1120 P.O. Box 2558  
Hamilton, ON  
L8N 3L1

**Attention: Tim Simmons – Chair of the Board**  
**Regarding: Elementary School Closures – Hamilton Central Mountain – Review Process**

Dear Mr. Simmons,

At the conclusion of the Hamilton Central Mountain Accommodation Review Committee (ARC) public meeting on October 8<sup>th</sup>, 2013, the top three concerns from each round table discussion were brought forward and publicly discussed.

As an affected parent and community member, I would like to take this opportunity to bring forward my top three concerns to the Hamilton Wentworth District School Board (HWDSB), Trustees and ARC members.

**1. There Is No Scientific Evaluation Process**

As a structural engineer with over 15 years' experience with detailed structural and financial evaluations of multi-million dollar public infrastructure projects, I have never been involved with an evaluation process that did not begin with specific evaluation criteria, including a defined grading system.

At the October 8<sup>th</sup> ARC meeting, the public was presented with seven vague, generic, reference criteria - but absolutely no information as to how those criteria were to be applied or graded. HWDSB staff seemed particularly interested in presenting facility utilization statistics and condition index numbers, but no graded evaluations of any other criteria were presented.

Furthermore, there does not seem to be any quantifiable threshold that defines when a school will be closed or will remain open. For example, at my school of concern, Queensdale, (accepting the HWDSB's presented numbers at face value), out of the seven reference criteria Queensdale is only marginally below acceptable for two out of seven (facility utilization and permanent and non-permanent accommodation).

**Requested Action by the HWDSB**

I ask that the HWDSB immediately stop the ARC process until such time that the board can provide the ARC and the public with a specific, scientific evaluation process that includes a quantified grade for each reference criteria under consideration, a defined weighted ranking structure for the graded reference criteria, and a specific, scientifically calculated threshold that will define whether a school will be recommended closed or remain open.

**2. The Greater Hamilton Community is Not Involved**

Schools, particularly elementary schools have a substantial effect on their surrounding community – from the neighbourhood level, right up to the long term formal development plans of the City of Hamilton and Province of Ontario; however, only teachers and parents are formally involved with the ARC process.

It seems that the board has done little, if anything, to inform the greater Hamilton community of the pending changes to their neighbourhood school. Nor has there been any mention of the official development plans of the City of Hamilton and Province of Ontario for the communities involved.

For example, in the Queensdale neighbourhood, we have five major employers within walking distance that will drive future development: Hamilton Health Sciences – Juravinski Hospital; Hamilton Health Sciences – Juravinski Cancer Center; St. Joseph's Healthcare - West 5th Campus; St. Joseph's Healthcare – Charlton Campus; and Mohawk College. All of these employers have been identified by the City of Hamilton as future high growth employment sectors for the City, specifically healthcare and education.

The Province of Ontario has also specifically endorsed a detailed growth plan for the Golden Horseshoe (Places to Grow Act, 2005) that, among other objectives, envisages increasing intensification of existing built-up areas, intensification corridors and major transit areas. The Act even recognizes the importance of infrastructure to support targeted growth. Elementary schools are a major part of the infrastructure that supports this growth.

In the Queensdale area, the City has targeted both the Upper James corridor and Concession Street for major infill redevelopment and transit expansion including the proposed Light Rail Transit (LRT) A-Line. It does not seem that the board is aware of the City and Province's long term development plans and has no interest in taking the big picture goals of either the City of Hamilton or Province of Ontario into account.

**Requested Action by the HWDSB**

I ask that the HWDSB halt the current ARC process until such time that official representation from the City of Hamilton, the Province of Ontario and the greater community can officially be included in the ARC process.

### **3. The HWDSB Has the Appearance of Acting in Bad Faith**

At the October 8<sup>th</sup>, 2013 central mountain ARC public meeting, it was abundantly clear that the public has little confidence in the ARC process, HWDSB staff or the informed decision making abilities of board trustees.

Again, as a professional engineer it is my experience that a valid decision rests entirely on the validity of the base data and the assumptions used to derive that data.

For Queensdale School, Linden Park and Eastmount Park – the three schools recommended for immediate closure, it appears that the board has taken specific steps well in advance of the ARC process, designed to justify the eventual closure of these three schools.

Queensdale School, Linden Park and Eastmount Park, the schools recommended for closure, are the only Central Mountain schools not scheduled to receive full day kindergarten until after they are recommended to close – even though no renovations/modifications would have been required to implement full day kindergarten at Queensdale anytime in the past 3 years.

The effect of full day kindergarten on enrolment numbers cannot be understated.

Queensdale is in direct local competition with both Norwood Park (HWDSB French immersion) and St. Peter and Paul (Catholic board) for enrolment. The board's decision to exclude full day kindergarten has put Queensdale at a distinct disadvantage in attracting positive enrolment numbers. Furthermore, because Queensdale is a smaller school, even a small change in enrolment – a handful of students per year - will drastically effect its long term enrolment projections.

At the same time that the board has chosen to deny Queensdale, Linden Park and Eastmount Park full day kindergarten until after the ARC decision is made, the board is currently in construction (during the ARC process) adding two full day kindergarten class rooms to another school under review but not recommended to close (Ridgemount - with the construction of six additional class rooms recommended to be completed by September 2016).

The cumulative impact of these actions by the board leads a reasonable person to conclude that the board is acting in bad faith.

#### **Requested Action by the HWDSB**

I request that the HWDSB delay the current ARC process until full day kindergarten has been fully implemented at Queensdale, Linden Park and Eastmount Park and that each school's enrolment numbers be reevaluated in three to five years, after the effects of full day kindergarten have been allowed to augment and stabilize enrolment.

## Conclusion

Thank you for taking the time to address my concerns. I look forward to your detailed response to the three action points requested.

Sincerely,

A handwritten signature in black ink, appearing to read 'J.P. Danko', with a large, stylized flourish at the end.

John-Paul Danko, P. Eng.

## Also Copied:

Chris Charlton – MP, Hamilton Mountain  
Monique Taylor – MPP, Hamilton Mountain

Kathleen Wynne – MPP, Premier  
Liz Sandals – MPP, Minister of Education

Bob Bratina – Mayor, City of Hamilton  
Scott Duvall – Councilor, City of Hamilton  
Chris Murray – City Manager

Dr. John Malloy – HWDSB, Director of Education  
Michael Prendergast – HWDSB, Superintendent of Student Achievement

Jessica Brennan – Trustee, Vice-Chair  
Judith Bishop – Trustee, Ward 1 & 2 West Lower City  
Ray Mulholland – Trustee, Ward 4 East Lower City  
Todd White - Trustee, Ward 5 East City  
Laura Peddle – Trustee, Ward 6 East Mountain  
Lillian Orban – Trustee, Ward 7 Central Mountain  
Wes Hicks – Trustee, Ward 8 West Mountain  
Shirley Glauser Ward 9 & 10 West Stoney Creek  
Alex Johnstone Ward 11 & 12 East Stoney Creek Ancaster Glanbrook  
Jessica Brennan Ward 13 Dundas  
Karen Turkstra Ward 14 & 15 Flambrough

Hamilton Central Mountain Accommodation Review Committee

Received October 15<sup>th</sup>, 2013

AA.2

Dear Sir,

I am writing in regards to the proposed closure of Queensdale school. I do not usually get involved in politics of any sort, however this topic strikes a chord. My wife and I have three children attending Queensdale and we have always felt fortunate to have this school within our community. As with any parent I would never take my child's safety for granted, I do however take comfort in knowing that within the Queensdale community our children are recognizable by other parents just as their children are recognizable by ourselves. To say there is a strong sense of community and friendship would be an understatement. All three of our children enjoy learning and have respect for their teachers as well as other students. They are in fact showing a positive response to learning that I only wish I knew as a child. It is time for people to start looking into the quality of education rather than the number of students in the building. Queensdale is more than just a building and school, it is the heart of a community. Thank you for your time.

Jeremy Kish

Received October 15<sup>th</sup>, 2013

Good evening Linda.

May I first share a link to my latest post, Good places to Learn -  
<http://shakingthetree.ca/blog/2013/education-good-places-to-learn/>

I have been following the plea for the Queensdale community to encourage decision makers to keep Queensdale.

I encourage us all to stop/cancel and re-look at what we have learned from our recent ARC reviews rather than continuing with this process. The decisions to close so many schools (and it will be 52 and counting by the time our High Schools have shut down that will have closed since 1998), that has Hamiltonians and parents scared and fearful of the Hamilton we are undoing. We have all worked so hard to bring this great city back to life and show the world what they have been missing in this hidden gem.

As we build this city though, we have to remember two of the most important features of it as we plan it's future: Walkable schools, and being surrounded by green space.

I encourage us all to seek alternatives to closing schools.

The Catholic Board in Edmonton has implemented a pilot project called Schools as Community Hubs. I think we can look well beyond this and come up with creative ways to fill all that space. [http://www.ecsd.net/parents/schools\\_hubs.html](http://www.ecsd.net/parents/schools_hubs.html)

I would love to see what a Canada-wide collaboration of thoughts would look like, on the topic of saving community schools and filling empty space until the demographics change. [The Central Project](#) we could call it in honour of how the Durand residents helped save Central back in '79.

For example, may I ask why you and your staff are not housed in schools across this city rather than a central building? I think de-centralizing of so many things is the key to creating these hubs and stronger, safer, communities to raise a family.

I believe everyone is going to see Hamilton as a hub going forward. I would love us to continue having many hubs within this major hub.

More of my education-based pieces can be found here as they relate to school closures. <http://shakingthetree.ca/blog/?s=education>

Thank you for your time.

Sincerely,

**Larry Pattison Jr**



Received October 15<sup>th</sup>, 2013

Dear Mr. Prendergrast,

The Board's proposed plan that would see our children taken farther away from home, placed on buses rather than walking, taken from a neighbourhood community school with green space, fewer children, a sense of safety in community, a building in great condition, bright classrooms, air conditioning, recent updates and then busing them farther away to a school 20 years older, in a commercial area on a busy street, with three times the student population in a building that needs many upgrades is neither viable nor acceptable. While I'm all for the democratic process, I think the proposed deadline for making such an important, impactful decision is completely unrealistic and disrespectful to those that are involved. Isn't Hamilton striving to be the best place to raise a child?.....I hope so.

Thank you for taking the time to listen to my concerns,

Nancy Kish, Mom of three amazing Queensdale kids

Received October 22<sup>nd</sup>, 2013

AA.2

Dear Mr. Prendergast,

As one of many concerned parents, as a devoted Hamiltonian, I am confused as to why this process is one in which we are thrown to the lions to figure out who gets devoured while the board employees watch from above and do not offer one single alternative to keeping our schools open. In listening to other concerned Hamiltonians as well as others in Ontario who have gone through this disheartening process, there is an overwhelming sense of mistrust and abandonment, as well as the unfortunate knowledge that the concern is not for the welfare of our children, but only for \$\$\$\$\$. Why is nobody listening to the populous? There have been many plausible solutions put forth as to creative ways to keep schools open while utilizing the spaces, have any such ideas even been considered? Future projections are just that, projections; we are building more houses yet tearing down schools. I'm looking forward to seeing the emergence of some creative, forward thinking with acceptable ideas that consider what is ACTUALLY best for our children; rather than this ARChaic process.

Sincerely,  
Nancy Kish

Received October 15<sup>th</sup>, 2013

Hello Mr Duvall,

I am writing to you about the proposed closure of Queensdale Elementary School. This closure makes little sense. Queensdale is a important to the community. 1) It was massively renovated a few years ago. The building is in top shape. 2) Some children and parents will have to cross major roads to get to GLArmstrong school. 3) More children will have to be bussed to GL Armstrong (costs of bussing were not detailed at the Accomodation Review meeting Oct 8) 4) GL Armstrong is in a congested area and in need of repairs. 5) Queensdale is a green area for the community. 6) The Board's track record at real estate sales is abysmal...better not to let the Board sell any property. Often bigger is cheaper is not true...remember the Mike Harris imposed amalgamations of Hamilton and Toronto? Young children should not be walking long distances to mammoth schools. I hope you will attend the Nov 5 Public Meeting at GL Armstrong. The Queensdale community is upset about this proposed closure. Thank you.

Nick Morra 9 Wavell Ave Hamilton ON 905 388 4802

Dear Ms.Sheppard...Here is an email that I sent to Councillor Scott Duvall.Please bring it to Superintendent Prendergast's attention.  
Councillor Duvall's reply will follow in a separate email shortly. Thank you.

Received October 15<sup>th</sup>, 2013

RE: ARC process on Hamilton's Central Mountain

To the Board of Education and ARC members,

I am a parent of two school aged children, as well as an active community member in the Queensdale area. I was greatly concerned when I heard of the Board's "recommendation" to close Linden Park, Eastmount, and Queensdale and merge these schools and the remaining five schools to create "mega" schools of 500-600 students.

One of the main reasons we moved to this area was because of Queensdale School. It was highly recommended as one of the best schools in Hamilton. It is also a five minute walk from our house. I believe in keeping my children healthy and involved in the neighbourhood we live in. One of the ways we do this is by WALKING them to and from school every day. Depending on our schedule, I am also able to pick up my children and bring them home for second nutrition break. If Queensdale were to close, and your proposal is accepted, I would have to drive my children to Armstrong, as we are two houses outside of the bus catchment and I will not be walking my children across Upper Wellington and down Concession street two times every day.

I also strongly believe that schools play a major role in building strong and friendly neighbourhoods. Your proposal to close not only Queensdale, but also two other small community schools leads me no alternative but to put my children in the Catholic school that is a 10 minute walk from our house. Who knows when Armstrong will be next on the chopping block? I believe that by going to St. Peter and Paul, my children will have a better chance of building relationships within our neighbourhood, and feel that they will spend more time at home and playing with friends, than sitting in a car, commuting to a "mega" school, where they will just be a number, and not a name.

I am also concerned by the time frame given for this change to take place. Already, the children are worried about what will be happening in regards to their schooling next year. They need time to adjust to a major change such as a school closing, and moving to a school that is almost triple the size of the one they now attend. Since your final decision will not be made until March or May, that leaves very little time for the children to get used to the idea of not being with their friends, and in the school they have been attending (and expected) to attend for the rest of their elementary school career. This is also not an adequate amount of time for those trying to find new daycare for their children. There are many children at Queensdale who are dropped off and picked up by grandparents or neighbours living nearby. The proposition of a mega school outside of the neighbourhood would cause a huge problem for many parents relying on daycare in this area.

I am sure there is another solution to the enrollment problem you are trying to fix. In putting our children's well being first, and striving for the best possible environment in which they are to learn, I know you, the Board of Education, can come up with a solution that will keep schools and children in their communities. Please let this ARC process and decision reflect that.

Sincerely,  
Riann Kinniburgh

Received October 14<sup>th</sup>, 2013

Subject: ARC timelines

I am a Queensdale parent with some concerns about the ARC process, and in particular to time lines being put forth by the Board.

It does not seem realistic to be closing schools by the end of the current school year. Kindergarten enrollment is in February, and the school closures will be decided and announced in May. Are the affected schools supposed to enroll children hoping to stay open? If they don't enroll new students then they are fulfilling the boards plan that has been put forth, and thereby making the entire ARC process false and a waste of everyone's time.

I choose to have faith in the Board, therefore this process has to be extended.

Also, I believe the Board has to look beyond 2022. As seen with Scott Park, the Board has to think further ahead and have plans that are more broad thinking and speculative. Not simply looking for a quick fix that will solve some problems now, yet create bigger problems in the future.

Sincerely  
Rachel Kostuk

## **Amber Bourque**

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**From:** Corrie Williamson <c\_williamson@bell.net>  
**Sent:** Saturday, October 12, 2013 8:50 PM  
**To:** [abourque@fluke.ca](mailto:abourque@fluke.ca)  
**Subject:** Re: School on closure list

Hi Amber,

My daughter is Ok, we wont know for a few weeks if we need to go in for further follow-up bot nothing is broken, either severely sprained or torn. We'll have to see how the next few weeks play out.

Yes please feel free to share my thought with the ARC committee.

Corrie

**From:** [abourque@fluke.ca](mailto:abourque@fluke.ca)  
**Sent:** Saturday, October 12, 2013 3:24 PM  
**To:** Corrie Williamson  
**Subject:** Re: School on closure list

Hi Corrie,

Thank you very much for your email.

First of all, I hope that your daughter is ok?

I am wondering if it is ok with you if I share your thoughts with the ARC committee. We already have shared one letter from a parent from our school voicing their thought, and the more that we have the better.

Let me tell you that there has not been a final decision regarding the school closures. The option that has been published is the one and only option the School Board has come up with, as it is part of the ARC closure procedure as per the Ministry of Education. It is a "starting point" as how the Board put it. The voting members of the ARC committee also have to come up with their options. We have can have one option, or as many options as we can come up with. The final decision will not be made until May 2014.

AA.3



locate an e-mail address or some sort of contact information I typically give up or have ran out of time to make the initial contact and never have a chance to get back to it. Just some food for thought.

Corrie

*Amber - ARC member*  
~~From: [bourque@fluke.ca](mailto:bourque@fluke.ca)~~  
~~To: [c\\_williamson@bell.net](mailto:c_williamson@bell.net)~~  
~~Subject: RE: School on closure list~~  
~~Date: Thu, 19 Sep 2013 12:31:20 -0400~~  
~~Hi Corrie,~~  
*GLA*

On June 18<sup>th</sup>, 2013 a letter went home to parents at our School letting them know that there was going to be an ARC for the elementary schools. There has been a petition that has been going around our neighborhood since June, that was created by one of the parents on our School Council, it is also available at local business' on Concession Street.

We are not the only school that is on the list, there are a total of 8 schools in this particular portion of the ARC process (The Central Mountain ARC). For the elementary ARC there are a total of 22 schools that are going through a review. There have been many articles in the local paper, as well as the Mountain news.

You can find all information on the Hamilton Wentworth District School Board website. The website is: <http://www.hwdsb.on.ca/>

Please do not think that we are sitting idly regarding our school! There is going to be an ARC committee created from each school, and they will be working with the School Board in regards to the ARC process. We will have a member of the School Council on the committee, along with a parent rep from the community, member of our staff at the school, the Principal, as well as a superintendent. We will be finding out shortly as to whom each of these members will be.

The first meeting will take place October 1<sup>st</sup>, and will run every Tuesday from 6pm - 9pm. The final decision will go before the School Board towards the end of December, then the Board will announce their intentions. The public is welcome to each of the meetings.

Regards,  
Amber Bourque

**From:** Corrie Williamson [[mailto:c\\_williamson@bell.net](mailto:c_williamson@bell.net)]  
**Sent:** Thursday, September 19, 2013 12:01 PM

There are ARC committee meetings every Tuesday until mid-December. The next one is an ARC working meeting, which means public can attend and hear what is going on, but can not voice anything, is this Tuesday at Pauline Johnson School from 6:00pm to 9:00pm. The following Tuesday (I can double check the date) will be the second Public meeting, and it will be held at Armstrong. I strongly recommend that as many parents, students, and members of the community attend, not only to voice questions and concerns, but to show support for Armstrong. Please invite and tell as many people as you can.

If you have any questions or concerns, please don't hesitate to contact me.

Regards,

Amber Bourque

Sent wirelessly from my BlackBerry device on the Bell network.

Envoyé sans fil par mon terminal mobile BlackBerry sur le réseau de Bell.

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**From:** Corrie Williamson <c\_williamson@bell.net>

**Date:** Sat, 12 Oct 2013 14:33:38 +0000

**To:** Amber Bourque<aboutique@fluke.ca>

**Subject:** RE: School on closure list

Hi Amber,

I wasn't able to make the meeting with my daughters schedule and injury at school on Tuesday, which resulted in us needing to get her in for x-rays to make sure she didn't break her wrist. I have read about the boards plan in the paper. However I have to ask, has anyone ever considered proposing that Armstrong become or bring in a French emersion program. The current French emersion programs are busting at the seams and are actually turning students away due to a lack of space. If we were to bring this program into our school it may mean that the queensdale and eastmount schools would have to stay open and add a larger gym as they may not be able to feed into our school any more once the program gets up and running.

We have a fantastic music program, one of two of the sensory rooms for autistic children, and if we can convince Mr Trimble and the Ms Rowell to stay on we have a really good team at the head of the school to really make a difference in these kids lives and change the face of Armstrong into one of a caring and loving school.

There are also the athletic programs to consider, we have the space and the gym capacity to bring in a basketball athletic program, or a hockey, or soccer program that would attract more students to our school with these programs.

I'm all for the school boards plan having figured that was what they were planning on doing anyways. it never made any sense whatsoever to close the biggest school in the area and attempt to re-route our kids else where our district was all too big. However knowing how much we hate the

thought of our school being closed I also know that the other parents at the other schools feel the same way. As a matter of fact Leanne Friessen, from the queensdale parent committee, and I have had very lengthy discussions about this matter.

Let me know your thoughts. Please also let me know when the next meeting is.

Thanks

Corrie

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From: c\_williamson@bell.net  
To: abourque@fluke.ca  
Subject: RE: School on closure list  
Date: Thu, 19 Sep 2013 17:52:07 +0000

My daughter looses her agenda typically within the first month of schhol and it so far this year it hasn't made it home at all. I try to regularly check the school website for updates and e-mail is definately the best communication mode for me, I'm on it all day at work and typically check it once or twice over the weekend. What are family fun nights?

Corrie

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From: abourque@fluke.ca  
To: c\_williamson@bell.net  
Subject: RE: School on closure list  
Date: Thu, 19 Sep 2013 13:28:25 -0400

Hi Corrie,

Believe me I understand your frustrations and concerns regarding the possibility of our school. Please do not think that anything that you have said, hasn't already crossed our minds. We are completely behind the school 100% and are trying to do what we can to ensure that Armstrong stays open and to voice our opinions, thoughts, and concerns to the School Board.

I understand about not having time, I am also a single mother, that is on call for work 24-7, so my life is hectic and chaotic as well. I do know that all of the information regarding School Council, including our meeting dates, and the Family Fun Night activities that we obtained a grant for our school for, are listed in every students' agenda.

What form of communication will work best for you? We have sent out surveys and questionnaires for many years, and never receive much feedback. I strive to be the best that we can for our students, parents, school staff, and community members. All information and feedback are greatly appreciated. I know that forms and information go home with each student, and am not sure how we can make this better.

Regards,  
Amber Bourque

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**From:** Corrie Williamson [mailto:c\_williamson@bell.net]  
**Sent:** Thursday, September 19, 2013 1:02 PM  
**To:** Amber Bourque  
**Subject:** RE: School on closure list

Hi Amber,

Thank you for the update. As I don't often get the mountain news, I don't have a chance to read it, and my daughter wouldn't have been at school much that week having had surgery shortly before that and follow-up appointments that week.

I did go online today and find all of the information about it. Basically they are reviewing every school in our area, but what does that mean? Already I have seen an influx of children in the 7 years I have lived here and it is growing every year, I don't honestly think the school boards predictions are correct on enrolment in the future dropping. I do get that our school is under used and morale isn't great, teacher turn around is high. HOWEVER I do think that Mr. Trimble and the VP (sorry drawing a blank on the name) are doing a great job at getting this to change. Yes I agree the school needs work areas of it are quite run down while other areas aren't. However as I am also looking to the future I don't understand the desire to shut down one of the biggest schools in the area when we can easily accomodate all of Eastmount and ALL of the Eastmount area is within walking distance to Armstrong. So what if it means that we need to add crossing guards, (not that I agree with that at all as my daughter is an eastmount student who has very safely walked to Armstrong every day for the last 6 years using the lights at Upper Wentworth and consession. The cost of bussing the kids anywhere else is astronomical compared to a few crossing guards. Sorry I know this isn't your choice, it just baffles me. Between this and the Hill Park closure, I really don't get it!

My daughter dances on Tuesday from 5-7, I'll do my best to make it but it is very difficult as I am a single mother.

I'll be honest, we have been at the school going on 6 years now and I hear little to nothing from the parent committee. I'm not saying that you aren't an active committee, it simply means that the mode of communication being used isn't effective with my family. I have even called the school from time to time to inquiry about different parent committee things as I had no idea who was even on it and gotten no response. It took me 20 minutes today to find an e-mail to contact you. Time is not something I have tons of, I am a single parent raising a competitive dance student, a bi-polar teenager, working full time and running a small business and going to university myself, so when it takes me 20 minutes to

**To:** [Abourque@fluke.ca](mailto:Abourque@fluke.ca)

**Subject:** School on closure list

Hi Amber,

I am wondering what is being done about the school being on the closure list. Is there a team being put together to dispute this? Why haven't school parents been notified. I found out when I went on a retreat this past weekend and was asked how I felt about it. Is there notices going home to the families in the school?

Corrie

As a resident of the Armstrong community I would like to say that I was appalled by the actions of the representative of Queensdale Elementary School. Taking over a meeting and trying to impose his mandate on the audience. He succeeded in denying not only my community a voice but all others that were present that tolerated such behaviour. There is a fine line between genuine passion for your school and just plain out bullying. The last public meeting we all witnessed this. It is ironic that this type of activity would come from a school that prides itself on its anti-bullying techniques, a quality not exclusive to Queensdale, but to all schools. I hope that we will not have to endure such activities again in future meetings. I'm sure it will not happen at Queensdale. At any rate it's safe at this point to assume that I back the motion that Armstrong remains open. I am a CET that is LEED certified, holds a valid BCIN, and hold valid CFQ's for both Carpentry and Masonry. I understand that Armstrong had the misfortune of being locked into an ARC process that has left us without capital funding for the last 5 years. Some schools have been more fortunate with upgrades to washrooms, windows, etc. It leaves Armstrong at quite the capital disadvantage. Although it has received many essential upgrades, new heating system, new fire system, new security system, and updated electrical. The first floor for the most part is indeed wheel chair accessible. As I read many concerns about air conditioning and how some schools have been recently retro fitted with AC, I have to wonder how these schools got along without it for some many years. AC is a luxury not a necessity for any school to function. But the lack of it is not that difficult a fix. Just as a point of clarification it is public knowledge that there have been no reported cases to either the school or the board of heat stroke brought on the lack of AC at Armstrong as some parents may suggest. Armstrong is the most logical school to remain open, it is accessible by several major bus routes, it is centrally located, (unlike other small schools that are more remote and isolated), the streets can accommodate the traffic generated, the school itself can accommodate the needs of the student body, it supports a broad base local economy and it is in close proximity to all local amenities. Armstrong has served the community well over the years and should continue to do so. Let's not make the same mistake we did with Hill Park. Hill Park was the most logical choice for this community yet it closed. Armstrong mirrors this situation so let us not make the same bad decision twice.

Bruce Smith



To Whom It May Concern:

I am writing this letter to express my deepest concerns over the school closures. I feel that we have not been given enough time to properly weigh and digest all this information. Some of it is very misleading. To upset the communities and the parents with such a short and ridged time line is unjust and extremely unfair. Why is the timeline being imposed so hastily? Why is it that the public has to make such important decisions based on very condensed information? I have been a life time resident here at Armstrong and I have witnessed the closure and demolition of Inverness Elementary School, now Hill Park Secondary School all with little attention given to the public. This isn't your own personal real estate to broker off as you please; it was bought and paid for by the public. A public that deserves to have its opinions heard and most importantly its words heeded. Armstrong has a proud and rich heritage as does its community. The school always seems to be bristling with activity, after school programs and weekend programs. I see the students routinely at the public transit routes on their way to a class excursion. I also see them walking to take advantage of our local library, a rare sight these days. Armstrong has so much to offer this community and ample room to make any student welcome and feel at home. I realize that this is a financial decision, but the way I see it Armstrong already has a good footprint to accommodate more students as it so proudly has in the past. If it were up to a public vote I would cast my ballot to keep Armstrong open, alive and vibrant for all communities to enjoy.

Yours Truly

Beverly Henderson

November 1, 2013

Dear Mr. Prendergast

I'm writing you this letter due to the concern I have regarding the possible closure of Eastmount Park Elementary School.

My husband and I bought within the Eastmount community because of what it had to offer. Such as a local school within walking distance, as well as a child care within the school building that serves from the age 2 and up. Not too mention that the mountain kids klub and Eastmount softball league all share the same grounds. The winning decision was that we wanted our child to grow up within a smaller school setting. We do not regret this decision what so ever.. Our daughter has grown up so much thanks to everyone involved within the Eastmount Park "family". We did not or do not want her growing up in a larger school setting. I'm sorry but she will not get the same sense of belonging as she does now.

Our daughter has been there since she was two years old due to her attending Today's Family child care, since my husband and I both have to work full time. We never had the first day panic as many parents and children experience the first day of kindergarten due to the seamless day entry that she was able to be a part of. She knew her teacher, her classroom, as well as everyone in the building by the time she entered JK. By closing Eastmount it is so sad that other children in our area will never be able to experience the seamless day entry in a smaller school setting. It is very scary as parents to think that all of this could be taken away from us in just a few months.

Yes, Eastmount Park is a smaller school but it has so much to offer. It is truly a family! We can walk into the building or be standing on the playgrounds and everyone knows who are daughter is. As a parent to witness this it is truly a blessing and heart-warming. We like many other families in the community chose Eastmount because it is a smaller school and our children actually have a name and not just be a number. It will be a shame to lose it

Another concern of ours is that you are not just possible closing our community school but splitting up the boundary? Seriously? has anyone actually sat down and thought about the implications this can have on the young children that it involves? It is absolutely disgusting to have to tell your child that the only school, friends, teachers, child care providers that she has known for the past 5 years will be taken away from her. She will not just be losing her school and teacher but losing the many friendships that she has developed over these years. It breaks my heart that I may have to tell her this. Can you tell me this... are the children involved being thought of or are they just numbers to the board to bring up the numbers in larger school buildings? It's bad enough to close a school in a community but to also throw in a second thing such as splitting the boundary. Eastmount Park is the only one being affected by this boundary change in such that the children from the other schools at least have their old friends to go with them to their new

school. Has anyone thought about allowing the children to stay together in order to help them through this huge life changing event.

As well has anyone thought about providing on site flexible quality child care for those of us that do have to work full time?

I do have concerns about my child attending Armstrong in regards to the poor shape that the building is in and no to mention the HUGE safety concern with the half way house that is directly across the street. As well as it is located on a main road where Eastmount is located on a quiet side street area. Eastmount Park is rated in better condition then Armstrong re the charts the meetings have provided for us. The chart that you provided us with says that in 5 years time you may be able to see a drop in students achievement as well as health. This is hugely concerning as parent who has a child with have health issues. But by staying at Eastmount they don't predict any changes nor does this building affect her health. I have read all the notes and charts and I'm so not impressed with my findings.

I'm wondering what options have been brought up such as making it a Jk-8 school since we do have the extra rooms? or by going back to the old days were it was Jk-5 and then they ALL go to Armstrong for 6-8? or by extending this timeline it is not realistic.

I really do hope that whoever is involved in the final decision really and truly knows and understands what devastation could be done by closing Eastmount Park. I'm afraid by us being a smaller school that our voice will not be heard.

I hope that by writing you this letter that you realize what a mistake it would be in closing Eastmount Park as well as splitting the boundaries.

If you would like to contact me to discuss any of my concerns, it would be welcomed.

Sincerely a very concerned parent,

Crystal Holland

To ARC Committee

I have read about the boards plan in the paper. However I have to ask, has anyone ever considered proposing that Armstrong become or bring in a French emersion program. The current French emersion programs are busting at the seams and are actually turning students away due to a lack of space. If we were to bring this program into our school it may mean that the queensdale and eastmount schools would have to stay open and add a larger gym as they may not be able to feed into our school any more once the program gets up and running.

We have a fantastic music program, one of two of the sensory rooms for autistic children, and if we can convince Mr Trimble and the Ms Rowell to stay on we have a really good team at the head of the school to really make a difference in these kids lives and change the face of Armstrong into one of a caring and loving school.

There are also the athletic programs to consider, we have the space and the gym capacity to bring in a basketball athletic program, or a hockey, or soccer program that would attract more students to our school with these programs.

I'm all for the school boards plan having figured that was what they were planning on doing anyways. it never made any sense whatsoever to close the biggest school in the area and attempt to re-route our kids else where our district was all too big. However knowing how much we hate the thought of our school being closed I also know that the other parents at the other schools feel the same way. As a matter of fact Leanne Friessen, from the queensdale parent committee, and I have had very lengthy discussions about this matter.

Let me know your thoughts. Please also let me know when the next meeting is.

Thanks

Corrie Williamson  
Parent

Received October 29<sup>th</sup>, 2013

Dear Trustees, ARC Members, and HWDSB staff:

I am writing you today to voice my concerns with the proposed closure of Linden Park Elementary School at 4 Vickers Road, Hamilton.

Our son is enrolled in the Junior Kindergarten program at Linden Park, and we have another son who will enroll in Junior Kindergarten in 2016. Already, in the two short months since our oldest started school, we have witnessed amazing growth and knowledge within our son. He has already made many friends and we can see him benefitting from all he is experiencing at Linden Park. My husband and I have become involved on the Parent Council and have also already come to love this little school very much. In fact, I attended this school as a child thirty years ago (Senior Kindergarten through to Grade 5) and it means so much to me that my son is attending the same school. I myself have many wonderful memories and lasting impressions from my teachers and experiences at Linden Park. I had hoped for the same for my children.

To propose a closure in June of 2014, in eight short months, is ludicrous. To propose a closure, period, will be devastating to our community.

I'll begin with my concerns regarding child care. Currently, my son attends Today's Family at Linden Park in the mornings before school begins, as well as after his Junior Kindergarten class finishes for the morning. He stays for the afternoon and we pick him up after our work day finishes. It provides a seamless day as he is within the same building and he is with many other children who attend JK with him. If the decision regarding the closure of Linden Park is to be made in May – with the closure actually occurring in June – what happens to Today's Family? Presumably it will close, too. How are we (and other families) to scramble to find summer care for our children? And for the fall, when he attends his new school, for that matter? A months' time is not enough notice to find a daycare that may accommodate him. Will Today's Family relocate to either Pauline Johnson or Ridgemount schools? My understanding is that the YMCA currently operates before and after school programs at these schools so I would assume that the answer is no, they would not relocate. Also, we had transferred our son to the Linden Park centre this past July in order that he would not have to adjust to starting a new daycare and Junior Kindergarten at the same time. To change this routine yet again less than a year later, with a brand new school and daycare, is not in our child's – or any child's, for that matter - best interest. Yes, some children adapt and cope well with change, but many others do not. How do you expect a solid foundation of confidence, well-being, etc., to be built for a child when their routine and life is turned upside-down? What about the older children who have attended Linden Park and the daycare centre for years with the same children, who will now be separated and split up at different schools? It is unfair and disruptive.

Secondly, I feel that the fate of Linden Park has already been decided. In particular, I find it curious that no preparations have been made at Linden Park to accommodate the full-day kindergarten that is to come into effect in 2014. Why is this?

Regarding the physical state of the school, the purpose of the Board's "Healthy School and Workplace Pillar" policy is as follows:

"Hamilton-Wentworth District School Board (HWDSB) is committed to creating and supporting healthy schools and workplaces. HWDSB aims to create healthy living, learning and working conditions in

Received October 29<sup>th</sup>, 2013

schools and workplaces through a broad approach that includes healthy environments, activities, programs, policies and practices.”

It would seem that this policy is not being met at Linden Park seeing that it falls within the “Poor” range on your Facility Condition Index (FCI). Why was the school allowed to slide into such a state of disrepair in the first place?

And given that the closure of Hill Park Secondary School, adjacent to Linden Park, has been now expedited to June of 2014, it seems that it would make sense to the Board to close Linden Park at the same time and sell off the entire parcel of land in order to fund the construction of one of your proposed “super schools.”

On the topic of “super schools”, it is a proven fact that students excel within smaller schools, but I am sure you are aware of this. Why you would want to cram 500 students into one school, which will have no sense of community or closeness, is beyond me. This is how students fall through the cracks. Too many students, too few teachers, total anonymity. Again, tell me how this is in our children’s best interest?

Finally, the location of Linden Park is amazing. Adjacent to Sackville Hill Park and Seniors Centre, Hill Park Recreation Centre, large recreational fields... situated within a neighbourhood that is seeing a huge turnover in terms of older residents selling to new and young families... Young families whose children will no longer have a school within walking distance, who will be put on a bus at the age of 4 and shuttled off to a school with 500 other children. There has been such a wonderful partnership between Linden Park and Hill Park that has now been broken. Please do not do any further damage to the other links that Linden Park has within our community but shutting its doors.

I implore you to reconsider your option to close Linden Park - there must be some other option that does not involve shuttering Linden Park. Please, do what is best for our children. This is a small school with a big heart; with its closure, you will essentially be ripping the heart out of our community, a community that my family and others may and will not want to be a part of if this option goes through.

Regards,

Emily Coe



**Michael Drendergrast, Superintendent**

**ARC Committee**

**I just wanted to write in and let the board and the ARC committee that I presently support the proposed plan for the closure of Queensdale and Eastmount schools and having the balance of the students attend either Armstrong or Franklin Road School. I am a supporter of Armstrong School and believe it is best suited to perform the job. It is with a heavy heart that I say this as I do not wish any community to lose their schools. I have analyzed the different scenarios and find that this would be the best possible solution and outcome for all. I understand what communities are saying about smaller schools but it just isn't feasible at this time to sustain them. Other school boards maintain a high level of education with larger schools, JK-Grade 8 and I see no reason why this board and the communities cannot achieve the same.**

**Sincerely**

*Jason and Karen Muller*

Received November 1<sup>st</sup>, 2013

Dear Chris Charlton  
c.c Pat Stones and Scott Duvall

I am deeply concerned about our sense of community in myneighbourhood. Recovering from the inevitable loss of our local highschool Hill Park,which I will assume will also result in the closure of the Hill Park Ontario Early Years Center,I am deeply saddened to hear that our local elementary school, Liden Park, is now on the "choppingblock."

As a devoted stay at home mother, who does not drive, I am feeling extremely let down by the City, School Board and the Government. I am sickened that our children have to pay for Mcguinty's expensive poor decisions, such as the 'GasPlant Scandal'.

These decisions effect my family, as well as many other newand young families within our community. To provide example, I'm going to tellyou my story. In 2010, pregnant with my son, I thought I struck gold when wefound our home in a nice neighbourhood, that was close to schools, shops,doctors and an early years center! As I mentioned, I do not drive, and beingclose to so many services was very important to us and effected our choice inwhere we bought our first home. Words cannot express how upset I am to be losing the Hill Park Early Years, I met many wonderful people in my community,had support and workshops to answer the many questions a first time parent has.I am certain Early Years kept me from Post Partum Depression with all thesupport I received from them. As my son grew and became a big brother he hasmade friendships, and is continuing to grow and learn there, I'm saddened myinfant daughter will now be deprived of the same services in her toddler andpreschool years.

My son is now old enough to be enrolled in school for 2014. Linden Park, our closest school, may nowbe closing. This concerns me and many of my neighbours for various reasons. Myfirst concern is the community. The young families that have been snatching upthe reality in this area are now going to reconsider. Reality value within thisarea will drop. Families will have to consider moving away to go to homescloser to other schools. My son will be deprived of daily walks to and fromschool with his parents first, and then later with his friends. The independencethat you feel walking to school, he will now be deprived of. He will not get tocome home for lunches, which are extremely limited at school because of the growingconcerns about allergies. He won't get to learn his neighbours the way I didwhen I was growing up as he will be forced to be driven to school by bus. Greatway to fight childhood obesity too, walking to school daily.

My second concern is the children that will "getlost" in the system. How can we give our children the "BestStart" if we're cramming several schools into one? I guarantee somechildren will get lost. In the "no fail" world that is school today,children who do not keep up will continuously fall behind within these giantmassive classes. Until they are so far behind, they struggle to earn credits inhighschool, struggle to get into post secondary and later struggle to get adecent job. A dangerous domino effect as children will on day inherit our city.

Received November 1<sup>st</sup>, 2013

Children who are advanced will not be challenged as teachers won't have the time for them with their oversized classes. These children maybe bored and not meet their full potential. If not cultivated, these skills maybe lost, what a tragedy that would be. All just to save a few bucks in taxes that we would have had if Mcguinty managed our tax dollars effectively. Instead of throwing away billions of dollars on gas plants that resulted in nothing.

My third concern is will my child be deprived of his Kindergarten education all together. As a mother who cannot drive due to driving anxiety, walking 1.2km daily in all kinds of weather with a one yearold in tow, is less then ideal. I may have no choice but to homeschool my child for Kindergarten, something I would rather not do as I believe his social and emotional development is equally important to his intellectual development. How will he get this if not further exposed to children his age? It's not like I can continue taking him to the local early years center anymore either...

I know I am not alone on these thoughts. There are many upset parents within my community. I don't know if this letter will make a difference but at least my voice is heard to someone who may have the power to help us, and help our community. Please consider a route other then our children's educations. Please save our community. I know many of us don't want or wish for "superschools".

Thank you

Justine Marquis

Received Nov 5th, 2013

To the HWDSB and the ARC committee:

I would like to express my support in favour to the Boards proposal for possible school closures. Armstrong just happens to be a wonderful school and I and my children have had nothing but positive experiences from not only the school but the community that surrounds it. With our newest principle the school is really headed down a proper path and I can only project it will get better in the future. Armstrong by far is the ideal location for the new agenda set out by the board. Its' proximity to public buses, public library, community policing center and to our beautiful escarpment make it the best suited location for any school. It does need some upgrading but this perhaps is the result of funding being denied to our school for the last 5 years. You should also consider that rather than build a new facility at the Cardinal Heights Location that it be built on the Armstrong property. This is the best suited central location for it.

Lauren Millar

Received November 6<sup>th</sup>, 2013

Last night I went to my first public meeting. It turned out not to be what I expected. My childrens school is on the chopping Block. It's Eastmount Park. I don't know how you could think about shutting our school when the school you wish them to go to is in desprite need of care and upgrade. It's not fully accessible, has asbestos issues, the green space lacks a lot to be desired and to top it off there is a halfway house across the street. Also no before or after care on site.

At Eastmount our green space is owned and maintained by the city and it is far more child friendly and lots of room. Also we have a active community centre that runs breakfast clubs in our school. It would not need as much work to allow our school to go up to grade eight, as we have the room to accommodate. So much on the positive for our school to remain. We also have on site child care which give so much help to parents and children. If any school should close it should be GL Armstrong.

Sincerely Lisa Mantysaari

October 28, 2013

Mr. Michael Prendergast, Superintendent  
Hamilton Wentworth District School Board  
Standard Life Building 120 King Street West, Suite 1120  
P.O. Box 2558, Hamilton ON L8N 3L1

Dear Mr. Prendergast

Re: School realignments

I know that you have to make difficult decisions to balance the cost of providing well equipped schools for Hamilton's children with the ideal of having a school in every local community. I also know that the decrease in overall enrollment in public schools means many spaces in public schools are empty. Keeping empty spaces is obviously not efficient or good use of education dollars.

However, my concern is that as decisions are being considered about what spaces or schools are redundant, the HWDSB remembers that space is needed for more than just classes.

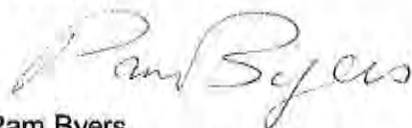
I am a volunteer tutor working through the Neighbour to Neighbour "Kids Can Succeed" program. This program is over 10 years old and the results show that our tutoring helps the many primary aged children who fall behind in developing reading skills to catch up so that they are not left behind academically right through High School.

When I first began to tutor about five years ago the only space available for our quiet one-on-one work was the janitor's closet! Luckily the following year the principal of that school was able to figure out how we could share space with other non-classroom one-on-one workers.

I have been tutoring at Eastmount Park School for a number of years now. The eight Neighbour to Neighbour tutors at this school work with 16 children twice a week and thus use our tutoring space every Monday to Thursday from 11:15 a.m. to 3:00 p.m. In addition to needing space for the tutoring, we also need storage space for several bins of supplies, books and records. Initially they were kept in the teachers' resource room (in front of and in the way of some of their own resources). However, more recently we have been able to tutor in an empty classroom which we share with other very important non-classroom programs that offer extra support to children with challenges. Even though we still have space scheduling conflicts at times, it is wonderful to have that room because we are not cramped, we are able to have our resources right next to where we work and, most importantly, the children are not distracted by other activities or things around them.

I beg you, please, as you decide how best to use public school facilities, remember that space is needed for the regular and important non-classroom work that goes on in the schools every day.

Thank you,



Pam Byers  
Neighbour to Neighbour tutor and  
Eastmount Park classroom volunteer



I would just like to relay a reality check to all people concerned with this ARC. I work for both private and unionized companies and what I have found in most cases once the business has become financially unviable it is the employees that take the first round of hits not the general public. It starts with clawing back benefits, wage freezes, temporary layoffs and then permanent layoffs. At the end of the day the company begins to consolidate its' assets. Does anyone else see a trend here? Last year around this time the general public was subjected to a work to rule campaign by the educators of our very communities and now it's' the Boards turn. Neither party had any concerns about the welfare of our children at that time, but now the "educators speak" up once it affects them in their own neighbourhoods. It's quite ironic where peoples values stand, I guess only when it suits their purposes. I was just wondering how many staff the Board will be relieving of their duties before and after this process is done. I can't blame all teachers for the activities of last year but certainly the majority. Moving forward to the last public meeting I must say that I haven't seen such a display of aggressive behaviour in a long time. There were children present at this meeting that had to witness a display of how not to conduct yourself and the total disregard for any other individual or community present. I like many others had valid concerns that I wish could have been addressed at this meeting, instead our questions, our voices were selfishly muted by a community representative. There is protocol for public speaking at any meeting and this most certainly was not it. I am embarrassed for the community he represents and the sentiments that they clearly endorse. These meeting, as the ARC meetings, are not political platforms for any one community. We have seen time and time again these meeting addressing Provincial Legislation and these meetings are clearly not the correct form to address these issues nor are the people present really in a position to properly address these types of questions. These types of question should anyone have any real concern about them should be taken to Queens Park and addressed there not in these meetings. These questions just distract and lead people away from the real common issue at hand that we all face. The more important thing to do here is to find common ground that will better serve all communities and our children, not just serve one particular community. Thank-you for your indulgence in this matter

Ray Lewis

November 5<sup>th</sup>, 2013

To the Board of Education, the trustees and the members of the ARC committee:

I am writing this letter to express to all those concerned my concerns over the entire Arc process, the time constraints, the out dated and misinformation, and in general the procedure itself which seems to be jaded. I do not have any professional accreditations to suffix my last name, such as an educator, or perhaps an Engineer. These titles are not necessary to validate my position or my factual claims; I am merely a tax payer in the residential community of Armstrong Elementary School. I do not utilize my friends in the media, theatrics or over dramatized unsupported statements about other communities. I am however more than willing to express logic and facts. I do not make any apologizes for Armstrong being the best suited location for the extension of the already existing programming and curriculum, JK-8. Armstrong is an icon not only to this community but also to the entire mountain. It supports a large Concession Street economy; it has a community based police department one block away, and a public library within in walking distance. Armstrong is a unique school as we are all inclusive. Our boundaries not only support our community but also stretch far beyond the board expectations. Armstrong has such a reputation that it attracts other groups from outside our community and welcomes them to our neighbourhood to utilize our school. Every weekend we open our community and school to a diverse group of new immigrants so that they may attend a program that teaches them how to assimilate to our culture and society. This is not only a benefit to our school, our society, the local businesses, and the immigrants that utilize this opportunity but it is also an invaluable learning tool. It teaches our children and our community acceptance and tolerance of all people regardless of religion ethnic background or beliefs. The size of the school itself can support up to 630 students, with ample maturely treed green spaces, 1<sup>st</sup> Floor wheel chair accessibility, (in the past we have heard it is not accessible at all), two gymnasiums, (one itself being wheel chair accessible), new updated heating system, new fire alarm systems, new security system, updated T-8 lighting, and some renovated classrooms. The versatility of the space at Armstrong and the surrounding streets are the reason why we are capable of supporting such diverse programs now and in the future. Unfortunately the adjacent smaller schools such as Eastmount or Queendale cannot make the same claims as the property sizes, school sizes, congested narrow streets cannot at this time will not even support the regular flow of everyday traffic and parking, thus producing a safety hazard. What would they do with the extra flow of not only traffic, but noise/air pollution, more pedestrian/automobile traffic and bus traffic? Would they accept this in their community on weekends as well? Not likely. Armstrong has erected in, partnership with the city, a new traffic signal at the North West corner of the property. This is supported by a full time crossing guard at the North East corner of the property. Armstrong is the best centrally located location. It is on a major bus route that routinely supports 4-5 separate major buses making the school easily accessible but to use, also, for class outings and trips. Other schools such as, Queensdale are isolated and not easily accessible at all, thus possibly prompting more parents to drive rather than use convenient public transit, in turn increasing air pollution. As a matter of public record everyone may view the WHMIS sheet for Armstrong concerning asbestos. I did survey this document and found that the prevalence of asbestos for such a large school is very low, it is only found in a small portion of the school in the ceiling

tiles and flooring tiles. Non in the pipe wrap etc. I would challenge any school or residence that was built prior to 1980 to firmly state with true conviction that their school or residence did not or does not contain some source of asbestos. It was commonly used on a wide variety of building products. As we all know asbestos creates no threat unless it is disturbed, and with all the new technology now for the removal of such it is really a non-issue. The notion that larger schools and busing students are negative environments for children is also questionable when we can plainly see living working examples of this every day. It can be found in the Catholic School Board System, the French Immersion Schools and even in our own public school systems, (example Franklin Road, Armstrong etc.), and rural students have been bused for years. Perhaps we should pole these schools and see how they are so successful. I would have to say that Armstrong is probably one of the better shaped schools in the Central Mountain District. I say this not only because it's age, but also due to the fact that the school has been locked into an ARC system for the last 5 years where as other schools have not. This means that we were not as fortunate as some the other schools that were not locked into an ARC process that have enjoyed the many extensive renovations done to them recently. It could be seen as unfair advantage over the schools where capital funding is being withheld pending the outcome of the ARC, kind of like comparing apples to oranges. This means that funds requested by Armstrong for much needed maintenance has been denied for the last 5 years. That being said that without all the work being done on Armstrong it still is in amazing shape as compared to other schools showing me that it has a good foundation, a solid footing for any needed and necessary renovations and updates if the school is to remain open. Let's face it any school can be retrofitted and renovated, just look at the money the board wants to put into Sherwood Secondary School. We have the necessary public infrastructure to support the number of students, the school is centrally located near many major bus routes making it easily accessible and the building is already equipped to handle the projected school population. There is plenty of room for the extra vehicular and pedestrian traffic. Many obstacles with regards to the present student population have already occurred to Armstrong, the early demise of our sage program, (affected student numbers), the autism program again affected the numbers, so there is no denying that there isn't politics at play in this scenario. Even before the ARC was started Armstrong was already being compromised. The value of the school to this community as well as others goes without saying, the school is irreplaceable. But rather than attack other communities with negative propaganda, I would much rather focus my attention on what is best for the children of all our communities. It is with this in mind that I feel, along with an entire community, including some people in other communities such as Eastmount and Queensdale, that Armstrong is the clear and logical choice to remain open. While other communities plant shrubs,(hopefully money trees), I would like to focus my attention on what is the most appropriate action for the students of our community now and in the future. I will state again that I will not apologize if Armstrong meets all the criteria necessary.

Sharon Nixon

Parent

Concerned and active community member

Taxpayer

NOVEMBER 5<sup>th</sup>, 2013

### Petition

I am presenting this petition on behalf of the 2084 concerned community members. We are concerned with the potential closure of Armstrong Elementary School. All names have been cross referenced to the best of our abilities. You will note that our community here at Armstrong extends far beyond the boards recommended boundaries as we have an immigrant community that also enjoys the use of our community and its' facilities. This makes them a part of the Armstrong community, and you will find many addresses that are outside the boundaries. We have noted them and tried to keep them separate. This is our community speaking up and out about the possible closure of Armstrong School. Through this we are expressing our sense of a strong community and great pride in our school.

Presented By:

Sharon Nixon





MP Chris Charlton  
905-574-3331  
Lillian Orban, Ward 7 Trustee  
905.573.9181  
Tim Simmons, Chair of the Board  
905.308.6832



Help Save Queensdale School

helpsavequeensdale@gmail.com



MP Chris Charlton AA.3  
chris.charlton.cleparl.gc.ca  
Lillian Orban, Ward 7 Trustee  
lillian.orban@hwdsb.on.ca  
Tim Simmons, Chair of the Board  
tim.simmons@hwdsb.on.ca



Received

Nov 5th, 2013

★ Save ★

# QUEENSDALE

Public School

A SCHOOL THAT HAS RECEIVED **OVER**

**\$3 million** in repairs  
over the last **seven years**



IS GOING TO BE  
**DESTROYED**  
NEXT YEAR



WHERE CHILDREN WILL  
BE SENT BY **BUS**  
(OR BE DRIVEN  
BY PARENTS)

MORE CARS  
MORE POLLUTION



TO PUT STUDENTS  
INTO AN OLDER,  
OVER-CROWDED  
PUBLIC SCHOOL



October was Walk to School Month

whereas at Queensdale,  
every day is walk to school  
day - theres no need to  
cross busy, unsafe streets

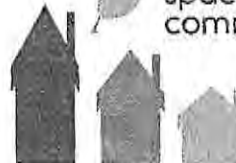


**BUT**

IT'S NOT JUST KIDS WHO LOSE

Lack of proximity  
to schools

Loss of green  
space in the  
community



... **YOUR**  
property values  
will **PLUMMET!**



**AND YET,**  
smaller schools  
mean **better** education



**THE REVIEW PROCESS**

IS DONE USING FLAWED DATA,  
AND THERE IS NO WAY  
TO APPEAL A DECISION

**SO WHO REALLY BENEFITS?**

The Drummond Report estimates that enrollment  
decline will end in 2014, and begin to increase  
around 2015. <sup>1</sup>Chapter 6 - "The Current Challenge"  
<http://www.cpco.on.ca/ResourceLibrary/Drummond/Chapter6.pdf>



Will we be ready  
for the **FUTURE,**  
or are we planning  
only for **TODAY?**

**WE NEED YOUR HELP!**

GET INVOLVED  
SPEAK OUT  
SAVE QUEENSDALE



Received November 20<sup>th</sup>, 2013

Notes made by Deaf/Hard of Hearing teacher (Leigh Rossi)

RE: renovations made to Queensdale for Deaf/Hard of Hearing program

System school...can it be deemed this because of the Deaf Hard of Hearing special acoustic provision that have been put in place.

Proper Enunciation Alarms with flashing lights in classrooms where Deaf / Hard of Hearing students attend in addition to the hallways and gym.

Electrical outlets within the special class are surge protected and increased in number compared to other classrooms due to the volume of FM systems that require daily charging.

Air-conditioning within the building as Educational Audiologist recommended for noise reduction that windows need to be closed and to control the humidity levels as this will affect optimal performance of the FM systems.

Classroom is fully carpeted in addition to divider panels were installed to aid in the reduction of sound reverberation.

Curtains are double lined to assist with sound reverberation and for light absorption.

Classroom is currently located away from main traffic areas to reduce hallway interruption.

Washrooms are located in many of the classrooms within the hallway of the Deaf / Hard of Hearing special class which also reduces the traffic and sound of children moving about.

Classroom has a button lock system on the inside door that is keyed solely to a security key for only the classroom staff to carry for protection of the costly board owned equipment.

The school is one floor, accessible, centrally located to accommodate students being bussed in from other locations within the board.

Smartboard is mobile and at eye level that accommodates the multi-aged children with additional special needs.





auditory management services

185 gladstone avenue, toronto, ontario M6J 3L4 • tel: (416) 346-4745 • fax: (416) 595-1411

## Educational Audiology Consult

**Date of Consult:** November 16<sup>th</sup>, 2007  
**School:** GL Armstrong Public School  
**Audiologist:** Kim Schmidt

### Reason for Consult:

Conduct an acoustical evaluation of the classrooms where students from the Deaf and Hard of Hearing Program are instructed. Provide possible suggestions for improving the classroom acoustics.

### Acoustic Evaluation/Suggestions:

Classroom acoustics are of vital concern to teachers of all students but are of particular concern to teachers of students with hearing loss. Children with normal hearing experience a reduction in their ability to hear and understand speech in rooms where background noise levels and reverberation (echo) are high; children with hearing loss experience greater difficulty comprehending speech under such conditions. This is due to device limitations and the susceptibility to noise characteristic of a sensorineural loss. An evaluation of the acoustical conditions in select classrooms within the school was conducted.

### Main Instructional Classroom -

The following noise reduction strategies were noted and contribute favorably to reducing noise and reverberation (echo) generated within the classroom:

- Closed classroom setting
- Location of the classroom on the third floor thus avoiding the sound of scraping chairs from classrooms above
- Placement of Hushups on the legs of chairs on uncarpeted areas
- Close windows during instructional periods
- Close the classroom door during instructional periods

The following features contributed negatively to the acoustics within the classroom setting:

- High ceiling
- Ceiling is comprised of cement block (no acoustic tile)
- Hardwood floors are uncarpeted
- Windows back onto a busy road that is in proximity to a hospital; traffic noise, including ambulance activity is audible, even with the windows shut
- No draperies on the windows
- Wall surfaces are hard and reflective, contributing to reverberation (echo) of sound
- Despite the third floor location (no classroom above), sound from scraping chairs and movement across the floors is audible from adjacent classrooms; a third floor location may also pose an access issue for any students with multiple exceptionalities (hearing loss and mobility issues)
- Noise produced by the heating and ventilation system

Sound level recordings were made at several locations in the classroom. Measurements were conducted when the classroom was unoccupied. Ambient noise in unoccupied classrooms should not exceed 35 dBA but are typically measured at 5 to 7 dBA higher. Readings were obtained at 42 to 50 dBA. Noise from the heating/ventilation system, traffic noise and noise from adjacent classrooms contributed to these values.

Measurements were taken during an instructional block with several students in the classroom. Noise level readings were obtained at 50 to 55 dBA. The reduction in sound quality due to reverberation of sound is an added component. The teacher's voice level is typically 60 dBA depending on student position. This suggests that the teacher's voice can range from being 5 dB to 10 dB louder than the noise, depending on student position. Children with normal hearing require the teacher's voice to be 15 dB louder than the background noise in order to comprehend speech optimally. The students within this program are at a greater disadvantage because of their hearing loss.



Improving the acoustics (reducing noise and "echo" or reverberation) in this classroom setting will be of significant benefit to the students. The following strategies are suggested:

#### Ceilings

- Ceilings should incorporate suspended acoustic tile and should be limited to 9 to 12 feet in height

#### Floors

- Install wall to wall carpeting with underpadding on the floor
- Regular carpet maintenance to enhance indoor air quality and diminish allergic effects
- Placement of Hushups on the legs of chairs on any uncarpeted areas

#### Windows

- Installation of cloth draperies
- Close windows during instructional periods

#### Walls and Doors

- Use of wall treatments such as cork boards and student constructed projects from carpeting, flannel, cloth, or paper ("creatively" improve acoustics by absorbing sound)
- Functional classroom furniture such as mobile bulletin boards, bookshelves, cabinets, clothing racks, padded tablecloths on large tables, and room dividers (all alter the reflective qualities of smooth wall surfaces and decrease "echo")
- Doors leading into the classroom must fit the door frame snugly and the door frame should be lined with felt and rubber to ensure a tight seal
- Close the classroom door during instructional periods

#### Heating, Ventilation, and Air Conditioning (HVAC) Systems

- Carefully select and maintain the heating and air conditioning system; noise control devices for existing systems may be necessary

Consideration should be given to improving the acoustics in alternate classroom settings (rotary) where students with hearing loss are instructed.

If consideration is given to an alternate school placement for the Deaf and Hard of Hearing Program, I would be happy to provide an assessment of the proposed settings.

A handwritten signature in cursive script that reads "Kim Schmidt".

Kim Schmidt, M.Cl.Sc., Reg. CASLPO  
Educational Audiologist

Received November 19<sup>th</sup>, 2013

Dear Mr. Simmons,

It has come to my attention through a conversation with my ARC representative that the HWDSB Central Mountain ARC is requesting accommodation review options from the public.

As a member of the public, I would very much like to provide the HWDSB with a Central Mountain elementary school accommodation option.

However, there has been no official correspondence from the HWDSB requesting accommodation review options from the public.

Further, it has come to my attention that several accommodation review options submitted by other communities were rejected at the last Central Mountain ARC working meeting, as they were deemed by representatives of the HWDSB to lack sufficient information, specifically regarding recommendation options for all eight schools under consideration.

To ensure a fair and reasonable submission and review process, I would suggest the following:

1. The HWDSB immediately make a reasonable effort to notify the public of requests for Central Mountain elementary school accommodation options. At a minimum, such efforts normally include direct mailings or mail drops to all effected residents, and advertising in local newspapers for 1 to 2 weeks.
2. The HWDSB immediately publish detailed guidelines for the submission of accommodation review options. The guidelines would include submission forms, details of the specific information required, details on how additional information can be obtained and complete examples of accommodation review options that have been previously submitted and reviewed.
3. The HWDSB provide the public with an official method to request and obtain information pertaining to the development of accommodation review options. Requests for information from the public to the HWDSB and information provided should also be officially tracked and recorded. To date, none of the information repeatedly requested by the public, such as the detailed school inspection reports, has been provided. Due to noncooperation from the HWDSB, we have resorted to filing freedom of information requests. As, I am sure you are aware, forcing the public to obtain information through freedom of information requests is not reasonable or timely.
4. The HWDSB provide the public with a reasonable time frame to obtain information, prepare options and make a submission to the HWDSB. I suggest a schedule of 4 to 6 weeks for the public to gather requisite information (once suitable guidelines and reasonable information distribution channels have been implemented by the HWDSB) and an additional 2 to 4 weeks for the public to prepare and submit an accommodation review report.

Please provide me with an specific response to action points 1 to 4 listed above.

Thank you for your time,  
John-Paul Danko, P. Eng.

Received November 15<sup>th</sup>, 2013

Dear Sir or Madam

My name is Lynda Maguire and I am writing on behalf of our community and my grandsons. It has come to my attention that you may be closing Franklin Road School.

I have two grandsons attending this school. They have been very happy at their school and are quite content with all of teachers with whom they have classes. They also see how the staff interact with each other regarding the students, and how well they communicate with the parents and or grandparents.

Needless to say the location is right, not only for the school, but for the playground that is attached. Along with other children in our community, my grandsons spend many hours playing there after school and on weekends with family or friends.

Our school is operating with a seventy seven percent capacity rate which tells me we still have a great need for Franklin Road School to remain open in our community.

At some area schools they are operating and a much lower rate and still remain open, this I don't understand.

I hope you will reconsider keeping Franklin Road school open for many more years to come.

Sincerely

Lynda Maguire



Received November 20<sup>th</sup>, 2013 from Nick Morra

Elementary schools that are local and a short walk for young children are being traded for large schools that are distant. More major intersections will have to be crossed at rush hour. More children will be bussed to the giant school. Some of the schools slated for closure have had recent multi-million dollar renovations and are in top shape. Yet a NEW elementary school is proposed near Pauline Johnson? This is strange because a few simple options like changing catchment boundaries can rebalance the school pupil population. Ratepayers will be alarmed that school monies are spent in such an extravagant manner.

I am addressing this email to:

John Malloy - Director of the HWDSB  
Liz Sandals - Minister of Education  
Kathleen Wynne - Premier of Ontario

I am a parent on the Central Mountain of Hamilton whose school is currently part of the ARC process. We have had 2 of the 4 "public meetings".

The first public meeting was long, poorly organized and primarily consisted of a long presentation from the board filled with lots of numbers to support the need for school closures, much of this data was questionable and there were several inaccuracies pointed out through the course of the meeting. This was followed by a "round table discussion" where we finally felt we had a chance to express our concerns and ask some questions. We were told that the summaries of the round tables would be compiled into minutes which would be available on the website as would answers and responses to our questions. After the round table there was a lengthily review from each round table "facilitator" about what was said at the tables. There was then a very brief time frame where a couple of people present could add additional concerns or opinions.

I left that meeting thinking there was a good consensus from the table groups on the concerns. I checked the website in vain over the next two weeks for answers to our questions and the "minutes" I expected would be available to all of Trustee's, noticeably absent from the public meetings. When the summaries were finally posted they were so disorganized, poorly formatted and laid out that even I did not have the patience to shift through them to check the message. I hoped that the second public meeting would start with answers to our questions.

The second meeting was this past Tuesday and I was bitterly disappointed.

There was no attempt to answer the questions from the first meeting. The "Key Themes" that were listed as being based on the first meeting round table discussions were not a fair summary of the meeting I attended.

The plan for the second meeting was to sit through a slightly condensed version of presentation we had already seen. Then we were going to have time to review the "school profiles" that had been drawn up, profiles that were based on the previously mentioned flawed data. All of this to be followed by yet another round table discussion where we would be able to comment on the "key themes" as presented.

When were our questions going to be addressed? Never. I do not think they ever will be.

A member of the audience took over the microphone at one point and tried to address this very point. He stated that we were being bullied and deceived. I believe his statement to be accurate.

I believe the ARC process was designed to make the community and parents think they have a voice when they do not.

I believe the ARC process was designed to pit one school against another.

I believe the ARC process hides a school board agenda that disregards facts, the opinions of the community and the well being of the students.

I have lost faith in the HWDSB, the trustees who were elected to represent us and the Ministry of Education that allows this process to continue independent of provincial oversight. After what I have seen in the first two public meetings I have come to the following conclusions:

This board is not trying to "save" schools it is trying to close them.

This board is not concerned about "All students achieving their full potential".

This board has made choices and decisions about programs, the roll out of full day kindergarden and hard catchment boundaries that have influenced individual school enrolment to support their own agenda.

This board does not want to listen to the parents, student or communities.

This board is not telling us the truth.

I do not believe I am alone in my feelings. Through even a limited amount of research online I found communities all over the province that have or are currently going through this process and feeling just as disillusioned by the results. When will the overwhelming dissatisfaction with the ARC process be notice by the officials and the government we have elected to represent us? It is time for someone to step in and question this sham of a process. I was alarmed when I discovered that the Ministry of Education has no power to overturn a decision made through the ARC process

even if an independent review determines that the procedures were not followed. It would appear that no one wants to be held responsible and that too much power has been put in a group of people with no real accountability and limited stake in the decisions being made. Eleven trustees will make the final decision on the closure of schools in my ward, Eleven people who are never required to attend a public meeting, speak to a student or even visit the schools they are voting to close. Eleven people who are free to completely disregard the recommendations of the Committee who is supposed to be the voice of the people. How can this be the way a decision is made to close a school and change the lives of an entire neighborhood?

Stefanie Sheils  
Concerned Parent and Voter  
Hamilton Ontario

November 12, 2013

Elementary Accommodation Review Committees:

Central Mountain, Michael Prendergast, Chair

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

West Flamborough, Mag Gardner, Chair

West Glanbrook, Sue Dunlop, Chair

Dear Elementary Accommodation Review Committee Members;

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

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

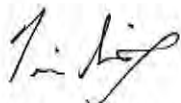
**RESOLUTION #13-127:** Trustee Turkstra, seconded by Trustee Hicks, moved: **That the letter from Gabriel F. Sekaly, Assistant Deputy Minister - October 25, 2013 be referred to staff and the Accommodation and Review Committees (ARCs) and that this letter be posted on HWDSB website.**

**CARRIED UNANIMOUSLY.**

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

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

Sincerely,



Tim Simmons  
Chair of the Board

Enclosure: School Board Efficiencies and Modernization Consultations

**Ministry of Education**

Office of the ADM

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

Bureau du sous-ministre adjoint

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

October 25, 2013

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

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

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

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

*Original signed by*

Gabriel F. Sékaly  
Assistant Deputy Minister

c: The Honourable Liz Sandals  
Minister of Education

George Zegarac  
Deputy Minister

Enclosure:

School Board Efficiencies and Modernization Consultations

*School Board Efficiencies and Modernization Consultations  
Memorandum from Gabriel F. Sékaly*

*Page 1 of 1  
October 25, 2013*

**SCHOOL BOARD  
EFFICIENCIES AND  
MODERNIZATION  
CONSULTATIONS**



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

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

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



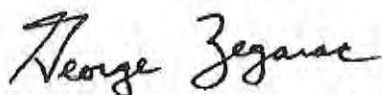
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School board modernization presents an important opportunity to transform the way funding is allocated and used at the board and school level, so that activities on the ground are more closely aligned with our goals for student achievement.

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

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

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



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## INTRODUCTION

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

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

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

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

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

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



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

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

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

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



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## UNDERUTILIZED AND SMALL SCHOOLS

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

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

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

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

### Key Facts:

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



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## Discussion Questions

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



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## DECLINING ENROLMENT SUPPORTS

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

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

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

### Key Facts:

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

### Discussion Questions

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



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## IMPROVED ACCOUNTABILITY

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

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

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

### Discussion Questions

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

#### Key Facts:

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



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## SHARING EFFICIENCY SAVINGS

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

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

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

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

### Discussion Questions

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

#### Key Facts:

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



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## E-BOOKS AND E-LEARNING

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

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

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

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

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

### Key Facts:

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

### Discussion Questions

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



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## NEW TECHNOLOGIES

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

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

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

### Key Facts:

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

### Discussion Questions

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



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## GETTING THE BALANCE RIGHT

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

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

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

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

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

### Discussion Questions:

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



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## MOVING AHEAD TOGETHER

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

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

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



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October, 2013

Central Mountain Accommodation Review

Working Group Meeting #5 - November 26 2013



Dear Mr. Prendergast;

Following our conversation the other night, I would like to request your assistance with a matter that would help us in bringing a proposal forward. A member of the central mountain community has recently brought a very detailed proposal to our attention that meets the Boards reference criteria, fulfills student enrollment, eliminates the majority of busing for the entire central mountain and should be supported by the majority of communities involved.

We respectfully request this community member be given the opportunity to present his proposal and officially address any questions the ARC members may have at the next ARC working meeting. His concern is that without his direct input certain aspects of the plan may be inadvertently overlooked.

Please confirm that this member of the community will have the opportunity to directly address the ARC members at the next Working Group Meeting on December 3rd. I have attached a file that shows precedence of public delegations presenting information directly to ARC Committees.

At the last meeting, we appreciated your encouragement to connect with the community members directly.

Thank you for your time. I look forward to hearing from you.

Sincerely,

--

Shawna McNicol



## Walkable Schools Scenario

Aim: to give every community a local walkable public school, while eliminating unnecessary empty pupil spaces to free up valuable surplus properties.

### Action

1. Linden Park relocates to the adjacent Hill Park building. It will be a J.K. to Gr. 8 school of approximately 450 students. It will receive Gr. 7 & 8 graduates from Queensdale and Eastmount Park, current Gr. 7 & 8 students from G. L. Armstrong, and approximately 120 Gr. 6, 7, and 8 students from Cardinal Heights. One wing of Hill Park is to be removed to “right size” the school and provide a paved playground area. The majority of students in the new Linden Park area will be in walkable distance. IF the Hill Park building is deemed unsalvageable to use for this purpose, then the Hill Park building would be used as a “holding school” while Linden Park receives the necessary modifications to fit the K-8 model. (This could be in the form of an addition, or a new build on existing Linden Park site).
2. G. L. Armstrong is to close. Approximately 90 J.K. to Gr. 6 students will transfer to Queensdale, approximately 130 J.K. to Gr. 6 students will transfer to Eastmount Park, and approximately 120 Gr. 7 and 8 students will transfer to the new Linden Park in the Hill Park building.
3. Eastmount Park receives 130 J.K. to Gr. 6 students from G. L. Armstrong. This fills Eastmount Park to capacity and it remains J.K. to Gr. 6. The majority of students are within walkable distance. Eastmount grads will attend the new Linden Park in the Hill Park building for Gr. 7 and 8.
4. Queensdale receives approximately 90 J.K. to Gr. 6 students from G. L. Armstrong. This fills Queensdale to capacity and it remains J.K. to Gr. 6. The majority of students are within a walkable distance. Queensdale grads attend the new Linden Park in the Hill Park building for Gr. 7 and 8.
5. Franklin Road remains J.K. to Gr. 8 as it currently is. No changes are needed. The majority of students are within a walkable distance.

6. A new J.K. to Gr. 8 school is to be built in either the Jerome, Crerar or Ryckmans neighbourhood (current Ridgemount and Pauline Johnson area south of the Linc.) Ideally, this school would be on the Jerome site currently owned by HWDSB if/when it becomes available. Otherwise, this school would be built somewhere on one of the many undeveloped areas of land in these three adjacent neighbourhoods. It will receive all Ridgemount and Pauline Johnson students living south of the Linc, approximately 395 students. These neighbourhoods are still developing, so the school would be built to accommodate a future addition to handle the growing population. Almost all students will be within a walkable distance.
7. Ridgemount boundaries change. All students north of the Linc, approximately 130, attend Pauline Johnson. All students south of the Linc, approximately 130, attend new J.K. to Gr. 8 school to be built south of the Linc. Current Ridgemount school closes. This eliminates the need for most, if not ALL, busing for Ridgemount students. If funding for new school cannot be obtained now, then Ridgemount remains at current location as J.K. to Gr. 6 school until funding can be secured (and graduates would attend Linden Park in Hill Park building for Gr. 7 and 8).
8. Current Cardinal Heights Gr. 6, 7 and 8 students will be distributed as follows: Graduates of Pauline Johnson and Ridgemount living north of the Linc, and all graduates of Linden Park will move to the new Linden Park in the Hill Park building. Graduates of Pauline Johnson and Ridgemount living south of the Linc will attend the new J. K. to Gr. 8 school south of the Linc. The Cardinal Heights building, originally built as a K. to Gr. 8 school, will be the new home for Pauline Johnson J.K. to Gr. 5 students, with only minimal modifications. IF funding for the new school south of the Linc cannot be obtained now, then all Linden Park graduates and Gr. 7 and 8 graduates of Ridgemount and Pauline Johnson will attend the new Linden Park in Hill Park building until funding can be secured.
9. Pauline Johnson students are relocated to the adjacent Cardinal Heights building. Pauline Johnson boundaries change. Pauline Johnson receives J.K. to Gr. 5 students from Ridgemount who live north of the Linc, while all current Pauline Johnson students living south of the Linc attend the new school south of the Linc. Pauline Johnson remains J.K. to Gr. 5. This eliminates the need for busing for most, if not ALL, Pauline Johnson students currently bused. Pauline Johnson building closes. IF funding for new school cannot be obtained now, then Pauline Johnson moves to Cardinal Heights building, and remains a J.K. to Gr. 6 school until funding can be secured. (All graduates will attend Linden Park in Hill Park building for Gr. 7 and 8).

## SUMMARY AND TIMING

No students are to be relocated before Sept. 2015 and not until any necessary construction/renovation is completed on their destination school.

No renovations are necessary in any schools while containing students.

School	OTG	Enrollment	Utilization Rate	Remaining Vacant Seats
Linden Park	450	414	92%	36
G. L. Armstrong	Closed	--	--	--
Eastmount Park	348	349	100%	0
Queensdale	279	279	100%	0
Franklin Road	463	351	76%	112
New South of Linc	425	394	93%	31
Ridgemount	Closed	--	--	--
Cardinal Heights	308	300	97%	8
Pauline Johnson	Closed	--	--	--
Total	2273	2087	--	187
Average	---	---	93%	--

Current OTG	2954
Proposed OTG	2273
Vacant pupil spaces eliminated	681

November 23<sup>rd</sup>, 2013

Mr. Prendergast and other ARC members:

I fully support this Arc Committee Members Proposals, as attached. I would, however add to this my support on any new construction of a new school to be built on the Armstrong site. As long as the students of GLA were able to attend either/and Eastmount and Queensdale schools during the construction of the new school to be completed approx. 2015-2016. This new school would then house all the students from Queensdale and Eastmount; both schools to be closed upon completion of the new school on the Armstrong site. This would maintain a school in the central mountain core as opposed to farming the students out to communities that cannot sustain the student body numbers now; Queensdale and Eastmount. I see that some proposals want to maintain these schools with the same boundaries and grades; I don't know how this would work as they cannot support the student numbers at this time. As it stands now we are seeing our schools being pushed south of our community and I would like to see one remain here and the one that makes the most sense is Armstrong, it already stands ready as a school to accommodate the needs of this community and others. Hill Park also was the rational best decision to remain open, yet it closed I don't not wish to see history repeat itself with the same thing happening to Armstrong.

Sincerely

Wayne Davey

Armstrong and community supporter.



## SCHOOL PROPOSAL

It is important to me to remain within in the parameters of the task given to us at hand. That is a JK-8 school scenario. We have heard a lot of unsubstantiated claims and studies about smaller school scenarios and how they promote a better education for our youth, quite frankly I do not subscribe to theories without facts. The facts are that FDK-8 exists within our society. There are many successful examples of this within the public school system, the catholic school board, and the French immersion board. To date I have not seen any evidence of any student or parent under therapy as a direct result of attending a FDK-8 school. The fact is that the more students in a school the more opportunities for programs exist, where they may not have before. School trips can become less expensive for struggling family as the sheer number of students reduces the cost, thus giving the opportunity for a student to participate whereas they may not have been able to before. I am sure there are advantages on either side of the argument but what I see is more opportunity for a child to become more engaged in his/her school and community, producing a better outcome than if these opportunities were denied as a result of smaller schools. The notion that the provincial government will subsidize the building of a new school is just that, pure conjecture. In order to facilitate the properties at both Hill Park and Linden Park would require two demolitions and a re-build the very least. This is something that would be nice but not likely feasible. The trustees and the board want to see consolidation of schools. They currently have too many properties and not enough funding to sustain all the schools. They would like to see a school with FDK-Grade8 with approx. 500 students. This is a quite attainable target. My proposal is based on LOCATION, LOCATION, LOCATION, but also what best suites the community's needs. My proposal is as follows:

Armstrong to remain open with students from Queensdale and Eastmount now attending this school

Reasoning:

- Armstrong is an existing site that has proven it's ability in the past to accommodate not only the student population, but also the pedestrian and vehicular traffic-it has the means to do so in a pre-existing structure and the surrounding grounds
- Queendale and Eastmount already supply Armstrong now and in the past with students
- Armstrong is centrally located, 3 buses run routinely in front of the school, this allows students and parents great access to the school, (not every parent drives or owns a car), this bus allows students to take trips from just outside their doorway, they may travel in any direction, no need to arrange for outside transportation for short student outing's, this helps with congestion and air pollution, a public library is two blocks to the east, again it is easily assessable on foot. This again reduces the need for transportation and again congestion, pollution and costs. The students regularly make use of Inch Park Recreational Facilities. They use the skating facilities, tennis courts and the track they have available. This Rec center is one block south of the school and is again access is

gained through walking. Exercise at this school is not an issue at Armstrong as so many things are within walking distance, something the Queendale and Eastmount communities cannot compete with. The hospitals are in very good proximity. There is a community policing station one block east of the school. The escarpment, the paved walking trails, the Wentworth stairs and the gardens are again within walking distance and provide an enhanced learning environment.

- The school, student body and parents support a broad base of community services and commerce. Queensdale and Eastmount affect very little if any at all.
- The school itself is in average condition which is very good compared to others that have had extensive upgrades. What most people may not realize is the fact that ARMSTRONG has been locked into the ARC system for the last 5 years and all capital funding for projects was halted, with the exception of the absolute necessities being performed. Despite all this adversity the school, given its age still maintained an average rating. This is an impressive feat, and comparable to all other schools that did receive funding for projects. That being said funds for maintenance should be released once the ARC process is over so it may be restored to its former glory. The school is Wheelchair accessible on the main floor with the exception of one area that could be easily rectified with a ramp.
- The school has large classrooms, one with a stage, two gymnasiums, (the other two schools do not). It has many new upgrades as you can read in your information packages.
- There has been much talk of asbestos at Armstrong, it is public information to access the WHIMIS SHEETS and see that is in a very small capacity, in some flooring and ceiling tiles, no mention of anywhere else but all buildings built prior to 1980 contain or did contain asbestos at one point including your own homes. With today's technology it wouldn't be an issue of contention to rid the school of it if it were deemed necessary.
- The school grounds themselves provide more than adequate green space and shade for the number of students it has to accommodate. I believe Eastmount provides pavement. I don't include the city property that adjoins them into the equation. The city could theoretically sell it tomorrow if they pleased. Armstrong has plenty of teed lot frontage as well
- The infrastructure of the city streets that surround Armstrong have proven in the past to be more than adequate to accommodate vehicular and pedestrian traffic, if not the school has side lots that could be manipulated into drop off and pick up zones. Both Eastmount and Queensdale have narrow streets that would become easily congested and dangerous.
- No room for expansion at Eastmount. Any expansions at Queendale will tear into their green space.
- Neither of this two schools could ever be prepared or offer the same luxuries as Armstrong or take the capacity
- Armstrong a stop light signal on the north west corner of the property and a full time crossing guard at the north east corner of the property

- New dedicated bicycle lanes on Queensdale Ave from Upper Wentworth to Wellington could be utilized if desired
- Armstrong encompasses the phrasing of, "THE HUB OF A COMMUNITY". Just look at some of the examples given here and that will justify this statement.

It is for these reasons I suggest the closure of Queensdale Elementary School in 2015 not 2014 to allow for transition time and renovations and to allow upgrades to Armstrong to be well underway if not completed. Armstrong boundaries would extend to take over Queensdale boundaries. All necessary transportation would be provided by the board within the given scope of criteria. A crossing guard placed at a suitable location on Upper James, (as I believe there is one provided now and a light). A crossing guard should be placed on Upper Wellington in a suitable location with a light, (to be discussed with the city) and a possible crossing guard on Queensdale Ave between Upper Wentworth and Wellington.

I recommend the closure of Eastmount Elementary School in 2015. The extra time will also serve as a longer transition period of adjustment and provide extra time for the necessary work to be completed at Armstrong. Armstrong creates a new boundary to include the residents north of Queensdale Ave and west of Upper Sherman. The balance of these students to attend Franklin Road School whose boundary extend now to absorb the balance of the Eastmount students.

Franklin Road should remain open as a JK-8 school with its boundaries now reaching north to Queensdale Ave. to take the balance of students from Eastmount. Transportation to be provided as needed and a crossing guard put in place in an appropriate position on Fennell Ave.

Linden Park should close in 2015 to maintain a transition period for community members that are affected. Some students would be sent to Pauline Johnson and from there they would attend Cardinal Heights. The other students diverted Ridgemount. The divisions for Pauline Johnson and Cardinal Heights would now be expanded to include East of Upper Wellington to South of Fennell Ave. The new boundaries for Ridgemount would be West of Upper Wellington and South of Fennell Ave. All transportation will be provided by the board within the mandated criteria. Crossing Guards for both new affected areas to be provided on Mohawk Road with possibly new stop light. This would have to be coordinated with the city.

The new school enrollment numbers would be:

Armstrong at approx. +/- 600 students. Its capacity 633 therefore no addition is needed.  
 Franklin Road at approx. +/- 440 students. Capacity 463 therefore no addition needed.  
 Ridgemount at approx. +/- 330 students. Capacity 290 therefore some adjustments may have to be made.

Paulin Johnson and Cardinal Heights are both separate so the numbers are difficult to create; however averaging the numbers out the student numbers would come in close to maximum capacity at each school.

PROPSAL NUMBER TWO:

- Close Linden Park in 2015, this would give the community a transition period and also allow for the renovations to new school.
- Approximately half the students would attend Franklin Road, the new boundary for this being east of Upper James and North of Mohawk. Basically dividing the old Linden Park Boundary. Transportation would be provided as per the boards' criteria. A crossing guard should also be provided at the intersection of Franklin Road and Upper Wentworth; this would combine with existing light already present at this location. Therefore no expense to city or board. Franklin Roads would remain JK-8 and the new student number would be approx. 438 students. The school currently has an allowable capacity of 463 students and therefore no additions would be required. The balance of the students would then be diverted to Queensdale. This schools format could then change to JK-8. The boundaries for this new school would be basically the other half of the old Linden Park boundary. It would now be expanded to include the areas west of Upper James and north of Mohawk. The board would provide all necessary transportation to the community. A crossing guard and light already exist at the intersection of Clarendon and Fennell Ave. and therefore none would have to be provided at this particular point. The new Queensdale school student body numbers would be approx. 274 students. The maximum capacity at this school is 279 students and therefore little modifications would be needed.

Step Two of Proposal Number Two:

- Close Eastmount in 2015 to allowing for a community transition period and as well providing time for the new school to be prepared. All students of Eastmount would now be diverted to Armstrong. Armstrong would absorb the old Eastmount boundaries. Transportation would be provided to the community as per the criteria set out by the board. A crossing guard to be provided at appropriate locations on Upper Wentworth and Queendale Ave. There are existing stop lights at the intersections of Upper Wentworth and Queensdale and at Upper Wentworth and Concession Street. This would bring the total student body at Armstrong to 537 students. The school has a maximum capacity of 633 so therefore no addition would be needed.
- Rigemount, Pauline Johnson and Cardinal Heights Schools would remain at their current curriculum and Student body numbers.

I feel that option number two would be the best scenario as it makes the best use of existing building and the pre-existing city infrastructure it also keeps the students closer to their own communities. This also does not strain the capacity levels of any of the schools involved and this allows some breathing space in the event that the dynamics of

any community should change. I believe it meets, although not all, concerns of the communities and the board. Transportation will always be a point of contention and debate. It does however have its' merits. This reduces the number of parents driving their children to school. This effect reduces greenhouse emissions. It can also greatly reduce the number of students that may have to cross busy intersections on foot, stranger danger is greatly impacted and inclement weather.

If any clarification is needed please contact me.

Regards, Robert Nixon ARC parent representative

January 14<sup>th</sup>, 2014

Correspondence

Working Group Meeting #7

Hello,

I am a parent from Queensdale and I have been attending the ARC public meetings and I am extremely concerned about the timeline. I am worried that the committee members are not being given enough time to consider all of the information prior to making their recommendation to the trustees. At the last public meeting it was very evident to me that committee members were not well informed on issues such as transportation costs, what will happen to special programs within schools, and several others. We were told that information that was requested would be provided, but when? Will the committee members have sufficient time to take it all in and make informed recommendations? I am very concerned. Could you please consider giving this group additional time and additional working meetings to do their job properly? The recommendations they make will have a serious impact on our community and to my family for years to come and must not be taken lightly. Thank you very much for taking the time to read this email, this means a great deal to me and to my husband and our daughter,

Very sincerely,

Jayne Jennings





January 14<sup>th</sup>, 2014

Correspondence

Working Group Meeting #7

Dear Mr. Prendergast,

It has come to my attention that the Board sent the members of the Central Mountain ARC an email just before Christmas imposing a deadline (which expired yesterday - January 9th, 2014) for the submittal of Accommodation Review Options and direction that Accommodation Review Options can only be formally submitted through the ARC.

These instructions from the Board seem purposefully intended to avoid meaningful consultation with the public.

I would like to remind the Board that the ARC is an independent committee, and as such, the ARC is free to set it's own schedule and procedural submission requirements.

Further, through freedom of information requests, we have documented serious and systemic errors and omissions in the information the Board has provided to the ARC as part of their decision making process.

Examples include the following:

- Former Board Chair Tim Simmons personally acknowledging that the Board's enrollment projections are drastically inaccurate.
- Numerous glaring errors in the Board's Facility Condition Index calculations, including obvious decimal place errors resulting in some schools being assigned repair costs hundreds of thousands of dollars more expensive than the same repairs at other schools and multiple repair line items being assigned the exact same cost for vastly different repairs.
- Extremely basic, fundamental information allegedly does not exist - such as the projected cost of transportation for the Board's preferred Accommodation Review Option or summaries of the annual capital cost expenditures made at each school.

The Board has also extended the deadline for many other pending Freedom of Information requests until January 24th, 2014. Further, several Freedom of Information requests have been denied and we are in the process of appealing those to the Ontario Privacy Commissioner.

As you are aware, the ARC is required to base their recommendations on factual information.

However, despite repeated concerns with the validity of the information presented brought forward by the public through written correspondence and at public meetings, the Board has remained unwilling or unable to provide the ARC with the time or information they need to perform their due diligence.

Although it may be convenient for the Board to use the ARC as a shield from their own due diligence and lack of good faith consultation with the public, blaming the ARC does not relieve the Board of its obligations.

I request the following action:

January 14<sup>th</sup>, 2014

Correspondence

Working Group Meeting #7

1. That this correspondence be read aloud, in full, at the next ARC working group meeting on Tuesday January 14th, 2014 and that the requested ARC votes be fully recorded in the minutes of meeting.
2. By recorded vote, I would ask that the ARC confirm that any information pertaining to requests of information from the public, submittal of Accommodation Review Options by the public to the ARC, or deadlines for submission were never formally communicated to the public through normal distribution channels (such as fliers, mail drops, newspaper or radio advertising or direct email to members of the public who attended the public meetings and left their contact information).
3. By recorded vote, I would ask that the ARC confirm that the individual ARC members rely on Board staff and the Committee chair for interpretation of the ARC Terms of Reference.
4. By recorded vote, I would ask that the ARC confirm that through this correspondence, through previous correspondence by others and at the Public Meetings held on October 8th, 2013, November 5th, 2013 and December 10th, 2013 it has been formally brought to their attention that there are serious, fundamental errors and omissions in the information the Board has provided them with to make their recommendations.
5. By recorded vote, I would ask the ARC to reject the Board's imposed deadline for the submittal of Accommodation Review Options.
6. By recorded vote, I would ask the ARC to reject the Board's imposed direction that Accommodation Review Options can only be formally submitted by a majority ARC vote, and instead agree that Accommodation Review Options can be received directly from the public.
7. By recorded vote, I would ask the ARC to postpone the Accommodation Review Process until the Ontario Privacy Commissioner has formally ruled on all Freedom of Information requests being appealed.
8. By recorded vote, I would ask the ARC to postpone the Accommodation Review Process until a minimum of four weeks after the January 24th, 2014 deadline for the return of the delayed freedom of information requests in order to allow the public sufficient time to review the information received and convey that information to the ARC.
9. By recorded vote, I would ask that the ARC agree to accept a summary of errors and omissions discovered by the public through Freedom of Information and schedule additional ARC working group meetings as required once all Freedom of Information requests have been processed and the Ontario Privacy Commissioner has made their rulings.

Thank you,

John-Paul Danko, P. Eng.

January 14<sup>th</sup>, 2014

Correspondence

Working Group Meeting #7

Dear Mr. Prendergast,

I would like to formally request that the Arc committee for the Central Mountain elementary review be given more time to prepare prior to the next working meeting. While I do believe that the board is trying to gain public feedback, it is impossible to gather all of the necessary information given the limited amount of time. This process is proving to be more complex and time consuming than anyone ever imagined. Thus an extension seems the only fair and plausible course.

Thank you for your time.

Nancy Kish

January 14<sup>th</sup>, 2014

Correspondence

Working Group Meeting #7

I am writing as a member of the public who has attended most of the working and public meetings so I can understand the A.R.C. process currently underway for Ward 7. I know that Hamilton has planned for the minimum of meetings suggested by the Ministry of Education. From what I can see, more time is needed to consider all the options. The process as designed puts a lot of pressure on the volunteers who are part of the ARCs and they are really struggling to do a good job. As a concerned citizen, I am asking for an additional working and public meeting. Several members of my neighbourhood have told me that they are having trouble finding information about what's going on and want to attend more meetings.

Thank you for your consideration.

Vicki Taylor

January 14<sup>th</sup>, 2014

Correspondence

Working Group Meeting #7

Dear Mr. Prendergast,

I have attended all of the ARC Public meetings, as well as all of the ARC Working meetings. I do not believe there is enough time left in the remaining meetings for the ARC to consider all of the public input and information they have to consider before making their recommendation. And unfortunately the holidays make this whole process more broken up and not at the forefront of people's minds. I believe that this Arc process deserves more consideration and that the HWDSB should consider adding additional Public and Working meetings to facilitate a better outcome.

Thank you,  
Rachel Kostuk



January 14<sup>th</sup>, 2014

Correspondence

Working Group Meeting #7

Dear Mr. Prendergast,

I am a parent from one of the central mountain schools being considered for closure and as such have been attending ARC public meetings. I am extremely concerned that the committee members are not being given enough time to consider all of the information and public opinions prior to making their recommendation to the trustees. At the last public meeting it was certainly evident that committee members were not well informed on issues such as transportation costs, what will happen to special programs within schools, and several others raised. It was repeated several times that information requested would be provided, but when? Will the committee members have sufficient time to take it all in and make informed recommendations? I am doubtful. Despite their efforts, I believe that the ARC committee members are being particularly strained. Please consider giving this group additional time and additional working meetings to do their job properly. The recommendations they make will have a serious impact on our community for years to come, it can not be taken lightly. Thank you for your time and consideration,

Sincerely,

Leigh Wilson

January 14<sup>th</sup>, 2014

Correspondence

Working Group Meeting #7

Dear Mr. Prendergast and ARC members,

Happy New Year!

I wanted to take a moment and thank you for having the question and answer period at the last public meeting. And for all of the time you have invested in the process so far. I know that all who attended were happy to have the opportunity to ask some questions and address our concerns.

As you prepare for your next working group meeting I wanted to revisit a concern raised at the end of the last public meeting about the meeting schedule and timelines. Since you are still accepting and considering options and have not had the opportunity to consider all the costs and details I am sure you are all feeling the pressure of the deadline with only two working group meetings and one public meeting left on the original schedule. I am concerned that keeping this schedule will not allow the public to see and give feedback on the new options you receive nor will you have adequate time to make truly informed decisions.

I understand that there is a 120 day period allowed for the "public consultation process" and I think, given the amount of work still ahead of you a few additional meetings need to be added to the schedule. At a minimum, one public meeting is needed so that the new options you receive can be presented to the public for feedback before you select one and begin your draft report, this would then add at least one working group meeting as well.

I understand that this has been a big time commitment for all of you and while I am sure there is no desire to drag the process out I am equally sure that none of you want to rush such an important process.

Sincerely,  
Randy Vansevenant  
Mountain Resident and Parent

January 14<sup>th</sup>, 2014

Correspondence

Working Group Meeting #7

To Central Mountain ARC Members and HWDSB,

I hope everyone had a wonderful holiday season with their families.

I understand from the meeting schedule that you are set to have Working Group Meeting #7 on Tuesday January 14th. At Public Meeting #3 we were told that you were still accepting options and that you would also be provided with the costing information for the options already being considered so I am sure the agenda for this meeting covers a number of key topics including,

- Discussion of where we are in the process.
- Review of the feedback from the last public meeting.
- Review of the costs associated with the current options.
- Review and discussion of new options that have been submitted.

It is where we are in the process that I am most concerned with at this point and I hope one of the first issues you plan to address is the meeting schedule. Obviously additional meetings are going to be required if you are going to have time to consider the options and present them for public feedback prior to making your selection and writing your report. I would think at least a 5th Public Meeting and 9 or 10 Working Group meetings are going to be required for you to fulfill your mandate.

With 120 days from the first public meeting to submit your report you can delay submission until February 19th which will allow you to fit in the additional meetings required and I urge you to seriously consider doing so.

Thank you  
Stefanie Sheils

January 14<sup>th</sup>, 2014

Correspondence

Working Group Meeting #7

I have a suggestion which could save a few mountain community elementary schools from closing – convert them to dual track French Immersion (F.I.) schools. Compared to other communities within the city, the Mountain has long been under serviced regarding F.I. sites. Currently there are 11 portables at the only two Mountain F.I. sites at Norwood and Lawfield schools, which demonstrates the need for more F.I. sites. Opening additional French Immersion Mountain sites would make the program more accessible, eventually relieve the over crowding at the current F.I. schools and provide the needed student numbers to keep some neighbourhood elementary schools from closing.

While your committee is limited to considering only the Central Mountain, hopefully the addition of F.I. sites can be used as a strategy to save elementary schools across the Mountain.

Dan Gardiner

January 14th, 2014

Correspondence

Working Group Meeting #7

Dear Mr. Prendergast,

The right decision is possible when all options are unbiasedly considered against one another, including the initial proposal that preceded the options. It is realized that this takes time and may not be possible within proposed time limits.

There is no embarrassment in extending the time frame to lend credence to the process.

After all, we do not want to put the decision makers in a hastened position of hammering a square peg into a round hole.


Oh - by the way, I'm still waiting a response to my "Municipal Freedom of Information and Protection of Privacy Act" request of November 13, 2013. I did receive a reply dated December 13 2013, that basically stated "the Request cannot reasonably be completed in the time limit provided at section 19 of the Act" and therefore was extended to January 13, 2014.

As they say "what is good for the goose is good for the gander".

Yours Truly,

Glenn Simpson (a much concerned grandpa)

---

From: [REDACTED] John-Paul Danko <jpdanko@blurmedia.ca> 12/01/2014 11:34:0... 

Subject: Re: Central Mountain ARC - Schedule, Submissions Errors and Omis...

To: [REDACTED] Michael Prendergast

Cc: [REDACTED] linda.sheppard@hwdsb.on.ca [REDACTED] lillian.orban@hwdsb.on.ca  
[REDACTED] pam.reinholdt@hwdsb.on.ca [REDACTED] <Scott.Duvall@hamilton.ca>  
[REDACTED] <mayor@hamilton.ca> [REDACTED] pat.stones@hwdsb.on.ca  
[REDACTED] John.Malloy@hwdsb.on.ca [REDACTED] jessica.brennan@hwdsb.on.ca  
[REDACTED] <MTaylor@ndp.on.ca>

---

Dear Mr. Prendergast,

Thank you for your reply.

Respectfully, I think that it is more than obvious to all involved that there is no possible way that the Central Mountain ARC can fulfill their mandate as described under the Central Mountain ARC Terms of Reference with a reasonable level of care and due diligence within the prescribed 120 day time limit.

I believe that the scope and complexity of the Central Mountain ARC has proven to be overwhelming to both the individual ARC members and to the Board staff, and there is no good reason to force the conclusion of the Central Mountain ARC simply to satisfy a newly implemented, arbitrary 120 day time limit.

It is worth noting that no other ARC operating under the new 120 day time limit is nearly as complex in terms of the number of schools and the number of options under review as the Central Mountain ARC. It is not unreasonable to provide additional time to a more complex ARC.

As the public has pointed out repeatedly to the Board and to the ARC through written correspondence and at the public meetings, there are numerous, serious errors and omissions to the information the ARC is currently basing their decision on (three examples of which are included in my email dated January 10th, 2014). None of these concerns have ever been formally addressed by the ARC or by the Board.

Upholding the 120 time limit for the Central Mountain ARC will only serve to force the ARC to deliver an inadequate report based on incomplete and inaccurate information, which will ultimately leave the Trustees with a report of little value upon which to base their final decision.

Our community has many freedom of information (FOI) requests that have been delayed by the Board until January 24th, 2014 and several more that will be under appeal with the Ontario Privacy Commissioner. We believe that the information contained in these FOI requests will serve to clarify and fill in the errors and omissions present in the information the ARC is currently basing their decision on, and that it would be in the best interest of the ARC, the Board Staff, students and the Trustees to delay the Central Mountain ARC until all FOI requests have been processed and all FOI appeals have been settled.

I believe that this is a reasonable request that could be accommodated given the will by the Board to do so.



Therefore, I request the following:

1. That this correspondence be read aloud in full, with reasonable time for discussion at the next Central Mountain ARC workgroup meeting on January 14th, 2014.
2. That the ARC hold a recorded vote to request the Trustees to extend the 120 day time limit until such time as all FOI requests have been processed and all FOI appeals have been settled, plus a minimum of four weeks to allow for the public to present the findings of the FOI requests to the ARC for their consideration.

Sincerely,

John-Paul Danko, P. Eng.

blurMEDIA

[www.blurMEDIA.ca](http://www.blurMEDIA.ca)  
[info@blurMEDIA.ca](mailto:info@blurMEDIA.ca)  
905 818 5711

On 1/11/2014 1:55 PM, Michael Prendergast wrote:

Dear Mr. Danko,  
I have received your requests and will respond next week when I am back in the office. At our next work group meetings the committee will determine timelines for the completion of their report. Final timelines have not been determined and it depends upon how voting members wish to proceed based upon the Terms of Reference that guide their work.  
Regards,  
M. Prendergast

Sent from FirstClass with my iPhone

## CENTRAL MOUNTAIN ACCOMODATION REVIEW OPTION 33

### Executive Summary

#### **Summary of Proposal**

The scope of work suggested under Central Mountain Accommodation Review Option 33 includes the following:

- Complete renovation, modernization and right-sizing of JK-8 GL Armstrong School.
- Close JK-6 Eastmount Park School and transfer those students to the newly renovated JK-8 GL Armstrong School.
- Close JK-5 Linden Park School and transfer students east of Upper Wellington to JK-8 Franklin Road and students west of Upper Wellington to JK-6 Queensdale.
- 6-8 Cardinal Heights, JK-5 Pauline Johnson and JK-5 Ridgemount stay as they are.
- JK-6 Queensdale would feed Grade 6 graduates to JK-8 GL Armstrong.
- JK-5 Ridgemount and JK-5 Pauline Johnson would feed Grade 5 graduates to 6-8 Cardinal Heights.

#### **Benefits**

- Lowest cost option.
- Minimal school closures.
- 96.5% Average Enrollment in 2022.
- Optimized balance between preferred JK to 8 400-600 student schools and feeder junior elementary schools.
- No dependence on Ministry funding approvals.
- Preservation and revitalization of a valuable historic school.
- Provision for future enrollment demands and demographic shifts.
- Optimizes geographic separation between school locations across the wider Hamilton Mountain including schools not part of the Central Mountain ARC.

#### **Drawbacks**

- Eliminates option to partnership with the City of Hamilton at the Hill Park Recreation Centre.
- Minor increase in bussing.

### CENTRAL MOUNTAIN ACCOMODATION REVIEW OPTION 33

Please accept this Accommodation Review Option for the Central Mountain group of schools currently under review.

The scope of work recommended under this Accommodation Review Option includes the complete renovation, modernizing and right-sizing of GL Armstrong School, the closure of Eastmount School and transferring students to the newly right-sized GL Armstrong School, the closure of Linden Park School and transferring students to both Franklin Road and Queensdale.

Cardinal Heights, Pauline Johnson and Ridgemount would stay as they are.

#### 1.0 Recommended Timeline

The Central Mountain ARC is currently scheduled to conclude in the spring of 2014 with final recommendations to be confirmed by the HWDSB Trustees for implementation before the start of the school year in the fall of 2014.

However, due to the complexity of the accommodation review options currently under consideration, the lead time required for the design and tendering of renovations and new construction and staffing and student transitions, it is not feasible to consider that *any* accommodation review options could be implemented as soon as the fall of 2014.

Further, appeals filed by affected communities would have the power to delay the final conclusion of the Central Mountain ARC past the start of the 2014 school year in September of 2014.

Therefore, we propose utilizing 2014 to complete the detailed planning process, with the proposed student accommodation revisions scheduled to begin by the start of the 2015 school year.

The scope of work recommended for the architectural design, tendering and contract award for the complete renovation, modernization and right-sizing of GL Armstrong School will require a minimum of one year lead time.

We estimate that the recommended right-sizing renovation construction work could be completed within a year. However, in order to avoid possible student disruptions, we believe that it would be prudent to allow for two years to complete the proposed work at GL Armstrong School.

**2014**

- Complete detailed architectural design for the rehabilitation of right-sized JK-8 GL Armstrong School.
- Complete high and urgent needs at 6-8 Cardinal Heights, JK-5 Pauline Johnson, JK-8 Franklin Road, JK-6 Queensdale and JK-5 Ridgemount.
- Implement full day kindergarten at JK-6 Queensdale, JK-6 Eastmount Park and JK-5 Linden Park (This is mandated by the Ministry for all schools that will be in operation in 2014 and funds have previously been made available).
- Tender and award renovation contract for right-sized JK-8 GL Armstrong School.
- Install two or three temporary portables at JK-6 Eastmount School.
- Prepare and implement student transition plans.
- Prepare and implement staffing plans.

**2015**

- Close JK-5 Linden Park School.
- Transfer approximately 157 current JK-5 Linden Park students to JK-8 Franklin Road with options for students to also attend either JK-6 Queensdale or JK-6 Eastmount Park.
- JK-8 Franklin Road would operate between 100% and 110% capacity until 2017.
- Transfer approximately 115 JK-8 GL Armstrong students to Queensdale.
- Queensdale would operate at JK-8 and between 100% and 110% capacity until 2017.
- Transfer approximately 225 JK-8 GL Armstrong students to Eastmount Park.
- Eastmount Park would operate at JK-8 and at approximately 130% capacity with two or three temporary portables until 2017.
- Begin renovations at right-sized JK-8 GL Armstrong.

**2016**

- Complete renovations at right-sized GL JK-8 Armstrong School.

**2017**

- Close Eastmount Park School.
- Transfer Eastmount Park students and former GL Armstrong students out of Eastmount Park and into the newly renovated JK-8 GL Armstrong School.
- Transfer former GL Armstrong students out of Queensdale and into the newly renovated JK-8 GL Armstrong School.
- Transfer former Linden Park students that live west of Upper Wellington out of Franklin Road School and into Queensdale.

**2018 to 2022**

- Complete outstanding non-urgent repairs at Cardinal Heights, Franklin Road, Pauline Johnson, Ridgemount and Queensdale.

No other changes to Cardinal Heights, Pauline Johnson and Ridgemount unless provisional measures due to enrollment fluctuations are required.

## 2.0 Right-Sizing and Rehabilitation of GL Armstrong School

GL Armstrong is a historical and architecturally significant structure, originally built in 1936.

Armstrong was expanded in the mid 1980's with the addition of the east wing and new gymnasium space.

In addition to the needs identified in the HWDSB's Facility Condition Index (FCI), as it stands today GL Armstrong School is:

- not fully accessible,
- not specialized for deaf and hard of hearing students,
- contains a significant amount of asbestos,
- has a systemic leaking roof likely leading to extensive mould and mildew problems,
- has an outdated and deteriorating heating, ventilation and cooling (HVAC) system,
- is not optimized for wifi and other modern educational applications,
- is not air conditioned,
- has no safe pick up and drop off area.

Therefore, we conclude that extensive rehabilitation and renovation work would be required at GL Armstrong School before it is considered for use with *any* Accommodation Review Option.

The current on the ground capacity of GL Armstrong School is 633 students.

We proposed right-sizing GL Armstrong by demolishing the 1980s era additions and restoring the structure to its original 1936 configuration.

The area currently occupied by the 1980s additions would be converted to green space.

The right-sized capacity of JK-8 GL Armstrong School would be in the order of 450 to 500 students.

We propose leaving the footings of the 1980's era additions in place below grade. These footings currently have a residual life span of 25 to 50 years. In the event that additional future enrollment capacity is required at GL Armstrong School, a modular expansion of the school could be undertaken as required by building on the existing footings left in place.



The proposed rehabilitation work to be completed on the original 1936 portions of GL Armstrong School would include:

- complete removal of all modern building materials down to the original superstructure,
- restoration of all historic components of the original architecture,
- complete asbestos abatement,
- complete mould and mildew abatement,
- complete accessibility access - including an elevator to all floors and wheelchair ramps to bypass all stairs and steps,
- new flooring, window coverings and sound dampening installations suitable for accommodation of deaf and hard of hearing students,
- complete removal and replacement of the existing HVAC systems,
- removal of all windows and doors and replacement with modern energy efficient windows and doors,
- weatherproofing and insulation of all exterior walls to a modern energy efficient building science envelope,
- installation of modern wifi and computer educational systems,
- installation of new flooring, wall coverings and architectural components.

We also propose building a dedicated school bus pick up and drop off area that would be isolated from the busy traffic on Concession Street.

We estimate that the total construction cost for the proposed work would be in the order of 6 to 9 million dollars (\$6,000,000 to \$9,000,000).

### 3.0 Summary of 2022 Utilization and Enrollment Projections

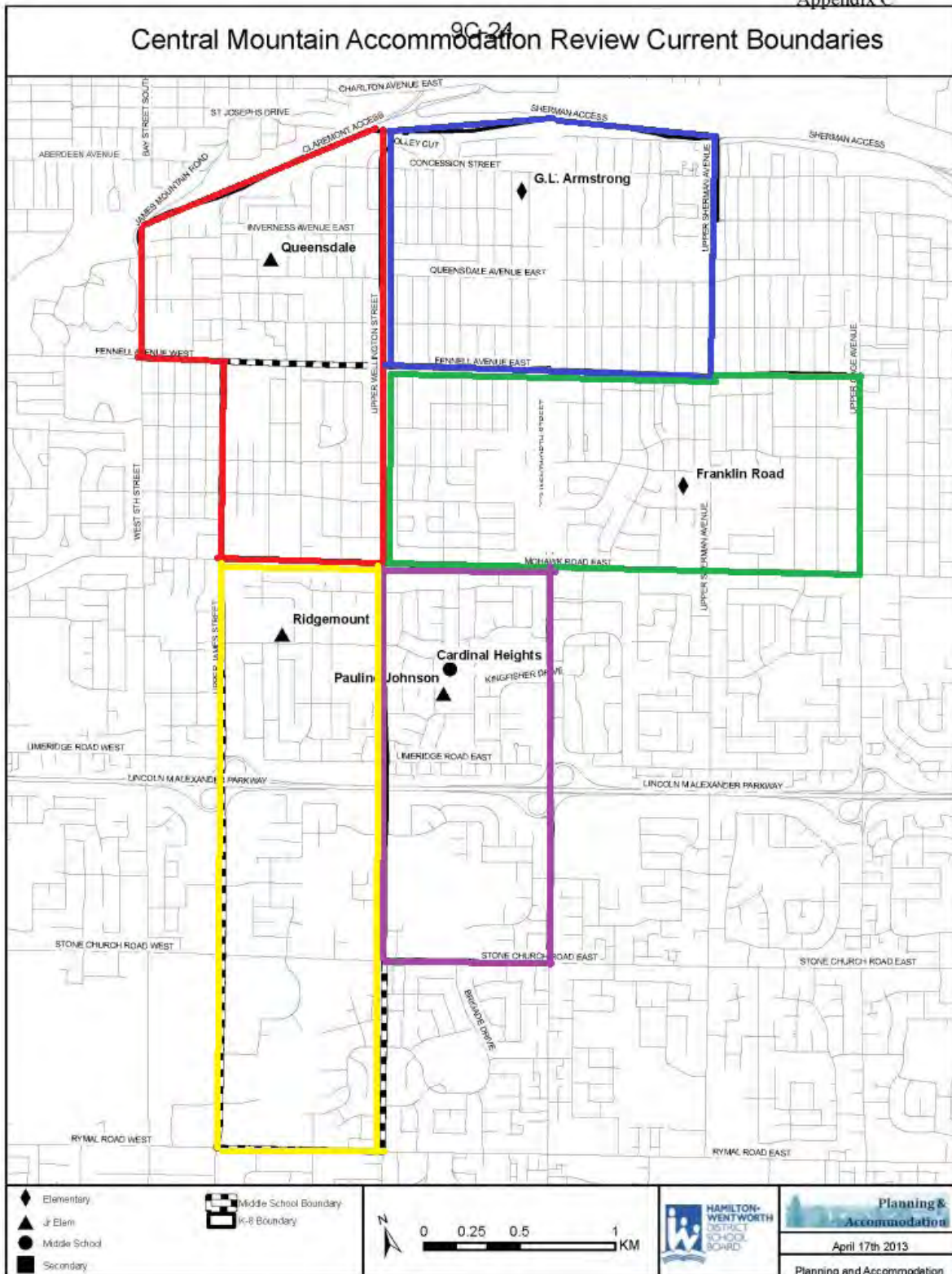
Upon completion of the work recommended to be completed between 2014 and 2017 under Accommodation Review Option 33 and based on the HWDSB's long term enrollment projections, the following is a summary of the anticipated 2022 utilization rates and enrollment projections per school:

<b>6-8 Cardinal Heights:</b>	<b>98%</b>	Capacity=308	Enrollment=302
<b>Eastmount Park:</b>	<b>Closed</b>		
<b>JK-8 Franklin Road:</b>	<b>90%</b>	Capacity=463	Enrollment=417
<b>JK-8 Armstrong:</b>	<b>99%</b>	Capacity=450	Enrollment=444
<b>Linden Park:</b>	<b>Closed</b>		
<b>JK-5 Pauline Johnson:</b>	<b>103%</b>	Capacity=314	Enrollment=323
<b>JK-6 Queensdale:</b>	<b>85%</b>	Capacity=279	Enrollment=236
<b>JK-5 Ridgemount:</b>	<b>104%</b>	Capacity=250	Enrollment=259

The total average utilization projection for 2022 is **96.5%**.

### 4.0 Central Mountain Accommodation Review – Option 33 Boundaries

Appendix C



## **5.0 Provision for Future Enrollment Fluctuations**

By maintaining the existing 1980's era footings below grade, the proposed renovation work at GL Armstrong will include provision for future modular expansion in the event of future enrollment fluctuations.

Further, depending on the actual growth of the City of Hamilton south of the Linc, it would be possible for the HWDSB to close Ridgemount and build a new JK-8 school south of the Linc.

Pauline Johnson and Cardinal Heights could also be consolidated with the portion of Ridgemount students living north of the Linc into a new school on the Pauline Johnson / Cardinal Heights.

Finally, we *strongly* recommend that the HWDSB retain a parcel of land at Linden Park or Hill Park that would be suitable for a future JK-8 school in the event that the future enrollments at Queensdale, GL Armstrong and Franklin Road are higher than anticipated.

## **6.0 Conclusion**

Thank you for your consideration of this Pupil Accommodation Review Option.

If there are any questions regarding the scope of work, timeframes, staging, enrollment projections or construction cost estimate, I would be happy to present this option to the ARC Committee in person.

January 17th, 2014

To the attention of the Central Mountain ARC,

While there have been many questions asked about the validity of the enrolment projections we have been provided I am wondering how many have taken the time to really examine them.

Four of the seven schools with a JK program have consistent enrolment from 2013 - 2022, two show slight declines and one has a varied number. If we begin with the assumption that JK enrolment is close to consistent how then do the totals of the eight schools show a such a large drop in total enrolment over the ten year timeframe? Where do the students that enrol in JK end up? Yes, there is turnover of enrolment as some students move or transfer to other schools but there are also new students that move in.

Has anyone checked the accuracy of the 2012 numbers? Understandably the 2013 - 2022 numbers are projections but surely the 2012 are actual enrolment for the 2102/2013 school year. Would it surprise you to learn that the numbers for each school vary from the actual enrolment stats of March 2013, for some schools by as much as 6 students? Or that we somehow lost 29 students between kindergarden and grade 7 from March 2013 to September 2013 according to the ARC charts?

How about a quick check to see if all the rows and columns actually add up correctly?

These are the numbers being used to calculate the utilization rates of our schools. With all of these obvious inconsistencies Perhaps you should not aim for too high a number because instead of under utilized schools in twenty years we could be faced with portables.

The impacts of the decisions you are making will be felt by the students of the Central Mountain for years to come. I wish we could be sure you are basing those decisions on the right data, ask yourself the question, if there are errors here what others haven't we found yet.

I think these numbers require extra explanation and scrutiny and it is an item that should be added to your agenda.

Respectfully,  
Stefanie Sheils

January 17, 2014

To the Central Hamilton ARC Members:

I would like to start by expressing my thanks for the time you have all put into the Pupil Accommodation Review process for our Central Mountain communities. This has been no small task!

As you move toward finalizing an option for the ARC report, I respectfully request that a review of the ARC Terms of Reference be added to the agenda for the next meeting (Tuesday, January 21st) before the options are discussed further.

In reviewing the chart provided to the committee by an ARC member last week, I discovered a number of key issues with the evaluation of options to date:

1. There is no mention of the Long-Term Facilities Master Plan in the Terms of Reference. This document has been used to direct the ARC to criteria like JK-8 and schools of 500-600 capacity. While these criteria are important for long-term planning, and in particular new builds, it is not actually the mandate of your ARC to make the Hamilton Central Mountain fit these criteria. According to the Vice Chair of the Board, the mandate of the ARC is to reduce empty pupil spaces and “maximize the use of Board owned facilities over the long-term.” This suggests that adding new facilities is not the primary mandate of the ARC.
2. Portables are not desirable, and are not a current issue with our schools; however, they may be “a good short-term solution” and so should be considered to create flexibility in student accommodation during renovations.
3. Program offerings must be considered based on what is currently offered at each school location. Program offerings does not refer to school size or the K-8 model.
4. Quality teaching and learning environments should not be assumed. Technically the school ratings (Average, Fair, Poor) characterize the current status of schools (although some of these ratings have been questioned). The ARC can address deficiencies in their option by added renovations to improve low ratings.
5. Equity includes considering accessibility of schools – physical accessibility (ramps, washrooms, elevators) along with other items.
6. Perhaps most important – TOR 4.2 states “The Accommodation Review Committee may add additional reference criteria”. This is an opportunity to ensure our ARC aligns with our community. I believe this was discussed following the first public meeting, but I haven’t been able to find an indication that any criteria have been added. I encourage the committee to ensure items brought forward by the public and by your committee are fully represented in your terms of reference.



Thank you once again for your commitment to our broad community. I appreciate all you are doing, and look forward to further meaningful dialogue in your next working meeting.

Sincerely,

R. Kinninburgh

Hamilton Community Parent

To: The Members of the Central Mountain Accommodation Review Committee

Re: Criteria for Evaluating Options

---

I attended last week's working group meeting and would like to thank Jamie for his extra work in creating a summary of the various options as they map to criteria you have been using for the process.

I reviewed the chart and noticed a few items that I would like to bring to your attention.

1. On the first page the standard applied for "capacity" is over 80%. For some of the new options, the chart indicates that multiple schools are not at capacity when in fact nearly all are over 80% in 2022.

Also, while Board Staff have indicated enrolment of 90-110% is the ideal, there are notable inconsistencies in the enrolment projection data, there are indications in correspondence from Tim Simmons to the Ministry of Education that prior JK projections were underestimated (see attached letter) and projections are less and less likely to be accurate as the time increases, I propose that room should be left for underestimation errors in the current projections.

I have also attached a graph from the Ministry of Transportation showing the number of 0-14 year olds is projected to increase over the next 10 years, as well as the projections for increases in population growth due to births.

It is also worth noting that the staff options for other ARCs have been closer to an 85% enrolment goal.

2. Quality Teaching and Learning Environments are not addressed – recall, they were technically quantified in the school ratings provided in your initial ARC binders. I would like to request that the school ratings be evaluated based on current evidence for the schools to establish that they are accurate, and that any deficiencies be addressed in the ARC recommendations.
3. Some of the criteria (JK-8 and school size) are not mentioned in the terms of reference for the ARC. While they are in other board documents, I would like to request that the ARC focus on the specific terms of reference before you, instead of focusing on guiding principles that are changed annually.
4. Using a grading scheme for the options is an excellent idea and as a group you could create one to help you make your final decision. I request that you add the criteria you established as important to our communities when considering your final decision.

Thank you for your continued commitment to making an impartial and evidence-based decision that takes steps to position the Central Hamilton Mountain for success now and in the future.

Thank-you for your consideration of this submission.

Dawn Danko, M(Ed.), B.Sc., MRT(T)

(attachment)

33-1

**Ministry of Education**

Minister

Mowat Block  
 Queen's Park  
 Toronto ON M7A 1L2  
 Telephone 416 325-2600  
 Facsimile 416 325-2608

**Ministère de l'Éducation**

Ministre

Édifice Mowat  
 Queen's Park  
 Toronto ON M7A 1L2  
 Téléphone 416 325-2600  
 Télécopieur 416 325-2608



May 24, 2013

Mr. Tim Simmons  
 Chair of the Board  
 Hamilton-Wentworth District School Board  
 Suite 600 – 100 King Street West  
 Hamilton ON L8P 1A2

Dear Mr. Simmons,

Thank you for your letter outlining your board's concerns regarding the local implementation of the full-day kindergarten program.

Our government believes that full-day kindergarten for four- and five-year-olds is one of the most important investments we can make. It is about setting our kids on the road to success and building a stronger knowledge-based economy in Ontario. Giving our four- and five-year-olds an earlier start on their learning will improve their reading, writing and math skills, provide a smoother transition to Grade 1, and help increase their success in school and beyond.

Recognizing the importance of prudent fiscal management while implementing full-day kindergarten, the government planned for the program to be implemented over a five-year period, with clear objectives around student enrolment targets tied to budget realities.

From the outset, the Ministry of Education recognized that local school boards were in the best position to determine which schools would be implementing full-day kindergarten for each year, taking into account student population trends, demographics and community needs in meeting the board's enrolment target.

For the 2012-13 school year, which is the third year of implementation for full-day kindergarten in the province, the Ministry of Education provided the Hamilton-Wentworth DSB with a cumulative enrolment target of 3016 students, representing 49 percent of your board's population of four- and five-year-olds. The Hamilton-Wentworth DSB submitted a plan outlining the schools that would be implementing the program for the 2012-13 school year with an estimated cumulative projected enrolment of 2859, or 95 percent of your board's target.

.../2

01-2253

33-2

- 2 -

To recognize that student enrolments at some schools may trend differently from year to year, the Ministry of Education has a process by which school boards may apply for approval to advance or defer implementation of full-day kindergarten at identified schools in order to better align projected and actual enrolment with each year's cumulative student targets. Through this process, school boards can request changes which would mitigate the impact of unanticipated enrolment changes from the time when the initial enrolment projections were made.

I understand that your school board has taken steps to better understand why individual school enrolment projections varied so greatly from the original estimates and, through efforts such as those you describe in your letter, the board is taking actions to reduce this impact for the coming school year.

As always, ministry staff in the Early Learning Division are available to work with your school board administrative team to examine ways to manage the further implementation of the full-day kindergarten program within the existing budgets, and through the use of processes and opportunities available through the regulations.

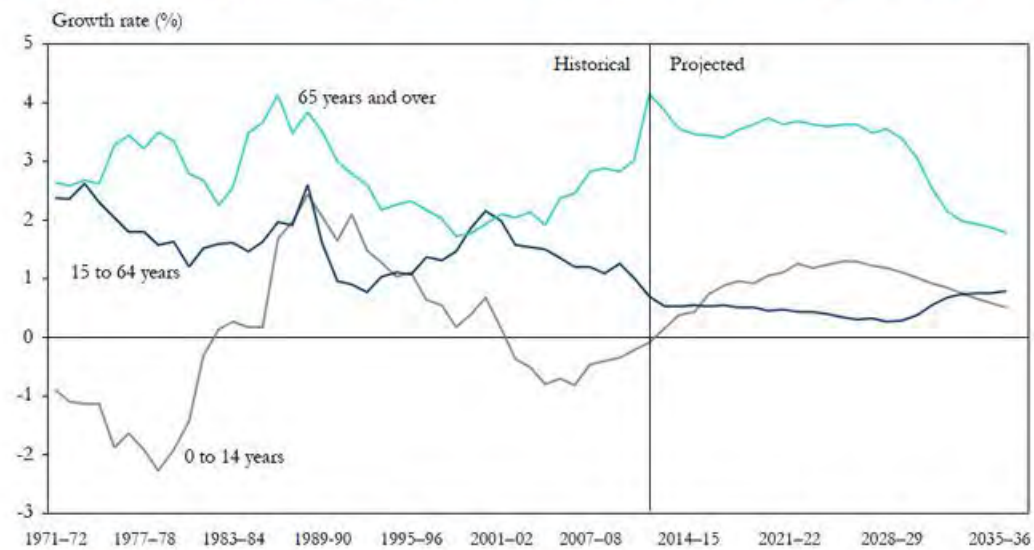
Thank you for sharing the concerns of the Hamilton-Wentworth DSB around the implementation of this important initiative.

Sincerely,



Liz Sandals  
Minister

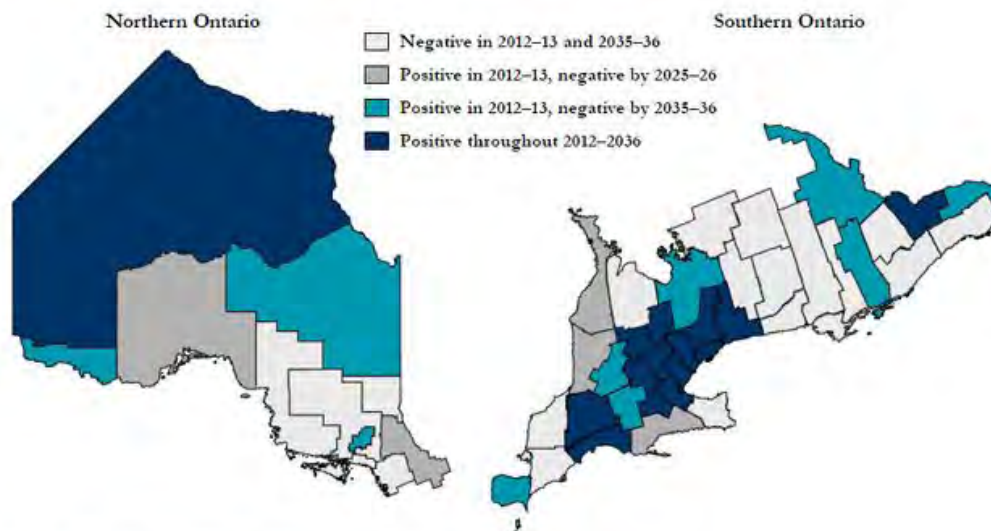
Chart 6  
Pace of growth of population age groups 0–14, 15–64 and 65+ in Ontario, 1971 to 2036



Sources: Statistics Canada, 1971–2012, and Ontario Ministry of Finance projections.

Note: increase in 0-14 year olds until at least 2026

Chart 7  
Evolution of natural increase by census division, 2012 to 2036



Source: Ontario Ministry of Finance projections.

Note: Natural increase (due to births, not immigration) projected to increase for the Hamilton area through 2036.

January 22, 2014

To the ARC committee: I would appreciate it if this correspondence was read aloud to the committee as has been past practice in the last working meetings. Thank you.

As an observer of last night's meeting I cannot help but wonder if I am the only one that feels that the voting method employed was very confusing and was extremely out of the previous context that the other votes were taken. In the past you had voted on the top three choices, now the voting is very convoluted and subject to no type of previous methods that were employed for voting. To make the voting procedure so arbitrary on such a serious subject seems to trivialize the issues at hand. There should be a set precedent for the voting criteria and it is one that should be adhered to consistently. I heard various comments from individual ARC members that the voting was extremely unorthodox, confusing and unfair. I would like to see that question put to the ARC committee at the next meeting to see if they echo similar sentiments and feel that another vote should be taken. There were also a numerous number of other options that were deemed to be similar as pointed out by two of your ARC members and those were options 22 and 32, yet these were not combined as the others were. Why is that? And do the members feel as though they should not be combined as one as some others were? Did they also feel that 10 minutes was an adequate amount of time to constructively work on and complete the task on hand of trying to combine Options 6-11, and 7-23 ? Do you at the board work within these types of conditions? Trying to make a decision in ten minutes when in fact it should have been deferred to the next meeting. Perhaps this also should be addressed to the ARC committee at the next meeting. Do they feel that 10 minutes was enough time to dedicate to such a serious task? Or should more time be allotted?

A number of these options present some very fundamental and problematic issues:

Option 22, which is very similar to option 32

The board has stated on numerous occasions that Hill Park is not deemed suitable for "right sizing" for any elementary scenario. Even if the scenario were to say let's "right size" Linden Park to suite where would the children attend school during the so called "right sizing of this school? There are some are pretty costly expenditures involved with this case. Boilers and heating systems are not just off the shelf products waiting to be purchased. Fabrication takes time and I see no contingency plan for this type of renovation, nor do I see any timelines involved in any of this proposal. Right sizing any building can be extremely costly. Without the proper channels of consultants, the projection of time and money would be purely speculation and guess work. Something that contractors rarely place bids on. These costs and unknowns wouldn't just affect the community of Linden Park but also that of Queensdale, Armstrong, Eastmount, and Cardinal Heights. Where is the backup plan in case this doesn't attain funding? There are a lot of unknowns in this scenario that affect a large scope of communities. This proposal divides up one of the largest student body's in one community and put them in 3 separate locations, some go to Linden Park, some to Queensdale and some to Eastmount. Wait it doesn't end at this point, the students from Armstrong that are sent to Queendale and Eastmount then after grade 6 get to make



another transition to yet another school, that being Linden Park. I believe that the goal of the Arc committee is to minimize the impact on a community not maximize it. These kinds of transitions are not conducive to any type of pupil stability and/or positive learning environment. The sentiments at a previous meeting found it unacceptable to disrupt 150 students in one community. What then is the rationale behind the ARC accepting that it is fine to disrupt over 300 students? This is a question I would like addressed by the ARC committee before these proposals that suggest this move forward. The student numbers at Franklin road are below capacity. You're suggesting closing Armstrong, a school that already accepts students from both Eastmount and Queensdale and already supports a FDK-8 format. It is an existing structure that is already prepared to do the job and you want to get rid of it. Queensdale doesn't meet the board criteria of JK-8, nor does Eastmount. The student would have to attend yet another school for 7-8. Eastmount doesn't even the required 5 acres the board is seeking. If it had to add a parking space it wouldn't be able to accommodate this. There is no mention of the transportation that will be required to get the students from Queensdale, Armstrong, Eastmount and Ridgemount to get to the Linden Park site. There is also no mention of the traffic precautions necessary for those that may walk. Fennell itself in the past has had two incidents involving students from Hill Park crossing the road. There are too many transitions, lack of time lines, and too much of maintenance of schools that do not meet the criteria. Option 22 comes in as one of the higher cost programs to initiate.

Option 32 is very similar to option 22, (they should have been combined)

A lot of the concerns will mirror those of Option 22

- Once again dividing up the largest body of students at GLA and having these students attend schools that don't meet the criteria JK-8, site size too small etc.
- Once again taking away a school that already meets the criteria of the board, Armstrong, to send them to and maintain two separate buildings as opposed to one, in schools that are not even centrally located. The children from Eastmount and Queensdale already attend Armstrong
- This is just a change in geography but with negative implications, these students will once again be moved twice during their elementary careers, again not very conducive to a positive learning environment
- Busing involved for Queensdale, Armstrong and Eastmount when it comes time to attend 7-8 grades. I guess it might be good practice for their next journey to High School
- Busing is also involved for Ridgemount
- Consideration for the major streets to be crossed at Mohawk and Fennell have been neglected
- This project comes in also as one of the higher cost scenarios
- Way too many transitions for students when existing structures already exist and are being utilized for these purposes and meet the public's needs as well as the communities and more importantly the students' needs

Being disabled and do not drive I am dependent on the public transit system to get from one location to another. Both Queensdale and Eastmount only offer one bus sporadically that pass by their locations. I would have to take two buses to get to Queensdale, which consumes much time. These two schools are very difficult to access unlike Armstrong and the selection of buses that run past it. What about

important walk to amenities neither Queensdale nor Eastmount can offer these as Armstrong can. Armstrong supports a large local economy whereas the others support none. What about the after school programs that Armstrong supports such as Basketball, and indoor Hockey. Could they support the weekend programs offered at Armstrong? The other two schools neighbourhoods and gymnasium's couldn't support any of the above stated. There are more than just numbers to consider. You are suggesting to close Armstrong without examining the true impact to the community and students. The school already serves the immediate community and those that are adjacent to it. It defies logic to disrupt the largest community of students in a pre-existing structure that meets and exceeds the board's criteria only to send them to schools that do not meet the criteria and stand to lose much more than they can gain from these facilities.

The fact remains that I endorse common sense and right now the only two options available for this are 6-11 and 7-23.

The members of the ARC must walk a fine line trying to lookout for the student's best interests and that of the community. But somehow with these two options of 22 and 32 you have strayed from the path. You have a responsibility towards the students and your communities of course; however it does come with a certain set of parameters as mandated by the board. For example a JK-8 format, 500 students, min. 5 acres of land etc. Do I agree with them all, of course not? Do I believe we can satisfy all the criteria? Most certainly I do not. Can you come close to meeting it? Yes. However it is not with options like 22 and 32. Have any of any of the ARC members even considered the notion that the board has already committed Hill Park as part of the proposal for ministry funding for the new south high school, (which isn't even a secured deal to date), that is why the date for closure was moved up to 2014. Do you not think that Linden Park property has not also been discussed along with Hill Park, after all they are adjacent to one another, like one parcel of land. At least that's the way developers look at. Do you think the board would admit it even if it were true? Developers and sellers like to bundle properties.

At any rate the further that the committee steers their decisions away from the given criteria the more likely it will become for someone else make the decision for us all. Meaning the Board and the Trustees will make the decision for you. And we've all seen the types of decisions that they have made in the past. The further you fall from the criteria the easier you will make their jobs.

Thank you for entertaining my thoughts and opinion's

Brad Forbes

Concerned, (as the rest of us), community resident

January 22, 2014

ARC members, the Board and the Trustees:

I would appreciate it if this letter was read aloud to the ARC committee and that my concerns and questions be seriously considered and addressed.

I have been an outside observer at the last few meeting and I must say that I am expressing some genuine concern for the way that options have been qualified and dismissed this time around. In the past break away groups have been formed and the options thoroughly discussed. They had been discussed first in the breakaway groups and then as a group as a whole. At which time the voting was conducted. There were no options to blend certain options together if they were remotely similar, in fact when it was mentioned to the board staff and the committee as a whole not one person from the board said to the group that you may blend those options that you feel are similar and then we may vote on those as well. It wasn't until the meeting on the 14<sup>th</sup> of January until us as an audience or the ARC committee had heard that this was a feasible thing to do with such options. A lot of options were dismissed in the past because they were similar to others we have seen despite the fact they did have differences. (1) All of a sudden blending these options is fine? (2) Why is it then when the ARC committee member from Armstrong who was supported by a member from Franklin Road, pointed out that both options 22 and 32 are almost identical that these two options were not merged in fact they were left as two separate entities? Merging may have left room for yet another option that may not be so similar to reach the table. Now that option is gone. (3) Is this happening to help expedite the compressed time allowed for such serious decisions that impact all our communities? (to speed up the process).(4) I would like the Board to ask the ARC committee members how they feel about the voting process that took place on January 14<sup>th</sup>, the open forum debate and voting process. This is where if one person said yes to an option it moved forward. This type of voting broke all protocol that we have seen in the past. The meeting last night changed the rules of voting even further. The vote was extremely confusing, followed no past precedents and in fact had some members abstaining from voting at all. (5) I would like the question(s) addressed to the committee as to whether or not they found the voting confusing, proper or fair. (6) Do they feel that these last votes should be re-examined and possibly revisited? (6) As for the options 22 and 32 I would like to hear one or all of the ARC committee justify with some degree of rationale or logic how at the last meeting displacing approx. 150 students from Linden Park was an undesirable concept, (as we all feel about any of our communities), but suddenly dividing up one single community of over 300 students became acceptable? Where is the rational and logic behind that? It absolutely defies any unless of course I am missing key elements somewhere if so please explain it to me. You divide this community up into two. The largest student body and somehow this is acceptable. Armstrong if you look at the map is the only school provided in the North location that actually provides a FDK-8 system, (a system that fits the boards' criteria), it already accepts the students from Eastmount and Queendale. There is no other school around Armstrong that can provide this service to all three of these North communities. If you look at your proposals 22 and 32 you will find that it eliminates Armstrong in order to send the students to two separate schools for grades JK-6 that are not easily accessible for students or parents alike by public transit. This is a role reversal of situations. Both Queensdale and Eastmount do not meet the criteria of the JK-6, or the 500 student

parameters. Eastmount does not even have the required lot size sitting at a mere 1.7 acres. Look at the proximity of the proposed new Linden Park JK-8 system to the adjacent Franklin Road School, which is also a grade JK-8 system, it is less than a km away. The same could be said if we looked south to Cardinal Heights another system that goes to grade 8. These scenarios create a cluster of these schools in a concentrated area all at the expense of sacrificing Armstrong, the only school north of this cluster to already provide the JK-8 system that extends into the communities of both Eastmount and Queensdale. Looking at the Map it would make more sense to close down Franklin Road and have all the students then attend the newly transformed Linden Park so that all the facilities there may still be enjoyed. These two schools are almost side by side. Further to this it would make more sense to utilize the existing structure of Armstrong as it is utilized now, JK-8 that accepts the students from both Eastmount and Queensdale. These students already attend this school so I believe the transition may be a little easier for the student body. With these proposals of 22 and 32 you are robbing the community in the north of the only school that presently is utilized and meets the board's criteria. It also serves 3 schools and community's needs. To add to this you're suggesting that moving children not once but two times during the course of their stay at the elementary schools. Yet somehow this disruption is supposed to have a positive impact on the students. This type of thing is not conducive to a positive learning environment at all. The students will suffer as a result.

Options 22 and 32 are almost exactly the same.

These two options are merely a shell game taking the largest student body at Armstrong of over 300 students and dispensing them with little or no regard for their educational wellbeing. This divides the student body to two schools that do not even meet the criteria of the board. To two schools, Eastmount and Queensdale that already attend Armstrong. All this does is play a numbers game with little or no regard for the affected students. It is trying to maintain two facilities that do not meet the criteria of the board and are under capacity. Dividing the largest number of students and delegating them to these two schools only serves the purpose of filling seats it does not address the needs of the students, or the criteria set out by the board and the public. The reason to maintain them as grades 6-8 is so that these schools may feed into Linden Park to justify and maintain its numbers. Option 32 suggests that the grade 7-8 from Eastmount attend Franklin Road. These two options have not addressed properly the number of transitions students must make, the transportation of the students nor the wellbeing of the students. Closing one school to bolster the capacity of two other schools that do not meet the expected criteria is most certainly not making the best use of the existing facilities or looking after the best interest of a community(s) or the students that reside within them.

(7) One final question of concern that I would like you to address the committee about. This deals with the rushed 10 minutes that the committee had to blend options 6-11 and 7-23 together at the end of the last meeting. Does the committee feel that this was an adequate amount of time to deal with such a subject or do they feel that it should be allotted more time at the meeting?

I realize that my letter may seem a bit harsh and probably repetitive, and I do appreciate the work being done by the ARC committee especially since you are all volunteers. However this letter does raise some valid concerns.

Thank You

Christina Renard

**Letter from Linden Park Parent.**

**PLEASE don't close Linden Park and Today's Family Daycare. It will be the biggest mistake that you have ever made. Linden Park and Today's Family provides Summer Care, March Break, Christmas Holidays and P.D. days. The daycare is open from 7:00 a.m. until 6:00 p.m. The school and daycare work together for parents of children with special needs and for working parents. The school and daycare offer support like you would never receive anywhere else. The children receive healthy snacks and a wonderful environment to learn.**

**Another one of my biggest concerns is my daughter has a feed tube. There is not a nurse in schools so if there is a problem I have been trained in a course on how to put in the tube if it comes out. My daughter needs to be close to home. If the school moves she will be very far away and it will take too long to get there in case of emergency. The equipment I very expensive and a trained person needs to be close. I can't stress enough how taking children out of their neighborhood is hurting them. People buy houses close to a school for a reason. Many of my neighbors have little ones at home that will be attending Linden Park very soon. PLEASE DON'T HURT OUR CHILDREN.**

**Linden Park is in the perfect location. It is o convenient for families of young children. We have a recreation centre and school all within walking distance. A new school will not have that.**

**The property that Linden Park sits on could be used for a new Kindergarten to Grade 8 school. The location is absolutely perfect. We are in a very special spot and that land should never be sold. It is a shame to waste land that was a gift.**

**The committee needs to make that right choice. KEEP LINDEN PARK OPEN.**



		HWDSB											
A	New School Construction/Additions/FDK	Status Quo	Staff Opt.	Arc Opt. 6	Arc Opt. 11	Arc Opt. 7	Arc Opt. 23	Arc Opt. 22	Arc Opt. 32				
	New School Construction	\$0	\$10,300,000	\$0	\$12,770,000	\$0	\$0	\$7,400,000	\$12,000,000				
	Full Day Kindergarten	\$0	\$1,660,000	\$2,130,000	\$2,610,000	\$1,650,000	\$945,000	\$2,135,000	\$950,000				
	Additions	\$0	\$1,500,000	\$750,000	\$2,000,000	\$250,000	\$250,000	\$1,500,000	\$750,000				
	<b>Projected Total</b>		\$13,460,000	\$2,880,000	\$17,380,000	\$1,900,000	\$1,195,000	\$11,035,000	\$13,700,000				
	<b>Ministry Funding (1)</b>												
	Potential Cap. Funding--pending Min. approval	\$0	\$11,800,000	\$750,000	\$14,770,000	\$250,000	\$250,000	\$8,900,000	\$12,750,000				
	Approved Full Day Kindergarten	\$0	\$1,660,000	\$2,130,000	\$2,610,000	\$1,650,000	\$945,000	\$2,135,000	\$950,000				
	<b>Projected Total</b>		\$13,460,000	\$2,880,000	\$17,380,000	\$1,900,000	\$1,195,000	\$11,035,000	\$13,700,000				
	<b>B Allowance to Meet Ministry Benchmark (2)</b>												
	Projected Total	\$4,500,000	\$1,500,000	\$2,700,000	\$1,800,000	\$3,300,000	\$3,300,000	\$3,000,000	\$2,400,000				
	<b>Renewal Costs--High &amp; Urgent--1-5 Yrs. (3)</b>												
	Projected Total	\$10,115,187	\$4,127,556	\$7,069,039	\$4,800,578	\$8,092,388	\$8,092,388	\$6,860,386	\$4,591,906				
	<b>Remaining Renewal Costs--Not High &amp; Urgent--6+ years (4)</b>												
	Projected Total	\$21,522,248	\$8,995,975	\$12,145,913	\$6,630,296	\$14,994,386	\$14,994,386	\$13,546,689	\$11,570,226				
	<b>Total Estimated Renewal Costs</b>												
	Projected Total	\$36,137,435	\$14,623,531	\$21,914,952	\$13,230,874	\$26,386,774	\$26,386,774	\$23,407,075	\$18,562,132				
	<b>Less Proceeds of Disposition (5) Proj. Total</b>												
	Projected Total	\$0	\$6,149,000	\$6,149,000	\$6,149,000	\$3,608,000	\$3,608,000	\$6,143,500	\$6,143,500				
	<b>Balance to Fund by HWDSB</b>												
	Projected Total	\$36,137,435	\$8,474,531	\$15,765,952	\$7,081,874	\$22,778,774	\$22,778,774	\$17,263,575	\$12,418,632				
	<b>Total Cost of Option (A + B)</b>												
	Projected Total	\$36,137,435	\$21,934,531	\$18,645,952	\$24,461,874	\$24,678,774	\$23,973,774	\$28,298,575	\$26,118,632				
	<b>C Annual Administration Savings (6) Proj. Total</b>												
	Projected Total	\$0	\$542,207	\$542,929	\$695,276	\$361,925	\$361,925	\$516,336	\$516,805				
	<b>Annual Operational Savings (7) Projected Total</b>												
	Projected Total	\$0	\$543,122	\$601,679	\$684,860	\$389,082	\$389,082	\$608,039	\$874,555				
	<b>D Annual Transportation Costs(8) Projected Total</b>												
	Projected Total	\$346,500	\$423,500	\$500,500	\$616,000	\$462,000	\$385,000	\$346,500	\$346,500				
	<b>Total--Administration + Operational Savings</b>												
	Projected Total	\$1,085,329	\$1,085,329	\$1,144,608	\$1,380,136	\$751,007	\$751,007	\$1,124,375	\$1,391,360				
	<b>Annual Savings (admin.+ oper. - transport.)</b>												
	Projected Total	\$661,829	\$661,829	\$644,108	\$764,136	\$289,007	\$366,007	\$777,875	\$1,044,860				

**John-Paul Danko, P. Eng.**

Senior Project Manager  
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**Attention: Dr. John Malloy – Director of Education**  
**Regarding: Hamilton Central Mountain ARC – Financial Analysis of ARC Options**

Dear Dr. Malloy,

As I am sure you are aware, under section 7.1.2 of the Central Mountain ARC Terms of Reference, the ARC is required to consider the financial effects of school closures including capital implications, the savings expected to be achieved, revenue implications and additional expenditures.

It is the responsibility of the HWDSB to provide financial information to the ARC for their review, and ultimately to the Trustees for their final decision.

However, the Financial Summaries provided to the ARC for the Accommodation Review Options (ARC Options) currently under discussion do not contain the basic level of financial analysis required of public institutions to ensure the responsible expenditure of public funds.

A detailed net present value (NPV) financial analysis of multiple competing options is the standard level of care considered acceptable to public institutions such as school boards, municipalities and the Province of Ontario when evaluating the rehabilitation versus replacement of public infrastructure projects.

A net present value financial analysis is necessary to accurately assess the true cost or savings of various competing options that include capital expenditures and/or projected savings over time.

It is not an acceptable level of due diligence to simply consider the static costs of various options as currently presented in the Financial Summaries without considering the effect of the discount rate of capital over the lifecycle of the various options and the total review period.

The currently accepted net present value discount rate for publicly funded infrastructure projects in the Province of Ontario is 4.3%. Public infrastructure projects are typically evaluated over a 75 year review period, with 50 years considered a minimum while some more rigorous analysis use 100 years and beyond.

Without a detailed net present value financial analysis the ARC and the Trustees do not have the basic financial tools required to reach an informed decision.

The following are five examples showing how a detailed net present value financial analysis would significantly change the financial effects required to be considered under the terms of reference as currently under review by the Central Mountain ARC.

**1. The financial costing provided to the ARC under Section B of the Financial Summaries currently assumes that all renewal costs will be invested at year zero.**

This is an inaccurate assumption that unfairly penalizes accommodation review options such as the Status Quo and Option 22 that rely heavily on the use of existing infrastructure.

As noted in Section B, the renewal costs would in fact be invested over time, not at year zero.

Schedule B of the Financial Summaries states that the high and urgent needs improvements are scheduled to be completed in 1 to 5 years with the remainder of the renewal costs scheduled to be invested in 6 or more years.

Therefore, a net present value financial analysis is required to adequately evaluate these renewal costs.

**2. The financial costing provided to the ARC assumes that 100% of FCI needs will be invested.**

Again, this is an inaccurate assumption that unfairly penalizes accommodation review options, such as the Status Quo and Option 22 that include more extensive use of existing infrastructure rather than new builds.

It is not reasonable to assume that every single repair and maintenance need identified in the FCI reports would be implemented.

Further, many systemic errors have been identified in the FCI costing provided, some that would account for swings of hundreds of thousands of dollars.

A net present value financial analysis is necessary to provide a sensitivity analysis by including a variable level of FCI investment from 50% to 100%, thereby providing a much more accurate evaluation of options, especially options that require extensive renovations and repairs to existing infrastructure.

**3. The savings projected for each ARC Option detailed in Section C of the Financial Summaries do not reflect the actual net present value savings that would be projected over the life cycle of each option.**

Each ARC option and each school included within each option has a different life cycle.

The projected savings provided to the ARC are an annuity that only remains constant over the life cycle of each school included with each option.

It is grossly inaccurate to simply multiply the projected savings by the number of years under review.

Further, this does not take into account the fundamental accounting principal of applying a discount rate for costs or savings that occur over time.

A net present value financial analysis is necessary to account for the life cycle of each school and each option and accurately predict the actual projected savings as a net present value.

**4. The transportation costs detailed in Section D of the Financial Summaries do not reflect the actual net present value transportation cost projected over the full review period.**

Transportation costs are a structural annuity that would be projected over the entire net present value review period.

Therefore, a net present value financial analysis is necessary for a meaningful assessment of the projected transportation costs over a minimum review period of 50 years, possibly extending to 75 to 100 years or beyond.

**5. The second cycle replacement cost of each school is not taken into consideration in Section A of the Financial Summaries.**

Every school currently under review has a different life cycle. Older schools such as Armstrong, and Queensdale are well constructed and would be expected to have a lifespan of 75 to 100 years or more. Newer schools, such as Cardinal Heights and Pauline Johnson would be expected to have a shorter life span of 30 to 50 years.

Each school under review will require a second cycle replacement at the end of its projected residual life span.

The second cycle replacement cost is typically the full cost of a brand new replacement structure.

Including second cycle replacement costs would have a significant impact on the financial implications of the various ARC Options currently under review.

A net present value financial analysis is necessary to evaluate the financial implications of the future replacement costs of each school under review.

**Considering the implications described above, I request the following action by the HWDSB:**

1. The HWDSB immediately hire an independent consulting engineering firm or accounting firm to perform a detailed net present value financial analysis of all Accommodation Review Options currently under consideration including the Status Quo, the HWDSB Staff Option and all ARC Options currently in discussion.
2. The HWDSB postpone all further deliberation and selection of Accommodation Review Options by the Central Mountain ARC until a complete net present value financial analysis report has been completed and delivered to the ARC and the Trustees for their review.

**Conclusion**

Thank you for taking the time to address my concerns. I look forward to your detailed response to the two action points requested. I believe that these are reasonable requests that could be acted upon by the HWDSB given the will to do so.

Sincerely,



John-Paul Danko, P. Eng.  
Senior Project Manger  
ELLIS Engineering Inc.

**Also Copied:**

Monique Taylor – MPP, Hamilton Mountain  
Kathleen Wynne – MPP, Premier  
Liz Sandals – MPP, Minister of Education  
Scott Duvall – Councillor, City of Hamilton

Michael Prendergast – HWDSB, Superintendent of Student Achievement  
Jessica Brennan – Trustee, Chair  
Lillian Orban – Trustee, Ward 7 Central Mountain  
Hamilton Central Mountain Accommodation Review Committee

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**Attention: Dr. John Malloy – Director of Education**  
**Regarding: Hamilton Central Mountain ARC –**  
**FCI and Financial Summary Errors and Omissions**

January 26<sup>th</sup>, 2014

Dear Dr. Malloy,

I am the Senior Project Manager at ELLIS Engineering Inc. and a Professional Engineer specializing in construction cost estimating and the financial analysis of rehabilitation and replacement options for public infrastructure projects throughout Ontario.

I am currently the Contract Administrator for the Burgoyne Bridge Structure Replacement in St. Catharines, a public infrastructure project that is approximately three times the scope and value of all the work required for the Central Mountain schools combined.

I am also currently the Senior Project Manager at ELLIS Engineering for the St. Lawrence Seaway Marine Quay Rapid Replacement project in Welland - a \$150 million dollar heavy civil public infrastructure renewal contract.

As I am sure you are aware, the HWDSB has a duty of care to ensure the responsible expenditure of public funds. A large part of that duty of care is to ensure that the Central Mountain ARC and the Trustees are able to make decisions that are based on accurate and current financial information.

Therefore, I would like to take this opportunity to outline a brief summary of several significant errors and omissions that our community has discovered in the FCI and Financial Summary construction cost estimates provided by the HWDSB to the Central Mountain ARC for their review and consideration:



**1. There is no correlation between the volume of capital invested in a particular school over the past 10 years and the amount of work required over the next 10 years.**

For example, the HWDSB has invested \$2,600,131 at Queensdale since 2005.

This represents an investment of 44.5% of the entire replacement value of the school.

In the construction industry, a rehabilitation investment in the order of 50% of the replacement cost is considered a major rehabilitation and would be expected to restore a structure to nearly new condition.

However, the current Facilities Condition Index (FCI) of Queensdale is listed at 55.17%, meaning that right now the HWDSB is assigning \$3,224,866 of repairs to Queensdale.

Clearly, this is impossible as Queensdale would have to have had an FCI of 100% or higher as recently as 2005.

If we compare this to the current FCI at a very similar school - Linden Park which has a current FCI of 44.78% and we know that Linden Park has only had \$36,958 of repairs invested since 2005, we can conclude that in 2005 Queensdale would also have also had an FCI in the order of 45%.

If Queensdale had an FCI in the order of 45% in 2005, the FCI would have been reduced to 0% with the \$2,600,131 invested, matching the industry standard outcome of a major rehabilitation.

Therefore, we can conclude that current FCI the projected 10 year FCI and the Financial Summary construction costs for Queensdale are grossly inaccurate.

We can also conclude that there are similar errors with the FCIs for other schools, although possibly to a lesser magnitude.

**2. There are significant unit price errors throughout the FCI and Financial Summary costs.**

For example, Queensdale and Linden Park are assigned construction costs of \$500,939 and \$520,200 for the "Replacement of Roof Coverings". With roof areas of approximately 2,478 m<sup>2</sup> and 2,624 m<sup>2</sup> respectively, this represents a construction cost unit price for the "Replacement of Roof Coverings" of approximately \$200 per m<sup>2</sup> for both Queensdale and Linden Park.

However, the "Replacement of Roof Coverings" cost assigned to Armstrong is only \$286,251.

With a roof area of approximately 3,340 m<sup>2</sup> this represents a construction cost unit price for the "Replacement of Roof Coverings" of approximately \$85 per m<sup>2</sup> for Armstrong.

All three roofs are similar construction. Further, the roof at Armstrong is known to be currently leaking and in need of immediate replacement.

Therefore, the construction cost unit price should be similar for all three schools, with Armstrong assigned a slightly higher unit price due to the known poor condition of the existing roof and additional site access costs for a three story building.

If the Queensdale / Linden “Replacement of Roof Coverings” unit price of \$200 per m<sup>2</sup> was assigned to Armstrong, this would increase the cost of roof replacement at Armstrong to \$668,000 – making this single item *the most costly* high and urgent need repair for *all* of the Central Mountain schools currently under review.

Alternatively, changing the unit price for this single item at Queensdale and Linden Park from \$200 per m<sup>2</sup> to \$85 per m<sup>2</sup> would reduce the high and urgent needs required by 28.4% and 18.5% for Queensdale and Linden Park respectively.

In the case of Queensdale, this single error represents a full 5% difference in the calculated FCIs.

### **3. The exact same lump sum unit prices for various items have been assigned to different schools that have a drastically different scope of work.**

For example, the same lump sum unit price of \$71,563 has been assigned to both Armstrong and Queensdale for the “Replacement of Wall Finishes”.

However, Armstrong has a gross floor plan area nearly double that of Queensdale (5,401m<sup>2</sup> to 2,805m<sup>2</sup> respectively).

Similarly, the same lump sum unit price of \$57,250 for the “Replacement of Exterior Doors” has been assigned to Armstrong, Queensdale and Eastmount Park despite the fact that all three have very different main floor configurations.

Further, the exterior doors at Queensdale have already been replaced, however the FCI reports and Financial Summaries do not reflect the actual work completed.

This is clearly an error where the same lump sum unit prices have been assigned to the same line items at different schools without consideration to the actual scope of work required at the individual schools.

This type of error is systemic throughout the construction cost estimates provided by the HWDSB to the Central Mountain ARC.

**4. There are obvious decimal point errors where item costs have been entered incorrectly.**

For example, the item “Study Branch Wiring” is listed at \$71,563 for Franklin Road and the same item “Study Branch Wiring” is listed at \$7,157 for Armstrong.

This single order of magnitude decimal place error causes the cost of this item to be recorded ten times higher (or 1000% higher) at Franklin Road than at Armstrong.

**5. The exact same lump sum unit prices have been assigned to various construction cost items that have a completely different scope of work.**

For example, at Armstrong “Replacement of Domestic Water Distribution” and “Replacement of Branch Wiring” have the same cost of \$143,125. These are completely different construction items and must have their own individual costs.

At Cardinal Heights, the items “Replacement Interior Stair Construction”, “Replacement Terminal and Package Units”, “Replacement Original Building Standard Foundations”, “Replacement Other Cooling Generating Systems”, “Replacement Original Building Lighting Equipment” and “Replacement Floor Finishes – Concrete Floor” all have the exact same cost of \$10,200. These are all drastically different construction items that must have their own individual costs.

At Ridgemount, the items “Replacement Heat Generating Systems”, “Replacement Domestic Water Distribution” and “Replacement Standard Foundation” also cost \$10,200.

At Queensdale, the items “Replacement Ceiling Finishes” and “Replacement Playing Field” both cost exactly \$57,250 even though these are drastically different items. At Pauline Johnson, the item “Plumbing Fixtures” also costs \$57,250.

At Franklin Road, the items “Replacement Exterior Door Hardware” and “Replacement Fencing and Gates” both cost \$28,625. Again, both these items have a very different scope of work.

These are all major, systemic lump sum unit price errors found throughout the FCI and Financial Summary costing.

The importance of these errors cannot be overstated – each lump sum construction cost must be accurate to the item scope of work and location to which it is assigned. Without an extensive investigation, it is impossible to know the full magnitude of this error, but given the sheer volume of lump sum unit price errors discovered, it would be reasonable to conclude that they would have a significant impact on both the FCI rankings and the Financial Summaries currently provided to the Central Mountain ARC.

## Implication of the Financial Errors and Omissions Outlined

The issues outlined in this letter have been expressed to the Central Mountain ARC and HWDSB staff on several occasions through written and verbal correspondence, as far back as the first Public Consultation Meeting on October 8<sup>th</sup>, 2013.

No formal response has been provided and no action has been taken by either the Central Mountain ARC or HWDSB staff, therefore, we are writing to you directly.

The Central Mountain ARC has stressed several times, as recently as their Working Group Meeting on January 21st, 2014 their desire to not close schools with favorable FCIs or schools that have had significant recent repairs.

This is a specific area of concern for several influential members of the Central Mountain ARC.

Further, the Central Mountain ARC has repeatedly demonstrated a strong influence towards the bottom line Financial Summaries provided by the HWDSB.

Through recorded votes, various Pupil Accommodation Review Options have already been eliminated in part because they were not seen by the ARC to be financially favorable.

These conclusions were discussed and reached by the ARC despite the fact that the rejected options were projected to be only marginally more costly than competing options.

The Central Mountain ARC has proven a cost differential threshold used to accept or reject Accommodation Review Options that is well within the margin of error outlined above.

Therefore, we know for certain that the level of error present in the FCIs and Financial Summary construction costs presented to the ARC *will have a direct influence on the Central Mountain ARC's final recommendation.*

If it is known that these demonstrated errors have influenced the recommendation of the Central Mountain ARC, the Trustees cannot themselves be in a position to make an informed decision based on the ARC's final report with a reasonable level of care.

**Considering the implications described above, I request the following action by the HWDSB:**

1. The HWDSB immediately suspend the Central Mountain ARC, as the ARC cannot reasonably be expected to reach an informed decision based on financial information known to contain significant errors and omissions.
2. The HWDSB hire an independent engineering consultant to review and update all construction cost estimates completed over the last ten years, including on site physical inspections and construction cost estimating by an engineer licensed in the Province of Ontario with experience in similar work.
3. Upon completion of the independent engineer's final report, the HWDSB reconvene the Central Mountain ARC and provide the ARC with updated FCI's and Financial Summaries in accordance with the engineer's findings and recommendations.

Thank you for taking the time to address my concerns. I look forward to your detailed response to the three action points requested. I believe that these are reasonable requests and could be acted upon by the HWDSB given the will to do so.

Sincerely,



John-Paul Danko, P. Eng.  
Senior Project Manager  
ELLIS Engineering Inc.

**Also Copied:**

Monique Taylor – MPP, Hamilton Mountain  
Kathleen Wynne – MPP, Premier  
Liz Sandals – MPP, Minister of Education  
Scott Duvall – Councillor, City of Hamilton

Michael Prendergast – HWDSB, Superintendent of Student Achievement  
Jessica Brennan – Trustee, Chair  
Lillian Orban – Trustee, Ward 7 Central Mountain  
Hamilton Central Mountain Accommodation Review Committee